



BISHOPSGATE

# DEPUTY HEAD (LEARNING AND INNOVATION)

INFORMATION FOR CANDIDATES

Required from January 2027





APPLICATION CLOSING DATE

Thursday 4<sup>th</sup> June

INTERVIEWS FROM

Monday 8<sup>th</sup> June

 [bishopsgate-school.co.uk](http://bishopsgate-school.co.uk)  [recruitment@bishopsgatesch.uk](mailto:recruitment@bishopsgatesch.uk)

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## Headmaster's Welcome


A very warm welcome to Bishopsgate, a school full of energy, ambition and opportunity. I am delighted that you are considering joining our exceptional and thriving community of 430 pupils as Deputy Head (Learning & Innovation).

At Bishopsgate, childhood is cherished and learning is taken seriously. We are proud to offer an education that is academically ambitious, creatively rich and deeply attentive to the needs of each child. Our pupils are encouraged to think independently, ask thoughtful questions, develop confidence and curiosity, and discover lifelong interests across academics, the arts, sport, culture and the wider life of the school.

Since becoming Headmaster in September 2022, I have been clear in my ambition for Bishopsgate: to build on the school's considerable strengths

while ensuring that excellent teaching, purposeful innovation and a love of learning remain at the heart of all we do. The Deputy Head (Learning & Innovation) will play a central role in shaping this work, leading the academic life of the school with clarity, imagination and professional rigour.

This is an exciting opportunity for an outstanding educator and thoughtful school leader who will inspire colleagues, support pupils and work in close partnership with parents. If the role excites you, and you believe you have the skills, experience and qualities to contribute to Bishopsgate's continued success, I warmly welcome your application and wish you every success in the process ahead.

 Mr P Thacker  
Headmaster

## Ethos & Values

Bishopsgate is dedicated to unlocking the full potential of every child, guided by the unwavering principles embodied in our motto – ‘Nil Nisi Optimum’ (Nothing but the Best).

Our school’s mission revolves around fostering essential qualities in each pupil, with a strong emphasis on independence, collaboration, and leadership. We nurture these qualities by encouraging critical thinking, continuous learning, reflective practice, and effective communication, all while embracing the values of resilience, curiosity, and creativity.

We are committed to preparing our pupils for the challenges that lie beyond the school gates. Our focus extends beyond academics, as we strive to instil in them the personal qualities necessary to embrace challenges, adapt to uncertainty, and navigate complexity with poise and determination.

### School Aims

Bishopsgate’s vision is to be a pioneering school that equips our pupils to excel in a dynamic and evolving world, underpinned by a profound commitment to environmental stewardship and holistic development.

Our purpose is to deliver an exceptional standard of education that combines academic excellence with a rich, dynamic learning environment. We aim to empower each child to realise their full potential - preparing them not only to navigate the future, but to shape it - with a deep understanding of their interconnectedness with nature.

To fulfil this vision, Bishopsgate’s strategy is:

- Excellence in teaching and learning - delivering innovative, engaging pedagogy that inspires lifelong learners and prepares pupils for a future of ecological and social responsibility. Our curriculum fosters critical and creative thinking, and is increasingly shaped by the principles of the Harmony approach - helping children understand

natural laws, systems, and the interdependence of people and planet.

- Communication at our core - strengthening trust, connection and collaboration through clear, open and effective communication. We embed transparent channels across the school community - staff, pupils, parents and partners - supported by regular updates, constructive feedback loops and purposeful collaboration.

- Attracting and retaining top talent - cultivating a high-calibre team of educators and support staff committed to excellence and sustainability. We recruit, develop and retain exceptional people through a strong professional culture and high-quality development, aligned with our educational vision and the values of environmental stewardship.

- Wellbeing and character development - nurturing holistic growth through a deep commitment to pupil wellbeing and character formation, reflecting the Harmony approach. We aim to be a centre of excellence in wellbeing, offering distinctive experiences and adventures that build confidence, motivation and resilience, within a culture that prioritises emotional, social and environmental health.

- Innovative learning spaces - evolving our campus to support outstanding learning and reflect sustainability. We continually enhance our learning environments in line with the best of educational design, biodiversity and eco-friendly practice - creating spaces that feel purposeful, inspiring and connected to the natural world.

- Community and legacy - building enduring relationships and instilling social and environmental responsibility in our pupils. We strengthen local and global partnerships, helping children understand their role within wider ecological and social systems, and aiming to leave a meaningful legacy that reaches well beyond Bishopsgate.

- Sustainable growth - maintaining optimal class sizes and educational quality, whilst managing continued demand for a Bishopsgate education.

## History & Estate

Nestled on the prestigious Crown Estate, on the edge of historic Windsor Great Park, Bishopsgate is a highly-regarded school encompassing a 30-acre campus adorned with abundant outdoor play spaces, woodland and green fields. With a rich heritage dating back to 1896, Bishopsgate stands as one of England's most venerable independent schools. Bishopsgate took its present form in 1996 through the amalgamation of Virginia Water Prep School and Scaitcliffe Prep School, epitomising the pinnacle of the co-educational day-school model. Today, the school thrives as a vibrant and joyous community, nurturing over 430 pupils aged 3 to 13.

As a charitable school, Bishopsgate reinvests all funds, with a steadfast commitment to our people and resources. A testament to this dedication was the formal unveiling of a state-of-the-art £4.5 million sports facility in 2022, boasting four badminton courts, a climbing wall, a fully equipped gym, a versatile multi-purpose studio, and an all-weather sports pitch. The School's facilities extend further with a well-appointed 25m 4-lane indoor swimming pool.

This commitment to outstanding provision continues with the opening of the Vickers Performing Arts Theatre in January 2026, following over £1.5 million of investment. The theatre will be a major new hub

for performance, creativity and confidence-building, enriching school life and giving pupils inspiring opportunities to develop their voice and character through the performing arts.

The main school building, an imposing Victorian residence, is home to the Dining Hall, Medical Suite, Performing Arts Studio, Library, and Food Technology areas. Adjacent to this lies our dedicated Music School, a further testament to the School's holistic approach to education.

The heart of our academic endeavours resides in two principal buildings. The Jubilee Building, catering to Years 5 to 8 or the 'Upper School,' houses cutting-edge amenities including Digital Learning, state-of-the-art Science laboratories, and well-resourced departments for Classics and Modern Foreign Languages. The equally impressive Windsor Building, dedicated to Nursery through Year 4 or the 'Lower School,' also proudly accommodates a purpose-built Design and Technology Suite, enhancing pupils' practical skillsets.

As an embodiment of academic excellence and a bastion of charitable values, Bishopsgate remains steadfast in our mission to nurture future generations, preparing them to embrace the challenges and opportunities of an ever-evolving world.





## Leadership Structure

Bishopsgate is led by the Headmaster, supported by a Senior Leadership Team (Bursar, Deputy Head (Wellbeing), Deputy Head (Learning & Innovation), Head of Pre Prep), a knowledgeable and experienced group of Heads of School, and the Teachers' Management Group (TMG), which together strive to provide clear leadership, excellent communication and strong day-to-day oversight across the school.

- **Headmaster** - overall strategic leadership and performance of the school; line management of senior postholders.
- **Bursar** - leads the financial, commercial and operational management of the school, including strategic financial planning, compliance, risk management and oversight of the estate and support services, working closely with the Headmaster and Governors.
- **Deputy Head (Wellbeing)** - school wide responsibility for wellbeing, including: pastoral care, behaviour, safeguarding and inclusion, and serves as Designated Safeguarding Lead (DSL).
- **Deputy Head (Learning & Innovation)** - leads teaching and learning, academic standards, curriculum development, assessment and key operational areas aligned to the smooth running of school life. The Deputy Head (Learning & Innovation) chairs the Teachers' Management Group (TMG).
- **Heads of School** - provide visible, high-trust leadership within each phase of the school, working closely with form tutors, subject leads and pastoral teams to ensure pupils thrive day-to-day:
  - Head of Pre Prep (Nursery to Year 2)
  - Head of Lower Prep (Years 3 to 4)
  - Head of Middle Prep (Years 5 to 6)
  - Head of Upper Prep (Years 7 to 8)
- **Teachers' Management Group (TMG)** - a key operational and pedagogical forum that drives day-to-day excellence, ensuring clear implementation, consistent standards and strong communication across the school. Chaired by the Deputy Head (Learning & Innovation), the TMG brings together middle leaders and operational leads to translate strategic priorities into practice.





## Candidate search

Bishopsgate invites applications from exceptional and dynamic candidates to join our Leadership Team as Deputy Head (Learning & Innovation). Bishopsgate is a highly successful preparatory school with real momentum, ambition and warmth. This is a senior academic leadership role, reporting directly to the Head, with school-wide responsibility for learning, teaching, curriculum development, assessment, staff professional growth and educational innovation.

The successful candidate will be a visible, values-led leader who combines strategic thinking with strong day-to-day presence. They will be ambitious, forward-thinking and ready to contribute at senior level, with the aspiration and capacity to progress to headship in due course.

As the Head's closest partner in this area, the postholder will lead with clarity and confidence across academic standards, curriculum design, assessment, reporting, digital strategy, innovation and staff development. They will ensure that pupils are known, stretched, inspired and supported, and that staff are encouraged to do their best work.

The successful candidate will understand the learning and developmental needs of pupils approaching 13+, including preparation for senior school and life beyond Bishopsgate. They will champion academic ambition while preserving the breadth, creativity and joy of an outstanding preparatory education, using excellent teaching, intelligent data and high expectations to support strong pupil progress.

This is a demanding and wide-ranging teaching post, with a teaching load considered carefully in light of the role's responsibilities, to a maximum of 50%. The postholder will be expected to model excellent classroom practice and maintain a strong presence in the academic life of the school.

Independent sector experience is welcome but not essential. What matters most is a deep commitment to outstanding learning, curriculum excellence, innovation, strong relationships and high standards,

together with the resilience and adaptability to thrive in a busy, ambitious environment.

The post is required from January 2027. We look forward to receiving applications from candidates ready to make a lasting impact on our pupils, support and inspire colleagues, and take the next step in their own leadership journey.

### Salary & Benefits

- Executive level salary and pension package, commensurate with experience and the breadth of the role.
- Fee remission for children of Prep School age (Nursery - Year 8), subject to the availability of places.
- Freshly cooked lunch and snacks provided during term time.
- Wellbeing provision for staff, including a programme of activities and support, plus free membership of the onsite gym and staff swimming sessions in the School's 25m indoor pool.
- Cycle to Work Scheme.
- High-quality professional development, including leadership development aligned with the scope of the post.
- Small class sizes and an exceptionally strong pastoral culture, enabling meaningful relationships and individual attention.
- Outstanding resources and facilities, including modern teaching spaces, technology and learning materials.
- A supportive, collegiate staff body, with a strong culture of collaboration and sharing best practice.



## Job Description

### LEADERSHIP

Provide confident, collegiate senior leadership that supports the Head, strengthens whole-school strategy and ensures clear, purposeful academic direction.

#### Key Requirements

- Experienced senior or aspiring senior leader with sound judgement, discretion and professional integrity.
- Clear commitment to Bishopsgate's aims, values and collective success.
- Ability to contribute strategically as a member of SLT.
- Strong communication skills with staff, pupils, parents, governors and external partners.
- Capacity to work constructively with the Head, SLT, Heads of School and middle leaders.
- Commitment to distributed leadership, professional trust and shared ownership.

### Related Tasks

- Serve as a member of the Senior Leadership Team.
- Work closely with the Head, Deputy Head (Wellbeing), Bursar and Head of Pre Prep.
- Act as a key conduit between the Head, SLT and staff on academic, timetable and teaching-and-learning matters.
- Contribute to strategic planning and whole-school development.
- Work closely with Heads of School to inform academic planning, curriculum delivery and relevant decision-making.
- Support a clear model of distributed leadership involving SLT, Heads of School and the Teachers' Management Group.
- Represent the school with professionalism, warmth and authority.

### CURRICULUM AND INNOVATION

Lead an ambitious, coherent and forward-looking curriculum that promotes excellent teaching, intellectual curiosity and high standards for all pupils.



## Key Requirements

- Outstanding teacher and experienced academic leader.
- Strong knowledge of curriculum development, assessment and teaching practice.
- Clear commitment to academic excellence, innovation and pupil-centred education.
- Understanding of the needs of pupils in a prep school environment.
- Confidence using educational research, academic data and emerging trends to improve learning.
- Commitment to intellectual curiosity, ambition and high standards.
- Ability to maintain an appropriate teaching commitment and model excellent classroom practice.

## Related Tasks

- Lead the academic direction of the school.
- Ensure a coherent, ambitious and age-appropriate curriculum across all year groups.
- Lead curriculum delivery, including Common Entrance, PSB and Harmony.
- Advise the Head and senior colleagues on curriculum developments, educational research and academic trends.
- Ensure curriculum continuity across year groups and phases.
- Monitor academic progress and use data intelligently to support pupil outcomes.
- Promote teaching excellence and professional reflection.
- Champion innovation in learning, including digital literacy and data-informed teaching.
- Develop and oversee an academic visiting speaker programme.
- Ensure curriculum planning, teaching, assessment and timetable structures support pupils with additional learning needs.
- Ensure compliance with educational regulations and academic quality standards.

## TIMETABLE, ASSESSMENT AND ACADEMIC SYSTEMS

Ensure that timetable, assessment, reporting and examination systems are efficient, rigorous and designed to support strong pupil progress.

## Key Requirements

- Highly organised and able to manage complex academic systems.
- Strong understanding of timetable planning, assessment, reporting and examination administration.
- Ability to balance curriculum breadth, academic ambition, pupil wellbeing and staff deployment.
- Confidence in using academic data to identify trends, strengths and areas for development.
- Capacity to maintain consistency, accountability and academic progress.

## Related Tasks

- Act as the school's timetable lead.
- Plan, manage and review the curriculum timetable.
- Work with the Head, Head of Pre Prep, Heads of School and Bursar on timetable planning.
- Oversee daily cover arrangements where these affect academic continuity and curriculum delivery.
- Act as examination coordinator for internal and external examinations.
- Ensure assessment systems are robust, purposeful and effective.
- Maintain clear academic systems supporting pupil progress.
- Review academic data, assessment outcomes and pupil progress information.
- Ensure reporting and assessment processes are clear, timely and useful.
- Lead and coordinate the pupil reporting cycle.

## ACADEMIC COMMUNICATION

Chair and use the Teachers' Management Group effectively to ensure academic priorities are communicated clearly and implemented consistently.

## Key Requirements

- Strong chairing, communication and coordination skills.
- Ability to ensure academic priorities are clearly understood and enacted.
- Respect for the expertise and workload of Heads of School and middle leaders.





- Commitment to a professional culture in which colleagues feel informed, trusted and able to contribute.

#### **Related Tasks**

- Chair the Teachers' Management Group.
- Ensure Heads of School and relevant middle leaders contribute meaningfully to academic communication and curriculum coordination.
- Use TMG to communicate SLT decisions and academic priorities.
- Consult Heads of School on relevant academic and timetable-related decisions.
- Coordinate communication on curriculum, assessment, timetable, examinations, innovation and teaching expectations.

- Address academic and timetable-related matters that arise outside defined processes.

#### **PEOPLE DEVELOPMENT**

Develop, support and challenge colleagues through high-quality academic INSET, appraisal, recruitment and professional development.

#### **Key Requirements**

- Experience of leading, developing and supporting colleagues.
- Commitment to professional growth, coaching, mentoring and reflective practice.
- Ability to design and deliver effective academic INSET and teaching-and-learning CPD.





- Strong understanding of pedagogy, assessment, curriculum design, digital literacy and innovation.
- Capacity to support subject leadership and professional development across the school.

### Related Tasks

- Design and implement academic and teaching-and-learning elements of the INSET programme.
- Work with the Deputy Head (Wellbeing) to ensure the overall INSET programme is coherent.
- Contribute to whole-school INSET planning as a member of SLT.
- Lead teaching and learning elements of academic staff appraisal.
- Work with Heads of School to support reflection, curriculum development, assessment practice and classroom pedagogy.
- Lead CPD relating to curriculum, pedagogy, assessment, academic progress, digital literacy and innovation.
- Identify and promote opportunities for staff development and academic leadership.
- Lead recruitment of academic Prep staff in liaison with senior colleagues.
- Foster a professional culture in which staff feel supported, trusted, challenged and valued.

## SENIOR SCHOOL TRANSITION

Guide pupils and parents confidently through senior school transition, ensuring preparation, references and future school advice are carefully managed.

### Key Requirements

- Understanding of senior school transition and the habits pupils need to flourish beyond Year 8.
- Ability to provide clear, measured and informed guidance to parents and pupils.
- Strong relationship-building skills with senior schools.
- Knowledge of entrance requirements, references and application processes.
- Capacity to work closely with the Head on senior school strategy.

### Related Tasks

- Act as future schools lead.
- Support senior school strategy, pupil transition

- and relationships with destination schools.
- Build and maintain strong relationships with senior schools.
- Assist the Head in advising parents on future senior school options.
- Meet with parents where appropriate to discuss pathways, suitability, entrance requirements and preparation.
- Support pupils and parents through senior school entrance and application processes.
- Coordinate senior school references with the Head of Middle School.
- Ensure curriculum planning, examination preparation and academic reporting support successful transition.

## COMPLIANCE

Maintain inspection-ready academic systems, policies and evidence that demonstrate strong curriculum quality, pupil progress and effective leadership.

### Key Requirements

- Understanding of inspection, compliance and educational regulatory frameworks.
- Ability to maintain inspection-ready academic documentation and systems.
- Strong evidence-based approach to academic quality, pupil progress and curriculum coherence.
- Understanding of safeguarding and pastoral compliance, while recognising the Deputy Head (Wellbeing)'s lead responsibility in these areas.
- Confidence in working with governors, inspectors and senior colleagues.

### Related Tasks

- Lead preparation for ISI inspection in academic domains.
- Contribute to operational inspection readiness relating to timetable, curriculum delivery, staffing cover, assessment and academic systems.
- Ensure academic policies, curriculum documentation and relevant systems are inspection-ready.
- Attend governing board Education Sub-Committee meetings as required.
- Work with senior leaders, Heads of School and subject leaders to maintain high standards of





educational provision.

- Provide evidence of academic quality, pupil progress, curriculum coherence and effective leadership.
- Support the school's wider compliance culture through appropriate collaboration with the Deputy Head (Wellbeing).

## PARENT ENGAGEMENT

Strengthen the partnership with parents through clear academic communication, purposeful events and thoughtful celebration of pupil achievement.

### Key Requirements

- Warmth, clarity and confidence in working with parents and pupils.
- Ability to communicate academic priorities in an accessible and purposeful way.
- Commitment to strengthening the partnership between school and parents.
- Confidence in public presentation and community-facing communication.
- Pride in pupil achievement and appreciation of the vital role of parents.

### Related Tasks

- Promote academic excellence through informative parent workshops.
- Communicate curriculum developments, assessment approaches and learning strategies clearly.
- Contribute to parent-facing academic events.
- Coordinate academic parents' evenings.
- Ensure staff are briefed and parents receive constructive, professional dialogue about their child's progress.
- Contribute to assemblies and major school occasions relating to academic life, pupil

achievement, scholarship, future schools or curriculum enrichment.

- Coordinate Speech Day.
- Work with senior colleagues and relevant staff to ensure Speech Day is well planned, inclusive and professionally delivered.
- Support the celebration of pupil achievement in thoughtful and inclusive ways.

## PARTNERSHIP WITH THE DEPUTY HEAD (WELLBEING)

Work in close alignment with the Deputy Head (Wellbeing) so that academic ambition and pupil wellbeing are mutually supportive and clearly led.

### Key Requirements

- Clear understanding of the distinction between academic leadership and pastoral leadership.
- Ability to work collaboratively and independently with the Deputy Head (Wellbeing).
- Sound judgement in resolving overlapping responsibilities.
- Commitment to a joined-up pupil experience.

### Related Tasks

- Work in close partnership with the Deputy Head (Wellbeing), ensuring academic and pastoral priorities are aligned where they intersect.
- Consult early on overlapping matters and agree clear leadership responsibilities.
- Ensure consistency in parent communication where academic and pastoral issues overlap.
- Collaborate on pupil progress, SEND, timetable decisions, INSET, CPD, inspection preparation and major school events.





## Personal Specification

### EXPERIENCE



- Successful leadership experience in an independent school setting, with clear impact beyond one year group.
- Proven experience of leading a department or significant academic area.
- Strong record of enriching pupils' learning through curriculum, co-curricular, creative or innovative provision.
- Experience of leading and developing colleagues, contributing to strategic planning, school improvement and effective partnership with parents and external partners.
- Experience of leading a high-profile area of school life, managing budgets, resources, events, public-facing initiatives, curriculum review, inspection preparation or school self-evaluation. Desirable

### SKILLS AND VALUES



- Clear and compelling vision for excellent learning in a preparatory school.
- Strong leadership, communication and interpersonal skills, with the ability to inspire pupils, reassure parents and command colleagues' confidence.
- Strategic thinking, sound judgement and the ability to turn ideas into practical improvement.
- Creativity, intellectual curiosity and openness to innovation, underpinned by commitment to the whole child.
- Strong organisational skills, warmth, integrity, resilience and loyalty to the aims and ethos of the school, with confidence in public presentation and community-facing communication. Desirable

### KNOWLEDGE AND UNDERSTANDING



- Secure understanding of excellent teaching and learning in a preparatory school context.
- Strong knowledge of curriculum design, assessment, pupil engagement, feedback and adaptive teaching.
- Deep working knowledge of EdVal, including timetable construction, curriculum modelling, staffing allocation and timetable analysis.
- Awareness of digital learning, artificial intelligence and emerging educational technologies.
- Understanding of staff development through coaching, mentoring, observation and feedback, alongside secure knowledge of safeguarding, senior school transition and inspection frameworks. Desirable

### LEADERSHIP AND INNOVATION



- Ability to articulate and implement a distinctive vision for learning and innovation.
- Proven ability to lead thoughtful, inclusive and sustainable change.
- Capacity to connect academic, creative and co-curricular learning into a coherent pupil experience.
- Ability to work effectively with the Head, SLT, TMG, Heads of School and Head of Department.

### BUSINESS MANAGEMENT



- Strong organisational and business awareness.
- Ability to align learning and innovation with the school's wider strategic objectives.
- Experience of managing people, resources, budgets or complex projects.
- Capacity to enhance pupil recruitment, retention and reputation through a compelling educational offer.
- Ability to evaluate the impact, value and sustainability of new initiatives.



## Terms & Conditions

### Safeguarding

Bishopsgate is unwavering in its commitment to safeguarding and promoting the welfare of our pupils and young people, and we anticipate that all staff and volunteers will wholeheartedly share this dedication. As part of our rigorous child protection measures, applicants will undergo thorough screening tailored to the specific post, inclusive of comprehensive checks with past employers and the Disclosure and Barring Service (DBS). The safeguarding responsibilities integral to the role encompass:

- Actively promoting and safeguarding the welfare of pupils and young individuals under your care and with whom you interact.
- Adhering to all codes of practice related to pupil welfare, including discipline, health and safety regulations, child protection, and the reporting of accidents.
- In the course of executing the duties associated

with the post, promptly reporting any actual or potential risks to the safety or welfare of pupils to the School's Designated Safeguard Lead (DSL) or one of the Deputy DSLs, namely the Head in the case of the Deputy Head (Wellbeing).

- All positions are exempt from the Rehabilitation of Offenders Act 1974. Therefore, the School is authorised to request job applicants disclose all convictions and cautions, even those that may be 'spent' unless they are 'protected' under the DBS filtering rules. This is conducted to assess the suitability of applicants to work with pupils, ensuring a secure and nurturing environment for everyone within our school community.

### Whole Staff Responsibilities

- All staff must be prepared to work outside these hours occasionally to meet the requirements of the post
- Adhere to and promote all school policies, including those on code of conduct, whistleblowing, dignity at work and equality and





diversity

- Comply with school policies and procedures with regard to absence and dress code
- Undertake such additional duties as may be consistent with the purpose of the post as defined in this job description

### Training

- All staff must attend INSET which is one or two days prior to the start of each term
- Undertake training appropriate to the role and keep up to date with emerging best practice
- Participate in the evaluation of job performance through the Professional Development Policy

### Health & Safety

All employees must be aware of the responsibilities placed upon them under the Health & Safety Act 1974, to ensure that the agreed safety procedures are carried out to maintain a safe working environment for pupils, visitors and staff.

### Data Protection

Bishopsgate School processes information about its current, past or prospective employees,

applicants, current, past and prospective pupils; and their parents, carers or guardians and others who are defined as data subjects under the Data Protection Act 2018. Anyone who works for, or acts on behalf of, the school (including staff, volunteers, governors and service providers) should also be aware of and comply with the school's Data Protection Policy, which also provides information about how personal data about those individuals will be used. The School takes the protection of all personal information extremely seriously and is committed to a policy of protecting the rights and freedoms of individuals with respect to the processing of their personal information.

This job description is intended to provide guidance on the range of duties associated with the post. It is not intended to provide a full and exclusive definition of the post. It may be subject to modification and amendment from time to time and the post holder may be required to undertake additional duties, as required, by the Head. This Job Description will be reviewed annually by the Head.





## The Application Process

- Applicants are asked to provide the Headmaster with a letter of application (no more than two sides of A4). The letter of application should offer a personal insight into the skills and aspirations of the candidate.
- Applicants are required to complete the Application for Employment form available on the School website.
- The successful applicant will be required to undergo Enhanced Disclosure clearance (DBS) from the Criminal Records Bureau.
- If you are currently working with pupils on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to pupils 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 any enquiry or disciplinary procedure. If you are not currently working with pupils, but have done so in the past, that previous employer will be asked about these issues. Where neither your current nor your previous employment has involved working with pupils, your current employer will still be asked about your suitability to work with pupils, although they may, where appropriate, answer 'not applicable' if your duties have not brought you into contact with pupils or young persons.
- You should be aware that provision of false information is an offence and could result in the application being rejected or in summary dismissal, if the applicant has been selected, and possible referral to the police and/or the Department for Education Pupils's Safeguarding Operation Unit.
- All candidates invited to interview must bring documents confirming any professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas, etc). Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained from the awarding body.
- Candidates may be invited for interview upon application.
- All candidates invited to interview must also bring with them three forms of identification. Either three from Group A or two from Group A and one from Group B:
  - Group A
  - A current driving licence together with paper licence,
  - A passport,
  - A full birth certificate,
  - Marriage certificate (if applicable).
  - Group B
  - A utility bill or financial statement showing the candidate's current name and address (dated within the last three months).
- Where appropriate, any documentation evidencing a change of name.
- Please note that originals of the above are necessary. Photographs or certified copies are not sufficient.

## Invitation to Interview

- If you are invited to interview, this will be conducted in person and the areas which it will explore will include suitability to work with pupils.
- References will be requested before interview unless there is a valid reason not to do so.

