Recruitment Pack September 2017

A primary and nursery school for children aged 3 to 11. Aiming for excellence in the education and development of young children from the Forest Hill and Sydenham areas.

Class Teacher (ASD)

Kelvin Grove
London
SE26 6BB
020 8699 6300
@KG_Sydenham

E: admin@kelvingrove.lewisham.sch.uk
W: www.kelvingrove.lewisham.sch.uk
Dear Applicant,

Re: Class Teacher (Autistic Unit) Ref: KG110

Kelvin Grove is a popular, oversubscribed school in Sydenham. We are a highly inclusive school community, with an ASD resource provision, that develops pupils with a real love of learning. Standards are improving year on year and we have reputation for excellence in Music, Sport and diverse extra-curricular activities. Children in our resource provision are successfully included in mainstream lessons and activities depending on their abilities. In addition we offer opportunities for mainstream children to join activities in the ASD base.

We are looking to build further on the success of our Ofsted inspection in July 2013. Due to the relocation of our current teacher, we seek to recruit a strong practitioner to work full time in our resource provision. We require the successful candidate to take up post in January 2018 or sooner if available.

We can offer you:

- Expert consultant leadership to continue to develop your practice;
- Resilient and hard-working pupils who have a desire to learn and succeed;
- Very high quality Teaching Assistants in all classes;
- A Leadership team that supports staff well-being.

You must offer us:

- Proven experience of raising attainment and supporting the personal development of our autistic pupils;
- A strong commitment to improving young people’s life opportunities;
- The desire to become outstanding in your role as a teacher;
- The willingness to work in an inclusive and rewarding context;
- The flexibility to take on challenges, inspire and motivate others.

Advance visits to the school are highly recommended, by appointment with Tennille Melbourne on tmelbourne@kelvingrove.lewisham.sch.uk.

Please click on the links below:

- Job Description and Person Specification
- Application Form click here for word document takes you to school website
- Application Form Guidance
- OfSTED Report

The closing date for the above vacancy is Monday 9th October 2017 and your completed application must be emailed to Suzanne Deadman (School Business Manager) on: recruitment@kelvingrove.lewisham.sch.uk by the close of day. Interviews will take place on Monday 16th October 2017. All candidates will be required to complete an enhanced DBS disclosure.

If you require any further information regarding this post, please contact Tennille Melbourne on tmelbourne@kelvingrove.lewisham.sch.uk.

Yours faithfully

Ian Hyde
HEADTEACHER

Kelvin Grove Primary School
Kelvin Grove, Sydenham, London SE26 6BB
Tel: 020 8699 6300  Fax: 020 8291 7280
Email: admin@kelvingrove.lewisham.sch.uk
www.kelvingrove.lewisham.sch.uk
JOB DESCRIPTION

Designation: Main Scale Teacher

Grade: MPG

Reports to: Headteacher/Resource base lead teacher

MAIN PURPOSE OF THE JOB:
To be a class-teacher for children in the ASD Resources Base
To help to co-ordinate the inclusion of Resource Base learners into lessons within the main school as appropriate.
To assist in the daily running of the Resource Base in consultation with the Resource base lead teacher.
To support the Resource base lead teacher in the training of staff to ensure an understanding of ASD including strategies for addressing behaviour, communication and interaction difficulties.

SUMMARY OF RESPONSIBILITIES AND DUTIES:
To be accountable to the Resource base lead teacher/Inclusion Manager in line with school policy through the annual performance management cycle.
To work as a member of a team to contribute positively to effective working relations within the school and to ensure the planning and delivery of an appropriate inclusive curriculum.
To extend knowledge and understanding of ASD and the approaches that enable learners to access a broad and balanced curriculum.
To ensure all autistic learners have equal access to the curriculum to fulfill their potential.
To liaise with other adults and outside agencies and help to co-ordinate their work with learners.
To provide, or contribute to, oral and written assessments, reports and references relating to individual children and groups of children.
To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as required.
To participate in annual reviews.

JOB CONTENT

Strategic Duties
To help develop and promote the aims of the school and the agreed policies.
To be aware of Equality issues, and promote Equal Opportunities throughout the school.
To contribute to the whole school’s planning activities.
To contribute to the School Improvement Plan.
To support the school in meeting its legal requirements for collective worship.
Teaching
To teach children according to their educational need, including the setting and marking of work to be carried out by the pupils in school and elsewhere.
To plan and implement a programme of work for the ASD learners, setting targets for individual pupils that address their communication and interaction needs.
To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as required.
To provide, or contribute to, oral and written assessments, reports and references relating to individual children and groups of children.
To ensure that ICT, Literacy and Numeracy are reflected in the teaching/learning experience of pupils.
To undertake a designated programme of teaching.
To ensure a high quality learning experience for pupils which meets internal and external quality standards.
To prepare and update materials.
To use a variety of delivery methods including multi-sensory teaching methods to stimulate learning, appropriate to the needs and demands of the learners.
To be expert at managing challenging behaviour, at the same time setting appropriate boundaries and seeing the potential in all pupils.
To encourage good practice with regard to punctuality, standards of work and homework.
To undertake assessment of pupils as requested by external bodies and school procedures.
To mark and give written/diagnostic feedback as required.
To organise work spaces as a member of a team.
To ensure effective and efficient deployment of classroom support.
To work as a member of a team and to contribute positively to effective working relations within the school.

Pastoral
To be a class teacher to a group of ASD pupils.
To promote the general progress and well being of individual pupils and to the class as a whole.
To contribute to the preparation of progress files and other reports.
To accompany pupils to assemblies as appropriate, encourage their full attendance at school and their participation in other aspects of school life.
To evaluate and monitor the progress of pupils and keep up to date pupil records as may be required.
To contribute to the preparation of Action Plans, IEPs progress files and other reports.
To be aware of Child Protection issues and alert appropriate staff to problems experienced by pupils.
To communicate, as appropriate, with the parents/carers of ASD pupils and with external agencies concerned with the welfare of individual pupils, after consultation with appropriate staff.
To take part in Parents’ Evenings.
To contribute to PSHCE and citizenship according to school policy.
To apply the behaviour management systems so that effective learning can take place.
Provide support for individual children within a whole school approach to positive handling and revise accredited training in physical intervention.

Staff Development
To take part in the school’s staff development programme by participating in arrangements for further training and professional development.
To continue personal development in the relevant areas including subject knowledge and teaching methods.
To continue training and professional development with particular reference to ASD.
To engage actively in the Performance Management Review process.
To participate in a programme of development training in accordance with current school policies.

Resources
To contribute to the process of the ordering and allocation of equipment and materials.
To assist in identifying resource needs and preparing resources.
To co-operate with other staff to ensure a sharing and effective use of resources.

SUPPORT FOR THE SCHOOL
Be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person
Be aware of confidential issues linked to home/pupil/teacher/school/work and to keep confidences as appropriate and in line with Data Protection legislation
Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop as set out in the school's Equal Opportunities framework
Contribute to the overall ethos/work/aims of the school
Appreciate and support the role of other professionals
Attend and participate in relevant meetings as required
Participate in training and other learning activities and performance development as required
Accompany staff and pupils on visits, trips and out of school activities as required and take responsibility for a group
Commitment and contribution to improving standards for pupils as appropriate
Acknowledging Customer Care and Quality initiatives
Contributing to the maintenance of a caring and stimulating environment for pupils

CONDITIONS OF SERVICE
Governed by the National Agreement on Pay and Conditions of Service, supplemented by local conditions as appropriate.

EQUALITIES
Ensure implementation and promotion in employment and service delivery of the Council's equal opportunities policies and statutory responsibilities.

SPECIAL CONDITIONS OF SERVICE
Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.
Person Specification

Designation: Main Scale Teacher

Grade: MPG

Reports to: Headteacher and Resource base lead teacher

The Person Specification is a picture of the skills, knowledge and experience needed to carry out the job. It has been used to draw up the advert and will also be used in the shortlisting and interview process for this post. Those categories marked ‘$’ will be used especially for the purposes of shortlisting. Only those applicants who meet these requirements will be shortlisted. You should therefore address these fully in your application form.

If you are a disabled person and are unable to meet some of the job requirements specifically because of your disability, please address this in your application form. If you meet all the other criteria you will be shortlisted and will explore jointly with you if there are ways in which the job can be changed to enable you to meet the requirements.

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<thead>
<tr>
<th>ATTRIBUTES</th>
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<tbody>
<tr>
<td>Qualifications</td>
<td>- The applicant must have QTS.</td>
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<td>- The applicant must have Autism Education Trust, Tier 2 training, or be willing to undertake the training</td>
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<tr>
<td>Knowledge</td>
<td>- Experience/knowledge of the issues/challenges facing pupils with autism and their families.</td>
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<td>- To contribute to the development of a differentiated curriculum for pupils across the school.</td>
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<td>Experience</td>
<td>- Wide experience of working with people with ASD</td>
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<td>- Wide experience of developing a learning environment for ASD pupils in which they feel safe, valued and where staff members have high expectations of them</td>
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<td>- Working experience of health and safety, data protection, equal opportunities, and diversity legislation/best practice</td>
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<td>- Experience of positive handling techniques including strategies for managing challenging behaviour</td>
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<td><strong>Skills</strong></td>
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<td>- Skilled approach to inclusive practices across the school</td>
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<td>- Excellent ICT skills, including</td>
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<td>• use of the internet and e-mail</td>
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<td>• Communicate in Print</td>
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<td>• Clicker</td>
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<td>Use of iPads</td>
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<td>- Ability to manage a diverse workload with competing demands and the ability to support staff to manage their own time effectively</td>
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<td>- Ability to produce high quality professional reports and documents</td>
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<td>- Ability to use effective negotiating skills with a wide range of people</td>
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<td>- Ability to use a creative and flexible approach to problem solving</td>
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<td>- Ability to develop professional relationships with parents, staff members, the LA and other professional bodies</td>
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<td>- Understand and observe the need for confidentiality</td>
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<td>- Understand cultural difference and work to modify communication and practises in order to provide an accessible, inclusive service</td>
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School report

Kelvin Grove Primary School
Kirkdale, Sydenham, London, SE26 6BB

Inspection dates 11–12 July 2013

<table>
<thead>
<tr>
<th>Category</th>
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<th>This inspection</th>
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<td>Overall effectiveness</td>
<td>Good</td>
<td>Good</td>
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<tr>
<td>Achievement of pupils</td>
<td>Good</td>
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<tr>
<td>Quality of teaching</td>
<td>Good</td>
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<tr>
<td>Behaviour and safety of pupils</td>
<td>Good</td>
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<tr>
<td>Leadership and management</td>
<td>Good</td>
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Summary of key findings for parents and pupils

This is a good school.

- Leaders at all levels, including governors, are very ambitious and have high expectations for the pupils.
- The Early Years Foundation Stage is well led and managed and as a result children make good progress in Nursery and Reception.
- Pupils make good progress in reading and mathematics and they are making more rapid progress in writing.
- The quality of teaching is good and most teachers plan exciting and engaging lessons. Consequently, pupils make good progress throughout the school.
- Pupils in the resource unit receive good guidance and support from adults and the manager of the unit continuously monitors their progress.

- There are good systems in place to monitor behaviour and pupils are aware of how to keep themselves safe while in or outside school.
- Pupils’ attendance is improving and they enjoy coming to school. They make broadly similar progress to that of their peers, especially in reading and mathematics.
- Governors thoroughly challenge and hold leaders to account for pupils making better progress in reading, writing and mathematics.
- Pupils’ spiritual, moral and cultural development is promoted well through the range of subjects and topics that meet their needs.
- Parents and carers are very supportive of the school and praise the work of leaders and teachers.

It is not yet an outstanding school because:

- In some lessons, teachers do not deploy supporting adults effectively to work with pupils who are having difficulty.
- Although pupils’ books are marked regularly, teachers’ comments vary and there is sometimes insufficient guidance in books to help them improve the quality of their work.
- Pupils are not always given enough opportunities to read teachers’ comments and some do not respond to the feedback.
Information about this inspection

- The inspection team observed 26 lessons, of which six were joint observations with the headteacher. The inspection team also spent time in the Early Years Foundation Stage observing the quality of teaching and support given to children in Reception and Nursery.
- Meetings were held with the headteacher, deputy headteacher and the local authority’s school improvement adviser.
- Meetings were held with other senior leaders and staff and with members of the governing body.
- Inspectors considered parents’ and carers’ views of the school through informal discussions at the start of the first day of the inspection and the 40 responses to the online questionnaire, Parent View. The inspection team also examined the school’s most recent parental survey and staff questionnaires.
- The inspectors ate lunch with the pupils, interviewed them and also listened to some of them read.
- Inspectors examined a number of documents, including the school’s own information on pupils’ current progress, and planning and monitoring documentation. They looked at attendance figures and pupils’ work.

Inspection team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tr>
<td>Janice Williams</td>
<td>Lead inspector</td>
</tr>
<tr>
<td>Teresa Davies</td>
<td>Additional Inspector</td>
</tr>
<tr>
<td>Juliet Ward</td>
<td>Additional Inspector</td>
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Full report

Information about this school

- This is a larger than average size primary school which serves a diverse inner city community.
- Around 50% of pupils are known to be eligible for additional support through the pupil premium, which provides additional funding for children looked after by the local authority, those eligible for free school meals and children with a parent or carer in the armed services. This figure is above the national average. There are very few pupils who are looked after by the local authority, and no pupils from service families.
- Over a half of the pupils are from ethnic backgrounds other than White British and nearly half speak English as an additional language. Most of the pupils are from Black British Caribbean and Black British African heritage.
- The proportion of pupils supported at school action is well above the national average.
- The proportion of pupils supported by school action plus or with a statement of special educational needs is well above the national average.
- The school meets the government’s current floor standards, which set the minimum expectations for pupils’ attainment and progress.
- The school does not use alternative provision.
- Since the last inspection, the school has expanded to become a three-form entry intake.
- The school moved into an additional refurbished building in September 2012 which currently has the new resource unit (the Rainbow) for statemented pupils with autism spectrum disorder. There are currently seven Key Stage 1 pupils in the unit. Leaders have plans to extend the unit to include Key Stage 2 pupils from September 2013. The new building also has the Years 5 and 6 classes.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently outstanding by:
  - ensuring that teachers deploy supporting adults more effectively so that they consistently provide guidance to vulnerable groups
  - ensuring there is a consistent approach to marking with feedback that is more evaluative and focuses on the quality of the work
  - ensuring pupils respond to feedback from teachers in books to improve the quality of their work and extend their knowledge and skills.
**Inspection judgements**

**The achievement of pupils**

- Although pupils make good progress overall and achieve well, their progress in writing is not as strong as in reading and mathematics.
- Children enter the Nursery with skills that are well below expectations for their ages in communication and language skills and personal, social and emotional development. They make good progress because teachers use assessment information well to plan clear focused activities that engage and sustain their interest.
- Around half of the children starting Reception do not come from Nursery. Children’s skills are still at low levels when they start Reception. Although there are a few children with challenging behaviour, they continue to make good progress because adults have high expectations and provide good support in the linking of letters and sounds (phonics) sessions.
- In Key Stage 1, pupils’ attainment in reading and mathematics is broadly in line with the national averages but their attainment in writing has been below. Pupils, including those in the resource unit, are now making better progress in all subjects and their current attainment in writing has also improved. Their attainment in the Year 1 phonics check is above national expectations for their age.
- In 2012, Key Stage 2 pupils’ attainment in English was below the national average while their attainment in mathematics was in line. Leaders have monitored pupils’ progress thoroughly and as a result, pupils are now making more rapid progress in reading and writing.
- Most pupils, across different year groups, make good progress in reading and mathematics. They make good progress in reading because teachers ensure that their blending and decoding of sounds is well developed and they have a wide range of books to read that capture their interest well.
- They make good progress in mathematics because of good teaching. Teachers ensure that pupils consistently apply their mathematical skills in different situations and they conduct many parent workshops so that parents and carers are aware of the methods of problem solving that are taught in the school.
- Pupils’ progress in writing has accelerated this year because the planned topics are interesting with many discussion opportunities that appeal to both girls and boys.
- Most pupils who are eligible for extra support from the pupil premium funding and disabled pupils and those who have special educational needs make similar progress to their peers, especially in reading and mathematics, because leaders ensure that they receive effective support in reading and mathematics. Their progress in writing is variable because in some lessons they do not get sufficient help in developing their ideas.
- Although Black Caribbean pupils get good support from teachers and their progress is monitored rigorously, a few do not progress as well as their peers in reading, writing and mathematics because theyjoin the school at different points during the school year.
- Pupils with English as an additional language make similarly good progress to their peers in school.
- In 2012, the attainment of Year 6 pupils known to be eligible for free school meals was approximately a term behind their peers in English and mathematics. The gap is narrowing faster in reading and mathematics because of the intensive support they receive in mathematics, phonics, reading support and comprehension.

**The quality of teaching**

- The quality of teaching is good because teachers collaboratively plan engaging lessons and frequently check pupils’ understanding in lessons.
- Pupils are consistently encouraged and given opportunities to improve their formation of letters. In a Year 5 lesson, the teacher provided time for pupils to improve their handwriting skills.
Consequently, pupils’ handwriting was neat and great pride was taken to ensure letters are formed properly.

- At the time of the inspection, Year 5 pupils were writing a balanced argument on whether a ‘10 year old should carry a mobile phone’. Most pupils wrote interesting extended pieces because they were able to discuss their ideas and explore how they would structure the content of their written pieces. Pupils have contributed written pieces that are published in a book called, ‘We are Writers’.

- Most teachers adjust their lesson plans to ensure that all pupils are engaged in the activities and there is a strong emphasis on pupils using their literacy skills in other lessons through discussions. In a Year 6 lesson, the teacher changed his plan and created an interesting scenario where the pupils became detectives who examined several diary entries to discover why a young boy decided to take drugs and end his life. Pupils had already studied the negative effects of drugs and the lesson allowed them to become very reflective as their attitudes changed from being judgemental to showing empathy as they got into the mind of the character.

- In an excellent music lesson, the teacher encouraged pupils to perform various actions to different beats to get their attention. They were engaged in the task of improvising a rhythm and took great pleasure in performing with the teacher. The performances were very good and all made exceptional progress.

- In an outstanding mathematics lesson, the teacher used pupils’ contribution to create a Carroll diagram. They had many opportunities to work independently with tasks that effectively linked to the school fair that was happening later. The tasks and activities appropriately matched pupils’ abilities and they were gradually given more challenging work, and as a result, they made accelerated progress in the lesson.

- In some lessons supporting adults are not used effectively. They often work with their groups but sometimes do not extend assistance to other less able pupils while the teacher is supporting other groups of learners. Consequently, in a few lessons, less able pupils’ progress is not as rapid as their peers.

- Although pupils’ books are marked regularly with feedback from teachers, sometimes the comments do not provide sufficient guidance for pupils to improve their work.

- Some teachers provide pupils with response time but this is inconsistent as some pupils do not get enough time to read teachers’ comments and so they often do not improve the quality of their work or extend their skills.

The behaviour and safety of pupils are good

- Pupils behave well and are polite to their peers and adults. Occasionally, their behaviour is less than good when tasks and activities do not match their needs or capture their interest.

- In the playground, pupils are loud and lively and they enjoy playing clapping games. The playgrounds are well supervised and pupils are safe. They have a good range of areas for eating fruits and they are not lonely because there is always a friend to talk to.

- Pupils say they love coming to school because teachers ‘care for you, lessons are fun and we are taught to aim high’.

- In the Nursery, children are caring and enjoy playing many games together. During free-flow activities they work well independently or in small groups. Boys helped each other build cars while a few girls played supermarket games. One child told the inspector, ‘This is a special stone. Hold it in your hands and make a wish, then all your dreams will come true.’ All children played responsibly outside with adult supervision.

- There have been no racist or homophobic incidents this year. Pupils are aware of how to keep themselves safe while using the internet and they confidently explain the rules of using the internet safely. They walk in a mature manner in their queues to classes and respond well to instructions.

- They are aware of the different types of bullying and a few had said that there is cyber bullying through mobile phone texting. The school’s records show that effective action has been taken
and there are e-safety workshops for parents and carers. A few pupils say that bullying exists but teachers and leaders deal with such incidences appropriately. There are good behaviour support plans to help pupils with challenging behaviour.

- Pupils in the resource unit are given clear instructions and pictorial images to reinforce teachers’ expectations. The manager of the unit has created many ‘social books’ that explain right and wrong behaviour. The books also help pupils to evaluate the impact of their actions on others.
- Pupils are encouraged to choose the right actions and behave well because there are two reward assemblies each week that celebrate both achievement and behaviour. There is the ‘top table’ reward on Fridays where a pupil from each class is given a high class dinner for either behaviour or achievement. There are also attendance awards where pupils get certificates and prizes. Although their attendance is below the national average, it is improving year on year.
- The vast majority of the parents and carers interviewed and those who responded to Parent View say that their children are safe and happy at the school. A few parents and carers wrote letters praising the work of teachers and most describe them as ‘approachable’. One parent or carer said, ‘This is a brilliant school’ and another said the headteacher is ‘great’. They all say they get regular updates about how their children are progressing.

**The leadership and management are good**

- Leadership and management is good with some exemplary features. The headteacher is supported well by a good leadership team and excellent governors. Leaders at all levels have high expectations for the pupils and are constantly evaluating how they can improve the learning environment and provision to ensure equal opportunities for pupils to achieve.
- Leaders have used assessment information effectively to identify issues with pupils’ writing skills. They have examined the most effective ways of developing pupils’ writing and have planned these into the range of subjects. Consequently, pupils are now making more rapid progress in writing.
- The headteacher’s excellent analysis of data is thorough and there are regular discussions about pupils’ progress in pupil progress meetings where interventions are evaluated and if necessary new strategies identified to support pupils.
- The management of the performance of teachers is rigorous and linked to their pay. All targets relate to closing the gap for pupils who are eligible for extra support from the pupil premium funding. Targets also link to developing pupils’ progress in reading. As a result, pupils eligible for free school meals and, disabled pupils and those who have special educational needs are making similar progress to that of their peers, especially in reading and mathematics.
- The local authority has worked effectively with leaders to examine pupils’ assessment data and indentify progress made in the school. The local authority has worked with the headteacher to ensure that self-evaluation is accurate and robust.
- Leaders ensure that teachers use the behaviour management systems consistently. At the start of the school year, every class focuses on the school’s behaviour procedures. This helps pupils’ settle quickly with the teacher and provides continuity.
- Leaders work hard to involve parents and carers in many school activities through parents’ workshops, attending assemblies, trips, breakfast, tea and challenges. Parents and carers say that teachers willingly demonstrate how they can help their children further. Parents and carers participate in many fund raising events. At the time of the inspection, the school fair was well attended by parents, carers and the community.
- The curriculum is good as leaders have ensured that pupils have a wide range of interesting subjects and topics to study. Pupils are exposed to many artistic works and ideas from their resident artist. Their spiritual development is enhanced by music and dance. Pupils’ social skills are developed well through many group discussions and their moral development is promoted well through exploration of various topics that enable more intensive reflection.
- The pupil premium is used to provide a variety of small-group interventions, homework and enrichment clubs, and 15 minute learning sessions in reading and mathematics.
The funding is also used to provide consultant support for teaching phonics and writing in Reception and Years 1 and 2.

**The governance of the school:**
- Governors provide exemplary challenge and support to leaders. They have thoroughly analysed pupils’ assessment information and know how the school compares to other schools nationally. They are aware of the systems that manage teachers’ performance in the school and have an external consultant who assists them in the headteacher’s appraisal. There is a clear understanding that staff must make a positive impact on pupils’ progress for pay progression and rewards. They monitor the spending of the pupil premium funding to ensure that provision is narrowing the gap for pupils eligible for this funding. They rigorously undertake skills audits and effectively use the information to provide training for the governing body. All new governors give up time on weekends to receive training. Three governors have undertaken the safer recruitment course so that they can assist leaders in recruiting new staff. Each governor is assigned to a year group and has done many evaluative learning visits to examine teaching resources, methodology and support given to pupils. Governors have ensured that all safeguarding requirements are met.
# What inspection judgements mean

<table>
<thead>
<tr>
<th>School Grade</th>
<th>Judgement</th>
<th>Description</th>
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<tbody>
<tr>
<td>Grade 1</td>
<td>Outstanding</td>
<td>An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils’ needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.</td>
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<tr>
<td>Grade 2</td>
<td>Good</td>
<td>A good school is effective in delivering outcomes that provide well for all its pupils’ needs. Pupils are well prepared for the next stage of their education, training or employment.</td>
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<tr>
<td>Grade 3</td>
<td>Requires improvement</td>
<td>A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.</td>
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<tr>
<td>Grade 4</td>
<td>Inadequate</td>
<td>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors. A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</td>
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## School details

<table>
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<tr>
<th><strong>Unique reference number</strong></th>
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<tr>
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<td><strong>Inspection number</strong></td>
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This inspection of the school was carried out under section 5 of the Education Act 2005.

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<th><strong>Type of school</strong></th>
<th>Primary</th>
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<tbody>
<tr>
<td><strong>School category</strong></td>
<td>Maintained</td>
</tr>
<tr>
<td><strong>Age range of pupils</strong></td>
<td>3–11</td>
</tr>
<tr>
<td><strong>Gender of pupils</strong></td>
<td>Mixed</td>
</tr>
<tr>
<td><strong>Number of pupils on the school roll</strong></td>
<td>558</td>
</tr>
<tr>
<td><strong>Appropriate authority</strong></td>
<td>The governing body</td>
</tr>
<tr>
<td><strong>Chair</strong></td>
<td>Ben Jupp</td>
</tr>
<tr>
<td><strong>Headteacher</strong></td>
<td>Andrew Mathieson</td>
</tr>
<tr>
<td><strong>Date of previous school inspection</strong></td>
<td>3 December 2009</td>
</tr>
<tr>
<td><strong>Telephone number</strong></td>
<td>020 8699 6300</td>
</tr>
<tr>
<td><strong>Fax number</strong></td>
<td>020 8291 7280</td>
</tr>
<tr>
<td><strong>Email address</strong></td>
<td><a href="mailto:headteacher@kelvingrove.lewisham.sch.uk">headteacher@kelvingrove.lewisham.sch.uk</a></td>
</tr>
</tbody>
</table>
Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You can use Parent View to give Ofsted your opinion on your child’s school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children’s Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children’s social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children’s services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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Textphone: 0161 618 8524
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Your application and our recruitment process
The application form

Your application form is very important - the information you provide in your application form is the only information we will use in deciding whether or not you will be shortlisted for the selection process. The application forms asks you for your personal details, your qualifications and education history and asks you to outline how you think you measure up to the essential requirements for the post.

Please do not send in a CV unless the advert for the post specifically asks you to do this – only completed application forms will normally be considered.

[In line with Lewisham’s Environmental policy and our commitment to reducing our carbon footprint we will usually only contact all shortlisted candidates by email via the email address provided in your application. Please ensure you access your email account regularly to receive any correspondence from us regarding your application].

The job description

The job description outlines briefly what you would be required to do in the job, who you will report to and the responsibilities (for people and resources) attached to the job.

The person specification

The person specification highlights the essential skills, knowledge and abilities needed for the job. It may also indicate information about the means by which the requirements will be assessed, either via the application form, by interview or by testing. When you complete your application form you will need to explain how you think you meet each of the essential requirements listed in the person specification. Try to give practical examples from either your personal or working life wherever possible. Give examples of the work you have been involved in and write in a positive way. Always remember to write about your individual responsibilities, e.g. ‘I was responsible for…’; ‘I introduced…’ Always gear your application to the specific job and ensure it is relevant to the person specification.

When you complete the online application form, it will be automatically e-mailed back to us on completion. You will receive notification that your form has been received. Always save a copy of your application form for your own reference.

Applicants with a disability

We are committed to the employment and career development of disabled people. If you tell us that you have a disability we can make reasonable adjustments at interview, where you work and to your work arrangements. If you have a disability and are unable to meet some of the job requirements specifically because of your disability, please tell us about this in your application. If you meet all the crite-
ria, you will be shortlisted for interview and we will explore jointly with you if there are ways in which the job can be changed to enable you to meet the requirements. This could include adjustment to premises and equipment or job duties.

Shortlisting

Completed application forms are matched against the essential requirements outlined in the person specification. Only people who have demonstrated in their application form that they have met all the essential criteria on the person specification will be shortlisted for interview. In some cases, if there has been a large response to an advert, the manager may decide to carry out a testing exercise before inviting people who have successfully passed the tests to a formal interview.

The interview

Hopefully you will have had some experience of interviews at school or college or during your working life to date. If not, you can often book practice interviews with careers advisers to help you get an idea of how the interview will proceed. Before you come for the interview re-read the information sent with the application pack and refresh your memory as to what you put in your application form. Re-read the copy you kept of your application form so that you can remember what you wrote. Read through the job description, person specification, recruitment advertisement and anything else that may have been sent to you with the application form. Are there any areas you do not understand? Make a note of these and ask for clarification at the interview. It is also a good idea to find out about the School by looking on the website and finding out more information. Are there any current/topical issues affecting the school or the area of work you are applying for?

There will usually be a panel of two or three people at the interview to help ensure fairness during the interview process. The questions that they will ask will be around the requirements listed in the person specification. The length of the interview will depend on the type of job you are applying for, but will generally last between 30 to 60 minutes. All interviewers will take notes throughout the interview. This is done so that we can be fair to you and the other interview candidates. The notes will help the interviewers to remember which candidate said what, and so determine who is the most suitable person for the job.

Make sure you get to the interview in plenty of time! Make sure you know exactly where the interview is taking place, that you know how to get there and how long your journey will take. You should aim to get to the interview at least 10 minutes early. This will give you a chance to relax and compose yourself – it is better to arrive early than late and flustered! If the interview panel is running a little bit late, don’t worry – there will be a reason for this but we will not rush your interview.

As you are applying to work in a School one of the areas the interview will explore will include suitability to work with children.

All candidates invited for interview must bring with them as many of the following documents as possible:
1. A current driving license including a photograph and/or passport
2. A full birth certificate
3. A utility bill and financial statement showing your current name and address
4. Where appropriate any documentation evidencing a change of name
   Your qualification certificates.

Please note that originals of the above documents are necessary. Photocopies or certified copies are not sufficient.

IF POTENTIAL APPLICANTS HAVE DIFFICULTY IN MEETING ANY OF THE ABOVE CRITERIA WE WOULD WELCOME AN OPPORTUNITY TO DISCUSS ANY PROBLEMS AND ADVISE ON ALTERNATIVE ARRANGEMENTS.

Interview tips

- Relax, pay attention and look at the interview panel during the interview. Concentrate on what is being said and do not let your mind wander.
- Speak clearly, answer concisely – and try not to ‘waffle’ when answering questions
- Listen to the questions being asked of you. If you do not hear a question properly – ask for it to be repeated; the panel will not mind if you do this. Do not try and guess what was said.
- Answer the question that has been asked. If you do not understand a question, ask for it to be rephrased in a different way.

Make sure you understand the job fully and ask about anything of which you are not sure. Get all the information you need to know to decide whether you will accept the job if it is offered to you.

Questions you might get asked at interview:

You will only be asked job-related questions. All interview candidates will be asked a set of standard questions designed to find out who is the most suitable person for the job. You will not be asked questions about your domestic or personal circumstances which have no relevance to your ability to carry out the job. You will also be asked questions on what you have written on your application form. This could be to clarify areas that you have written on your supporting statement, or it could be to check out your employment history or whether your references are relevant.

Think about the questions we might ask you to find out how well you can do the job. What questions would you ask if you were carrying out the interview? Think about how you will answer those questions. If you can, get someone to ask you the questions you think might come up, and practice saying the answers out aloud.

Know your positive points. What can you tell us about yourself that might make us choose you for the job?
What skills, knowledge and experience do you have that will help you carry out the duties of the job. Don’t be modest!

Other selection methods

Sometimes we may use other means of selection for the job you are applying for. You may be asked to do aptitude, typing or IT skills test or you may be asked to undertake an in-tray exercise to demonstrate how you would prioritise work. Sometimes you may be asked to participate in group exercises to see how well you would work as part of a team or give a presentation on a relevant topic. You will receive prior notice if we want you to undertake a test or presentation.

Making final selection

After the interview, the panel members will look through their notes (and the results of any test you may have been asked to do) and decide who best meets the person specification for the job. The person specification is prepared, and checked, right at the very start of the recruitment process – even before the job advertisement was placed. Only people who meet the criteria shown on the person specification will be considered for appointment and the person who meets them best will be offered the job.

If you aren't successful

Don’t give up! Competition for jobs is fierce and getting to the interview stage is a success in itself. Whether or not you are shortlisted for an interview you can always request feedback as to why you were not offered an interview or a job. You can use this as a guide to what you did well and the things that you need to brush up on for next time.

If you are offered a job

All posts in Schools or Colleges involve some responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Please see the job description for the post for further information.

Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as “spent” must be declared.

Where appropriate you will be required to complete a Disclosure from the Criminals Records Bureau at the appropriate level for the post.

We will seek references on short listed candidates and may approach previous employers for information to verify particular experience or qualification before interview.
If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any child protection allegations or concerns and, if so, the outcome of the any enquiry or disciplinary procedure. If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children, although s/he may, where appropriate answer not applicable if your duties have not brought you into contact with children or young persons.

You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected and possible referral to the police and/or DCSF Children’s Safeguarding Operation Unit.

Any offer to a successful applicant will be conditional upon the following:

1. Receipt of at least two satisfactory references (if these have not already been received).
2. Verification of identity and qualifications
3. A check at DCSF List 99 and the Protection of Children Act List, Vetting and as appropriate
4. A satisfactory enhanced CRB Disclosure
5. Where the successful applicant has worked or been resident overseas in the previous five years, such checks and confirmations as the school may require in accordance with statutory guidelines.
6. Verification of medical fitness.

Satisfactory completion of the probationary period.

Please do not hand in your notice at your current workplace until we have advised you that we have received all clearances and that you are clear to start work.

Warning:

- Where a candidate is found to be on DCSF List 99 or the Protection of Children List or the CRB disclosure shows s/he has been disqualified from working with children by a Court; or
- Found to have provided false information in, or in support of his/her application; or

The subject of serious expressions of concern as to his/her suitability to work with children

The facts will be reported to the Police and/or the DCSF Children’s Safeguarding Operation Unit.

The Borough of Lewisham
Lewisham is an up-and-coming place with something for everyone. It stretches from the River Thames in the north down to Crystal Palace and Beckenham Place parks in the south. More and more people are choosing to live and work in Lewisham, thanks to the unique mix of urban cultural life and suburban tranquility. The area offers as much peace and quiet or hustle and bustle as you require. It all depends where you look. For much-needed chill out time, there are award winning parks and open spaces to explore.

The Laban Dance Centre, Horniman Museum and Broadway Theatre offer a culture fix. On the other hand, if you’re looking to let off steam, then there are plenty of bars, restaurants and cafes. Lewisham is one of London’s best-connected areas offering frequent trains to and from Waterloo East, London Bridge, Charing Cross, Blackfriars, Victoria and Cannon Street.

The East London line connects New Cross to Surrey Quays and Whitechapel, while the Docklands Light Railway connects travellers to Canary Wharf, Tower Hill, Bank and the London Tube network. Eurostar trains to France and Belgium are available from Kings Cross St Pancras offering an escape to the continent within two hours.

What are the pensions benefits?

The Local Government Pension Scheme is an excellent one. It is a ‘final salary’ scheme which means that your pension benefits are guaranteed – they do not depend on how investments perform. Your employer currently pays 18.50% into the fund on your behalf and if you join you will be covered for a range of benefits which include:

- an index-linked pension
- a tax free lump sum
- ill-health benefits
- immediate death cover
- widow's/widower's/registered civil partner's pensions
- children's pension

Teachers and Lecturers who are eligible to join the Teachers’ Pension Scheme - information about the Teachers’ Scheme is available from Education Personnel, Laurence House who can be contacted on 0208 314 9964.

Annual leave - Generous annual leave (in addition to statutory and public holidays) from 26 days to 34 days depending on length of service. Annual leave for part-time and job share employees is calculated on a pro-rata basis according to the hours worked.

Flexible working - The Council positively encourages flexible working and work life balance aimed at
supporting individual employee requirements within the context of meeting service delivery needs. A range of schemes are in place including flexitime, part time work, term time work, career breaks, home-working and jobsharing.

**Family friendly policies** - the Council offers excellent maternity benefits with up to 26 weeks paid leave after 1 year in post and 1 year’s unpaid leave after the birth of the child; 10 days paid paternity leave; adoption leave and a subsidised workplace nursery, as well as childcare vouchers. Special leave is also available to deal with family emergencies.

**Interest free employee loans** - employees can take advantage of interest free season ticket, computer and bicycle loans

**Childcare Vouchers** - All working parents with children aged under 16, are eligible for Childcare Vouchers. Tax efficient savings of up to £1196 per annum (depending on individual circumstances) are available to eligible Council staff.

**Employee credit union** - ‘Crownsavers’ is a credit union which offers easy ways to save via payroll deduction and borrowing facilities at interest rates below those of commercial banks.

**Energy loans** - Lewisham Energy Loans Scheme (LELS) provides interest free loans and advice for the installation of domestic energy efficiency measures and renewable energy, and privately used alternative fuel vehicles.

**Renewable energy grant** - In addition, if you live in the borough and install a solar water heating system, a wind turbine or a solar photovoltaic (which uses energy from the sun to create electricity to run appliances and lighting) you are eligible for a renewable energy grant from the Council of £500.

**Discounts with local stores** - The Council has negotiated an impressive range of savings at local restaurants, cafes, DIY stores, hairdressers, dry cleaners, cycle shops and many more places.

**Learning and development** - The Council believes in “lifelong learning” and is committed to develop the potential of all its employees, not only for their current jobs, but also for their future employability.

**Membership of a trade union/employee groups** - The Council, as a good employer, supports the system of collective bargaining and believes in the principle of solving employee relations issues by discussion and consultation. All employees have the right to join a Trade Union and take part in its activities as well as the employee groups such as the Black Staff Forum and the Disabled Workers Forum

**Probation** - confirmation of appointment and access to interest free loans is subject to a satisfactory probation period of 6 months

**Code of conduct** - all employees are subject to the Council’s Code of Conduct which outlines the responsibilities of all employees in this area.
Health and safety policy - the Council aims to ensure a safe working environment for all its employees through the implementation and monitoring of its health and safety policy, providing training and guidance of safe working practices where appropriate.

Council policy on the recruitment of ex-offenders

Lewisham Council is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, age, disability or offending background.

We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience against the job requirements.

As an organisation using the Criminal Records Bureau (CRB) Disclosure service to assess applicants' suitability for positions of trust, the London Borough of Lewisham complies fully with the CRB Code of Practice (a copy of which can be seen on the CRB website using the link http://www.crb.gov.uk/PDF/code_of_practice.pdf) and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any person who is the subject of a Disclosure on the basis of conviction or other information revealed.

A Disclosure is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a Disclosure is required, all recruitment packs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.

Where a Disclosure is to form part of the recruitment process, successful applicants will be required to complete a CRB form and provide evidence of identity to the satisfaction of the Council. Access to disclosure of criminal convictions will be restricted to those officers nominated for this purpose. Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of any offences. In reaching decisions about suitability for appointment, the following will be taken into consideration:

- Whether the conviction or other matter revealed is relevant to the position in question
- The seriousness of any offence or other matter revealed
- The length of time since the offence or other matter occurred
- Whether the application has a pattern of offending behaviour or other relevant matters
- Whether the applicant's circumstances have changed since the offending behaviour or the other relevant matters, and
- The circumstances surrounding the offence and the explanation(s) offered by the convicted person

We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment. Information contained in Disclosures will not be shared with any other person(s) or bodies other than those provided for under the CRB Code of Practice.
Policy on CRB checks for non-UK national or UK nationals who have lived abroad for more than 12 months

For posts where the successful applicant is a non-UK national, an offer of appointment will be made subject to the candidate receiving both a satisfactory CRB Disclosure check (for any period of time spent in the UK) and their providing original copies to the Recruitment team as part of the recruitment process, a satisfactory police record or Certificate of Good Standing (CGS), a Certificate of Good Repute or equivalent from their county of origin or any other country they have stayed in for any period over 12 months outside the UK.

Where the successful applicant is a UK national but has spent a significant proportion of time living in a country outside the UK (usually 12 month), an offer of appointment will be made subject to both a satisfactory Disclosure check and a satisfactory police record or CGS or a statement of good character from the countries lived in. The successful applicant will be required to provide this as part of the employment clearance process and again the authenticity of the document will be checked by the Recruitment team via the CRB website.

The Rehabilitation of Offenders Act 1974

This Act formally recognises the principle that people who have been convicted of an offence should not as a result be discriminated against for the rest of their lives.

It puts this principle into practice by setting time periods after which particular convictions are “spent”, and do not have to be disclosed by the individual. Information on “spent” convictions can be obtained using the following link: http://publish.lawontheweb.co.uk/rehabact.htm

However, the provisions about spent convictions do not apply to a large number of occupations. In general terms, these exemptions cover posts involving work with children or vulnerable adults, as well as other sensitive work.

Creating an inclusive Lewisham

A core value of Lewisham Council is to ‘draw on the diversity of our communities to create a more inclusive Lewisham’. We believe that freedom from discrimination and equality of opportunity are fundamental rights and that each person should be valued regardless of race, gender, disability, sexual orientation, religion or age. Social inclusion lies at the heart of everything we do as a Council in our roles as an employer, a provider of services and a community leader.

We will develop and promote policies, services and actions that will contribute to making a real difference

We will:
• Develop and provide services for all according to need without prejudice or bias
• Work in partnership with all sections of the community
• Celebrate the variety of lifestyles and cultures within our borough
• Monitor and review our policies and procedures using an equalities perspective supported by equalities impact assessments
• Employ a workforce that represents the makeup of the borough’s population
• Provide an accessible and safe working environment that values and respects the identity and culture of each individual
• Provide clear, meaningful information about Council services in formats and styles which best meet people’s needs
• Work with others to provide an environment free from harassment and violence

Find ways to involve all parts of the community in our decision-making processes

April 2010
# Teaching Staff Application Form

Please complete in black ink or type

(This document is available in additional formats, e.g. Braille or large print on request)

Completed Application Forms are to be returned directly to the School.

**NAME OF SCHOOL:** Kelvin Grove Primary School

<table>
<thead>
<tr>
<th>Post for which you are applying:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Title:</strong> Class Teacher (Autistic Unit)</td>
</tr>
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</table>

## PERSONAL DETAILS

<table>
<thead>
<tr>
<th>Title:</th>
<th>First Name:</th>
<th>Surname:</th>
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</thead>
<tbody>
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<table>
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</table>

<table>
<thead>
<tr>
<th>Permanent Address:</th>
<th>Work Tel no:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Home Tel no:</td>
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<tr>
<td></td>
<td>Mobile Phone no:</td>
</tr>
<tr>
<td></td>
<td>Can we telephone you at work:</td>
</tr>
<tr>
<td></td>
<td>Yes ☑ No ☑</td>
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</table>

<table>
<thead>
<tr>
<th>Mobile Phone no:</th>
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</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Email address:</th>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Teacher Reference no:</th>
<th>National Insurance no:</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

## TEACHER STATUS

If you are registered with the General Teaching Council as a qualified teacher in this country, please give date of recognition:

Are there any restrictions on your residence or employment in the UK? Yes ☑ No ☑

If Yes, please give details

Please quote DoE/DFES/DFEE/DCSF Reference Number ___________________

Please quote General Teaching Council (GTC) Reference Number ___________________
### 3 PRESENT / MOST RECENT EMPLOYMENT

<table>
<thead>
<tr>
<th>Name of School and Employer:</th>
<th>School Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type &amp; Status of Establishment:</td>
<td>Age Range:</td>
</tr>
<tr>
<td>Post held:</td>
<td>Dates of Appointment:</td>
</tr>
<tr>
<td>Scale point and present annual salary (incl. allowances):</td>
<td></td>
</tr>
</tbody>
</table>

### 4 PREVIOUS TEACHING EXPERIENCE (start with most recent - please explain any gaps in employment)

<table>
<thead>
<tr>
<th>School, college or other employer</th>
<th>Type &amp; status of establishment</th>
<th>Age range and roll (approx)</th>
<th>Post Held and Responsibilities</th>
<th>Dates of Employment</th>
</tr>
</thead>
</table>

### 5 EDUCATION AND ACADEMIC QUALIFICATIONS

<table>
<thead>
<tr>
<th>School/college/university</th>
<th>From</th>
<th>To</th>
<th>Subjects/Qualifications/Grades/Honours, dates awarded and awarding body</th>
</tr>
</thead>
</table>
### Secondary (post 16)

<table>
<thead>
<tr>
<th>Course title</th>
<th>Provider</th>
<th>Dates &amp; duration</th>
<th>Award</th>
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</thead>
</table>

### Higher Education

<table>
<thead>
<tr>
<th>Course title</th>
<th>Provider</th>
<th>Dates &amp; duration</th>
<th>Award</th>
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</thead>
</table>

### Further postgraduate qualifications (including PGCE)

<table>
<thead>
<tr>
<th>Course title</th>
<th>Provider</th>
<th>Dates &amp; duration</th>
<th>Award</th>
</tr>
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</table>

6 IN-SERVICE TRAINING UNDERTAKEN DURING THE PAST 3 YEARS RELEVANT TO THIS APPLICATION

<table>
<thead>
<tr>
<th>Course title</th>
<th>Provider</th>
<th>Dates &amp; duration</th>
<th>Award (if any)</th>
</tr>
</thead>
</table>
### 7 OTHER PAID WORK EXPERIENCE (please explain any gaps in employment)

<table>
<thead>
<tr>
<th>Employer</th>
<th>From</th>
<th>To</th>
<th>Nature of Occupation</th>
</tr>
</thead>
</table>

### 9 DETAILS OF OTHER ACTIVITIES, SKILLS AND INTERESTS PAID OR UNPAID THAT YOU FEEL ARE RELEVANT TO THIS POST
We expect all our employees to have an understanding of and commitment to our Equal Opportunities Policies.

Please explain what you understand this to mean and how you would relate this policy to the post for which you are applying.
### 11 GENERAL EXPERIENCE AND FURTHER INFORMATION

Please use this space to show us how your experience, skills and training gained both inside and outside paid work or through study, meet the selection criteria for this post as given in the Person Specification.

The information that you give here will play a crucial part in the decision to shortlist you or not, so please ensure that you demonstrate your ability to meet the selection criteria described in the job specification for this post.

---

### 12 PROFESSIONAL REFERENCES

All applicants who do not currently work for the London Borough of Lewisham are required to give the names and address of 2 persons willing to provide a reference. Both should ideally be from previous employers, but one MUST be your present or most recent employer.

<table>
<thead>
<tr>
<th>NAME:</th>
<th>ADDRESS:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>TEL. NO:</th>
<th>EMAIL:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>POSITION HELD:</th>
</tr>
</thead>
</table>

Please state the context in which this person is known to yourself:

---

<table>
<thead>
<tr>
<th>NAME:</th>
<th>ADDRESS:</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>TEL. NO:</th>
<th>EMAIL:</th>
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<th>POSITION HELD:</th>
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Please state the context in which this person is known to yourself:
13 DECLARATIONS

I hereby declare* that to the best of my knowledge, I am not a spouse, partner, child or relative of an existing member or employee of the Council, nor do I have a close personal or business or potential business relationship with any such person.

SIGNED:  

DATE:

If you are unable to make the declaration, you should strike it out and state in the space below any relationship of the nature referred to.

I hereby declare that all the information given by me on this form is correct to the best of my knowledge, that all the questions relating to me have been accurately and fully answered and that I possess all the qualifications which I claim to hold. I understand that falsification of qualification or information may lead to dismissal without notice.

I certify that the information provided in this application is correct and agree that they should form part of the basis of my engagement. I authorise the London Borough of Lewisham to check the information that I have supplied.

SIGNED:  

DATE:

If you know that any of the information you have given on this application form is false or if you have knowingly omitted or concealed any relevant facts about your eligibility for employment then your name will be withdrawn from the list of candidates.

If such a discovery is made after you have been appointed then you will be liable to be dismissed without notice.

Data Protection Act, 1998

The authority is under duty to protect the public funds it administers, and to this end may use the information you have provided on this form within this authority for the prevention and detection of fraud. It may also share this information with other bodies administering public funds solely for this purpose.

Canvassing of employees or other members of the Council or any Committee of the Council directly or indirectly for any appointment under the Council shall disqualify the candidate concerned for that appointment.

Medical History

If you are successful in your application you will be required to complete a medical questionnaire.

New Staff may be required to undergo a medical examination.
Disability

We are working to improve the employment opportunities we offer to people with disabilities. Where a person with a disability applies for this post consideration will be given to restructuring the duties, including reasonable adjustment to the workplace, to meet their needs.

If you are shortlisted for interview we are able to make provision for people with special needs. Such adjustments may include arranging a signer or changing location of the interview if access to an upper floor office is not possible. Is there any special help which you may require for interview or throughout the application process?

Advertising Monitoring

Please indicate where you first saw the advertisement for this post.