



**Bishop Fox's**  
High Standards & High Expectations

# **INFORMATION FOR CANDIDATES**

## **TEACHER OF SCIENCE SEPTEMBER 2012**

Tel: 01823 289211 Fax: 01823 334582  
Email: [office@bishopfoxs.somerset.sch.uk](mailto:office@bishopfoxs.somerset.sch.uk)  
Website: [www.bishopfoxs.co.uk](http://www.bishopfoxs.co.uk)



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**(TO BE FOUND ON OUR WEBSITE)**

## TEACHER OF SCIENCE - September 2012

Thank you for your interest in the above post at Bishop Fox's School.

The school is housed in beautiful accommodation which was built only some eighteen years ago in the South of Taunton. The school's history stretches back a good deal further than this having been originally founded in 1552.

The school is successful in respect of standards of attainment with targets being exceeded. At KS4 last year some 91% of students achieved the 5+ A-C benchmark whilst 99% of our students achieved a minimum of 5+ A-G grades. Our target this year is similar. The CVA for the school Key Stage 2-4 in 2011 was an impressive 1020 and 58% of students achieved the 5+ A\*/C EM "kite mark".

You will find on the web site our most recent Ofsted Report which was undertaken in July of 2010. Although a largely positive report, we were disappointed not to achieve an "outstanding" rating overall.

We have a highly committed staff and a wholly supportive Governing Body. We are committed to safeguarding and doing the very best for every one of our students on roll.

Student numbers are falling demographically at present in Taunton and our current roll is 850. There are currently 4 Secondary Schools in Taunton and several more nearby. Competition is therefore a very real issue for us all with two very high achieving schools in the town.

This post is absolutely crucial to the continued success of the school. You will join a team of six colleagues. At Key Stage 4 results were in keeping with the overall school performance (over 80% achieving two good sciences at level 2).

We are looking for someone who has the potential to become an outstanding teacher. In particular, you will see from the Person Specification that we are seeking a colleague with a commitment to education and young people and the extra-curricular life of the school.

I guarantee that we will be very demanding of the successful candidate. Equally though, we will invest in you as an individual and support you in your future career path.

If you want and enjoy a challenge, are able to make a difference and care passionately about young people, then please apply!

Please submit your application form together with a letter (no more than two sides of A4) detailing your skills, qualities and relevant experience.

Applications should reach my P.A. Mrs Sandra Eaton by **TUESDAY 21 FEBRUARY 2012** If you have not heard from us by Monday 27 February 2012 please assume that you have been unsuccessful on this occasion. If this proves to be the case, I would like to wish you every success in your future career and thank you for the time and effort you have invested in making an application.

Yours sincerely



**PAUL SCUTT  
HEADTEACHER**

## **INFORMATION ABOUT BISHOP FOX'S SCHOOL**

I hope that you find the enclosed information both useful and interesting and that having read the details of the school, you decide that you would like to make an application for the post advertised.

Bishop Fox's School is a school with over 850 students. We are a mixed Specialist Status Academy School based in the South of Taunton in Somerset. As a school we are very much committed to the notion of community education and life-long learning. Equally we are committed to improving and developing the quality of teaching in order that students become independent learners, high achievers and happy and fulfilled individuals.

We work in the true spirit of partnership with parents in the best interests of young people. Governors are wholly supportive of the school and there are regular committee meetings of the Governors in the fields of Curriculum, Staffing, Finance, Premises and Additional Educational Needs.

The full Governing Body convenes on a termly basis, and operate through a series of committees.

### **ACCOMMODATION:**

The school was originally founded as far back as 1522 and moved to a new purpose built site in 1995. Our facilities really are exceptional and include specialist accommodation in every faculty area. 30 acres of sporting playing fields, a full sized sports hall with attached fitness room, a purpose built theatre and a two storey library resource facility. In addition we have a digital recording studio. The external areas of the school are equally delightful and we are rightly proud of the environment in which we work.

### **STUDENT ACHIEVEMENT:**

Examination results at Bishop Fox's compare extremely well with other secondary schools in Taunton and Somerset. The percentage number of children achieving across the A – G and A – C grade range is well above the average for the country as a whole. This year some 99% of our students achieved 5+ A – G grades, whilst the 5+ A\* - C benchmark was achieved by 91% of our students; with the inclusion of English and Maths the figure was 58%

Key Stage test results for both Key Stages 2 and 3 testify to a school population which is around the national average though we have been particularly keen and successful in improving our CVA performance. In 2008 this hard work was rewarded with some excellent outcomes in all four core subjects and a CVA figure of 1016. In 2009 the CVA fell to 1008 but rose again to 1020 in 2010. In 2011 the newly calculated value added figure exceeds 1020 once again.

P.S.H.E. is an important part of what we do at Bishop Fox's and this is delivered during timetabled tutor periods.

We have the benefit of a well-stocked Community Learning Centre, which is available to students throughout the day.

The extra-curricular provision in school is also seen as a crucial component of what we offer young people. Opportunities to pursue extra-curricular activities and societies are considerable and operate under the direction of our activities co-ordinator. Students in Year 7 – 10 enjoy the opportunity in the Summer Term to engage in an Activities Week, where a number of students are involved in day trips and residential experiences.

Peripatetic music lessons are available to students and here are regular high quality Dramatic and Dance Productions involving large number of students.

There are also a number of additional residential activities available including annual ski trips a Year 7 camp and a visit to Auschwitz in Poland.

At KS4 students also have the opportunity to undertake one week of Work Experience with a local employer.

### **SCHOOL IMPROVEMENT:**

The School's recent OFSTED Report (2010) was very positive, judging the school to be "good with outstanding features".

Of the Ofsted scores 17 were awarded "good", 1 "satisfactory" and 6 "outstanding". We were disappointed with the outcome believing the school to fall within the criteria for "outstanding" overall as agreed by our School Improvement Partner.

The process of arriving at the School Improvement Plan is one of major consultation wherein all members of the school community are involved. The focus is very much on improving the quality and consistency of Teaching and Learning.

### **COMMUNITY EDUCATION:**

Our basic premise is that we are a community school! By this we mean that we are committed to the lifelong learning of people in the Taunton community from ages 5 – 90.

Within the present structure we offer leisure and learning opportunities to young people and adults and the school is used extensively in the evening throughout the week. We very much welcome our designation as a specialist school in Business and Enterprise and see this as a springboard opportunity to develop our community programme still further.

The school is also wholly committed to the Taunton Learning Partnership as one of its 32 member schools.

### **STUDENTS:**

We have very high expectations in relation to behaviour and work. There is a written Code of Conduct and a clear set of School Rules agreed in partnership with parents and students. Students are generally well-behaved, pleasant and industrious.

The planned admission limit of each year group is 183 students and the school capacity has been set at over 900. Students are generally organised into Tutor Groups of 30 or less, though some class sizes are larger than this. It is anticipated that tutors remain with their tutor group for the five years that students remain at school. Similarly, Heads of Year follow the year group through.

There is an extensive support system for students with special educational needs and resources are appropriately targeted to deal with learning and behavioural difficulties. The school is committed to making a success of the Somerset Policy on inclusion and we have made no permanent exclusions in almost 5 years now.

Clearly the task for us to ensure that all our students follow an appropriate curriculum diet and one within which they succeed.

There is a very active School Council in each Key Stage at Bishop Fox's and we promote the notion that students should have their own forum which feeds the process of consultation and decision making. The Headteacher meets one tutor group each week in order to ascertain the "student view".

Participation in the extra-curricular life of the school is high; a point ably endorsed by the 250 students who participated in the recent dance show.

### **THE CURRICULUM:**

Students are organised into mixed-ability Tutor Groups in Year 7, where most of the teaching is organised in this fashion.

As students move through the school, a range of grouping policies is adopted depending on the needs of the student, and the needs of particular subjects. As you would expect, smaller class sizes are organised in practical subjects such as Technology.

Students at KS3 follow the traditional diet of curriculum experience. In addition, however, we have added discrete ICT and Business experience into the curriculum model. At KS4 students again follow a balanced curriculum diet, incorporating English, Maths, Science, Humanities, Expressive

Arts, Technology, Modern Foreign Languages as well as extension subjects ranging from GNVQ ICT and Business Students to Physical Education and vocational based courses at local colleges.

**PARTNERSHIP:**

The school works in the true spirit of partnership. Philosophically we are committed to work with members of the community parents and students.

We work closely with our partner primary schools and once again our specialist schools designation enhances these efforts.

In essence, we recognise perfectly that our ability to succeed with the students in our care is largely a function of the willingness of the community to support us in doing so. Please believe me when I say that we are very much committed to raising the achievements and looking after the interests of young people. We hope that you are of a similar mind and would wish to join us at Bishop Fox's School.

On making appointments, we are clearly seeking people who are willing and committed to school, its ethos and its students.

If you want to work in a Specialist Status Academy School, committed to the best interest of young people, then we are probably the right sort of school for you.

Bishop Fox's is committed to equality and safeguarding and raising attainment and expects all staff to share these commitments. It is of course essential that you like young people and have a vocation to help improve their future life chances.

I hope this information gives you some diet of what we are about and encourages you to submit as application.

We certainly look forward to hearing from you.

Yours sincerely



**PAUL SCUTT  
HEADTEACHER**

**For more information about the School**  
**please visit our website on**  
**[www.bishopfoxs.co.uk](http://www.bishopfoxs.co.uk)**

**IMPORTANT INFORMATION FOR MAKING AN APPLICATION:**

**Bishop Fox's is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**



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## SCIENCE FACULTY

The Science Faculty is housed on the first floor of the school. The laboratories have been refurbished on a rolling programme. There are six labs plus two prep rooms and a Science staff meeting room. This means that we enjoy having our “own” lab. Four of the labs face south and are linked by an external balcony, with a greenhouse at one end.

The staff consist of six Science teachers, supported by one full-time and one part-time technician, and we are very much a team that enjoy working together.

At KS3, the students follow a modular programme which is currently being developed following National Curriculum changes and introduction of APP.

Formal assessment takes place at the end of each module. Each module has a Scheme of Work written in detail and incorporates equipment lists and risk assessments. They are, however, a “guide” that can be used if desired, rather than a bible to be followed explicitly.

Currently Year 7 students follow a theme orientated curriculum with the English Faculty, they are predominately taught in “mixed” ability groups.

Year 8 and 9 students from three tutor groups (half year group) are organised with three “sets” in consultation with Maths.

In KS4, Science is block timetabled and classes are set on ability. Our top set students study GCSE AQA Triple Science, while sets 2 and 3 study GCSE AQA Core Science in Year 10 and Additional Science in Year 11. The GCSE classes are taught by specialist teachers on a rotation system. The remaining classes study BTEC First Extended Certificate in Applied Science.

The Faculty is a close-knit, supportive group of colleagues, and internal INSET at an informal level frequently occurs. Everyone is keen to improve their subject knowledge, and their rapport with the students is good.

## PERSON SPECIFICATION TEACHER OF SCIENCE

| AREA                  | ESSENTIAL  | DESIRABLE  | HOW/IDENTIFIED  |
|-----------------------|--|--|---|
| <b>Qualifications</b> | <b>Qualified teacher status</b>  | <b>Good Hons.Degree</b>  | <b>Application form/references</b>  |
| Experience            | Experience of teaching Science in a mainstream secondary school (on teaching practice or through employment)   | Experience of working with young people  | Application form  |
| Skills                | <ul style="list-style-type: none"> <li>- Good classroom management</li> <li>- Sound understanding of the process of teaching and learning</li> <li>- Good communication skills</li> <li>- Ability to effectively teach at least one separate Science at KS4</li> <li>- Ability to work as part of a team</li> <li>- Ability to work independently</li> <li>- Ability to foster good relationships with students and staff</li> <li>- Ability to enthuse young people to want to learn</li> <li>- Ability to engage in partnership work with our feeder schools.</li> <li>- Ability and talent for giving feedback to learners from Assessment and marking</li> </ul> | <ul style="list-style-type: none"> <li>- Awareness of gender difference in learning</li> <li>- Knowledge of and interest in literacy</li> </ul>  | <ul style="list-style-type: none"> <li>- Letter</li> <li>- Interview</li> <li>- References</li> </ul> |
| Personal Qualities    | <ul style="list-style-type: none"> <li>- Professional integrity and high expectations</li> <li>- Willingness to work hard</li> <li>- Adaptability</li> <li>- Sensitivity</li> <li>- Warmth</li> <li>- A passion for Science</li> <li>- Flexibility</li> <li>- Good health</li> <li>- Pride in ones own performance and that of others.</li> <li>- Commitment to the safeguarding of young people</li> </ul>  | <ul style="list-style-type: none"> <li>- Willingness to take responsibility</li> <li>- Sense of humour</li> <li>- Ambition</li> <li>- Willingness to be involved in the extra-curricular life of the school</li> </ul> | <ul style="list-style-type: none"> <li>- Interview</li> <li>- References</li> </ul>                   |

# JOB DESCRIPTION

## JOB DESCRIPTION FOR SUBJECT/FORM TUTOR

1. **NAME:**

2. **TITLE OF POST: Teacher of Science & Form Tutor**

3. **SALARY:**

4. **RELATIONSHIPS:**

The Postholder is responsible to the Curriculum Team Leader for teaching subject duties and responsibilities and to the head of year for form duties.

The Postholder interacts on a professional level with colleagues and seeks to establish and maintain productive relationships with them in order to promote mutual understanding of the subjects in the school curriculum and to reduce subject isolation with the aim of improving the quality of teaching and learning in the school.

5. **PURPOSE OF THE JOB:**

- 5.1. To make an effective contribution to the teaching and other work of the curriculum team(s) and, as a form teacher, to undertake pastoral and administrative duties in respect of students in the form.
- 5.2. To undertake responsibilities as a subject teacher in keeping with the TTA National Standards laid down for qualified teacher status. These include:
  - 5.2.1. Knowledge and understanding of subject(s)
  - 5.2.2. Planning, teaching and classroom management
  - 5.2.3. Monitoring, assessment, recording, reporting and accountability
  - 5.2.4. Other professional requirements as defined by the threshold standards.

6. **KEY TASKS OF UPS SUBJECT TEACHER:**

- 6.1. To actively support the collegiate responsibilities within main teaching area, addressing aspects of delegated responsibility as appropriate and making a proactive and effective contribution to the work of the team and school.
- 6.2. To implement and deliver an appropriately differentiated and engaging curriculum
- 6.3. To manage the classroom environment to ensure effective learning takes place
- 6.4. Following, delivering and contributing to the departmental scheme of work
- 6.5. Contribute to the development and writing of teaching and assessment materials for all years
- 6.6. Attend meetings as required
- 6.7. Contribute to the departmental improvement plan and support the implementation of whole school policies
- 6.8. Monitor the progress of students in teaching and form group, ensure that appropriate assessment, recording and reporting of pupil achievement occurs, and supply the head of subject/head of year with relevant information
- 6.9. Use tracking data to identify and challenge student underachievement and to inform teaching and learning
- 6.10. To contribute and implement IEPs as appropriate
- 6.11. To ensure the effective deployment of classroom assistants when allocated to a teaching group/individual
- 6.12. To give active support and promote high standards of teamwork within the subject department and pastoral group
- 6.13. To communicate within school and to parents as appropriate
- 6.14. To take an equitable share of statutory duties
- 6.15. To ensure work is set in the event of known absence and in cases of unplanned absence where appropriate

- 6.16 To take part in the school's programme of CPD
- 6.17 To assist in the identification of own CPD needs and professional development
- 6.18 To help identify personal training needs required to help implement school priorities and enhance own job performance.

**7. KEY TASKS OF FORM TUTORS:**

- 7.1. To carry out the duties of a form teacher in respect of students to include:
  - 7.1.2. The maintenance of discipline and acceptable standards of conduct and appearance of students
  - 7.1.3. The establishment of a rapport with students to develop their social and academic potential and be a main source of reference for their problems
  - 7.1.4. Accurate marking of form registers, ensuring absences and lateness are accounted for and taking appropriate action where they are not
  - 7.1.5. The monitoring of homework of students, the teaching of form periods, escorting the form to assemblies and attending tutor meetings called by the Year Head.
  - 7.1.6. Monitoring and intervening proactively in matters relating to student progress.
  - 7.1.7. Attending Academic Tutoring Days
  - 7.1.8. Quality Assuring the annual reports of members of tutor groups
  - 7.1.9. Attending Assemblies
- 7.2. Carry out supervision of student's duties as detailed by the Headteacher
- 7.3. Participate as required in meetings with colleagues and parents in respect of the duties of the post.
- 7.4. To make a full and lasting contribution to the school specialism in order to help efforts to enrich the curriculum experience and raise standards.
- 7.5. To produce reports and other relevant requests for information which are appropriate, of high quality and by the required deadline.

8. *To ensure the safeguarding of students and their potential to "enjoy and achieve".*

9. The duties and responsibilities of the post are subject to those detailed in the Statement and Conditions of Employment and will count as directed time as detailed in such statement and as defined by the Headteacher

10. This job description does not define in detail all the duties/responsibilities of the post, will be reviewed at least once a year and may be subject to modification or amendment after consultation and agreement with the postholder.

11. Additional tasks and responsibilities

**January 2012**

**SIGNED:**.....

**DATE**.....



|          |    |  |  |  |  |  |  |  |
|----------|----|--|--|--|--|--|--|--|
| THURSDAY | 9  |  |  |  |  |  |  |  |
| FRIDAY   | 10 |  |  |  |  |  |  |  |

7. Date MI170 Form (medical questionnaire) sent to Occupational Health Department.

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

8. Will this person require an SCC email account? YES / NO

9. **CERTIFIED CORRECT**

.....  
 AUTHORISED OFFICER SIGNATURE

.....  
 DATE

Please tick to indicate that you have enclosed the relevant forms, P45

P46

PRF 7048

References

Disclosure Clearance Application Form and Verification of Identification

## Notes for candidates

1. All sections of the application form must be completed. The application must then be forwarded to the School or Education Department, as specified in the advertisement, for processing.
2. Additional information, which you consider relevant, may be submitted on a separate sheet if there is insufficient space on the form. Please do not glue/attach information to the form as it makes it difficult to photocopy.
3. You are welcome to attach a letter in support of your application but, unless requested otherwise in the advertisement or job details, you are asked **not** to send curriculum vitae, testimonials or other documents.
4. The information supplied by you on this form will be used for recruitment and selection purposes only. The Local Authority (LA) undertakes that if it needs to use the information for any other purpose, it will not do so without having first obtained your consent.
5. The LA has a duty to ensure the fitness of all employees to carry out the duties for which they are employed. You may be required to complete a confidential health declaration form and, if so, the offer of employment will be subject to receipt of a satisfactory medical report. In some cases a medical examination may be necessary before an appointment can be confirmed.
6. All external successful applicants will be asked to confirm, in advance of taking up the appointment, that they are eligible to work in the United Kingdom. In order to establish this, the successful applicant will be asked to provide documentation showing their National Insurance Number or provide copies of Tax Forms P45 or P60, or provide other evidence of their entitlement to work in the UK.
7. This post requires a criminal background check via the Disclosure Procedure.
8. Spent Criminal Convictions: The post for which you are applying is exempt from Section 4(2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act (Exemptions) Order 1975 which requires you to reveal **any** information concerning spent or unspent convictions, cautions, reprimands or warnings. Failure to disclose information concerning such convictions in your application for this post may lead to dismissal or disciplinary action by Governors or LA. Any information given will be treated in strict confidence and will be considered only in relation to your application for this post.
9. Somerset County Council strives to ensure that no employee or job applicant receives less favourable treatment than another on the grounds of age, disability, ethnic or national origin, gender, marital status, religion, sexual orientation or political belief.
10. Canvassing the support of Members of Somerset County Council or Senior Officers of the Council may lead to the disqualification of a candidate's application.
11. The Governors of Voluntary Aided Schools, as the employers of the "staffing complement", will have regard to this policy insofar as it is consistent with the character of the School's Foundation and its Trust Deed.
12. Candidates called for interview will be reimbursed reasonable travelling and subsistence expenses as soon as possible after the interview

The successful candidate will be reimbursed his/her expenses with the first month's salary after taking up the appointment.

If a candidate declines an appointment if it is offered, no expenses will be paid unless the Governors or the Authority decides that there are extenuating circumstances.

**Part B - Education and Training**

Please provide information about post -16 education and training you have received in this country or abroad and include all qualifications obtained, including degrees, with class and division and Teaching Certificates. Please present this information in reverse date order.

| Establishment | Full or part-Time | Subjects studied / examinations taken | Qualification obtained | Dates attended |
|---------------|-------------------|---------------------------------------|------------------------|----------------|
|               |                   |                                       |                        |                |
|               |                   |                                       |                        |                |
|               |                   |                                       |                        |                |
|               |                   |                                       |                        |                |
|               |                   |                                       |                        |                |
|               |                   |                                       |                        |                |
|               |                   |                                       |                        |                |
|               |                   |                                       |                        |                |
|               |                   |                                       |                        |                |

| Types of teacher training:                 |                                  |                                 |                                    |
|--|----------------------------------|---------------------------------|------------------------------------|
| Early Years <input type="checkbox"/>       | Primary <input type="checkbox"/> | Middle <input type="checkbox"/> | Secondary <input type="checkbox"/> |
| Further Education <input type="checkbox"/> | Special <input type="checkbox"/> | Other <input type="checkbox"/>  |                                    |





**Part F - Personal interests and hobbies (include positions of responsibility)**

**Part G - Details of your reasons for applying for the position**

Please give details of what you can offer in terms of your personality, abilities, skills, aptitudes, experience and achievements (continue on a separate sheet if necessary.) Alternatively, you may wish to include this information in a covering letter.

## Part H - References

|   |                          |
|---|--------------------------|
| References may be taken up prior to interview. If you do not wish your present employer to be contacted prior to interview please tick this box.  | <input type="checkbox"/> |
| Please give the names of two referees. Applicants for a post in a Catholic school, or a headship or deputy headship post in a C of E Voluntary Aided School are encouraged to also give the name of a clerical referee. Unless you are seeking your first appointment, you should quote your present or most recent headteacher or equivalent person. At least one of your referees must be able to comment on your teaching abilities. |                          |
| <b>Referee 1</b>  |                          |
| Name  |                          |
| Occupation  |                          |
| Address   |                          |
| Postcode  |                          |
| Daytime tel. no.  |                          |
| Position / Relationship to you.   |                          |
| <b>Referee 2</b>  |                          |
| Name  |                          |
| Occupation  |                          |
| Address   |                          |
| Postcode  |                          |
| Daytime tel. no.  |                          |
| Position / Relationship to you.   |                          |
| <b>Clerical referee (e.g. parish priest, minister)</b>  |                          |
| Name  |                          |
| Occupation  |                          |
| Address   |                          |
| Postcode  |                          |
| Daytime tel. no.  |                          |
| Position / Relationship to you.   |                          |

**Part I - Administrative Information**

|  |  |
|--|--|
| a) If you have previously worked as a part-time or supply teacher, have you elected with the DfES (Teachers' Pensions) to pay superannuation on your part-time earnings? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| b) If you have elected, please give date   |  |
| c) Have you previously opted out of the Teachers' Pension Scheme?  | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| d) If you have opted out, please give date   |  |
| e) Are you a member of another pension scheme?   | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| f) If yes, please specify the name of the pension scheme.  |  |

|  |  |
|--|--|
| Do you consider yourself to have a disability?   | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| If yes, would the provision of any aids or modification assist you in carrying out the duties of the post? |  |
| Is there anything we need to know about your disability in order to offer you a fair selection interview?  |  |

**Part J – Declarations**

|   |  |
|---|--|
| <b>General Teaching Council</b>   |  |
| Are you recognised as a qualified teacher?  | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| If not, are you eligible for recognition?   | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Are you registered with the GTC?  | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Please contact the GTC for information about registration or general enquiries call 0870 001 0308 or visit the website at <a href="http://www.gtce.org.uk/">http://www.gtce.org.uk/</a>   |  |
| <b>Probation Period</b><br>Have you successfully completed a period of probation?   | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| <b>Spent Convictions</b><br>Do you have any spent or unspent convictions, cautions, reprimands or warnings?   | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| If <b>yes</b> please provide details on a separate sheet and enclose in a separate sealed envelope with your application (if applying online please print out application form and submit by post).   |  |
| Failure to disclose information may lead to dismissal or disciplinary action by the Authority. Any information given will be treated in the strictest confidence and will be considered only in relation to your application to this post.  |  |
| <b>Declaration</b><br>I certify that, to the best of my knowledge, the details provided by me on this application form are correct. I understand that if I have undertaken any form of canvassing or have knowingly given false information on this form or to the Selection Panel, I may disqualify myself from appointment or, having taken up appointment, may render myself liable to disciplinary action not excluding my dismissal. |  |
| <b>SIGNATURE</b>  | <b>DATE</b>  |
| If you apply online and are shortlisted, you will be asked to sign your application at interview.   |  |

# Further Education Qualification Verification Consent Form

## Newly Qualified Teachers Only

An increasing number of universities and further education establishments are requesting written consent from their former students in order to release details to employing LEAs to confirm that the required qualifications have been awarded. Therefore you are asked to complete the form below and sign and date the form to enable Somerset County Council to request this information on your behalf.

### Part A (Personal Details)

|                  |  |               |  |          |  |
|------------------|--|---------------|--|----------|--|
| Title            |  | Full Name     |  |          |  |
| Previous Surname |  | Date Of Birth |  | DfES No. |  |

### Part B (Details of Study)

|   |  |    |  |                |  |  |  |  |  |
|---|--|----|--|----------------|--|--|--|--|--|
| University, College or Institution attended |  |    |  |                |  |  |  |  |  |
| Period of study                             |  | to |  | Full/Part time |  |  |  |  |  |

### Part C (Qualification Details)

|   |                                   |                              |  |  |
|---|-----------------------------------|------------------------------|--|--|
| Title of qualification                                  |                                   | Pass/Hons                    |  |  |
| Date of award   |                                   | Class/division               |  |  |
| Main subjects (principal first)                         |                                   |                              |  |  |
| Awarding body   |                                   |                              |  |  |
| Please continue for additional qualifications           |                                   |                              |  |  |
| Title of qualification                                  |                                   | Pass/Hons                    |  |  |
| Date of award   |                                   | Class/division               |  |  |
| Main subjects (principal first)                         |                                   |                              |  |  |
| Awarding body   |                                   |                              |  |  |
| Please Indicate which of the QTS tests you have passed: |                                   |                              |  |  |
| Literacy <input type="checkbox"/>                       | Numeracy <input type="checkbox"/> | ICT <input type="checkbox"/> |  |  |

### Declaration

I confirm that the details given above are accurate and authorise Somerset County Council to verify this with the awarding bodies.

|   |  |             |  |
|---|--|-------------|--|
| <b>Signature</b>  |  | <b>Date</b> |  |
| If you apply online and are shortlisted, you will be asked to sign your application at interview. |  |             |  |

**This form will be kept separate from your application form. It is not referred to during the selection process.**

Somerset County Council values diversity and is committed to promoting equality of opportunity for our employees and job applicants.

We monitor our recruitment and selection practices to fulfil our statutory duty relevant to equality in employment and to ensure our practices are fair, equitable and consistent with the aim of appointing the best person for the job. Recruitment monitoring enables us to take active steps to promote better policy and organisational practice, making Somerset County Council ***a great place to work***

The information you supply on this questionnaire will be recorded confidentially on our HR Systems and held for a maximum of 12 months. During this time it will be used solely for the purposes of monitoring the profile of our job applicants. Access to the data will be restricted to nominated staff within the HR Service.

If you are appointed, the data will also be used for our HR/Payroll records purposes, which includes another legal requirement, workforce monitoring. We aim to ensure all applicants and employees, regardless of circumstances or status, receive equal access to opportunity and fair treatment.

For these reasons it is important that you complete the recruitment monitoring questionnaire in addition to the application form. Once completed, the questionnaire should be returned with your application to the Recruitment Administrator, the address of which is detailed in the Recruitment Information Pack.

Thank you for your co-operation.

# EQUAL OPPORTUNITIES – RECRUITMENT MONITORING

This information will be treated in the strictest confidence.

Please tick ✓ the appropriate box

|   |  |
|---|--|
| <b>Name:</b>  | <b>Job Ref:</b>  |
| <u>Are you? Male <input type="checkbox"/> Female <input type="checkbox"/></u>   |  |
| <b>What is your date of birth (dd/mm/yy)?</b>   |  |
| <b>To which of these groups do you consider you belong to?</b>  |  |
| <b>White</b>  | <b>Asian or Asian British</b>  |
| <input type="checkbox"/> British <input type="checkbox"/> Other   | <input type="checkbox"/> Indian <input type="checkbox"/> Bangladeshi                                       |
| <input type="checkbox"/> Irish  | <input type="checkbox"/> Pakistani <input type="checkbox"/> Other  |
| <b>Mixed</b>  | <b>Black or Black British</b>  |
| <input type="checkbox"/> White & Black Caribbean <input type="checkbox"/> White & Asian   | <input type="checkbox"/> African <input type="checkbox"/> Caribbean  |
| <input type="checkbox"/> White & Black African <input type="checkbox"/> Other   | <input type="checkbox"/> Other   |
| <b>Other Background</b>   |  |
| <input type="checkbox"/> Chinese <input type="checkbox"/> Gypsy <input type="checkbox"/> Other  |  |
| If you have ticked other to any of the above, please specify:<br>_____  |  |
| <b>Do you consider that you have a disability?</b> Yes <input type="checkbox"/> No <input type="checkbox"/>   |  |
| N.B. Under the Disability Discrimination Act 1995, a person with a disability is defined as having 'a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities'. Since 2005 the definition includes people who have been diagnosed with HIV, cancer and MS. It does not necessarily mean that this affects how you do your work. As the definition is not very clear we have provided some examples of the impairments covered. The list is not exhaustive. You may consider that, for example, you have, for a period of a year or more had hearing loss, dyslexia arthritis, diabetes, asthma, epilepsy or you are partially sighted. |  |
| <b>If yes, please indicate the nature of your disability.</b>   |  |
| <b>Physical Impairment</b> <input type="checkbox"/>   | <b>Mental Impairment</b> <input type="checkbox"/> <b>Other</b> <input type="checkbox"/>                    |
| <b>Mobility Impairment</b> <input type="checkbox"/>   | <b>Visual Impairment</b> <input type="checkbox"/> <b>More than one Impairment</b> <input type="checkbox"/> |
| <b>Hearing Impairment</b> <input type="checkbox"/>  | <b>Learning Disability</b> <input type="checkbox"/>  |

Are currently employed by SCC? Yes  No

If yes, please answer the two questions below in respect of your main contract. If SCC does not currently employ you, there are no further questions for you to complete.

Is your main contract (tick one box only):

Permanent?  Fixed term?  Casual/Relief/Supply?

Which Directorate do you currently work in?

Chief Executive's Office  Community

Resources (including Somerset Staffing)  Fire & Rescue

Children & Young People (Non School)  Children & Young People (Schools)

Environment (excluding Fire & Rescue)

Is the position you are applying for a promotion / grade increase?

Yes  No

**Thank you for your co-operation. Please return the completed questionnaire with your application form.**

