



Laleham Lea Catholic Independent School

29 Peaks Hill Purley, Surrey, CR8 3JJ

www.lalehamlea.co.uk

Headteacher Application Pack

Closing Date: **March 14th 2025 at noon**

School Visits: **Tuesday March 4th at 2pm and 4pm**

Shortlisting Date: **March 24th 2025**

Interview Dates: **March 31st and April 1st**



Welcome to Laleham Lea

Dear Applicant

Thank you for your interest in the position of Headteacher at Laleham Lea School from April/September 2025.

This position will provide the right candidate with the challenges and satisfaction one would expect of such a position. Laleham Lea School is a flourishing school and it is the School's overriding priority is to find a Headteacher who can play an integral part in upholding our high academic and pastoral standards. This position perfectly suits an experienced Catholic leader who is highly skilled and passionate about primary education.

The appointed leader will be exceptional and charismatic and will have a clear vision of what makes an Independent school outstanding and how to make that a reality. The Headteacher is responsible for both the pastoral and the academic life of the school.

The job description and further details relating to the School can be found in the application pack, as can the Notes to Applicants. Please ensure you read these documents before completing your application form.

If you would like to visit the School prior to making an application, please contact me on mryan@lalehamlea.co.uk to arrange a visit. Visits are currently planned for 2pm and 4pm on Tuesday 4th March 2025. However, if these times are difficult for you please contact me and we will see if an alternative can be found.

Please return your completed application form along with consent to obtain references form to mryan@lalehamlea.co.uk by noon on March 14th. We look forward to receiving your application.

Yours faithfully

Mary E. Ryan

Mary E. Ryan

Chair of Governors

Brief History of Laleham Lea



Laleham Lea was one of several small, private schools which opened in the district at the start of the 20th Century. Until World War II it was a thriving, well run preparatory school for boys and girls with high standards. During 1940 the numbers dropped to just seven pupils but the two principals, Miss Harrison and Miss Sargent, continued their work, making few concessions to the Blitz. The school continued to prosper after the war and in 1955 they purchased 'Greenhayes', the house next door. The proprietors retired in 1963 and sold the building to The John Fisher School across the road, which was an independent Catholic grammar school for boys at that time.

The school building housed the John Fisher Preparatory Department for boys from the ages of 7 to 11 years. In the early 1970's a block of four classrooms was built between the two buildings. Soon after this the three properties were linked by a connecting corridor. An Infant Department was subsequently opened and boys were then accepted from the age of 5 years.

In 1977 John Fisher became a voluntary-aided Catholic boys' comprehensive school within the state education system. It had to cut its links with the Preparatory Department which took on a separate legal persona and revived the Laleham Lea name. However, despite this separation, Laleham Lea still has close ties with the John Fisher School. In September 1991 the School opened a Nursery and became co-educational.

The school continues as a thriving Diocesan independent Catholic school and the buildings remain the property of the Archdiocese of Southwark. Laleham Lea inspires great loyalty from former pupils and their families; one of its seven wartime pupils was Chair of Governors. Parents of children who attended the school have subsequently become Governors and Teachers. The School is very much a family school with a strong Catholic ethos and 'the quality of the pupils' academic and other achievements is excellent'. (ISI 2022)

In our Denominational inspection of October 2019 the School was deemed excellent and in our ISI Education Quality Inspection of February 2022 the School was judged excellent in all areas and once again fully compliant in all Regulatory Standards.

Job Description

The Governing Body knows the importance of the role of the Catholic Headteacher and will actively offer continued support, encouragement, affirmation, and realistic challenge to the successful candidate.

This job description utilises the key areas identified in the National Standards of Excellence for Headteachers (2020). *Headteachers' standards 2020* - GOV.UK (www.gov.uk)

Laleham Lea School is committed to safeguarding and promoting the welfare of children and young people. The Headteacher must ensure that the highest priority is given to following the guidance and regulations relating to safeguarding and child protection. Appointment is conditional upon receipt of satisfactory Disclosure and Barring Service (DBS) checks in relation to criminal and child protection matters.

This job description identifies the responsibilities attached to this post. This job description is also subject to amendment from time to time within the terms of the conditions of employment, as the needs of the school may require, but only to an extent consistent with those conditions of employment and after consultation with the post holder.

Applicants should be aware that internet searches may be carried out on all those invited for interview.

Job Title: Headteacher, full-time, permanent contract.

As a leader of a Catholic school community, a Headteacher:

- Will promote and support the vision and direction of the school, providing day-to-day leadership and be responsible for leading Catholic education based on Gospel Values.
- Will enable the school to build success and provide the highest quality education in the best interests of the school's students.
- Will lead and manage the school on a day-to-day basis and is the first point of contact for all stakeholders and external agencies in matters relating to the school.
- Work with Governors to create the strategic vision for the school and promote the vision of Catholic education, values and ethos to students, staff, Governors, parents, parish and the wider community.
- Will motivate others to create a shared learning culture and positive climate through distribution of leadership through teams and individuals in the school.
- Will develop a shared expectation of outstanding teaching and learning, with opportunities for shared learning and Continuing Professional Development.

- Will monitor progress against targets for pupil achievement and make suggestions to improve teaching and learning practices accordingly.
- Will set high educational standards – ensure staff understand this expectation and that effective support measures are in place to help staff to achieve this aim, to uphold their duty to give account and to accept responsibility.
- Monitor school leaders' performance and conduct reviews of performance – offer support and training as appropriate. Set high expectations and challenging targets for the school.
- Will create an inspiring, professional work environment consistent with the school's values and aspirations.
- Will be responsive to the needs of students, listen to pupil voice surveys and suggest adjustments to improve teaching strategies accordingly.
- In conjunction with the Senior Leadership Team the Headteacher will create a curriculum that is child centred and inspiring so that high standards in attainment and achievement are reached and maintained.
- Will know, understand and act within the statutory frameworks which set out their professional duties and responsibilities, articulate the school's vision as a provider of Catholic education to key stakeholders within the partnership and ensure the vision is regularly reviewed.

Section 1: Ethics and Professional Conduct.

Catholic Headteachers are expected to demonstrate consistently high standards of principled and professional conduct, inspired by Christ and demonstrate the qualities of character, fundamental to the Catholic tradition: faith, hope, love, justice, solidarity, temperance, fortitude and practical wisdom. A Catholic Headteacher is expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

In addition, a Catholic Headteacher upholds and demonstrates the Seven Principles of Public Life, at all times. Known as the 'Nolan Principles', these form the basis of the ethical standards expected of public office holders:

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership

A Catholic Headteacher is the custodian of a Catholic school and as such embodies the abundant hope of the Church has placed in education. A Catholic Headteacher is entrusted with the task of human formation in conformity with the teachings of Christ and the Church, maintaining high standards of ethics and behaviour, both within and outside school.

A Catholic Headteacher:

- Builds relationships of mutual respect, rooted in the belief that all are made in the image and likeness of God and observes proper boundaries appropriate to their professional position.
- Will show tolerance and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary society, enabling each person to play their full part in building and sustaining the Common Good.
- Will uphold British values, including democracy, rule of law, individual liberty and mutual respect, tolerance of those of different faiths and beliefs, understanding that such values are rooted in the Catholic understanding of dialogue and Catholic social teaching.

Section 2: Headteacher Standards.

School Culture

- To establish and sustain a Christ-centred vision, embodied in the School's Catholic mission, ethos and strategic direction in partnership with the parish, governors, the School community and Archdiocese.
- To create a Christ-inspired culture where students experience a positive and enriching school life, enabling them to flourish.
- To uphold aspirational educational standards, which reflect the distinctive nature of Catholic education and which prepares students from all backgrounds for their future.
- To ensure a culture of professionalism based on mutual respect and the pursuit of excellence.

Teaching

- To establish and sustain high quality teaching, across all subjects and phases, built on evidence and research-based understanding.
- To ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject or specialism and demonstrates how each subject and discipline, contributing to the Christian vision of human flourishing.

Curriculum and Assessment

- To ensure a broad, structured and coherent curriculum entitlement, grounded in the distinctive characteristics of Catholic education which clearly sets out the knowledge, skills and values that will be taught.
- To establish and develop effective curricular leadership, developing the expertise of subject leaders, providing access to a range of networks and communities.
- To ensure valid, reliable and accurate approaches are used when assessing students' knowledge and understanding of the curriculum.

Behaviour:

- To develop and establish high expectations of behaviour, based on love, justice and reconciliation, built upon relationships and rules that are understood by all.
- To ensure high standards of behaviour through the promotion of the school's values, ethos and mission, in accordance with the school's behaviour policy.
- To adopt a consistent approach to the application of behaviour management.

SEND:

- To ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities, in light of the principles of Catholic Social Teaching.
- To ensure the school works effectively in partnership with parents, carers, parish and professionals, to identify the needs of SEND children, providing support and adaptation where required.
- To ensure that the school fulfils its statutory duties with regards to equal opportunities legislation.

Professional Development:

- To ensure that staff are provided with high quality CPD, in all areas of practice and that it is aligned to the school development areas.
- To make sure that all CPD is strategically planned, sequenced and evaluated and that it is consistent with the approaches laid out in the standards for teachers' professional development
- To draw on experts to provide high quality CPD, including diocesan and nationally recognised career and professional frameworks and programmes.
- To ensure the building of capacity and to support succession planning.

Organisation and Management:

- To have an effective approach to safeguarding, to ensure the protection and safety of both staff and students.

- To allocate and prioritise financial resources, ensuring efficiency, probity and effectiveness. The use of public funds should reflect the school's Catholic mission.
- To ensure a good work/life balance for staff, through effective management and deployment.
- To develop and oversee systems, processes and policies that enable the school to operate effectively, where there is a clear understanding of the Church's mission in education.
- To have a robust approach in identifying, managing and mitigating any risks

Continuous School Improvement:

- To identify, evaluate and analyse any persistent problems and barriers which limit the effectiveness of the school, identifying key areas for improvement.
- To develop evidenced based and well-targeted plans that are both timely and realistic and which are suited to the school's Catholic context.
- To ensure careful and effective implementation of improvement strategies, which lead to improvement over time.

Working in Partnership:

- To develop strong relationships with the wider community, working in partnership with parents, carers, the parish, diocese and the local community.
- To develop the network of Catholic schools, other schools and organisations, in a spirit of challenge and support.
- To develop relationships with other professionals in a range of public services, to improve the educational outcome for all students.

Governance and Accountability:

- To embrace the contribution of effective governance, rooted in strategic stewardship of Catholic mission in education, upholding the obligation to give account and accept responsibility.
- To develop and nurture a professional and appropriate relationship with governors which is inspired by a Christ centred vision for human formation.
- To ensure that staff are clear on their professional responsibilities and that they are held to account.
- To ensure that the school operates within the required regulatory frameworks and meets all of its statutory duties.

Based on the 2020 DfE Headteachers' Standards. These have been amended to reflect the distinctive nature of Catholic leadership and the role of a Catholic leader in upholding the mission of the Church.

Job Description-Headteacher Laleham Lea School

Job Description -Main Duties and Responsibilities
The purpose of the role of Headteacher is to provide professional leadership and management of the school, to provide a Catholic educational community in which all are enabled to achieve their highest potential.
The Headteacher's leadership and management will reflect and give effect to our Mission and Aims. The Headteacher shares responsibility for the mission of the school and Diocesan education system.
In a Catholic school, the role of the Headteacher is one of leadership of a learning community rooted in faith. In a Catholic school the Headteacher fulfils their responsibilities in accordance with the Instrument of Government. The Headteacher supports the Governing Body in fulfilling its responsibilities to the Diocese under Canon Law as well as in accordance with national legislation.
The successful candidate will carry out their professional duties in accordance and subject to: The provision of the Education Acts. Any orders and regulations having effect here under. Any rules, regulations and policies laid down by the Governing Body under its powers as derived from any of the sources specified above. The terms of their appointment under the Catholic Education Service contract. The requirements of the Diocesan Education Service and the Code of Canon Law of the Catholic Church. Any communication, instruction or visit from ISI (including CSI Inspections) or other external Governmental organisations such as the HSE and PSE.
Purpose of Post
To be responsible for promoting the Mission and Catholic character of the school
To have ultimate whole school teaching and learning responsibility across the school to secure excellent student progress and attainment.
To develop the Leadership of Teaching and Learning to be innovative, cutting edge, and inspiring all students.
To ensure Leadership at all levels monitoring, evaluating, and reviewing robustly to enhance performance and outcomes across the school.
To have direct line management responsibility for the Senior Leadership Team and School Business Manager
To ensure that the curriculum offered by the school is appropriate, broad, and balanced and matches the needs of all students.
Finance
To work with strategic partners to ensure fiscal management of school funds.
To ensure that the school provides value for money delivering a world class education.

Teaching
To further develop a culture and curriculum which takes account of the diversity and richness of the school's communities.
To identify, evaluate and analyse any persistent problems and barriers which limit the effectiveness of the school, identifying key areas for improvement.
To ensure careful and effective implementation of improvement strategies, which lead to improvement over time
To develop evidenced based and well-targeted plans that are both timely and realistic and which are suited to the school's Catholic context.
Key Responsibilities and Accountabilities
To carry out the general and specific professional duties as set out in the current 'Headteachers' Standards 2020.'
To work with the Governing Body to create a vision for an outstanding Catholic in the school.
To act as an excellent Catholic role model.
To work effectively with Senior Leadership to create a collaborative and collegiate team which is forward thinking and facilitates growth.
To continue to create an excellent organisational structure which reflects the school's Catholic, Christian values and enables the management systems and processes to work effectively in compliance with statutory requirements.
Work with School Improvement professionals to undertake regular self-evaluation to set the strategic direction of the whole school via a development plan which ensures that a shared vision can be implemented and identifies clear priorities for improvement which are incisively acted upon.
Lead and Manage staff and students daily, while taking responsibility for the Health and Safety of the whole community.
To oversee exemplary behaviour in all areas of the school and the local community and ensure the implementation of an effective Behaviour Policy so that it is supportive of student learning, up to date, and applied consistently by every member of staff.
Deploy all staff successfully across the whole school to support a good work/life balance and their well-being.
Set directed time for all members of the school staff, while also considering its impact, so that time allocation is always proportionate.

Specific Duties -The Headteacher will:
Oversee the line management of all departments and take responsibility for the achievement of targets and student progress in every curriculum area. Develop the role of the Senior Leaders and Middle Leaders in monitoring and assessing the work of their team to secure outstanding outcomes for students, teaching, learning, and curriculum enrichment.
Develop the role of the pastoral team ensuring effective management of discipline, performance, attendance, professional development, and recruitment. Lead school assemblies as required.
Chair staff meetings, SLT meetings and middle leadership meetings as required.
Work with governors and other stakeholders.
Safeguarding Students and Safer Recruitment. Uphold all relevant school policies in respect of child protection and safeguarding, which are based on KCSIE (2024) and Working Together to Safeguard Children (2023).
Demonstrate and model the Nolan Principles (The Seven Principles of Public Life): Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, and Leadership.
Demonstrate your commitment to the school's Equality Policy and all related work to promote diversity, inclusion and belonging.
Laleham Lea School is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.
Health and Safety The Headteacher will:
Be fully responsible for your personal health, safety and welfare and that of others who may be affected by your actions or inactions.
Work flexibly in order to support staff / children at times of crisis, in order to maintain the smooth running of the school and safety of the school community.
Staffing & CPD: The Headteacher will:
Implement Continued Professional Development which considers the formation of all teaching and support staff plus students.
Take responsibility for personal and whole school professional development, keeping up to date with research and developments in pedagogy, practice, technology, and any future initiatives in a rapidly changing world.
Undertake any necessary personal professional development as identified by themselves or governors

Consider the expectations and needs of other members of staff, and in particular ensure that new appointees, ECTs are appropriately monitored, supported, and assessed in relation to the Teaching Standards.

To develop and maintain positive relationships with parishes, the wider Catholic community, and other local schools.

Additional Duties for this Post -The Headteacher will:

Be aware that this job description may be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder.

This job description is not a comprehensive statement of procedures and tasks but sets out the main expectations in relation to the post holder's professional responsibilities and duties, including ensuring the provision of high-quality teaching and learning across the school and the pastoral care of the students in their charge.

It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for, or comes into contact with. Elements of this job description may be subject to change through a collaborative process

Person Specification

Introduction

- The core purpose of the Headteacher in a Catholic school is to provide leadership in the context of a community rooted in the Christian faith. Thus, it is an essential requirement that the person appointed to the post at Laleham Lea school should have a strong, personal faith and recognise the opportunities and challenges facing our school as a vibrant part of the mission of the Church in education.
- The successful candidate will have strong leadership skills, a deep understanding of educational best practices and a commitment to fostering a positive and inclusive learning environment for all students and staff. If you are ready to take on this rewarding and influential role, we encourage you to apply and be part of our community.
- We encourage qualified candidates with a passion for education, strong leadership skills, and a commitment to fostering a culture of inclusivity and academic excellence, to apply for the position. The successful candidate will have the opportunity to build upon the foundation that has been laid and lead Laleham Lea School into its next chapter of success.

"A practising Catholic is someone who has been sacramentally initiated into the Catholic Church and who adheres to those substantive life choices which do not impair them from receiving the sacraments of the Church and which will not be in any way detrimental or prejudicial to the religious ethos and character of the school.

Inspired by the Gospel and sustained by God's grace, a 'practising Catholic' will give sincere external expression to their interior faith through specific religious, moral and ethical behaviour which is in accordance with the teaching of Christ and the Catholic Church."

Christ at the Centre Pg29

Person Specification- Headteacher Laleham Lea School

Qualities and Knowledge	Essential or Desirable	Evidence
A practising Catholic, evidenced by a priest reference	E	I/R
Qualified Teacher Status	E	A
Degree	E	A
NPQH or similar	D	A
CCRS	D	A
Teaching and leadership experience in one or more Catholic primary/secondary schools	E	A/I/R
Lead by example and be a positive role model with excellent communication skills	E	I/R
Ability to articulate a clear vision and purpose for Catholic education and to share their Catholic faith with a range of colleagues who may or may not be Catholic	E	A/I/R
Positive personal impact and presence	E	I/R
Participation in a parish community	E	A/I/R
Ability to lead the spiritual development of staff and students	E	I/R
Understand the current educational provision and the wider school systems	E	A/I
Political and financial astuteness especially of the Independent sector in England	E	A/I/R
Demonstrate experience of working alongside clergy and faith leaders.	E	A/I/R
Have excellent communication skills	E	A/I/R

Build and nurture effective relationships in order to develop cohesive teams	E	A/I/R
Students, Parents and Staff	Essential or Desirable	Evidence
Have ambitious standards and high expectations for all students	E	A/I/R
Excellent understanding of high-quality teaching and learning	E	A/I/R
Promote the development of the whole child	E	A/I/R
Use data analysis to effectively drive whole school improvement	E	A/I/R
Encourage staff and students to develop their unique potential, character	E	A/I/R
Identify emerging talent, develop excellence and clear succession planning	E	A/I/R
Ability to work effectively and empathetically with parents who are the first educators of the students	E	A/I/R
Systems and Process	Essential or Desirable	Evidence
Effective strategic leadership and astute and substantial understanding of school financial management	E	A/I/R
Ensure the safety of all staff and students, at all times	E	A/I/R
Promote excellent behaviour and positive attitudes to school life	E	A/I/R
Systems for appraisals to hold all staff to account	E	A/I/R
Skills to challenge underperformance	E	A/I/R
Understanding the importance of strong governance to hold the school to account	E	A/I/R
Ensure value for money in deploying resources and budgets, for the best outcomes for all	E	A/I/R
Promote distributive leadership throughout the school	E	A/I/R

School Improvement	Essential or Desirable	Evidence
Knowledge and experience of working with other schools and organisations	E	A/I/R
Develop effective partnerships with other professionals	E	A/I/R
Use evidence-based research to achieve excellence	D	A/I/R
Provide opportunities for high quality staff development	E	A/I/R
A confident and innovative approach to school improvement	E	A/I/R
Provide inspiration and encouragement for all members of the community	E	A/I/R
Safeguarding including Child Protection	Essential or Desirable	Evidence
Ensure all Safeguarding policies and procedures adopted by governors are fully implemented and adhered to by staff	E	A/I/R
Ensure that sufficient resources and time are allocated to enable staff to perform their Safeguarding related responsibilities effectively	E	A/I/R
Securing Accountability	Essential or Desirable	Evidence
Fulfil all commitments arising from contractual accountability to the governing body	E	A/I/R
Ensure individual staff accountabilities are clear, understood, agreed, reviewed and evaluated	E	A/I/R
Work with the governing body to enable it to meet its statutory responsibilities	E	A/I/R
Develop an accurate and understandable account of the school's performance for a range of stakeholders	E	A/I/R
Personally contribute to school achievement, taking account of feedback from others	E	A/I/R

Strengthening the Community	Essential or Desirable	Evidence
Build a culture and curriculum which takes account of the richness and diversity of the community's Catholic faith	E	A/I/R
Create and promote strategies for challenging racial and other prejudices	E	A/I/R
Ensure that learning experiences are enriching and are linked into and integrated with the wider community	E	A/I/R
Collaborate with agencies in providing for the academic, spiritual, moral, social, emotional and cultural wellbeing of all	E	A/I/R
Develop and maintain an effective partnership with parents and carers	E	A/I/R
Share effective practice, working in partnership with other schools	E	A/I/R
Application Form and Letter	Essential or Desirable	Evidence
The appropriate form to be completed in full and legible	E	A
Supporting statement to be clear, concise and related to the post being applied for and appointment criteria (No more than 2 sides of A4 in font size 11)	E	L
Confidential References and Reports	Essential or Desirable	Evidence
A positive and supportive written faith reference from a priest where the applicant regularly worships	E	R
A positive recommendation from current employer	E	R
A second professional reference	E	R

Headteacher Wellbeing Offer

Our offer is available to any serving Headteacher in the diocese and is provided by the Education Service



The service is:

- Designed and structured to meet the needs of Headteachers in the Archdiocese
- A confidential provision for Headteachers in all phases
- An opportunity to talk confidentially on a personal and professional basis
- Created to facilitate and nurture links with other Headteachers and professionals

The Aims of the Service:

The service:

- Promotes the wellbeing of Headteachers in the Archdiocese
- Provides support for individual Headteachers
- Assists the Headteacher in the resolution of issues
- Enables the development of networks
- Supports the development of networks and relationships between Headteachers, Governors and diocesan and local authority personnel

The role of the Archdiocese

- The Archdiocese is committed to supporting Headteachers in their role and to working in partnership with it trusts and schools
- The Education Service acts as the agent in the employment of a coordinator for Headteacher wellbeing



CES Guidance

CES Model Application Forms and Supplementary Forms

Notes to Applicants

These Notes accompany the relevant CES Model Application Forms for each category of employee and:

- the Model Recruitment Monitoring Form;
- the Model Rehabilitation of Offenders Act 1974 – Disclosure Form; and
- the Model Consent to Obtain References Form,

together referred to as the “supplementary forms”.

Where there is a distinction between the categories of employee to which these Notes apply, it will be clearly highlighted.

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

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

TECHNICAL INSTRUCTIONS

1. Depending on the recruiting school's / college's own requirements applicants may complete the Application Form and supplementary forms in three ways:
 - Completion and submission electronically;
 - Completion electronically, printing and submitting a hardcopy by scanning and emailing;
 - Printing off and completing in handwritten format, then submitting by scanning and emailing.

GENERAL INFORMATION

Applicants must ensure that they are using the most up to date version of the Application Form and supplementary forms. Where there is any doubt, applicants should contact the school / college where the position applied for is based, or the contact person mentioned in the job advertisement.

Applicants are reminded that this is an application for a post in a Catholic Voluntary Aided School / Catholic Voluntary Academy / Catholic Voluntary Multi Academy Trust (if applicable) where the Governing Body / Academy Trust Company / Multi Academy Trust Company is the employer and that the post will be subject to the terms and conditions of the appropriate CES model contract of employment. A copy of the relevant contract will be provided to the applicant if they are shortlisted for interview.

Applicants should note that, in accordance with the safeguarding vulnerable groups' regime, it is their responsibility to have made any necessary registrations relevant at the time of making this application, which are required for people working or volunteering with children. Accordingly, applicants are put on notice that any offer of employment made will be conditional upon identity and right to work checks and the results of Disclosure & Barring Service and Teacher Services checks (where applicable). For those who have lived or worked outside of the UK, the offer will also be conditional on satisfactory overseas checks including, where necessary, the provision of a letter of professional standing.

Before signing the application form, applicants must ensure that every section has been completed. **Failure to complete all relevant sections may result in an application being rejected.**

All Application Forms, supplementary forms and any relevant documentary evidence should be sent to the school / college where the position applied for is based, or as instructed in the job advertisement. **Applicants should not return any Application Form and / or supplementary forms and / or any relevant documentary evidence to the CES.** Any applications received by the CES will not be forwarded or returned but shall be securely disposed of.

THE APPLICATION FORM – GUIDANCE ON COMPLETING SPECIFIC SECTIONS

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

Details of the Role Applied For

Applicants should complete this section of the Form by inserting the relevant information and ticking the appropriate boxes.

Personal Details

Applicants should insert the requested details and tick the relevant box in order to indicate how they would prefer to be contacted._

If an applicant has obtained qualified teacher status from a jurisdiction other than England or Wales they should insert their membership number for the relevant teaching profession regulator and provide details of the specific regulator.

Support staff and Lay Chaplain Application Forms only – if applicants have not obtained qualified teacher status they should leave this section blank.

Details of Present Employment

Applicants who are not currently employed, should tick the box that says “no” and proceed to the next section.

Employment History

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

Other Employment / Work Experience

Applicants should provide details of all other employment and paid or unpaid experience after the age of 18 (e.g. employment unrelated to the teaching profession, voluntary work etc).

Applicants must ensure that there are no gaps in the chronology of their education and / or employment history from the age of 18 to the present day and space has been provided on the form for this information. Failure to provide a full account may lead to an application being rejected.

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

Post-11 Education and Training

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

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

Teacher post Application Forms only – applicants should state which subjects they are qualified to teach including other subjects for which they may have experience to teach. Applicants should also provide details of any other specialisms and special areas of teaching interest.

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

Supporting Statement

Applicants should ensure that their supporting statement is clear and concise and does not exceed 1,300 words. It is preferable, although not compulsory, that the supporting statement is typed rather than handwritten.

References

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

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

It is the applicant's responsibility to ensure that they have obtained their nominated referees' explicit consent to pass on their contact details. Not only is this a matter of courtesy but it ensures that the General Data Protection Regulation is being complied with. **Please also complete the Consent to Obtain References Form and return it with your application.**

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

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

Senior Leadership posts – Applicants are advised that the 'Memorandum on Appointment of Staff To Catholic Schools' provides that 'the posts of Headteacher or Principal, Deputy Headteacher or Deputy Principal and Head or Coordinator of Religious Education are to be filled by practising Catholics'. The Memorandum may be viewed by visiting the CES's website at:

<http://www.catholiceducation.org.uk/employment-documents/bishops-memorandum/item/1000049-memorandum-on-appointment-of-teachers-to-catholic-schools>

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

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

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

In summary, all suitably qualified Catholic applicants, regardless of the teaching post for which they are applying, are eligible to be given preference over applicants who are not Catholic. Practising Catholic applicants should nominate their Parish Priest as one of their referees. Those applicants

applying for the permanent Senior Leadership posts referenced in the Memorandum must provide such details.

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

In the event that an applicant is appointed, any failure to disclose the existence of a relationship, whether it be by marriage, blood or as co-habitee, between the applicant or their spouse / civil partner / partner, with a member, or an employee, of the Governing Body of the school / college where the post is situated may be considered a disciplinary offence warranting summary dismissal.

Right to work in the UK

The Governing Body is under a legal duty to require all members of staff to provide documentary evidence of their entitlement to undertake the position applied for and to ensure that they have an ongoing entitlement to live and work in the UK. These checks need to be carried out for every person the Governing Body employs regardless of race, ethnicity or nationality. Therefore, on receipt of a conditional offer of employment, and before a successful applicant commences their post, they must provide supporting evidence of their right to live and work in the UK.

The Home Office guidance entitled “An employer’s guide to right to work checks” provides a list of the documents that can be provided to demonstrate an applicant’s right to live and work in the UK (see Annex A of the guidance).

The Home Office guidance is regularly updated to reflect changes in immigration law. It is important that applicants refer to the current version. Applicants should expect to provide originals of the documents listed in Annex A to the Governing Body as evidence of their right to work in the UK. Verified copies will then be taken of the original documents as required.

Language requirements for public sector workers

The ability to communicate with members of the public in accurate spoken English and / or Welsh is an essential requirement for public facing posts. The Public Sector Workers Code of Practice notes that “to serve the public it is vital that those working in public-facing roles can communicate in English, or in Wales, English or Welsh”¹. The standard of language required is satisfied if it is sufficient to enable the effective performance of the person’s role². Please note that this language requirement may be in addition to mandatory English language requirements associated with an applicant’s immigration route.

Public facing roles within the public sector would include leadership teams, teachers, support staff and others employed to work in publicly funded schools.

Declaration

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

SUPPLEMENTARY FORMS

Model Recruitment Monitoring Form

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

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

Where applicants wish to complete the Recruitment Monitoring Form, please email it to secretary@lalehamlea.co.uk clearly marked "Confidential – F.A.O: Recruitment Monitor".

Model Rehabilitation of Offenders Act 1974 – Disclosure Form

As the position applied for gives privileged access to vulnerable groups, all applicants attending interview are required to disclose all spent convictions and cautions under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 unless it is a "protected" conviction / caution under the amendments made to the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 (in 2013 and 2020) and, therefore, not subject to disclosure.

Applicants invited for interview, should bring The Disclosure Form with them to the interview in a **separate, sealed envelope** clearly marked "Confidential – Rehabilitation of Offenders Act 1974 – Disclosure Form". Interviewees will be asked to hand the form to the interviewer at the end of the interview.

Interviewees must disclose all spent and unspent convictions on this form other than those which are "protected". This may include driving offences but will not include youth cautions, reprimands or warnings. The rules on multiple convictions were changed in November 2020. If interviewees are unsure about whether or not a conviction requires disclosure they should review the Ministry of Justice guidance on the filtering of "protected" convictions and cautions which can be accessed on the [Ministry of Justice](https://www.ministryofjustice.gov.uk) website.

The Disclosure Form will only be seen by those persons within the school / academy / college and / or Governing Body / Academy Trust Company / Multi-Academy Trust Company who are required to see it as part of the recruitment process if you are the preferred / one of the preferred candidates for the position.

Model Consent to Obtain References Form

Applicants should ensure that they complete and return the Consent to Obtain References Form with their completed application.

If applicants have any further questions in relation to the position applied for they should contact the school / college where the position applied for is based or they should contact the individual named on the job advertisement.