



THE **CORBET** SCHOOL

INSPIRE • ACHIEVE • SUCCEED

HEADTEACHER, SEPTEMBER 2019

Application Pack



Where excellence, innovation and tradition meet to fulfil the needs and aspirations of all members of our school community.

The Corbet School Governing Body, January 2019



THE CORBET SCHOOL

Headteacher Mr P N Adams BSc Pg Dip

Post: HEADTEACHER

**School: THE CORBET SCHOOL
Eyton Lane
Baschurch
Shrewsbury
SY4 2AX**

Telephone: 01939 260296

Web-site: www.corbetschool.net

Fax: 01939 262009

Email: admin@corbet.shropshire.sch.uk

The Governing Body of The Corbet School invites applications for the above post from Candidates who meet the criteria outlined on the following pages.

This pack provides applicants with information about the school and the Headteacher post, together with a letter from our Chair of Governors, Helen Scarisbrick.

We are proud of our school and we strongly recommend that you arrange a visit as part of your application preparation. In this respect will be arranging a number of guided tours for small groups of candidates which will include the opportunity to meet with our existing head, Philip Adams. Places are limited so please contact us to reserve a place on your preferred date.

The Tours will take place on the following dates and times:-

Tuesday 15th January @ 2.30pm

Thursday 17th January @ 2.30pm

Monday 21st January @ 9.30am

To reserve your place, please contact Keith Rendell, School Business Manager on 01939 260296 or email: rendell.k@corbet.shropshire.sch.uk

Company Number: 07721594

Registered Office: The Corbet School

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THE CORBET SCHOOL

Headteacher Mr P N Adams BSc Pg Dip

Dear Applicant

Thank you for considering applying for the role of HeadTeacher at The Corbet. The Corbet is a highly successful and happy rural school community serving a wide area of North Shropshire. Our current head is retiring, having led the school for the past ten years. Under his leadership the Corbet has retained its position as one of the top performing secondary schools in Shropshire.

We are proud of our school. Our young people are courteous, cooperative and hardworking, keen to contribute, represent the school and join the many opportunities on offer. We retain our staff, a well-qualified team, committed and enthusiastic in all aspects of school life. There is a great deal of loyalty to the school from parents, support staff, carers and the wider community. The Corbet Friends Association is active in their support, most recently contributing to fund-raising for the refurbishment of our Science labs. Youngsters thrive at the Corbet and move on with confidence.

The successful candidate will find an experienced and very able Senior Leadership team and will receive encouragement, support and challenge from the governors.

The governors are looking for an experienced, forward thinking leader with a clear vision who:

- Will lead and inspire staff and students to raise existing high expectations, aspirations and achievements.
- Has a successful record as a leader who is skilled at managing change.
- Will sustain school improvement and ensure outstanding provision and outcomes for all young people.
- Has excellent communication and interpersonal skills within the school and wider community.
- Will work closely with partner schools to drive school improvement and further develop leadership.
- Has a successful record in senior management and understanding of financial control.

The school was considered to be good when Ofsted last visited. You are encouraged to read through their report and the information on our website, but to get a real feeling for school life you are welcome to visit and see the school in action. Contact details for arranging a visit are included.

The closing date for receipt of applications is midnight on Monday January 28th 2019.

Thank you for your interest. We look forward to receiving your application.

Yours Sincerely

Helen Scarisbrick

Helen Scarisbrick
Chair of the Governing Body.

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THE CORBET SCHOOL

BACKGROUND AND CONTEXT

Our Values:

We are a caring and cheerful school committed to:

Achievement – we will develop the personal, social and academic skills of students to the highest standards. This will enable them to lead happy and successful lives, both at school and when they leave. We want our students to be self-confident, to enjoy learning and to be motivated to achieve the best they can, now and in the future.

Respect – we will respect ourselves and each other making positive contributions to our school and community. We want students to have a sense of self-worth with secure values and beliefs, so that they make informed choices, understanding the consequences of their actions on themselves and others.

Inspiration and Caring - We will provide a stimulating and high-quality learning experience for all, as a successful and vibrant school with high expectations . We will show care, consideration and courtesy towards each other, valuing the contributions, achievements and traditions of all. We encourage carers, parents and members of the local community to be active in the life of our school. We want students to form positive relationships and to be able to work co-operatively with others.

Current School Status: Mixed Comprehensive for 11 yrs – 16 yrs
Stand-alone Academy (converted 2011)
Number on Roll : 710

General profile:

The proportion of students supported by an EHCP is above the national average. Currently 3% of students have an EHCP compared with 1.7% nationally. The number of Pupils requiring SEN support is 7% compared with 11% nationally. The vast majority of students in the school are from a White British background. In 2017 only 2% were from minority ethnic groups compared with 29% nationally, and only 0.7 % of pupils have English as an additional language compared to 16 % nationally.

Attainment:

KS2

The prior attainment of students over the last 5 years is above or in line with the average national score, and for the number of students without prior attainment data, is low at around 1- 2% (usually as a result of pupils who were in Welsh primary schools in year 6).

KS4

The school easily exceeds the standards set by the government, which determines the minimum expectations for attainment and progress. In 2018, progress was well above average and the best in Shropshire.

Staff turnover:

Stability of teaching and support staff is high with a low turnover each year, mostly due to retirement. All teachers are qualified teachers.

Current staffing situation:

Currently there are no vacancies.

Time of lessons:

Each lesson lasts for 60 minutes giving a total of 25 hours teaching time throughout the week.

Curriculum provision:

Our curriculum is broad and balanced. At KS4 all students study core subjects: Maths, English Language, English Literature, and double or triple Science. The great majority are entered for a Modern Foreign Language at GCSE (French or Spanish) with options providing three other GCSEs or equivalent qualifications. The only vocational course delivered in school is the Tech Award in Engineering. A small number of students follow vocational courses at Reece Heath College or North Shropshire College. Students on the SEN register have full access to the curriculum. Students with EHCPs have full access to school trips and vocational courses and are accompanied by their TA keyworker. TA's also provide support for some students in exams, for example as a reader and / or scribe.

Partnerships

Effective partnership work with other schools and colleges, as well as external organisations and agencies, ensures students are supported exceptionally well and contributes significantly to the school curriculum. Provision for students' spiritual, moral, social and cultural development is wide-ranging and has had a particularly strong impact on preparing students' for their future life after school.

Extra-Curricular:

The school offers a wide range of extra-curricular opportunities, which include booster sessions, subject clubs, sporting activities, music and drama performances. In addition, a significant number of students undertake externally certified activities such as the Duke of Edinburgh Award and the Junior Sports Leader award. There is a thriving performing arts scene at the school. Students undertake concerts / shows and there is usually a school production. This year was Les Misérables. The school continues to be well represented at the Oswestry Music festival.

Pastoral care:

A priority of the school in recent years has been the emotional wellbeing and mental health of our students. We have moved to a mostly non-teaching pastoral care structure. We are in the process of reorganising our pastoral care to make it even more efficient and effective.

Location:

The Corbet School is located In the Village of Baschurch, which is equidistant between the Shropshire county town of Shrewsbury and the medieval market town of Oswestry. It is also close to the Welsh border.

Shrewsbury has recently been voted as one of the best places in which to live in the country. It is in a very attractive location on the banks of the River Severn and is full of interesting places for all ages to discover. The centre mixes ancient and modern; it has a largely unspoilt medieval street plan with numerous listed buildings, including several examples from the 15th and 16th centuries.

Modern Shrewsbury serves as the commercial and retail centre for Shropshire and mid-Wales. There are large shopping centres with national chain stores complemented by a wide range of independent shops and several markets. In the daytime, café culture is thriving with numerous restaurants and bars which offer a choice of venues in the evening.

The Theatre Severn attracts comedy, dance, live music, theatre, pantomime and family shows. The town has two cinemas and hosts numerous other cultural events, including a sell-out annual Folk Festival and the world's oldest ever Flower Show, which is one of the largest and most popular horticultural events in England. Sporting activity is well catered for with several sports centres, gyms and facilities for football, rugby, tennis, cricket and swimming. Walking, cycling and running are all also popular activities.

Shropshire is the largest inland county in England, bordered by Worcestershire, Herefordshire, Telford and Wrekin, Staffordshire, Cheshire, Powys and Wrexham. It is a very interesting county with landscapes that vary from sparsely populated agricultural areas including the Shropshire Hills, to urban centres such as Shrewsbury and Telford. It offers a wide range of places in which to live and work. There is easy road access to the rest of England, Scotland and Wales via the, A49, A5, M54 and M6. Five railway lines meet at Shrewsbury station with direct routes to London, Birmingham, Manchester, Cardiff, Swansea and Aberystwyth.



THE CORBET SCHOOL

HeadTeacher Job Description

Key Areas of Responsibility

1. Strategic Leadership and Development of the School

Main Tasks

- 1.1 To work with the Governing Body in formulating the educational aims, objectives and targets of the school and policies for their implementation.
- 1.2 To take responsibility for Safeguarding and promoting the welfare of children in accordance with statutory guidance and school policies on Safeguarding;
- 1.3 To develop and agree the production of the School Improvement Plan.
- 1.4 To monitor and evaluate the performance of the school and its achievements, responding and reporting to the Governing Body as required.
- 1.5 To motivate staff and students through interest, encouragement and recognition of their unique value.
- 1.6 To implement the Governing Body's policies on equal opportunities by encouraging diversity amongst staff and students and ensuring that everyone involved in the school is treated fairly and with respect so they can give of their best.
- 1.7 To participate, to such an extent as may be appropriate having regard to the Headteacher's other duties, in teaching at the school.
- 1.8 To ensure that the management, finances, organisation and administration of the school support its vision and aims and are appropriate to the school's present and likely future resources.
- 1.9 To arrange for a Deputy Headteacher or other suitable person to assume responsibility for the discharge of the Headteacher's functions at any time when absent from school.
- 1.10 To work with the Governing Body to investigate the options available to the school, in assessing the potential for becoming a part of a Multi-Academy Trust.

2. Teaching and Learning

Main Tasks

- 2.1 To provide effective leadership and management to ensure every student receives high-quality education which promotes the highest possible standards of achievement and well-being.
- 2.2 To determine, organise and implement, in collaboration with other appropriate persons or bodies, a curriculum which:
 - a) follows the curriculum policy of the Governing Body and meets statutory requirements
 - b) is relevant to the needs, experience, interests, aptitudes and stages of development of all students, including those with Special Educational Needs;
 - c) fulfils the Headteacher's statutory duties in relation to the Curriculum including the National Curriculum;
- 2.3 To develop means whereby:
 - a) school policies on curriculum, assessment, recording and reporting inform effective teaching and learning;
 - b) the arrangements for teaching and learning form a co-ordinated, coherent curriculum entitlement for all students;
 - c) information on student progress is used to improve teaching and learning, to inform and motivate students, to inform parents, to provide necessary references for other educational institutions and employers, and to aid the Governing Body in fulfilling their responsibilities for the school;
 - d) there is continuity of learning and of progression for all students;
 - e) challenging targets are set for student attainment leading to whole school improvement.
- 2.4 To determine, publicise and implement the means for promoting:
 - a) students' self-discipline;
 - b) respect for self, others and authority;
 - c) good behaviour on and off school premises in accordance with any written directions of the Governing Body.
- 2.5 To handle student disciplinary cases, in accordance with school policy and the provisions of the current legislation.
- 2.6 To promote a school ethos to extend opportunities for learning, and encourage extra-curricular activities.

3. Leading and Managing Staff

Main Tasks

- 3.1 To assist the Governing Body in determining the staffing structure of the school.
- 3.2 To assist the Governing Body and participate in the key task of selecting and appointing teaching and support staff, having regard to Employment Law, HR Professional advice, and school HR policies.
- 3.3 To deploy and manage all staff appointed to the school by allocating particular duties, including:
 - a) appropriate duties of the Headteacher as may be properly delegated in a manner, which is reasonable and consistent with their conditions of employment
 - b) to ensure monitoring and management of manageable workloads.
- 3.4 To ensure that cover is provided for absent teachers and is shared as equitably as possible.
- 3.5 To build school-wide leadership capacity at all levels through
 - a) actively developing strategic governance, staffing structures and roles and responsibilities
 - b) to promote and develop good management practice, positive staff participation, effective communication and clear procedures.
- 3.6 To supervise and participate in arrangements made in accordance with The Education (School Teacher Appraisal) (England) Regulations 2012 for the appraisal of the performance of the Headteacher and teachers in the school. To ensure the appraisal process and practice includes the identification of areas for further training and development.
- 3.7 To implement staff development policies in relation to:
 - a) the induction of new and newly qualified teachers and other staff;
 - b) the development of professional knowledge, skills and abilities including those necessary for career development;
 - c) the provision of professional advice, support and training;
 - d) the provision of references where relevant to career progression.
- 3.8 To supervise and participate in arrangements for the appraisal of performance of support staff in the school, including the identification of areas in which staff would benefit from further training.

4. Efficient and Effective Deployment of Staff and Resources

Main Tasks

- 4.1 To implement the policies and procedures of the Governing Body concerning the resources and premises management of the school, in accordance with guidance and any legal requirements.
- 4.2 To allocate, control, and account for, those financial and material resources of the school which are delegated to the Headteacher.
- 4.3 To ensure the security, maintenance and cleanliness of the school buildings and estate in accordance with appropriate law and regulations (including Health & Safety), and in accordance with the policies and procedures set by the Governing Body..
- 4.4 To provide a positive and attractive environment that stimulates learning.
- 4.5 To ensure that the external agencies and services contracted to the school work effectively.

5. Accountability

Main Tasks

- 5.1 In relation to the Governing Body:
 - a) to advise and assist in the exercising of its functions;
 - b) to attend meetings of the Governing Body (without prejudice to any rights the Headteacher may have as a member of the Governing Body of the school);
 - c) to report to the Governing Body as required.
- 5.2 In relation to parents and those with parental responsibility:
 - a) to build an effective partnership between parents and the school;
 - b) to promote understanding of the aims and ethos of the school by providing regular information to parents about:-
 - the school curriculum
 - the progress of their children
 - other matters relating to teaching methods and organisation
 - c) to contribute to the provision by the Governing Body of a school prospectus t to parents
 - d) to provide opportunities for dialogue between parents and staff and to encourage their involvement.

5.3 In relation to the community:

- a) to develop and maintain positive relationships with the community;
- b) to ensure that the school recognises and meets its responsibilities to the life of the local community
- c) to develop links with local employers for the benefit of the pupils and the school.
- d) to promote a positive image of the school.
- e) to promote involvement in the wider life of the school.

5.4 In relation to the Department for Education:

- a) to ensure liaison and co-operation with officers and support services;
- b) to work with officers in the monitoring and evaluation of the school according to such arrangements as may be required.
- c) to make such reports in connection with the discharge of the Headteacher's functions as may properly be required;
- d) to have regard to the provisions and procedures expected of academy schools.

5.5 In relation to other schools, colleges and educational bodies:

- a) to promote continuity of learning, progression of achievement and curriculum development;
- b) to arrange for effective transfer and induction of pupils;
- c) to maintain effective liaison;
- d) to maintain effective relationships with other schools, in matters of common concern;
- e) to provide training and work experience placements for school and college students as appropriate and in accordance with school policy.

5.6 In relation to other professional bodies, agencies and services:

- a) to liaise in the best interests of students, or in the meeting of statutory obligations with other educational professions, medical, social and other support services.



THE CORBET SCHOOL

Person Specification for Headteacher at The Corbet School

The Governing Body and School recognise the increasingly complex role of the Headteacher and will actively offer long term support, encouragement, and realistic challenge to the successful candidate.

In making this appointment, the governors will be seeking the following skills and experience and will expect evidence to be provided in the sources indicated.

(A) Qualifications and Experience

	Essential	Desirable	Sources A – application I – Interview R - References P – Presentation T - Task
Qualified Teacher Status	✓		A
Degree	✓		A
Post-graduate qualification		✓	A
Evidence of recent and relevant professional development	✓		A
Recent participation in a range of relevant personal development		✓	A, I

(B) Teaching and Learning

	Essential	Desirable	Sources
Substantial and successful experience as a classroom practitioner in secondary education	✓		A, R
Proven track record in the leadership and implementation of excellent teaching and learning with high expectations for all	✓		A, I, R
The ability to inspire, demonstrate and support the pursuit of excellence in teaching and learning and therefore student achievement	✓		A, I

(C) Leadership and Management

	Essential	Desirable	Sources
Has significant successful experience of leadership & management as a Head or Deputy/Assistant Head in a secondary school or advisory role at a senior level	✓		A, R
A confident and inspirational leader with clarity of purpose and vision	✓		A, I, R
Ability to ensure that everyone involved in the school is treated fairly with respect; promoting the differences between individuals and valuing a diverse contribution of skills, abilities and experience	✓		A, I
Demonstrates a strong record in achieving improvement and managing change	✓		All

Recognition of and commitment to equal opportunities and diversity	✓		A, I, R
Ability to engage the whole school community in systemic and rigorous self-evaluation of all aspects of the school	✓		A, I, R
Ability to collect and use a rich set of data to understand the strengths and weaknesses of the school, to take action for school improvement	✓		A, I, R
Ability to combine outcomes of regular self-review with external evaluations in order to secure the continued development of the school	✓		A, I, R
Shows inclusive leadership and management	✓		A, I, R
Experience of effective working with the Governing Body	✓		All
Successful experience of curriculum development and pastoral care	✓		All
An effective and sensitive manager of staff, students, parents, professional agencies and the wider communities	✓		A, I, R
Experience of successful work on “narrowing the gap”	✓		A, I, R, P
Ability to define and set performance standards	✓		A, I, R

(D) Professional Knowledge, Understanding and Skills

	Essential	Desirable	Sources
Comprehensive understanding of and commitment to safeguarding and promoting the welfare of young people where students’ engagement is fostered, their contributions valued and health and future economic wellbeing are promoted	✓		A, I, R
A commitment to eliminating discrimination on grounds of gender, marital status, race, ethnic origin, colour, nationality, national origin, disability, sexual orientation, religion or age and encouraging diversity amongst staff and students so that everyone feels respected and able to give of their best.	✓		All
A deep understanding of and commitment to exemplary pastoral provision that supports the well-being of the students	✓		A, I, R, P
Ability to promote pupils’ educational development and secure outstanding academic achievement within a positive, disciplined learning environment	✓		All
Understand the principles and practice of good financial management (including the setting and monitoring of budgets and financial planning)	✓		A, I, R
Successful experience of overseeing school budgets responsibly and sustainably		✓	A, I
Understand the principles and practice of human resource management (including the definition of roles and responsibilities)		✓	A, I, R
Successful experience of managing staff at senior level	✓		All
Understand the needs and aspirations of the local community and be able to provide high profile leadership to keep the school at the heart of that community	✓		I
Be committed to continuing personal professional development	✓		A, R
Ability to interpret local and national policies, priorities and statutory frameworks for the good of the School	✓		All

(E) Personal Values and Skills

	Essential	Desirable	Sources
Be able to motivate staff and pupils to reach maximum potential	✓		A, I, R
Be confident, transparent and incisive in decision-making	✓		A, I, R
Be strong and consistent on discipline with a sense of fairness	✓		A, I, R
Communication skills of high order	✓		A, I, R
Demonstrable passion for education and learning	✓		A, I, R
Be a skilled negotiator	✓		A, I, R
Be able to give and receive constructive feedback and appraisal	✓		A, I, R
Be able to communicate the quality and effectiveness of the school to the wider community	✓		A, I, R
Lead by example with high professional standards and the ability to effectively lead the professional workforce	✓		A, I, R
Demonstrate resilience and perseverance	✓		A, I, R
Be approachable	✓		A, I, R
Ensuring everyone involved in the school is treated fairly and with respect; promoting the differences between individuals	✓		A, I, R
Have interests outside education		✓	A, I, R
Be able to delegate effectively	✓		A, I, R
Be able to prioritise work and use time efficiently	✓		A, I, R
Be able to manage stress to minimise its adverse effects	✓		A, I, R

(F) Partnerships

	Essential	Desirable	Sources
To recognise, understand and support the diversity and potential of the school's communities, engaging in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities	✓		All
Build and maintain effective relationships with parents, carers, partners and the community, that enhances the education and raises the aspirations of all students	✓		All
Build and maintain collaborative and effective relationships with partner schools, and to also be able to progress the arrangements for the proposed MAT	✓		All
Build relationships with feeder schools and post-16 providers	✓		All

(G) Other Requirements

	Essential	Desirable
Application forms should be completed in full	✓	
Supporting statement should be clear, concise and no longer than 2 sides of A4, minimum font size 10pt.	✓	
Applications should address the criteria identified in the person specification for this Headship	✓	

(H) Confidential References and Reports

	Essential	Desirable
Written reference(s) only	✓	
Confirming professional and personal knowledge, skills and abilities referred to above	✓	
Positive recommendation from current/most recent employer	✓	
Satisfactory health and attendance record	✓	



THE CORBET SCHOOL

REMUNERATION, TERMS & CONDITIONS AND APPLICATION PROCESS

The post is subject to:

- The terms and conditions for teachers as set out annually in the School Teachers' Pay and Conditions Document and any orders made under it;
- The other terms and conditions set out in the various national collective agreements in force from time to time as agreed with recognised trade unions;
- Statutory regulations regarding the governance and management of schools as prescribed in the Schools Standards and Framework Act;
- The conditions set out in the Job Description and in the letter of appointment.

Salary and Pension:

The salary for this post is negotiable in the range of Headteacher Group 5 (L24 to L30) - £70,370 to £81,515 per annum. The governing body will determine the starting salary for the successful candidate when confirming the offer of employment.

There are three options to consider for pension arrangements:

- Teachers' Pension Scheme under the provisions of the Teachers' Pensions Regulations;
- Private Pension Scheme;
- State Earnings Related Pension Scheme.

Details about the Teachers' Pension Scheme may be obtained from Teachers' Pensions at www.teacherspensions.co.uk

Unless notification to the contrary is given it will be assumed that as a full-time employee the successful candidate will contribute to the Teachers' Pension Scheme.

The Corbet School is an Equal Opportunities Employer. Applications are welcome from suitably qualified candidates regardless of faith, race, colour, nationality, ethnic or national origin, age, marital status, sex, sexual orientation or disability.

Applications

The Vacancy reference for this post is EH 18 19 01

Please ensure the reference number is clearly marked on your application.

You can apply for this post online at <https://shropshirejobs.engageats.co.uk/>

Alternatively you can request a manual version of the application form from hrcontact@shropshire.gov.uk

If submitting a manual application, you can either a) return your completed application form and statement by email to hrcontact@shropshire.gov.uk or b) return it by post to Employment Services, Shropshire Council, Shirehall, Shrewsbury, SY2 6ND.

You should submit your application with a supporting statement indicating why you are a strong candidate for the post. The document can be a maximum of 2 sides of A4, with a minimum font face of 10pt. print. This should be sent as a separate document, or if submitting on line in word document or pdf format.

Please note:

- your application must be specific to this post, generalised applications are unlikely to be successful;
- do not include testimonials or curriculum vitae;
- two referees should be given, one of which must be your current employer, and the second should be a previous employer. In all cases it is helpful to have the details of a named individual, and their designation in order to address the reference request appropriately.
- the closing date is **Monday 28th January 2019 (Midnight)**;
- short-listing for this post will take place on **Wednesday 6th February 2019**;
- interviews are planned for **Wednesday 27th and Thursday 28th February 2019**;
- To reserve a place for a school tour and to meet the existing Headteacher please contact Keith Rendell, School Business Manager on 01939 260296 or email rendell.k@corbet.shropshire.sch.uk

Tours will take place on the following dates and times:-

Tuesday 15th January @ 2.30pm

Thursday 17th January @ 2.30pm

Monday 21st January @ 9.30am

If you decide to apply, please note the schedule of dates above.

- All applicants will be contacted as to whether they have been successful and feedback will be offered.
- The school will carry out appropriate checks where an applicant is seeking appointment for the first time within the school. Any offer of appointment will be subject to formal confirmation after checks have been carried out. All checks will be made in the strictest confidence and used solely for the purpose of considering applications for the post.
- Candidates called for interview should bring with them original documents or properly certified copies of all qualifications and a form of identification e.g. driver's licence or passport.

FURTHER INFORMATION FOR APPLICANTS

- any canvassing in respect of this selection process will disqualify the applicant;
- the appointment may be terminated upon three months' written notice by either side taking effect on 30 April or 31 December, or upon four months' written notice by either side taking effect from 31 August, except in the case of dismissal for misconduct or any other cause;
- the Governing Body requires all applicants to give statements about, and permission to conduct a check on, any criminal convictions as described in the application form. Failure to give such permission will mean that the application will not be considered;
- expenses will be allowed in accordance with school policy to candidates attending for interview. Candidates requiring accommodation should liaise with the school in advance of booking to gain approval. Candidates will be responsible for arranging accommodation themselves. Any shortlisted candidate who withdraws from the process will not be reimbursed with travel or other expenses;
- post interview feedback is offered to candidates who are interviewed and who wish to take up the opportunity, focusing on issues of professional development highlighted by the interview.