

We are looking to appoint a passionate, creative and enthusiastic teacher to join our successful and friendly school. This is a Fixed Term post for 11 months initially, FTE 1.0, commencing 30th September 2024.

We are looking for a teacher who:

- is proactive and positive about continuing professional development
- has high expectations of themselves and for children's achievements
- has excellent knowledge of the National Curriculum and assessment for learning
- has experience in supporting behaviour through the TIS approach
- can work proactively as part of a team, with a 'can do' attitude
- will be supportive of our Catholic ethos and values

In return, we offer:

- a dynamic and vibrant school
- a caring, supportive team-orientated staff
- well-behaved, happy children who are eager to learn
- opportunities for professional development through external training and school to school support
- excellent classroom support from teaching assistants and HLTAs

We strongly encourage visits to the school from prospective candidates, please call us on 01209 713944 or email [camborneadmin@plymouthcast.com](mailto:camborneadmin@plymouthcast.com) to arrange this.

The application forms, person specification and job description can be downloaded from here.

**Deadline for applications: Wednesday 4th September, 12 noon**

**Shortlisting: Wednesday 4th September**

**Interviews: Tuesday 10th September**

*St John's Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All appointments are made subject to an enhanced DBS check in line with the government's Safer Recruitment guidelines.*

# KS2 Class Teacher

## Job Description

|                                   |   |
|-----------------------------------|---|
| <b>Post Title</b>                 | <b>Class Teacher</b>  |
| <b>School</b>                     | <b>St John's Catholic Primary School</b>  |
| <b>Salary and Grade</b>           | <b>MI—M6</b>  |
| <b>Line Manager(s)</b>            | <b>Headteacher and Governing Body</b>   |
| <b>Supervisory responsibility</b> | <b>The post holder will be responsible for the deployment and supervision of teaching assistants relevant to their responsibilities</b> |
| <b>Contract Type</b>              | <b>Fixed term</b>   |

### Main purpose of the job

- Be responsible for the learning and achievement of all pupils in your class.
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.
- Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

### A. Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach.
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Be accountable for the attainment, progress and outcomes of pupils you teach.
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject).
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
- Make accurate and productive use of assessment to secure pupils' progress

## Job Description continued



- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
- Participate in arrangements for examinations and assessments as required.

### **B. Behaviour and Safety**

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly in line with school policy.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
- Have high expectations of behaviour, promoting self-control and independence of all learners.
- Carry out playground and other duties as directed.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

### **C. Team working and collaboration**

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.

### **D. Fulfil wider professional responsibilities**

- Work collaboratively with others to develop effective professional relationships.
- Deploy and manage support staff effectively to ensure the needs of all learners are met.
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate.
- Communicate and co-operate with relevant external bodies.
- Make a positive contribution to the wider life and Catholic ethos of the school.

## Job Description continued

### **E. Administration**

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

### **F. Professional development**

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.

### **G. Other**

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality.
- Perform any reasonable duties as requested by the Headteacher.

# KS2 Class Teacher

## Person specification

| Essential  | Desirable  |
|--|--|
| <b>Qualifications &amp; Training</b>   |  |
| <ul style="list-style-type: none"> <li>• Qualified Teacher Status (A)</li> <li>• Degree</li> </ul>   | <ul style="list-style-type: none"> <li>• CCRS or equivalent (A)</li> <li>• Evidence of commitment to further professional development</li> </ul>                   |
| <b>Knowledge and Skills</b>  |  |
| <ul style="list-style-type: none"> <li>• Knowledge and understanding of Primary Curriculum and its application</li> <li>• Knowledge of strategies that enable the teacher to teach mixed ability pupils within the same class and provide work which is differentiated to cater for the entire ability range</li> <li>• Evidence of the ability to plan effectively, using assessment for learning as a tool, to meet the needs of all pupils through focused, energetic teaching that secures challenge and success for every child</li> <li>• Ability to develop and maintain good professional relationships and contribute positively to curriculum development in a specific curriculum area or areas.</li> <li>• Ability to motivate and inspire pupils</li> <li>• Ability to develop a creative curriculum</li> </ul> | <ul style="list-style-type: none"> <li>• Teaching in Catholic primary school (A)</li> <li>• An understanding of transition issues from year to year (I)</li> </ul> |
| <b>Aptitudes</b>   |  |
| <ul style="list-style-type: none"> <li>• Ability to teach a wide range of subjects across the primary age range.</li> <li>• Ability to use effectively a variety of teaching and organisational styles and resources including ICT.</li> <li>• Effective teaching and learning strategies to achieve high levels of pupil progress (A,I,R)</li> <li>• Effective behaviour management strategies (A,I,R)</li> <li>• Effective use of assessment for learning strategies (A,I,R)</li> <li>• Experience of creating an appropriate and stimulating learning environment (A,I R)</li> <li>• Understanding of the National Curriculum with regards to the teaching of Maths and English and the implications for assessment (A,I, R)</li> <li>• Effective at teaching phonics and SPAG</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Knowledge of supporting behaviour through the TIS approach (I)</li> </ul>   |

# KS2 Class Teacher

## Person specification



| Essential   | Desirable  |
|---|--|
| <b>Personal Qualities and Attributes</b>  |  |
| <ul style="list-style-type: none"> <li>• Passionate about teaching and learning</li> <li>• Ability to set high standards and provide a role model for staff and pupils.</li> <li>• Able to deal sensitively with people and resolve conflicts.</li> <li>• Experience of working effectively as part of a team (R, I)</li> <li>• Good intrapersonal/communication skills</li> <li>• Displays warmth, care and sensitivity in dealing with children (I,R)</li> <li>• Resilient, reflective, self-evaluative and adaptable to changing circumstances and new ideas (A, I, R)</li> <li>• Reliable and punctual; in good health (R)</li> <li>• Be self-motivated and have high professional aspirations (A,I R)</li> <li>• Ability to prioritise</li> <li>• Willingness to be involved in the wider life of the school, including extra-curricular clubs.</li> <li>• When all the above fail, to maintain a good sense of humour, a willingness to learn, and the will to continue to strive for excellence (R)</li> </ul> | <ul style="list-style-type: none"> <li>• Bring personal interests and enthusiasm to our school community (R)</li> </ul>  |
| <b>Disposition</b>  |  |
| <ul style="list-style-type: none"> <li>• To be committed to raising the levels of achievement of children of all abilities.</li> <li>• Committed to high levels of achievement across the whole primary curriculum.</li> </ul>  | <ul style="list-style-type: none"> <li>• Understand the distinctive requirements of a Catholic school and share a personal faith commitment.</li> <li>• Able to support the Catholic ethos and celebrate the achievements of the school.</li> <li>• Keen to be involved in new educational initiatives, can be reflective and learn from previous experience.</li> </ul> |
| <b>Safeguarding</b>   |  |
| <ul style="list-style-type: none"> <li>• Demonstrate a commitment and ability to safeguard all pupils (A,I,R)</li> <li>• An enhanced DBS clearance is essential before commencing work at our school.</li> </ul>  |  |



## **CES MODEL APPLICATION FORMS**

### **AND SUPPLEMENTARY FORMS**

#### **NOTES TO APPLICANTS**

These Notes accompany the relevant CES model Application Forms for each category of employee, and the model Recruitment Monitoring Form and the model Rehabilitation of Offenders Act 1974 – Disclosure Form, together referred to as the “supplementary forms”. Where there is a distinction between categories of employee to which these Notes apply, it will be clearly highlighted herein.

Applicants are advised to read through these Notes fully before completing the Application Form and the supplementary forms.

Applicants are advised that references to School/College in the Application Forms, the supplementary forms and these Notes to Applicants includes Academies. Further, references to Governing Body in those documents include an Academy Trust/Company and/or its Governing Body/Board of Directors/Local Governing Body.

#### **TECHNICAL INSTRUCTIONS**

1. Depending on the recruiting school/colleges own requirements applicants may complete the Application Form and supplementary forms in three ways:-
  - 1.1. Completion and submission electronically;
  - 1.2. Completion electronically, printing and submitting hardcopy via post, by fax or by scanning and emailing;
  - 1.3. Printing off and completing in handwritten format, then submitting by post, by fax or by scanning and emailing.

2. Where applicants complete the Application Form and supplementary forms and submit by post, written acknowledgement of receipt will only be provided where the applicant has supplied a stamped addressed envelope with their posted application.
3. Where applicants are completing the Application Form and supplementary forms electronically, applicants should press the TAB button to proceed to the next section of the Application Form and/or supplementary forms.
4. **Where applicants run out of space to provide answers to any particular section of the Application Form, they must continue on the additional pages at the back of the Application Form clearly citing the section number (and sub-section number, where applicable) to which their answer refers.** They should also complete their name, date of birth and the post applied for at the top of each of the additional pages used.

### **GENERAL INFORMATION**

5. Applicants must ensure that they are using the most up to date version of the Application Form and supplementary forms. Where there is any doubt, applicants should contact the school/college where the position applied for is based, or the contact person mentioned in the details of the post.
6. Applicants are reminded that this is an application for a post in a Catholic Voluntary Aided School/Catholic Voluntary Academy (if applicable) where the Governing Body/Academy Trust is the employer and that the post will be subject to the terms and conditions of the appropriate CES model contract of employment. A copy of the relevant contract will be provided to the applicant if they are shortlisted for interview.
7. Applicants should note that, in accordance with the safeguarding vulnerable groups' regime, it is their responsibility to have made any necessary registrations relevant at the time of making this application which is required for people working or volunteering with children. Accordingly, applicants are put on notice that any offer of employment made will be conditional upon the results of checks from the Disclosure & Barring Service ("the DBS") and Employer Access Online (regarding teacher prohibition/disqualification from working with children and young people).
8. Before signing this form, applicants must ensure that every section has been completed. Failure to complete all relevant sections may result in an application being rejected.
9. All Application Forms, supplementary forms and any relevant documentary evidence should be sent to the school/college where the position applied for is



based, or as instructed in the details of the post. Applicants should not return any Application Form and/or supplementary forms and/or any relevant documentary evidence to the CES. Any applications received by the CES will not be forwarded or returned but shall be securely disposed of.

## **THE APPLICATION FORM – GUIDANCE ON COMPLETING SPECIFIC SECTIONS**

Applicants are advised that the Governing Body complies with the School Standards and Framework Act 1998 and the Equality Act 2010.

### **Details of the Role Applied For**

Please delete whichever of “VA School” and “Voluntary Academy” does not apply.

## **10. Section 1 all Application Forms – Applicant’s Personal Details**

Please ensure that any former names are provided where appropriate, for example, a maiden name or change of name by deed.

1.6 and 1.8 - Senior Leadership and Teacher Application Forms only – where you have obtained qualified teacher status from a jurisdiction other than England (1.6) or Wales (1.8) please insert your membership number for the relevant teaching profession regulator at 1.8 and provide details of the specific regulator on the additional pages at the back of the Application Form.

1.9 and 1.10 – Senior Leadership and Teacher Application Forms and 1.4 and 1.5 – Support Staff and Lay Chaplain Application Forms – if you have undergone a Disclosure & Barring Service check in your current/previous employment, please provide your DBS number and date of last check.

## **11. Details of Applicant’s Present Employment**

### **Section 2 all Application Forms**

2.1 – if the applicant is not currently employed they should tick the box that says “no” and proceed to Section 3.

## **12. Applicant’s Employment History and Professional Experience (for Support Staff and Lay Chaplain this section is entitled “Applicant’s Employment History and Work Experience”)**

### **Section 3 all Application Forms**

Applicants should provide full and accurate details of relevant employment history and professional or work experience. They should not repeat the information provided at Section 2 (if applicable) relating to present employment. Where the applicant is a student seeking a first time appointment they should provide details of teaching practice to date (if applicable).

## **13. Other Employment/Work Experience**

### **Section 4 Senior Leadership and Teacher Application Forms and Section 3 Support Staff and Lay Chaplain Application Forms**

4.1 - Applicants should provide details of all other employment and paid or unpaid experience after the age of 16 (e.g. employment unrelated to the teaching profession, voluntary work etc).

4.2 – Applicants must ensure that there are no gaps in the chronology of their education and/or employment history from the age of 16 to the present day. Section 4.2 should be used to account for any gaps, for example, for time spent raising a family or travelling etc. Failure to provide a full account may lead to an application being rejected. (Applicants completing the Support Staff or Lay Chaplain Application Form must complete the corresponding section, which is section 3.2).

4.3 – Applicants must declare whether they have ever been ordained and/or been a member of a religious community. Where the answer to this question is ‘yes’, the Applicant must provide full details and expect that this will be discussed in more detail if they are successfully shortlisted for interview, more particularly in relation to their Canonical status and whether the Applicant is subject to any restrictions which may affect their suitability for appointment to the post applied for. (Applicants completing the Support Staff or Lay Chaplain Application Form must complete the corresponding section, which is section 3.3)

## **14. Post-11 Education and Training**

### **Section 5 Senior Leadership and Teacher Application Forms and Section 4 Support Staff and Lay Chaplain Application Forms**

Applicants should provide details of education received in this country and/or abroad, academic vocational qualifications obtained including degrees, with class and division, and Teacher Certificates. Applicants must include postgraduate and professional qualifications. Applicants are advised that they may be required to produce evidence of qualifications attained.

Catholic Certificate in Religious Studies (“CCRS”) – this was formerly known as the Catholic Teachers’ Certificate and Certificate in Religious Education.

Teacher post Application Forms only - require the Applicant to state which subjects they are qualified to teach, other subjects for which they may have experience to teach, and give details of any other specialisms and special areas of teaching interest.

Section 5.1 – Senior Leadership posts only - the CES recognises that NPQH is no longer a mandatory requirement in England but applicants should still provide details of NPQH where requested in the Application Form as a potentially desirable qualification. Applicants for Headteacher posts in Wales must provide details of NPQH as this remains a mandatory requirement for first Headship appointments.

## **15. Supporting Statement**

### **Section 8 Senior Leadership and Teacher Application Forms and Section 6 Support Staff and Lay Chaplain Application Forms**

Applicants should ensure that their supporting statement is clear and concise and does not exceed 1,300 words. It is preferable, although not compulsory, that the supporting statement is word-processed.

## **16. References**

### **Section 9 Senior Leadership and Teacher Application Forms and Section 7 Support Staff and Lay Chaplain Application Forms**

All applicants are required to provide details of at least two, and up to three, referees. A referee who is a current or former employer must have full access to the applicant’s personnel records. This is in order to ensure that the information provided is accurate.

However, there may be situations where the referee does not have full access to an applicant’s records for data protection and privacy reasons. If that is the case, the referee will need to be in a position to complete the reference to an acceptable standard with information relating to the applicant’s dates of employment. All posts are subject to satisfactory references.

It is the applicant’s responsibility to ensure that they have obtained their nominated referees’ explicit consent to pass on their contact details to the school. Not only is this a matter of courtesy but ensures that the General Data Protection Regulation is being complied with.

Applicants are advised that schools/colleges designated with a religious character in England and Wales are permitted by law to require certain posts to be filled by practising Catholics. In certain specific circumstances, it is possible that a temporary post may be filled by a person who is not a practising Catholic and there is no intention to deter suitable applicants from expressing their interest.

**Senior Leadership posts** – Applicants are advised that the ‘Memorandum on Appointment in Teachers To Catholic Schools’ (amended September 2014), provides that ‘the posts of Headteacher or Principal, Deputy Headteacher or Deputy Principal and Head or Coordinator of Religious Education are to be filled by practising Catholics’. The Memorandum may be viewed by visiting the CES’s website at: <http://www.catholiceducation.org.uk/employment-documents/recruitment-process/item/1000049-memorandum-on-appointment-of-teachers-to-catholic-schools>

**Teacher posts** – Applicants are advised that schools/colleges are entitled to give priority to Catholic applicants. A higher degree of priority may be given to practising Catholic applicants but applications from all Catholic applicants (whether practising or not) are eligible to be given priority over applicants who are not Catholic. Nevertheless, applicants who are not Catholics are welcome to apply.

**Support Staff posts** – Applicants are advised that schools/colleges (in England only) are entitled to give priority to Catholic applicants where it can be demonstrated that attaching this requirement to a particular post is a proportionate means of achieving a legitimate aim (commonly known as a “genuine occupational requirement”). The recruitment documentation should make clear whether this requirement applies to the post.

**Definition of “practising Catholic”**\_ Schools/colleges may provide guidance to the applicant regarding the definition of a “practising Catholic” with the application pack and/or in the event that the applicant is shortlisted for interview.

**In summary, all suitably qualified Catholic applicants, regardless of the teaching post for which they are applying, are eligible to be given preference over applicants who are not Catholic. Practising Catholic applicants should nominate their Parish Priest as one of their referees. Those applicants applying for permanent Senior Leadership posts referenced in the Memorandum must provide such details.**

**For other teaching posts, Catholics who do not consider themselves to be “practising” may provide a copy of their baptism certificate with their application form, instead of providing a Priest’s reference. Alternatively, they should provide details of the name and address of the Parish where they were baptised and the date of their baptism. For support staff posts, the recruitment documentation should make clear whether being a Catholic is a requirement for the post.**

Notes (i) – Applicants must advise the school/college if they do not want them to contact any of their referees and provide reasons. For example, where applicants are currently employed, they may not wish the school/college to contact their employer until such time that they have given notice to terminate their employment.

Section 9.2 Senior Leadership and Teacher Application Forms and Section 7.2. Support Staff and Lay Chaplain Application Forms – In the event that an applicant is appointed, any failure to disclose the existence of a relationship, whether it be by marriage, blood or as co-habitee, between the applicant or their spouse/civil partner/partner with a member, or an employee, of the Governing Body of the school/college where the post is situated may be considered a disciplinary offence warranting summary dismissal.

## **17. Immigration, Asylum and Nationality Act 2006**

### **Section 13 Senior Leadership and Teacher Application Forms and Section 11 Support Staff and Lay Chaplain Application Forms**

In accordance with the legal requirements of the Immigration, Asylum & Nationality Act 2006 (“the 2006 Act”) (as amended) the Governing Body is under a legal duty to require all members of staff to provide documentary evidence of their entitlement to undertake the position applied for and to ensure that they have an ongoing entitlement to live and work in the UK. These checks need to be carried out for every person the Governing Body employs regardless of race, ethnicity or nationality. Therefore, on conditional offer of employment, and before a successful applicant commences their post, they must provide supporting evidence of their right to live and work in the UK. Generally speaking, the provision of one of the documents listed below will be sufficient proof but applicants are advised to consider the UK Visas and Immigration requirements for preventing illegal working in the UK for a full list of documents that may prove such entitlement which can be found on the Home Office’s website.

The most common proof of entitlement documents are:

- (a) A passport showing that the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the UK and Colonies having the right of abode in the UK.
- (b) A passport or national identity card showing that the holder, or a person named in the passport as the child of the holder, is a national of a European Economic Area country or Switzerland.
- (c) A Registration Certificate or Document Certifying Permanent Residence issued by the Home Office to a national of a European Economic Area country or Switzerland.
- (d) A Permanent Residence Card issued by the Home Office to the family member of a national of a European Economic Area country or Switzerland.
- (e) A current Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder indicating that the person named is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK.
- (f) A current passport endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK.
- (g) A current Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the named person is allowed to stay indefinitely in the UK or has no limit on their stay in the UK, together with an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.

The above list is non-exhaustive.

## **18. IMMIGRATION ACT 2016**

### **Section 14 Senior Leadership and Teacher Application Forms and Section 12 Support Staff and Lay Chaplain Application Forms**

Part 7 of the above Act places a legal duty on those recruiting staff to work in public facing roles within the public sector. Public facing roles within the public sector would include leadership teams, teachers, support staff and others employed to work in state schools. The said duty is to ensure that the applicant is fluent in English or Welsh, as applicable.

The government has produced a code of practice to guide employers on how to implement the requirement without breaching the provisions of the Equality Act 2010.<sup>1</sup>

It is important not to discriminate on the basis of accents and dialects, as this could amount to discrimination on the grounds of race. Note that there is no requirement to test existing staff who are already employed at the school and the code of practice should be considered when recruiting new applicants.

## **19. Declaration**

### **Section 15 Senior Leadership and Teacher Application Forms and Section 13 Support Staff and Lay Chaplain Application Forms**

The Governing Body has a duty to make a report where the applicant provides false information in prescribed circumstances in accordance with the Education Act 2002.

## **SUPPLEMENTARY FORMS**

### **20. Recruitment Monitoring Form**

Applicants are not required to complete the Recruitment Monitoring Form, however, if they do, they will be helping the school/college to fulfil its duties under the Equality Act 2010.

The Recruitment Monitoring Form will be used purely for monitoring and statistical purposes and will not form part of the application or the recruitment process. The persons involved in the recruitment process will not have sight of the completed Recruitment Monitoring Form.

Where applicants wish to complete the Recruitment Monitoring Form they should return it *with* their completed application but in a *separate* sealed envelope clearly marked “Confidential – F.A.O: Recruitment Monitor”.

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<sup>1</sup> See:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/573013/english\\_language\\_requirement\\_public\\_sector\\_workers\\_code\\_of\\_practice\\_2016.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573013/english_language_requirement_public_sector_workers_code_of_practice_2016.pdf)

## **21. Rehabilitation of Offenders Act 1974 – Disclosure Form**

As the position applied for gives privileged access to vulnerable groups, we require all applicants to disclose all spent convictions and cautions under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 unless it is a “protected” conviction/caution under the amendments made to the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 (in 2013) and, therefore, not subject to disclosure.

The Disclosure Form should be sent with their completed application but in a separate sealed enveloped clearly marked “Confidential – Rehabilitation of Offenders Act 1974 – Disclosure Form”.

Guidance on the filtering of “protected” convictions and cautions can be accessed on the Disclosure and Barring Service website.

The Disclosure Form will only be seen by those persons within the school/academy/college and/or Governing Body who are required to see it as part of the recruitment process.





## RECRUITMENT MONITORING INFORMATION FORM

THE INFORMATION PROVIDED BY YOU WILL BE USED FOR MONITORING AND STATISTICAL PURPOSES ONLY AND WILL NOT SUPPLEMENT OR FORM PART OF YOUR APPLICATION, THE SELECTION CRITERIA USED OR THE SELECTION PROCESS GENERALLY.

You are not obliged to complete this form but, if you do so, it will help us to fulfil our duties under the Equality Act 2010 to eliminate unlawful discrimination, harassment and victimisation, to promote and advance equality of opportunity and to foster good relations between people who share a relevant “protected characteristic” and those who do not. “Protected characteristics”, as defined by the Equality Act 2010, are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation

**Post Title:**

**School:**

**Date of Birth:**

### 1. GENDER

Male

Female

### 2. COUNTRY OF BIRTH

My country of birth is:

|  |
|--|
|  |
|--|

### 3. ETHNIC ORIGIN

I would describe my ethnic origin as:

|   |   |
|---|---|
| <b>1. White</b>   | <b>4. Asian, Asian British, Asian English, Asian Scottish or Asian Welsh</b>  |
| British <input type="checkbox"/><br>English <input type="checkbox"/><br>Scottish <input type="checkbox"/><br>Welsh <input type="checkbox"/><br>Irish <input type="checkbox"/><br>Any other White background<br>(please specify) | Bangladeshi <input type="checkbox"/><br>Indian <input type="checkbox"/><br>Pakistani <input type="checkbox"/><br>Any other Asian background<br>(please specify) |
| <b>2. Black, Black British, Black English, Black Scottish or Black Welsh</b>  | <b>5. Chinese, Chinese British, Chinese English, Chinese Scottish or Chinese Welsh</b>  |
| African <input type="checkbox"/><br>Caribbean <input type="checkbox"/><br>Any other Black background<br>(please specify)  | Chinese <input type="checkbox"/><br>Any other Chinese background<br>(please specify)  |
| <b>3. Mixed</b>   | <b>6. Other ethnic group</b>  |
| White & Asian <input type="checkbox"/><br>White & Black African <input type="checkbox"/><br>White & Black Caribbean <input type="checkbox"/><br>Any other Mixed background<br>(please specify)                                  | Other ethnic group<br>(please specify)  |

#### 4. RELIGION

I would describe my religion as:

None

Catholic

Other Christian

Buddhist

Hindu

Jewish

Muslim

Sikh

Any other

#### 5. DISABILITY

The legal definition of disability is 'a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities'. Some specific conditions deemed to be disabilities include HIV, cancer, multiple sclerosis and severe disfigurements.

Do you have a disability, long-term illness (mental or physical), on-going medical condition or treatment that we should be aware of?

Yes:

No:

## 6. Data Protection And Privacy

1. In compliance with the legal requirements for processing personal data, we wish to ensure that you are aware of the purposes for which we have requested your personal information and how it will be processed. The relevant legislation with which we are required to comply are:
  - a. The General Data Protection Regulation (GDPR)
  - b. The Data Protection Act 2018 (when it becomes effective).
2. The information that you provide on this form is voluntary and there is no legal requirement to provide the same. However as stated above, if you are able to provide this information, it will enable us Plymouth CAST an academy trust (the Data Controller) to fulfil our duties under the Equality Act 2010, namely for statistical and equal opportunity monitoring purposes.
3. As part of our duties under the Equality Act 2010 we will share the information you provide with Department for Education (DfE) and/or local authority as part of statutory CENSUS, our payroll department for payment and pension and occupational health.
4. In addition, and as a Catholic Education provider and we work closely with Plymouth Diocese with whom we will share the information you provide on this form. The reason/purpose for this is to enable part of its role in supporting its schools and exercising the Bishop's and Trustees responsibilities (including oversight of its provision).
5. The Data Protection Officer for the Academy Trust and they can be contacted by emailing [admin@plymouthcast.org.uk](mailto:admin@plymouthcast.org.uk). Further details can be found on our website at <http://www.plymouthcast.org.uk/web>
6. We will not share your personal data with any other third party than those you consent to, unless required to do so pursuant to a legal requirement.
7. We shall retain the information you have provided on this form, for a period of 6 months to enable the equal opportunity monitoring to take place.
8. To read about your individual rights and/or to complain about how we have collected and processed the information you have provided on this form, you can make a complaint to our organisation by emailing our DPO on [admin@plymouthcast.org.uk](mailto:admin@plymouthcast.org.uk). If you are unhappy with how your complaint has been handled, you can contact the Information Commissioners Office via their website at: [ico.org.uk](http://ico.org.uk)

### Consent

You are not required to provide the information requested on this form. If you do provide the information, please cross the boxes to confirm which processing you consent to the Academy Trust undertaking. Please note that you will be able to withdraw your consent to any of the points below at any time by email or letter to the Data Protection Officer.

- I have read and understood the above statement on Data Protection and Privacy.
- I consent to the personal data I have provided on this form being held by the School and the Academy Trust for the purposes of complying with their Equality Act 2010 duties.
- I consent to the personal data I have provided on this form being shared with the parties mentioned in paragraph

**Signature:**

**Date:**



## **MODEL REHABILITATION OF OFFENDERS ACT 1974 – DISCLOSURE FORM**

This disclosure form is supplementary to the relevant section relating to the Rehabilitation of Offenders Act 1974, of the relevant CES model Application Form.

Where you are making an application in writing, this form must be completed and sent in a separate, sealed envelope marked “confidential” and returned with your completed Application Form and any other supplementary or supporting documents.

1. In accordance with statutory requirements certain pre-employment checks are conducted for positions that involve work with vulnerable groups, specifically children and vulnerable adults.
2. The information obtained from these checks is used to help safeguard these groups. It will not be used to discriminate unfairly against those with convictions which we consider unrelated to working with vulnerable groups.
3. Having a criminal record will not automatically bar you from employment or voluntary work with us.

As the position you are applying for gives you privileged access to vulnerable groups, you are required to disclose all spent convictions and cautions under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 unless it is a “protected” conviction/caution under the amendments made to the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 (in 2013) and, therefore, not subject to disclosure. This means that you must disclose spent and unspent convictions on this form other than those which are so “protected”. This may include any driving offences. Guidance on the filtering of “protected” convictions and cautions can be accessed on the Disclosure and Barring Service website.

Failure to disclose any disclosable criminal convictions could lead either to your application being rejected or, if you are appointed, to dismissal if it is subsequently discovered that you have had any criminal convictions. It is a criminal offence to apply for a position working with children if you are excluded from doing so.

Failure to complete this form may render your application invalid.

Full Name:

Date of Birth:

Post Applied for:

Please check the appropriate box to indicate whether you have any spent adult convictions, cautions (simple or conditional), reprimands or final warnings that are not “protected” as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013):

No:

Yes:

If you have answered yes to the question above, please set out the details below:-

| Date of Conviction/pending<br>Hearing/Caution/Reprimand/Warning | Offence | Sentence | Details of<br>Police/Court<br>involved |
|---|---------|----------|--|
|   |         |          |  |
|   |         |          |  |

**Declaration: I hereby certify that the information given above is true and accurate:**

SIGNATURE :

DATE :

### ***YOUR PERSONAL DATA***

In compliance with the General Data Protection Regulation (GDPR), we wish to ensure you are aware of the purpose for which we will collect and process the data we have asked you to provide on this disclosure form. Please see the privacy statement below.

**Privacy Notice: Important Information Regarding Your Data**

1. We are Plymouth CAST an Academy Trust. The academy trust acts as the data controller for all schools and the central office.
2. To the extent that you have disclosed any criminal record information on this form, your information may be shared with OFSTED and the Local Authority Designated Officer for child protection matters (the LADO). As a Catholic education provider, we work closely with the Plymouth Diocese with whom we may be required to share the information you have provided on this form.
3. The person responsible for data protection within our organisation is Kevin Butlin and you can contact them with any questions relating to our handling of your data. You can contact them by email [Kevin.Butlin@plymouthcast.org.uk](mailto:Kevin.Butlin@plymouthcast.org.uk)
4. We require the information requested on this form in order to process your application for employment and to ascertain whether you are a suitable candidate to work with children/in a child centred environment.
6. We require you to complete this form regarding criminal record disclosure as the information is needed in order to comply with our legal obligation to safeguard and protect children from harm.
7. If your application is successful and you have disclosed criminal record information on this form, we shall retain the form as part of your permanent employment record and afterwards in accordance with the School's data retention policy. In addition, we shall document and retain records of relevant guidance/advice received by OFSTED and/or the LADO and any other appropriate third party.<sup>1</sup>
8. If you are unsuccessful and you have disclosed criminal record information which could disqualify you from working with children/in a child centred environment, we shall share the information you have provided on this form with OFSTED and/or the LADO and any other appropriate third party.<sup>2</sup>
9. If you are unsuccessful and you have not disclosed criminal record information on this form, this form shall be destroyed after a maximum period of 6 months.
10. If you fail to complete this form we will not be able to comply with our legal duty to safeguard children and cannot therefore continue to process your employment application or offer you a position within our organisation.
11. To read about your individual rights and/or to complain about how we have collected and processed the information you have provided on this form, you can make a complaint to our organisation in writing to Plymouth CAST (The Edmund Rice Building, St Boniface College, 21 Boniface Lane, Manadon Park, Plymouth, Devon, PL5 3AG). If you are unhappy with how your complaint has been handled you can contact the Information Commissioners Office via their website at: [ico.org.uk](http://ico.org.uk)

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<sup>1</sup> See paragraph 2.

<sup>2</sup> Ibid