



# Haberdashers' **ABRAHAM DARBY**

Confident - Calm - Caring

## **Candidate Information Pack**

### **Teacher of Computing**

**Required for September 2024**

**This full-time, permanent post is suitable for both experienced and early career teachers**

**Closing Date: Monday 29<sup>th</sup> January 2024**

Based on the quality and quantity of applications received, we reserve the right to interview before the closing date. Therefore, early applications are encouraged and recommended.





# Haberdashers' ABRAHAM DARBY

Confident - Calm - Caring

January 2024

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Twitter: @HabAbrahamDarby  
Principal: J. Edgar BA Hons; MSc Ed Man; MCCT

Dear Applicant

Thank you for your interest in the **Teacher of Computing** post at Haberdashers' Abraham Darby.

**We have an excellent opportunity for an inspirational and innovative Computing teacher to join the existing team who also has the ability to teach Creative iMedia and Computer Science. If you are passionate that pupils should access a rich curriculum up to Key Stage 5, meaningful enrichment and opportunities to think beyond the curriculum – then this role is for you.** We are looking for someone who ideally has the ability or experience of teaching A level Computer Science.

This is a very strong department who offers a breadth of engaging programmes of study in Computer Science and iMedia which develop understanding and knowledge of key concepts in the build up on GCSE and A level. The department is well resourced in terms of ICT access. We teach in 3 dedicated ICT suites holding 30 computers in each. Every student has independent computer access at all times. We welcome applications from forward-looking colleagues who relish sharing their skills and ideas, and who want the chance to make their mark in helping take the department and the Academy to the next level.

Haberdashers' Abraham Darby is a vibrant, 11-18 mixed school which opened in September 2008 and moved into a brand new state of the art building in the summer of 2012 with a superb leisure complex adjacent to the school building. We are a member of the Haberdashers' West Midlands Academies Trust; a thriving partnership with Haberdashers' Adams school in Newport. A focus on traditional values and high expectations is resulting in rapidly rising standards and popularity as a school of first choice. We are located within a short distance from the picturesque River Severn and Ironbridge Gorge, not far from Telford and Shrewsbury, with good railway, road and motorway links to both the M6 and M54.

I have included a number of pieces of information in this candidate pack that I hope you will find helpful in making an application. If you require further information about Haberdashers' Abraham Darby this can be gained from our website: [www.haberdashersabrahamdarby.co.uk](http://www.haberdashersabrahamdarby.co.uk)

In making your application, please submit:

1. The completed teaching application form,
2. A brief Curriculum Vitae (optional),
3. A supporting letter/statement describing:
  - a. the skills and experiences you would bring to this post,
  - b. how you would contribute to raising achievement, and
  - c. the contribution you would want to make to the 'wider life' of the Academy.

I look forward to receiving your completed application by **3.00pm on Monday 29<sup>th</sup> January 2024**. Applications should be returned electronically to the HR Manager, via email: [deborah.tudor@taw.org.uk](mailto:deborah.tudor@taw.org.uk). We are looking to schedule interviews shortly after the closing date. We do reserve the right to close this advertisement early if we receive and interview suitable applicants before the closing date.

If you wish to contact us for an informal discussion, would like to know more about the post offered or wish to have a look around, please arrange this by contacting the Head of Computing, Mr Thomas Griffiths, via email [thomas.griffiths@taw.org.uk](mailto:thomas.griffiths@taw.org.uk) or telephone 01952 386052.

Yours faithfully

**Mrs J Edgar**  
Principal

## **POST DETAILS: TEACHER OF COMPUTING**

### **MPS/UPS**

Haberdashers' Abraham Darby is fully committed to the delivery of high-quality teaching and learning which promotes engagement, enjoyment and achievement for each pupil in every subject. We offer our pupils a variety of pathways to ensure that each pupil has an individualised curriculum with the ability to achieve their potential.

We are looking for a teacher of Computing to join the existing team in September 2024 who also has the ability to teach Creative iMedia and Computer Science. If you are passionate that pupils should access a rich curriculum up to Key Stage 5, meaningful enrichment and opportunities to think beyond the curriculum - then this role is for you.

We believe that every single child who joins us has the potential to be knowledgeable, articulate and successful. It's important this resonates with all candidates. Equally important is subject expertise, which is critical to support strong curriculum planning and implementation.

The successful applicant will join us at a very exciting stage in its development both as a school and a department.

#### **THE COMPUTING DEPARTMENT**

The Computing Department is part of the BLICT (Business, Languages and ICT) faculty within the Academy. We work closely with our colleagues in Business and Languages, on a daily basis, and share a suite of rooms in an IT rich environment and a staff work base.

At Haberdashers' Abraham Darby we believe that we offer our learners a high-quality computing education that equips students to use computational thinking and creativity to understand and change the world they live in.

Our department offers a breadth of engaging programmes of study in Computer Science and iMedia which develop understanding and knowledge of key concepts in the build-up to GCSE and A-Level

#### **Key Stage 3**

At Key Stage 3 we offer two pathways: Computer Science and iMedia.

In Computer Science, students experience a range of topics from learning about the digital world around them and understanding the fundamentals of a computer system to exploring the history and future of computing, whilst developing computational thinking and problem-solving skills. Our students also learn to program; firstly, through blocked based languages such as Scratch and

Thinkable and then progress to a text-based programming language (Python). We have also developed a series of lessons exploring physical computing using Micro:bits.

In iMedia, students develop their creative skills and learn about how the media industry use pre-production to plan, develop and create media products for a client. Students create a range of digital media products such as digital graphics, game concepts animations and websites using industry standard software such as Adobe Photoshop, Illustrator and Dreamweaver.

#### Key Stage 4

Having completed a three year Key Stage 3 programme, students begin their option programmes in Year 10. Our current KS4 offering consists of OCR GCSE in Computer Science or Cambridge Nationals in Creative iMedia which build on the skills students have learned in KS3.

#### Key Stage 5

The department offers two subjects at Key Stage 5 to continue the pathways the students have embarked on. We currently offer an A level in OCR Computer Science and BTEC Level 3 in Creative Digital Media Production.

#### **Development Areas**

We have a committed team of collaborative staff with excellent subject knowledge. We have recently developed further our delivery of Creative iMedia, which remains a popular subject, and therefore an interest and ability to develop resources and teach the new Creative iMedia 2022 specification is required.

#### **Department Staff**

The department currently comprises:

- Head of Department
- 1 x full time teachers
- 2 x part time teachers

We are fortunate to teach in a brand new state of the art building; staff were able to have a significant input into the design. The department is well resourced in terms of ICT access. We teach in 3 dedicated ICT suites holding 30 computers each. Every student has independent computer access at all times.

Additionally, we have a range of equipment to supplement delivery of our subject including DSLR and Digital Video cameras, voice recorders, smartphone gimbals and various other hardware and software to provide learners with a range of different experiences across the Key Stages.

This is a forward-looking department with a vision to provide a rewarding Computing experience for learners of all abilities with a curriculum that is continuously being refined and improved. In addition, within the last two years increasing numbers of our students have made it through to the advanced stages of the BEBRAS/ OUCC competition.



In the Academy, the department space has been developed with team-working in mind. The environment is designed to encourage team teaching and sharing of resources, and provides the space to develop skills, independence, enthusiasm and confidence in our learners.

The Computing department deliver high quality teaching and are committed to achieving high standards to ensure excellent progress for our pupils, regardless of their starting points. Above all, we want our pupils to enjoy their learning and to experience success in this important area of their studies.

### **PERSON SPECIFICATION**

We are looking for a person who:

- can deliver Computer Science and Creative iMedia to all ability levels across the age range, ideally with the ability or experience of teaching A Level Computer Science.
- can build positive and productive working relationships with staff, pupils and parents
- can deliver a creative and innovative approach to teaching
- is committed to making learning a challenging, exciting and worthwhile activity for our youngsters
- enjoys working with young people, has high expectations and can unlock potential
- is ambitious and will welcome professional development opportunities
- has a good sense of humour.

The post is suitable for experienced teachers and ECTs. We welcome applications from forward-looking colleagues who relish sharing their skills and ideas and who want the chance to make their mark in helping to take the department and the Academy to the next level.

You will be an inspirational and innovative teacher. You will have high standards for your pupils and you will be willing to contribute to the wider life of the school (extra-curricular activities).

Our pupils are delightful, we are minutes away from Ironbridge Gorge and some beautiful countryside and we'd love to have you on our team. We look forward to receiving your application soon.





## Information on Haberdashers' Abraham Darby

**History of the school:** Abraham Darby Academy opened on 1<sup>st</sup> September 2008 replacing the predecessor Abraham Darby School for the Performing Arts. The Academy was the 'sample project' in Telford & Wrekin's 'Building Schools for the Future' programme. Having been based in the existing school buildings during the construction phase of the project, the Academy moved into its new state of the art, technology rich accommodation in July 2012. It provides 1,100 places, 900 for pupils aged 11-16 (PAN of 180 in each year group) and 200 in the Sixth Form and sits at the centre of the Abraham Darby Learning Community, which also includes Woodlands Primary School and a Leisure Centre. Abraham Darby Academy changed its name to Haberdashers' Abraham Darby in 2017.

**Federation Trust:** Haberdashers' Abraham Darby is sponsored by the Worshipful Company of Haberdashers' and is a member of the Haberdashers' West Midlands Academies Trust, which is a federation with Haberdashers' Adams (a convertor Academy). There is one Board, chaired by the Chair of Governors, with several committees covering both academies and all governors are governors of both academies. Each school, however, has a separate local governing body.

**Ethos:** The ethos and culture of the Academy is rooted in values, standards, positive relationships and aspirations. The result is a warm, welcoming and generous environment where pupils who are increasingly ambitious for themselves, enjoy being challenged to improve upon their previous best and recognise their responsibilities as role models as they progress through the year groups. There is a shared purpose in our journey to become outstanding.

**Pastoral:** Our House system is the lifeblood of the Academy. It fosters competition, participation, belonging and student leadership. Each member of staff also belongs to a House. Throughout the year we enjoy all school inter-house competitions in rugby, netball, cross country, swimming and the Arts.

**Extra-Curricular:** The Abraham Darby music department has a very successful music tradition, which goes back well over 40 years and has ensured that the Academy has become one of the country's leading education establishments for musical opportunity for its students. It has a high reputation within the youth music world. Both the Academy's Showband and Jazz Band have performed regularly in the Schools Music for Youth Proms at the Royal Albert Hall and the Showband is the highest ranked school wind band in the UK. We also place considerable emphasis on Sport: we are one of the few state schools in the country that has an extensive rugby and netball Saturday fixtures list. We offer 10% of our PAN each year to musical or sporting aptitude places.



The education of the 'whole' child is a priority and has resulted in the development of an extensive informal curriculum. There is a substantial range of curriculum enrichment and extra-curricular experiences with which pupils are actively encouraged to engage. It is an expectation that all members of staff contribute to this programme.



## The Haberdashers' Company – an introduction

### Background

The Haberdashers' Company is one of the Great Twelve Livery Companies and has a long history closely connected to the development of the City of London. We are a welcoming and inclusive organisation with a strong social purpose. We are proud of our roots, traditions and values that go back centuries, but equally, we are a modern organisation committed to a vibrant and diverse future. We harness the resources of the Haberdashers' community to empower young people from every background and enable them to flourish.

### Our schools

The Haberdashers' family of schools is made up of eighteen schools, structured in four devolved groups – Haberdashers' Academy Trust South, Haberdashers' West Midlands Academy Trust, Haberdashers' Elstree Schools and Haberdashers' Monmouth Schools. We are proud to include schools of all types and sizes within our family of schools – from a brand new, state academy like Haberdashers' Borough Academy, opened in 2019, or a centuries' old independent boarding school, like Haberdashers' Monmouth, founded in 1614. The relationship with Haberdashers supports the schools: financially through endowment funding, through providing governors and trustees from the Company membership and through the Haberdashers' Advantage programme.

The concept of Haberdashers' Advantage identifies the added benefit that will be felt by pupils at our schools. Our philosophy is that there is more to quality education than academic performance, whilst recognising that such outcomes are a critical component. We give tangible support to our schools as they strive to provide our students with character, values and the ability to develop life and workplace skills; helping to shape the best possible outcome for their futures.

### Haberdashers' Advantage Programme

#### Character

These activities provide character, soft skill development and cultural capital for pupils. Current initiatives are Year 7 historical educational visits to the Hall, art/music/subject competitions, sports/music festivals and leadership skills training opportunities for students.

#### Futures

This programme delivers careers and employability initiatives for pupils. Current projects are primarily focused at sixth form pupils and include entrepreneur competitions and regular careers conferences with high-level professionals.

#### Working together

This programme covers collaboration and professional development for staff, leaders and governors. Current areas of focus are leadership development, mental health and educational technology.







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## **JOB DESCRIPTION – Subject Teacher**

The post holder will undertake professional duties in accordance with the Teachers' Pay and Conditions document, Contract of Employment, the DfE National Teaching Standards, the Academy's learning and teaching priorities document and as directed by the Principal with the content of the Job Description below. All teachers will be expected to meet the appropriate Teacher Standards/Post Threshold Standards as a minimum requirement (relevant to experience).

Haberdashers' Abraham Darby is fully committed to the delivery of high-quality teaching and learning which promotes engagement, enjoyment and achievement for each pupil in every subject. We offer our pupils a variety of pathways to ensure that each pupil has an individualised curriculum with the ability to achieve their potential.

### **Core Purpose:**

To meet and set high professional standards in respect of:

- Relationships with young people
- Communicating and working with others
- Dress, conduct, attendance and punctuality
- Knowledge and understanding
- Skills to achieve consistent high quality learning and teaching across the Academy which inspire, motivate and challenge pupils.

### **Reporting to:**

You are responsible in the first instance to the Head of your Department/Curriculum Leader and ultimately to the Principal.

### **Expectations of a Subject Teacher – Teaching and Learning Expectations (Non-Negotiables):**

*In pursuit of excellence, we can accept no less*

- Demonstrate good subject and curriculum knowledge.
- Set high expectations which inspire, motivate and challenge all pupils. Praise and reward those that meet these expectations.
- Scaffold and support every learner to achieve and make progress
- Specific and deliberate focus upon disadvantaged pupils EVERY lesson: strategically seated (an annotated seating plan shows the rationale); questioned/visited first; academic conversations had with under-achievers; teacher revisits to check progress during lesson.
- Ensure that all pupils make at least expected, but preferably good progress, given their starting points
- Plan and teach well-structured lessons, ensuring all lessons are effectively planned to: manage cognitive load; promote knowledge retention and make all pupils think hard
- Adapt teaching so that gaps and misconceptions are closed promptly, at source
- Use the Academy agreed class/pupil context sheet and present this, along with an annotated seating plan to known in advance classroom visitors i.e. OFSTED, observers &/or AOTs.
- Record lesson attendance on SIMS within the first 15 minutes of the lesson. Any problems or issues should be reported and emailed to the Attendance team and [HADMissingStudent@taw.org.uk](mailto:HADMissingStudent@taw.org.uk)
- Share lesson aims and success criteria visually in the departmental version of the academy agreed format with pupils. Signpost curriculum intent using Academy icons.
- Use the common entrance (planner and equipment check) and exit (pupils stood silently and dismissed in small groups) strategies.



- Connect the lesson by reviewing prior learning (Knowledge Recall). Include a period of silent working and thinking time within lessons. Check individual progress of pupils using AFL strategies and questioning for learning.
- Plan and set challenging classwork and homework, including activities requiring pupils to 'Think Hard'. Record homework in Google Classroom.
- Provide regular meaningful and motivational feedback that moves learning forward
- Mark for literacy (numeracy in Maths), applying academy-wide codes and in line with academy policy.
- Pupil response to high quality verbal & written feedback ('red stamp' EBI Questions & orange box drafting/editing) should clearly show the closure of learning gaps.
- Manage behaviour effectively to ensure a good and safe learning environment. Connect then correct! Be curious not furious! Challenge, and ensure that unacceptable behaviour is dealt according to Academy's policies and discuss strategies to deal with repeat offenders with your Curriculum/Subject Leader
- Make accurate and productive use of assessment. Monitor the progress of pupils in your group to check that they are achieving the standards expected. Record findings on SIMS as required and incorporate results into your planning to secure further progress. Be fully aware of all pupils in your groups/subgroups and performance progression.
- Contribute to departmental reviews of progress. Highlight any concerns with pupils, parents and your Curriculum/Subject Leader. Contribute to intervention programmes to address underperformance.
- Fulfil wider professional responsibilities. Make a positive contribution to the wider life and ethos of the Academy.

**To meet the admin requirements of a Teacher by:**

- Working to published timescales for: entering grades into SIMS, writing reports, marking pupil work
- Attending department meetings, parents' evenings, publications and events.
- Carrying out procedures to satisfy and comply with the Academy's policies and practices.
- Be aware of and conform to the data protection regulations (GDPR) to protect the personal data of pupils.
- Carrying out weekly duties as defined on the duty rota.
- Communicate effectively with parents about pupils' achievements and well-being.

**To manage one's own performance and enhance the working atmosphere and ethos in the Academy by:**

- Applying Academy policies and practices consistently.
- Working as a team member, identifying opportunities for working with colleagues and sharing development of good practice.
- Setting an example to pupils in work ethic, conduct, dress, punctuality and attendance.
- Taking responsibility for one's own professional development, setting objectives for improvement and keeping up to date in subject expertise and teaching skills.
- Participate fully with the Performance Appraisal Process
- Developing and maintaining professional and effective working relationships with all colleagues.
- Having high expectations and commitment to the wider life of the Academy.

**To be an effective Mentor to a group of pupils by:**

- Taking the Register and recording in SIMS and following up any unexplained absences or lates.
- Checking uniform and ensuring pupils have planners and basic equipment.
- Mentoring them according to the Academy scheduled programme of activities.
- Giving out important messages daily and act upon any requests from staff.
- Collecting any notes, letters, reply slips from parents and distributing or acting on them.
- Checking and signing the pupils' planners every week.
- Inputting information into SIMS about each of your pupils at reporting times.
- To be the first point of contact for parents/carers in the assigned mentor group.

**Upper Pay Scale Teachers – Teachers at UPS 1, 2 or 3 will:**

- Demonstrate contributions that are highly competent, substantial and sustained.
- Provide a model of high-quality professional practice.
- Make a distinctive contribution to the department compared to MPS teachers.

- Consistently provide at least a good quality of teaching and learning for students with potential to develop outstanding practice.
- Make a significant contribution to the improvement of work of the academy.

### **General Expectations of all staff**

- Be aware of and comply with all the Academy and Trust's policies and procedures especially relating to staff code of conduct, child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person.
- No smoking or vaping on/in the Academy and its environs. Haberdashers' Abraham Darby is a designated no smoking workplace.
- There is an expectation that all staff maintain a professional dress code, use the signing in system daily and that staff ID badges will be worn and on show at all times.
- To attend regular statutory training as and when required.
- Be aware of and support to ensure equal opportunities for all. Understand, comply with and promote equalities in own work; to undertake appropriate training, and challenge racism, prejudice and discrimination.
- Develop and maintain professional and effective working relationships with all colleagues.
- Recognise own strengths and areas of expertise and use these to advise and support others. Participate in training, meetings and other learning activities to keep up to date with developments relating to your area.
- Undertake personal and professional development and commitment in conjunction with the Academy's Performance Appraisal Review process.
- You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence
- Act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school
- Support and contribute to the overall ethos, work, aims and vision of the Academy and Federation Trust.
- To undertake, after consultations, other duties as determined by the Principal and Governors that are commensurate with the designation and grading of the post and within the evolving policies of the Federation.

### **Safeguarding Statement**

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

All teachers and support staff are accountable for the way in which they exercise authority, manage risk, use resources and protect pupils from discrimination and avoidable harm. All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical harm. When an individual accepts a role that involves working with children and young people they need to understand and acknowledge that the responsibilities and trust are inherent in that role.

An Enhanced DBS check will be carried out prior to employment and this will be renewed every 5 years, and all staff are expected to sign an annual Disqualification Safeguarding Declaration Form. We hold regular statutory Child Protection training which all staff are required to attend.

### **Positive Mental Health and Well-being – Whole School Approach**

*Haberdashers' Abraham Darby aims to promote a whole-school positive approach to mental health and well-being for every member of staff and student; it is a fundamental to our values, mission and culture. We are a school that helps children flourish, learn and succeed by providing opportunities for them, and the adults around them, to develop the strengths and coping skills that underpin resilience. The Academy's Mental Health and Well-being policy is available via the website.*

This job description may be subjected to modification or amendment at any time by the Principal.

## Person Specification and Responsibilities - Subject Teacher

The successful applicant will be well organised, energetic and willing to 'go the extra mile'. They will be focused on the attainment of all students, accepting no excuses for under achievement. A commitment to extra-curricular and curriculum enrichment activities is essential.

### Qualifications

- Qualified teacher status
- Good degree in relevant subject/s or a related discipline
- Good grades at both GCSE and A level in relevant subject/s or a related discipline
- Evidence of appropriate continued personal and professional development

### Experience and Attributes

- An outstanding teacher (or potential to become one)
- A proven track record of success as a teacher to all ability levels, as exemplified by good examination results; for NQT's evidence should consist of an outstanding placement reference particularly about the standard of teaching and learning.
- Can build positive and productive working relationships with staff, pupils and parents
- Can deliver a creative and innovative approach to teaching, and is able to deliver outstanding learning
- Is committed to making learning a challenging, exciting and worthwhile activity for our youngsters
- Enjoys working with young people, has high expectations and can unlock potential
- A proven track record in improving results and ensuring students make ambitious levels of progress
- Ability to co-ordinate and support the work of others
- An excellent understanding of pupil assessment and target setting for individual pupil improvement and how that analysis contributes to high standards

### Personal Qualities

- Energy, drive and enthusiasm
- Excellent interpersonal and communication skills
- Ability to support a team culture
- A sense of humour, cheerful demeanour and positive, 'can-do' attitude
- Is ambitious and will welcome professional development opportunities
- Ability to help develop and to support a visit of high quality education based on the moral integrity of the school's core values

**Note:** Haberdashers' Abraham Darby is designated a no smoking workplace. There is an expectation that staff maintain a professional dress code, sign in each day and that staff ID badges will be worn at all times.



# **TEACHING STAFF APPLICATIONS**

## **GUIDANCE NOTES AND INFORMATION BEFORE COMPLETING THE APPLICATION FORM**

**Please read these notes carefully and keep for future reference.** They are designed to help you in completing your application form. We want to try and make sure that everyone applying for a job with the Haberdashers' West Midlands Academies Trust and Haberdashers' Abraham Darby has a fair chance. Completing this application form is the first stage in the recruitment process which may lead to an interview and the possible offer of a job.

- It is important that you complete all sections of the application form as clearly and fully as possible.
- Please ensure that you have given your personal details accurately so that we are able to contact you.
- We are interested in your experience and any skills or training which shows that you meet the requirements of the job for which you are applying. Include non-work activities which are relevant.
- You are asked in Section 5 of the application form to provide a supporting statement.
- We do not ask for many personal details. This is because we do not take into account such things as gender, race and marital status.
- By completing and signing the application form, you are consenting to the named referees to release a written and/or verbal reference to ourselves.
- If you attach additional sheets to your application form make sure you put your surname, initials and the post title at the top of each page.
- We ask everyone to complete an application form (as well as sending a brief C.V. if they wish)

Remember we can only decide whom we should interview based on what is written on your application form.

### **JOBS WORKING WITH CHILDREN, YOUNG PEOPLE AND/OR VULNERABLE ADULTS**

The job for which you are applying involves substantial opportunity for access to children, young people and/or vulnerable adults and your application will be subject to rigorous pre-employment checks. This is in order to ensure the safety of children and vulnerable adults. These checks will include a check by the Disclosure and Barring Service (DBS) on Police Records for **all** criminal convictions, cautions and any impending cases. A more detailed explanation is included in this application form.

### **THE GENERAL DATA PROTECTION ACT 2018**

The information or data which you have supplied on the application form will be processed and held on computer and also on your personal records if you are appointed.

The data may be processed by the Haberdashers' West Midlands Academies Trust and Haberdashers' Abraham Darby for the purposes of equality monitoring, compiling statistics and for the keeping of other employment records.

**By signing and returning this application form you will be deemed to be giving your explicit consent to processing of data contained or referred to on it, including any information which may be considered to be sensitive personal data.**



# EQUAL OPPORTUNITIES POLICY

## COMMITMENT TO EQUAL OPPORTUNITIES

The Haberdashers' West Midlands Academies Trust and Haberdashers' Abraham Darby are committed to equality of opportunity in all aspects of their activities. We recognise that people suffer discrimination, disadvantage and exclusion, both in employment and in the delivery of services, for many reasons including:

- race
- sex
- sexual orientation
- gender re-assignment
- religion or belief
- disability
- pregnancy or maternity

We are committed to combating inequality and striving to ensure that all people in all parts of the community are treated fairly. Age, marriage and civil partnership are not protected characteristics for the schools' provision but do apply to staff.

## EQUALITY IN EMPLOYMENT

**It is the Trust and Academy's policy that all of its employees, and those who apply for employment, will be treated with equal fairness, respect and dignity.**

**We will:**

- Publicise, by this charter, our commitment to equality to all of our employees and within the community at large.
- Encourage job applications from all sections of the community and ensure that only relevant and justifiable factors are taken into account in making appointments
- Make available appropriate training for employees so that they can both understand and actively promote equal opportunities policies and, recommend that everyone who takes part in the recruitment and selection process will first receive the necessary training.
- Ensure that existing and future HR policies and conditions of service are applied fairly to all employees and are such that they can both promote equality of opportunity and seek to remove obstacles to its achievement.
- Recommend that applicants with disabilities who meet the essential requirements of the post are interviewed, and do everything reasonably practical to adapt jobs and premises to meet the needs of people with disabilities.
- Measure the effectiveness of our policies by regular monitoring of both existing employees and of job applicants.

## EQUAL OPPORTUNITY MONITORING

So that we can measure the effectiveness of this charter, we need to collect information about our job applicants. **Therefore please fully complete and return the Monitoring Form attached to this application form.**

- When your application is received the Monitoring Form will be removed before the form goes to those involved in shortlisting for interviews.
- Those involved in shortlisting and interview will not know what information is on the Monitoring Form.

## Positive Mental Health – Whole School Approach

Haberdashers' Abraham Darby aims to promote a whole-school positive approach to mental health and well-being for every member of staff and student; it is a fundamental to our values, mission and culture. We are a school that helps children flourish, learn and succeed by providing opportunities for them, and the adults around them, to develop the strengths and coping skills that underpin resilience.

# ESSENTIAL ADDITIONAL INFORMATION

## FOR POSTS WHICH INVOLVE WORKING WITH CHILDREN, YOUNG PEOPLE

### AND/OR VULNERABLE ADULTS

The post for which you are applying will involve working with children, young people and/or vulnerable adults. In order to ensure the safety of children and vulnerable adults, your application will be subject to rigorous pre-employment checks.

#### **Please read this information carefully.**

1. The references you have offered will be taken up prior to interview without seeking further permission from you. We also reserve the right to contact any other previous employer for a reference.
2. We will also take into consideration relevant information received from **any** source. This may include information held by Telford & Wrekin Council, for example in Social Care or Education, and information received from other external authorities or bodies.
3. You will be required to provide proof of any educational qualifications or memberships of professional bodies that are stated in your application form.
4. You will be asked to submit original proof of identification, including photo ID, such as a birth certificate, National Insurance number, passport or driving licence. You will also be asked to submit all marriage certificates in cases where you have changed your name, and previous address details.
5. You will have to complete a medical questionnaire and may be required to meet with our Occupational Health physician if required.
6. You may be subject to a probationary period. Failure to successfully complete a probationary period may lead to a further probationary period or dismissal.

#### **References**

In order to comply with legal and regulatory requirements, your named referees, from whom we collect personal data such as name, role, commencement and termination dates of employment and general indication of your performance, will be used to:

- Assess your skills, qualifications and suitability for the role
- Carry out background and reference checks, where applicable
- Comply with legal or regulatory requirements

In line with our GDPR duties and responsibilities, we have put in place appropriate security measures to prevent your personal information from being accidentally lost, used or accessed in an authorised way, altered or disclosed. In addition, we limit access to your personal information to those employees and other third parties who have a business need to know. They will only process your personal information on our instructions and they are subject to a duty of confidentiality. We have put in place procedures to deal with any suspected data security breach and will notify you and any applicable regulator of a suspected breach where we are legally required to do so.

By completing and signing the application form, you are consenting to the named referees to release a written and/or verbal reference to ourselves.

For further information, we refer you to our Recruitment Privacy Policy, which is available from our website.

#### **DISCLOSURE AND BARRING SERVICE (DBS) AND RECRUITMENT CHECKS**

The academy is legally obligated to process an Enhanced Disclosure and Barring Service (DBS) check before making appointments. The DBS check will reveal both spent and unspent convictions, cautions, reprimands and final warnings, and any other information held by the local police that is considered relevant to the role. Any information that is 'protected' under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2022) will not appear on a DBS certificate. For posts in regulated activity, the DBS check will include a barred list check. It is an offence to seek employment in regulated activity if you are on a barred list.

The DBS will send you the original DBS certificate and inform Haberdashers' Abraham Darby of the result of their search. This information will enable the Principal to make his decision on possible employment. You are

required to show us, your employer, the original DBS certificate prior to your employment start date. This information is stored on our Single Central Register (SCR).

We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.

If you require further information you can contact the DBS direct by email or telephone, or visit their website: <https://www.gov.uk/government/organisations/disclosure-and-barring-service>

Email: [customerservices@dbs.gov.uk](mailto:customerservices@dbs.gov.uk)

Telephone: DBS Helpline - 03000 200 190

If you do take up employment it is necessary for you to inform the Principal and HR Manager of any cautions, bind overs or convictions you sustain during the subsequent course of your employment. **Failure to do so will lead to dismissal.**

For all employees of Haberdashers' Abraham Darby, DBS checks will be renewed every 5 years and all staff are expected to sign an annual Disqualification Safeguarding Declaration Form.

## **CRIMINAL CONVICTIONS**

The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 175 (2013 and 2022) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Should you be shortlisted for interview, you will be asked to declare on a separate form whether you have any convictions or cautions that are not 'protected' in line with this legislation. Further information on the filtering of these cautions and convictions can be found in the [DBS filtering guide](#)

## **RIGHT TO WORK IN THE UK**

The academy will require you to provide evidence of your right to work in the UK in accordance with the Immigration, Asylum and Nationality Act 2006. By signing the application form you agree to provide such evidence when requested.

## **IMPORTANT**

**WE WILL REPORT ALL PERSONS TO THE RELEVANT AUTHORITIES WHO ATTEMPT TO OBTAIN EMPLOYMENT WHILST THEY ARE DISQUALIFIED FROM WORKING WITH CHILDREN, YOUNG PEOPLE AND/OR VULNERABLE ADULTS.**



# THE RECRUITMENT PROCESS

## WHAT WILL HAPPEN NEXT?

If you are successfully shortlisted for interview, we will contact you on or just after the closing date with details of the interview process and the date of interview. You will be asked to complete and return a criminal self-disclosure form before the date of your interview.

You will be asked to personally sign the criminal self-disclosure form and your application form at interview.

If you are not shortlisted for interview, we endeavour to always reply individually to every applicant within 28 days of the closing date regardless of the number of applications received.

As a candidate applying for employment with Haberdashers' West Midlands Academies Trust and Haberdashers' Abraham Darby you can expect to be dealt with courteously, efficiently and fairly. If, at any stage of the recruitment process, you are unhappy with the way you are treated, or if you have any suggestions as to how we can do better, please do not hesitate to contact the HR Manager/PA to the Principal or the Principal direct.

If you require any help or have any questions about the recruitment process or the position you are applying for, please contact either the HR Manager/PA to the Principal, who will be more than happy to assist you.

If you would like to visit the Academy before the closing date or have an informal discussion with the Principal, please arrange this via the HR Manager/PA to the Principal via email ([deborah.tudor@taw.org.uk](mailto:deborah.tudor@taw.org.uk)) or telephone (01952 386002)

**Whatever the outcome of your application, thank you for the interest you have shown in working for Haberdashers' West Midlands Academies Trust and Haberdashers' Abraham Darby.**

**Good luck with your application!**

Confident - Calm - Caring