



# **Deputy Faculty Leader for Art, Design Technology and Vocational Education Cottenham Village College**

## **Recruitment Pack**



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# Welcome Letter

Dear Candidate,

Thank you for your interest in this role within the Astrea Academy Trust.

This is a hugely exciting time for our family of academies. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of academies. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary and secondary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust currently has academies based across South Yorkshire and Cambridgeshire, including academies at various stages of development. As a Trust, we are clear about the importance of achieving long term sustainability for our academies. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our Academies.

Employees within Astrea belong to a community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit can demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their academy to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

**Libby Nicholas**

Chief Executive, Astrea Academy Trust





## A Warm Welcome, from Helen Cassady, Cottenham Village College

Dear Candidate,

I am delighted that you are interested in applying for the post at Cottenham Village College (CVC). We joined Astrea on 1<sup>st</sup> June 2017 and we are proud of our staff, our pupils and of their achievements.

The Academy is located in Cottenham, a small village on the edge of the Fens. We have three main partner primary schools but recruit from up to 35 others. The area is broadly a mix of families who have worked in traditional occupations such as farming, and also families where adults commute to Cambridge or London for their place of work. The Centre School (<https://thecentreschool.net/index.php/en/>) shares a site with us.

We currently deliver a broad, rigorous education and we believe that pupils should leave school knowing a great deal and having had wonderful educational experiences.

We ensure that all of our colleagues access great CPD and we take seriously our responsibility to develop teachers to be the best that they can. Our CPD programme is subject-specific, regular, and focused on ensuring colleagues take advantage of the autonomy they are granted within the vision of the school. As part of the Astrea family of schools, we also benefit from their excellent CPD programme.

The Academy will have approximately 860 students on roll in September. In 2018, the school recorded its fourth successive year of excellent outcomes for our students. An example of this is that the Progress 8 score for 2018 was +0.66. Cottenham Village College is in the top 12% of schools nationally for academic achievement and progress.

Cottenham Village College is a secondary school where we know every student as an individual and where the combination of excellent teaching, pastoral support and extensive facilities provide students with everything they need to reach their potential and become happy, successful and resilient adults.

A main line train service runs from nearby Waterbeach to London in an hour and Cambridge and the historic city of Ely are within close proximity.

Prospective candidates are warmly encourage visits prior to application. Please contact Sharon O'Mullane (email: [headspa@astreacottenham.org](mailto:headspa@astreacottenham.org) or 01954 288 752) to arrange a suitable time.

Very best wishes,

**Helen Cassady**

Principal Cottenham Village College



## Astrea Academy Trust

We value all-round development of the individual, through arts, sports, leadership opportunities, enrichment and community. This is encapsulated in the skills, qualities and personalities we foster in our pupils.

The Astrea Academy Trust logo communicates the values collaboration, development and aspiration. The three figures are coming together in the shape of a tree, which represents growth, whilst the tallest figure reaches upwards, towards a star, which is above and beyond the highest branch of the tree.

Academies, staff and children within the Trust benefit from a strong ethos of support and collaboration across the Astrea family. Teachers within Astrea belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

Astrea benefits from the involvement of leading educationalists, including our Professional Adviser Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.





# Astrea Academy Trust Ethos

The work of the Astrea Academy Trust is underpinned by five core Value Partners, which are equally applicable to pupils, staff and the work of the Trust itself.

Each pair of Value Partners is accompanied by a call for action in the form of a hashtag, which is used in verbal, digital and hard copy communications.

The Value Partners can be used as a measure of individual, Academy and Trust progress and as a guide to inform the direction of change.

## Responsibility and Leadership

Individuals in the Astrea community are accountable for their own decisions and actions and are supported by strong leaders, while trailblazers are encouraged to develop skills and talents in others. The Trust has a strong commitment to developing and nurturing our own leaders. **#4equity**

## Enjoyment and Innovation

We know that everyone learns best when they enjoy what they do and can follow their innate desire to achieve. Astrea pushes boundaries so that pioneering ideas are tried and tested so that our academies remain leaders in the advancement of teaching and learning methods. **#go4it**

## Aspiration and Development

Every member of the Astrea community, from the youngest pupil to the oldest member of staff, is encouraged to cultivate opportunities to grow. We achieve excellence by being inspired to become the best we can be. The progress and well-being of pupils is our top priority, at the centre of every decision. **#Astreastars**

## Collaboration and Inclusion

Astrea honours and applauds the differences that make us unique whilst actively seeking and celebrating the common ground that binds us together as a strong community. We work together in a productive environment where dynamic ideas are shared in partnership, so that every member of the community may thrive **#all4one**

## Honesty and Integrity

We are honest and open. Astrea decisions and responses are grounded in time-honoured moral principles that remain constant in the face of challenges and change **#4good**

**You can learn more about the Values, and hear from staff and pupils across Astrea Academies, at our website:** <https://astreaacademytrust.org/>



# Astrea Academy Trust Family

## Academies currently within Astrea Academy Trust:

| <b>Primary</b>                              | <b>Website</b>  |
|---|---|
| ★ Atlas Primary Academy, Doncaster          | <a href="http://www.stirling.doncaster.sch.uk/">http://www.stirling.doncaster.sch.uk/</a> |
| ★ Byron Wood Academy, Sheffield             | <a href="https://astreabyronwood.org/">https://astreabyronwood.org/</a>                   |
| ★ Carrfield Primary Academy, Rotherham      | <a href="https://www.astreacarrfield.org/">https://www.astreacarrfield.org/</a>           |
| ★ Castle Academy, Doncaster                 | <a href="https://www.astreacastle.org/">https://www.astreacastle.org/</a>                 |
| ★ Denaby Main Primary Academy, Doncaster    | <a href="https://www.astreadenabymain.org/">https://www.astreadenabymain.org/</a>         |
| ★ Edenthorpe Hall Academy, Doncaster        | <a href="https://astreaedenthorpehall.org/">https://astreaedenthorpehall.org/</a>         |
| ★ Gooseacre Primary Academy, Rotherham      | <a href="https://www.astreagooseacre.org/">https://www.astreagooseacre.org/</a>           |
| ★ Greengate Lane Academy, Sheffield         | <a href="https://www.astreagreengatelane.org/">https://www.astreagreengatelane.org/</a>   |
| ★ Hartley Brook Primary Academy, Sheffield  | <a href="https://www.astreahartleybrook.org/">https://www.astreahartleybrook.org/</a>     |
| ★ Hatfield Primary Academy, Sheffield       | <a href="https://www.astreahatfield.org/">https://www.astreahatfield.org/</a>             |
| ★ Hexthorpe Primary Academy, Doncaster      | <a href="https://www.astreahexthorpe.org/">https://www.astreahexthorpe.org/</a>           |
| ★ Highgate Primary Academy, Rotherham       | <a href="https://www.astreahighgate.org/">https://www.astreahighgate.org/</a>             |
| ★ Hillside Academy, Doncaster               | <a href="https://astreahillside.org/">https://astreahillside.org/</a>                     |
| ★ Intake Primary Academy, Doncaster         | <a href="https://www.astreaintake.org/">https://www.astreaintake.org/</a>                 |
| ★ Kingfisher Primary Academy, Doncaster     | <a href="https://www.astrea-kingfisher.org/">https://www.astrea-kingfisher.org/</a>       |
| ★ Lower Meadow Primary Academy, Sheffield   | <a href="https://www.astrealowermeadow.org/">https://www.astrealowermeadow.org/</a>       |
| ★ The Hill Primary Academy, Rotherham       | <a href="https://www.astreathehill.org/">https://www.astreathehill.org/</a>               |
| ★ Waverley Primary Academy, Doncaster       | <a href="https://www.astreawaverley.org/">https://www.astreawaverley.org/</a>             |
| <b>Secondary</b>                            |   |
| ★ Astrea Academy Woodfields, Doncaster      | <a href="http://astreawoodfields.uk/">http://astreawoodfields.uk/</a>                     |
| ★ Cottenham Village College, Cambridgeshire | <a href="https://www.astreacottenham.org/">https://www.astreacottenham.org/</a>           |
| ★ Ernulf Academy, Cambridgeshire            | <a href="http://www.ernulf.cambs.sch.uk/">http://www.ernulf.cambs.sch.uk/</a>             |
| ★ Longsands Academy, Cambridgeshire         | <a href="http://www.longsands.cambs.sch.uk/">http://www.longsands.cambs.sch.uk/</a>       |
| ★ Netherwood Academy, Barnsley              | <a href="https://astreanetherwood.org/">https://astreanetherwood.org/</a>                 |
| <b>Special School</b>                       |   |
| ★ The Centre School, Cambridgeshire         | <a href="https://www.astreacentreschool.org/">https://www.astreacentreschool.org/</a>     |
| <b>All-through</b>                          |   |
| ★ Astrea Academy Sheffield, Sheffield       | <a href="https://astreasheffield.org/">https://astreasheffield.org/</a>                   |



# Job Description

**JOB TITLE:** Deputy Faculty Leader for Art, Design Technology and Vocational Educational

**GRADE:** MPS / UPS plus TLR2a.2

**RESPONSIBLE TO:** Head of Faculty

## **COTTENHAM VILLAGE COLLEGE:**

Cottenham Village College ([www.astreacottenham.org](http://www.astreacottenham.org)) is a wonderful College located about 5 miles to the north of Cambridge. We have three main partner primary schools but recruit from up to 35 others, and hence many of our pupils attend school by bus. There are approximately 860 pupils on roll. This includes a small, outstanding post-16 provision. In 2018, the school recorded its best ever results with 74% achieving 5A\*-C including English and Mathematics and a progress 8 score of +0.66.

We ensure that all of our colleagues access high quality CPD, and we take seriously our responsibility to develop teachers to be the best that they can be. Our CPD programme is subject-specific, regular, and focused on ensuring colleagues take advantage of the autonomy they are granted within the vision of the school.

We work closely with other Cambridgeshire schools to share knowledge, specialisms, and resources. We also have informal links with a number of high-profile schools across the country.

We are proud of our staff, our pupils and our pupils' achievements and believe that developing a challenging, knowledge-led curriculum, while motivating and supporting our staff is the key to developing an exceptional department.

## **PARTICULAR RESPONSIBILITIES:**

- To provide outstanding learning experiences for all students as a classroom teacher and in the role of a tutor.
- To promote a high standard of behaviour for learning.
- To monitor, evaluate and support the learning of specific groups of students within the Faculty:
  - a. Children looked after.
  - b. Disadvantaged / PP students.
  - c. Students identified as being in the top 10% of the cohort on transition from KS2.
  - d. Students on the gifted and talented register.
  - e. Students with a statement of SEN.
  - f. Students identified by the Faculty Leader as being at risk of not meeting expected outcomes.
- To put into place intervention strategies within the Faculty for learning and teaching to ensure targets are reached.
- To create and maintain a stimulating learning environment to promote support and progress.
- To set appropriate at home learning experiences in line with Academy policy.
- To contribute to out of Academy learning and enrichment activities.
- To work co-operatively as part of a team and take responsibility for delegated departmental tasks.
- To undertake quality assurance across subjects in the faculty under the direction of the Faculty Leader.
- To deputise on behalf of the Faculty Leader when needed.



### **Departmental Curriculum**

- To contribute towards faculty and departmental developments and the planning of units of work, with a specific focus on leading and developing a Key Stage and transition in the curriculum.
- To ensure familiarity with subject matter and departmental resources and to prepare lessons relating to units of work, within the context of the departmental schemes and the requirements of the curriculum.
- To devise and embed appropriate assessment strategies for the Key Stage 3/4 curriculum.
- To assess, record and report achievement according to departmental policy, whole academy policy and curriculum requirement.
- To monitor and review the progress of Key Stage 3/4 students and Post-16, ensuring that all relevant records are kept up to date and disseminating information to staff as appropriate.
- To increase enrichment opportunities in and widen school participation.
- To meet the needs of the school improvement plan, departmental improvement plan and individual performance management targets.

### **Liaison**

- To promote academic and pastoral liaison with parents.
- To attend regular departmental standards meetings, departmental briefings and parent consultation meetings, for each year group, as appropriate.
- To communicate with the Faculty Leader, Progress Leader and tutors on academic and pastoral matters.
- To be aware of opportunities for cross curricular work and to pursue these where appropriate.
- To promote effective working links with our primary feeder schools.

### **School Duties:**

- Undertake duties before school, after school and at break, on a rota basis.
- Take reasonable care of department resources and to account for any equipment used.
- Set cover work when absent.
- Report anything that could endanger or threaten the health and safety of pupils or staff to SLT.

### **Teaching:**

- Undertake a programme of teaching in accordance with the appropriate professional standards and the school curriculum.
- Teach pupils according to their educational needs, including the setting and marking of all class work and coursework carried out by pupils in the school and elsewhere.
- Assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required.
- Provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils.
- Ensure that ICT, literacy, and numeracy are reflected in the teaching/learning experience of pupils.
- Ensure a high-quality learning experience for pupils that meet internal and external quality standards.
- Prepare and update subject materials.
- Maintain discipline in accordance with the school procedures, and to enforce good practice with regard to punctuality, behaviour, standards of work and homework.
- Undertake assessment of pupils as requested by external examination bodies, curriculum areas and school procedures.
- Mark, grade and give written/verbal and diagnostic feedback as required.
- Liaise with SENDCO and form tutors over pupils with special educational needs and to modify teaching accordingly, maintaining high expectations.



### **Form Tutor Duties:**

- To be a Form Tutor.
- Develop positive working relationships with parents of students in your care.
- Offer care and support to pupils in all aspects of their school life and prepare them for adult life;
- Develop an understanding and knowledge of each student as an individual;
- Enable pupils to play an active role in all aspects of the school's tutorial and PSHE/conference day/careers programme;
- Undertake all administrative tasks to ensure the smooth day-to-day running of the school.

### **Other Duties**

#### **Health and Safety:**

- To have due regard for health and safety in the workplace.
- To be familiar with, and adhere to, relevant parts of the school's Health and Safety Policy.
- Co-operate with health and safety requirements.
- Report all known defects.
- Use, but do not misuse anything provided for your health, safety and welfare.
- Do not undertake unsafe acts.
- Inform the head of establishment of any 'near-misses'.
- Be familiar with the emergency action plans for fire, first aid and security issues.
- Undertake specific designated duties regarding emergency evacuation.
- Raise health and safety and environmental issues with students.

#### **Child Protection:**

Cottenham Village College and are committed to safeguarding and promoting the health, safety and welfare of children, young people and vulnerable adults. Staff and volunteers are expected to share this commitment for whom they are responsible or with whom they come into contact in the course of their duties. All successful candidates will be subject to Criminal Records Bureau checks along with other relevant employment checks.

#### **Standards and Quality Assurance:**

- Support and contribute to the aims and ethos of the school as identified in the staff handbook.
- Promote and model good relationships with pupils, colleagues, parents and visitors.
- To maintain an effective working relationship with all members of staff.
- Set a good example in terms of dress, punctuality and attendance.
- Participate in any necessary training and attend staff meetings where relevant.
- Participate in the College's staff appraisal process and take a lead in own professional development.
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection.
- Any other responsibilities not listed above as reasonably requested by the Principal.

#### **NOTES:**

1. *The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.*
2. *This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.*
3. *This job description is not necessarily a comprehensive definition of the post and duties may be varied to meet the changing demands of the school at the reasonable discretion of the Principal.*
4. *This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.*
5. *This job description should be seen as enabling rather than restrictive and will be subject to regular review.*
6. *Given the evolving needs of the College, flexibility among staff is very important.*



7. *All staff at the College are expected to comply with any reasonable request from a leader to undertake work of a similar level and/or type that it is not specified in this job description.*

**The Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.**

**The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.**



# Person Specification

This part will allow you to understand who we are looking for within this role and the skills knowledge or experience that we would expect.

|   | CRITERIA   | ESSENTIAL/<br>DESIRABLE |
|---|--|-------------------------|
| <b>QUALIFICATION AND ATTAINMENT</b>   | Subject related first degree   | Essential               |
|   | Qualified teacher status   | Essential               |
|   | Additional professional qualifications   | Desirable               |
| <b>SKILLS AND KNOWLEDGE</b>   | Understand and support the Academy's aims and priorities   | Essential               |
|   | Have up to date knowledge (including subject progression and assessment for learning)                                | Essential               |
|   | Possess a detailed working knowledge of the National Curriculum  | Essential               |
|   | Understand the role of assessment of and for learning in improving student progress                                  | Essential               |
|   | Have the ability to plan appropriate work for a range of students, so that it is demanding, stimulating and relevant | Essential               |
|   | The ability to evaluate your own teaching; make improvements in the light of this                                    | Essential               |
|   | Understand how to work with Learning Support Assistants and meet the needs of students                               | Essential               |
|   | Have a working knowledge of ICT applications both as a teaching aid and to extend student skills                     | Essential               |
|   | Set high expectations for student behaviour and understand how to manage unsatisfactory behaviour effectively        | Essential               |
|   | Understand the characteristics of high-quality teaching strategies   | Essential               |
|   | The ability to plan and deliver exciting lessons   | Essential               |
|   | To uphold the ethos, culture and values of CVC and Astrea Academy Trust  | Essential               |
| <b>EXPERIENCE</b>   | Evidence of professional development relevant to the role and linked to national AST/ET standards                    | Essential               |
|   | Use and development of Quality Assurance systems and policies to improve learning and teaching                       | Essential               |
|   | Experience of using innovative digital technologies to engage learners and enhance student outcomes                  | Essential               |
|   | Relevant recent experience of teaching across the age and ability range (in relevant subject(s))                     | Desirable               |
|   | Experience of staff development, coaching, mentoring and delivering CPD  | Desirable               |
|   | An interest in action research as a tool for student engagement, voice and outcomes improvement                      | Desirable               |
|   | Experience of a leadership role at a similar level within a similar school context                                   | Desirable               |
| <b>PERSONAL QUALITIES</b>   | Commitment: sustained energy and enthusiasm to achieve the Principal's vision for improvement                        | Essential               |
|   | Flexibility: ability to adapt and implement change, willingness to learn and develop new skills                      | Essential               |
|   | Self-motivation: ability to initiate and complete routine and non-routine work independently                         | Essential               |
|   | Self-awareness: self -reflective practitioner, aware of own strengths and areas for development                      | Essential               |
|   | Social awareness: team player and motivator, emotionally intelligent, relationship builder                           | Essential               |
|   | High standards: leading by example, professional, continually upholding Academy aims and ethos                       | Essential               |
|   | Resilience: ability to remain calm under pressure, regulates own emotions, excellent attendance                      | Essential               |
|   | Empathy: genuine care and passion for working with and developing young people and adults                            | Essential               |
|   | Innovative: passionate about embracing new technologies, methodologies, ideas and practices                          | Essential               |
| Positivity: sense of humour, ability to inspire and energise others, 'can do, will do' approach | Essential  |                         |



# Child Safeguarding Policy

The Trust is committed to Safeguarding and Promoting the Welfare of all its pupils. Each student's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at the Academies, their behaviour may be challenging. We will always take a considered and sensitive approach in order that we can support all our pupils.

**The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.**

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting'

*Keeping Children Safe in Education 2016*

The Trust pays full regard to 'Keeping Children Safe in Education' guidance 2016. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

Please visit <https://astreaacademytrust.org/about-us/statutory-documents/> for the full policy as well as other Astrea Academy Trust policies.



## Explanatory Notes

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will **not** be accepted in place of a completed Application Form.

### Safeguarding Children and Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced check.

- Candidates should be aware that all posts in Astrea Academy Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered not applicable where it is appropriate; if your duties have not brought you into contact with children or young people for instance.

### Interview Process

After the closing date, short listing will be conducted by a Panel. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

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



Please note that originals of the above are necessary, photocopies or certified copies are **not** sufficient.

We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

### **Conditional Offer: Pre-Employment Checks**

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory Enhanced DBS Check
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance



## How can I Apply?

This is an exciting and very rewarding role and we look forward to receiving your application.

**Please complete and send the Application Form and Equal Opportunities Monitoring Form which are available together with this document to the below contact;**

**Name: Sharon O'Mullane**

**Position: Principal's PA and HR Officer**

**Contact: [headspa@astreacottenham.org](mailto:headspa@astreacottenham.org)**

### The Application Process

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. If you do not hear from us within 14 days of the closing date of this position, unfortunately you have been unsuccessful on this occasion.

The information supplied in your application, as well as any supporting documents provided at the application or interview stage, will be used as part of the Astrea Academy Trusts Recruitment and Selection Process. All information is stored securely and all data submitted by unsuccessful candidates will be destroyed responsibly after 6 months from the date of interview.



Astrea Academy Trust pays full regard to 'Keeping Children Safe in Education' guidance 2016. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check. Please visit <https://astreacademytrust.org/about-us/statutory-documents/> for the full policy. The information supplied in your application, as well as any supporting documents provided at the application or interview stage, will be used as part of the Astrea Academy Trusts Recruitment and Selection Process. All information is stored securely and all data submitted by unsuccessful candidates will be destroyed responsibly after 6 months from the date of interview.