

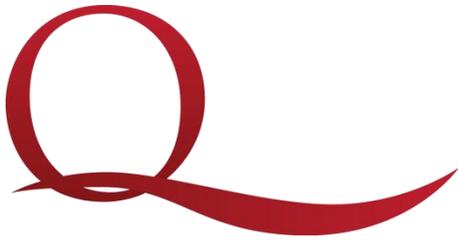


## Subject Leader Music (Maternity Cover)



## Information Pack





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- Background Information
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AEB/DO/Pers.AppLett  
Date: as postmark

Dear Applicant

Re: Post: Subject Leader Music (Maternity Cover)  
Salary: Main Scale + TLR 2B  
Contract: Full time/temporary contract from 1<sup>st</sup> September 2021 for two terms or according to the needs of the substantive post holder.

Thank you for your interest in teaching at Queen Mary's High School. I hope you will find the enclosed information helpful and that you will be encouraged to apply for the post. This is a forward looking and innovative school with a clear focus on equipping our young people for their future lives. We value the diverse nature of our school community and the sense of family that we experience is a significant strength.

We are a busy, friendly and energetic school with a distinctive ethos, positive culture and optimistic outlook. If you are interested in joining us and believe you have the enthusiasm to be part of our team here at Queen Mary's High School please complete the enclosed application form.

Please be aware that if you are shortlisted for interview you will be required to bring your original qualification certificates together with photo ID, DBS certificate and evidence of right to work in the UK.

**This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment. This position is subject to appropriate pre-employment vetting procedures including an enhanced DBS check from the Disclosure and Barring Service (DBS).**

Please be aware that under Covid-19 restrictions interviews may be held remotely.

Closing date: Thursday 4<sup>th</sup> February 2021  
Interview: w/c Monday 8<sup>th</sup> February 2021

Yours sincerely

DR ALISON BRUTON  
Head Teacher



## **Background Information**

Head Teacher: Dr Alison Bruton. BSc MEd EdD

Queen Mary's High School is close to Walsall town centre and as a selective girls' school draws its pupils from a very wide area including Walsall, Birmingham, Sandwell, Wolverhampton and Staffordshire. Currently there are around 850 pupils on roll with around 180 students in the sixth form, including a small number of boys. The pupil admission number is 150.

The school was founded in 1893 and has a mixture of late Victorian and modern buildings on a compact site. The school has its own playing fields at its brother school Queen Mary's Grammar School. The school is heavily oversubscribed with well over 1,100 girls applying in 2020.

We were most recently inspected in March 2007 and judged by Ofsted to be an outstanding school, in particular the inspectors praised the high academic standards, very positive relationships, the leadership and management and the quality of the curriculum. Since then this standard has been maintained and even improved upon.

### **Queen Mary's High School Philosophy**

Aim

- To enable each student to achieve excellence in all aspects of their life

Objectives

- To provide opportunities for each pupil to achieve the highest possible standards
- To inspire a love of learning for its own sake
- To foster self-esteem and sensitivity to the needs of others
- To develop an appreciation of our cultural heritage
- To equip each pupil to take a responsible place in society

### **The Curriculum**

Queen Mary's High School delivers a broad and balanced curriculum and continues to offer additional academic subjects to challenge our pupils. We are committed to equal opportunities.

Currently, there are six fifty minute lessons a day and we operate a two-week timetable to accommodate curricular requirements. We have aligned our day and timetable with the local boys' grammar school.

### **Post -16 Curriculum**

Our successful sixth form offers 16 A levels together with the Extended Project Qualification. A further 8, Level 3 qualifications are available through the Mercian Trust. Over 90% of our sixth formers go onto higher education. We have a small number of Oxbridge entrants in most years.

### **Student Support**

Queen Mary's has a strong pastoral system and effective monitoring of pupil progress. Data is collected and reported using Go4Schools which enables parents to have access to current data about their child's performance, attendance and behaviour, online. We also have Parents' Evenings for all year groups.

Queen Mary's has two Pastoral Support Co-ordinators and a Pastoral and Academic Support Mentor who provide pastoral support for individual students (across all Key Stages). They also undertake administrative duties for Heads of Year and form tutors.

### **Professional Development**

We regard the professional and career development of all our staff, teaching and support, as vital to the continued success of the school.

There are plenty of opportunities to share good practice and building capacity in-house is a focus for the school.

## **Governors**

Queen Mary's High School is very fortunate in having a very committed and informed Local Governing Body led by Mr Tim Normanton. The Senior Leadership Team usually attend all full LGB meetings.

## **Support and opportunities for new staff**

- Structured induction programme for all new staff
- Additional programme for NQTs
- Generous non-contact time allowances
- Cover supervisors so cover lessons are infrequent for teaching staff
- A supportive programme of lesson observations and feedback
- Opportunities to observe other colleagues
- Peer mentors attached to all new staff as 'buddies'
- A strong commitment to continuing professional development
- Excellent ICT facilities
- A school committed to continuous improvement in pupil achievement and enjoyment, and continuous development of staff expertise and career potential

## **Applications**

Applications for all posts must be made on the form enclosed. You will also need to include a comprehensive letter of application rather than a curriculum vitae. Your application should be submitted to: [st-ody-dd@qmhs.org.uk](mailto:st-ody-dd@qmhs.org.uk)

If you are invited for interview I do hope you will enjoy visiting us and getting to know the school, however should this not be possible due to Covid-19 restrictions please ensure you have looked at our website at [www.qmhs.org.uk](http://www.qmhs.org.uk)

## **Notification of result**

It is the practice of Queen Mary's High School that notice of the result of an application shall not be sent to an unsuccessful candidate who is not called for an interview. If, therefore, you do not hear within 6 weeks of the closing date for applications for this post, you should normally assume that an appointment has been made.

# Introducing the Mercian Multi Academy Trust

*Dear Potential Applicant*

Queen Mary's High School is a Founder Academy of a new Multi Academy Trust or MAT which was officially incorporated on 01 January 2018.

The Mercian Trust brings together six schools working together under a common banner and an over-arching structure of governance, but retaining their autonomy as custodians of their own unique heritage, distinct identity and successful operation.

The Schools are: Aldridge School, Queen Mary's Grammar School, Queen Mary's High School, Shire Oak Academy, Walsall Studio School and The Ladder School.

The schools are diverse in character, but united in purpose. We want to prepare all our pupils to realise their potential, thrive in the world of work and make a contribution to the local, national and international community. Our focus is to increase opportunities in order to improve outcomes.



Diversity underpins this Trust; seamless collaboration is what makes it work; that's what the DfE said when they came to visit us. They noted the enthusiasm, and enterprise, curiosity and commitment that you can see written large in the faces of the Mercian staff.

Thank you for your interest in joining Queen Mary's High School. It is an exciting prospect. The successful applicant will be expected to be ambitious, dynamic and innovative not only for QMHS, but also for the MAT as a whole. You will be joining a supportive network of leaders who have experience in leading successful schools and an appetite to make a real difference in our town. The DfE described our plans as a "compelling vision for Walsall."

You can be involved in turning that vision into reality. We look forward to receiving your application.

Yours sincerely

Mr Dan Parkes  
Chief Executive Officer





## **Subject Leader: Professional Standards**

### **Teaching, learning and assessment**

- The Subject Leader focuses relentlessly on improving teaching and learning and has taken highly effective actions to secure and sustain improvements to teaching, learning and assessment
- Focused professional development is provided for all department staff, especially those who are newly qualified and at an early stage of their careers
- The department uses incisive performance management that encourages, challenges and supports teachers' improvement
- As a result of professional development and performance management strategies, the overall quality of teaching is consistently good, and always improving. The Teachers' Standards are being met by all teachers in the department
- Assessment is used to help learners embed and use knowledge fluently or to check understanding and inform teaching, but it isn't used in a way that creates unnecessary burden on staff or pupils
- Teachers provide pupils with incisive feedback from assessments, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding, and skills. Pupils use this feedback effectively
- The department's assessment tracking and monitoring strategies ensure that no pupils fall behind or underachieve

### **Curriculum planning**

- The department's curriculum is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital to succeed in life
- The curriculum aligns with the school's wider curriculum aims, and with the school's vision and values
- The curriculum is coherently planned and sequenced towards sufficient knowledge and skills for future learning and employment
- The curriculum inspires pupils to learn, and they are eager to know how to improve their learning. They capitalise on opportunities to use feedback to improve
- For pupils generally, and specifically for disadvantaged pupils and pupils with SEND or high needs, progress is above average, or, if below this, it is improving rapidly
- Pupils' spiritual, moral, social and cultural development, and the promotion of fundamental British values, are at the heart of the department's work
- The curriculum promotes equality of opportunity and diversity exceptionally well, preventing any form of direct or indirect discriminatory behaviour.

### **Educational experiences**

- The department supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding, and to improve their skills
- The design, implementation and evaluation of the curriculum ensures breadth and balance, and depth and challenge. It has a highly positive impact on pupils' outcomes, and their personal, development, behaviour and welfare

### **Department culture**

- The Subject Leader communicates an ambitious vision for the department
- The department has a culture of high expectations, aspirations and excellence, where the highest achievements in academic and vocational work are recognised as vitally important
- The Subject Leader has high expectations for the conduct of pupils and staff, and relationships between staff and pupils are exemplary

- The Subject Leader pursues excellence. They improve provision and outcomes rapidly, and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment, as well as learners' progress and skill development
- The department focuses consistently on improving outcomes for all pupils, but especially for disadvantaged pupils, and it has secured substantial improvements in progress
- The Subject Leader bases their actions on a deep and accurate understanding of the department's effectiveness, informed by the views of pupils, parents, and staff

### **Sharing best practice**

- The Subject Leader creates a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils. Staff within the department reflect on and debate the way they teach. They feel deeply involved in their own professional development
- The rigour and accuracy of departmental self-evaluation leads to planning that secures continual improvement

### **Resource management**

- The Subject Leader uses funding, including the pupil premium, effectively and measures its impact on outcomes for pupils

**PERSON SPECIFICATION FOR POST OF SUBJECT LEADER FOR MUSIC**

<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Good First Degree</li> <li>• Professional teaching qualification</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Successful and varied teaching experience in the 11-18 age range ideally including Advanced Level</li> <li>• Good track record in terms of examination outcomes</li> <li>• Form tutor experience</li> <li>• An awareness of the importance and role of the subject in contributing to pupils' wider development</li> <li>• Awareness of use of national and school data in target setting and tracking for pupils</li> </ul>
<b>TRAINING</b>	<ul style="list-style-type: none"> <li>• Recent, relevant CPD</li> <li>• Clear sense of responsibility for one's own professional development</li> </ul>
<b>PERSONALITY</b>	<ul style="list-style-type: none"> <li>• Pleasant demeanour</li> <li>• Team-player qualities</li> <li>• A good listener</li> <li>• Relates well to students/colleagues/parents</li> <li>• Self-motivated hard worker</li> <li>• Can balance warmth and discipline as appropriate</li> <li>• A sense of humour</li> <li>• Enthusiastic and engaging approach that encourages participation</li> </ul>
<b>SKILLS AND ATTRIBUTES</b>	<ul style="list-style-type: none"> <li>• Successful teacher – observation feedback consistently strong</li> <li>• Ability to motivate pupils and colleagues</li> <li>• High level of written and oral communication skills</li> <li>• A good personal planner/organiser</li> <li>• Ability to support colleagues in developing professionally</li> <li>• Commitment to a distributed leadership model</li> <li>• Ability to deal with parents, colleagues and pupils in a manner appropriate to each</li> <li>• Experience of integrating ICT into teaching and administration</li> <li>• Meets deadlines</li> </ul>
<b>VALUES</b>	<ul style="list-style-type: none"> <li>• Belief in an environment that encourages all staff and students to give of their best</li> <li>• Commitment to:             <ul style="list-style-type: none"> <li>○ high standards</li> <li>○ caring for the individual</li> <li>○ growth mind set approach</li> <li>○ home/school partnership</li> <li>○ the school's role in the wider community</li> <li>○ single-sex education in a selective environment</li> <li>○ appropriate provision for all ability groups in the school</li> </ul> </li> </ul>
<b>REFERENCES</b>	<ul style="list-style-type: none"> <li>• Two unreserved references</li> <li>• Use of words such as good, excellent, outstanding etc.</li> <li>• Describing an adaptable, reliable and hard-working candidate</li> <li>• Reference to enthusiasm for subject, potential, confidence, integrity, competence and effectiveness</li> </ul>
<b>OTHER</b>	<ul style="list-style-type: none"> <li>• A clear and articulated educational philosophy with regard to the place of Music in the curriculum</li> <li>• Promotion of positive behaviour strategies and constructive handling of problems</li> <li>• An awareness, understanding and commitment to equal opportunities</li> <li>• A variety of personal interests</li> <li>• A willingness to organise and contribute to extra-curricular activities</li> </ul>



## **Music Department Information**

The Music department at Queen Mary's High School is a wonderful place to work. Our students are incredibly motivated and eager to participate and learn.

All 150 pupils in Year 7 learn an instrument as part of their curriculum music lesson (including flute, clarinet, trumpet and trombone), and a significant number opt to continue instrumental music lessons into Year 8. Pupils in Years 7 to 9 have one music lesson per week, building on their practical skills on keyboard, as well as their composition, and listening and appraising skills. The curriculum structure means that experience in teaching woodwind and piano would be an advantage. Over 160 students pay for extra-curricular peripatetic lessons which are taught by seven visiting instrumental teachers, and there are strong links with the local Forest Arts music service and many of our pupils are part of their bands and choirs.

We run a very successful extra-curricular programme which comprises six clubs, including orchestra (50+ players), choir (100+ singers), Jazz orchestra, Training Band, String ensemble and flute ensemble. These students all get the opportunity to perform at Walsall Town Hall for our annual Christmas Celebration. The students also get the opportunity to play in other school events, such as Prize Giving and the Spring Concerts.

We offer Edexcel at GCSE, and although the class sizes are quite small, the results are extremely high. Pupils who opt to continue Music at A-Level have lessons at one of our partnership MAT schools.

The accommodation at the Queen Mary's High School is very spacious, with two main teaching rooms and two additional classrooms used for group work. The department is well resourced with 30 keyboards, two upright pianos, two digital pianos, one concert grand piano, 30 djembe drums, 15 computers, a drum kit, eight guitars and a selection of glockenspiels and metallophones. We also have an extensive music library full of choir, band and orchestral music. We have recently had part of the school refurbished for a purpose-built peripatetic teaching space, which includes four teaching rooms and two storage rooms for students to store their instruments between their lessons.

The Music curriculum at Queen Mary's High School is strong, and our students are incredibly successful as a result of this. Our ethos and motivation is to provide the very best, challenging, engaging and immersive learning experience for our students. We are always evaluating and developing our practice and curriculum to enhance the experience for each and every student. Our aim is to enrich each student that enters Queen Mary's with a unique experience and a love of Music.

### *A Vision of Queen Mary's High School*

Queen Mary's High School is an outstanding girls' grammar school with a reputation for the highest academic standards, as a school where the individual needs of highly able students are met and the development of the 'whole person' together with the enjoyment of learning lie at the heart of its ethos and culture. We also have a commitment and responsibility to our own community and communities locally, nationally and internationally.

Queen Mary's is a school where students' needs are met through the quality of teaching and learning, pastoral care and guidance and the breadth and richness of the curriculum, both formal and informal, which supports students with individual learning needs or particular talents. The achievements of everyone in the school community are celebrated. The quality of the school is clear through outside scrutiny, external awards and data comparison.

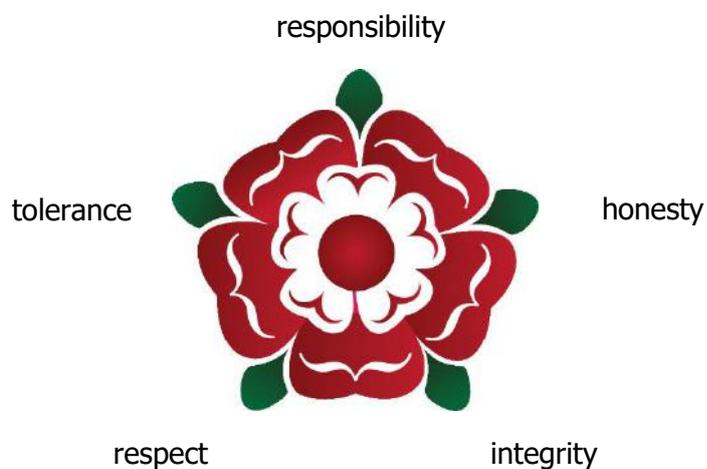
Our provision is further enhanced through being a founding member of the Mercian Trust which extends the opportunities available to our students in terms of both breadth of curriculum post-16 and also via a range of extra-curricular opportunities. In addition, our staff benefit from development opportunities through collaboration with colleagues in our partner schools.

The school has a leadership group which is forward-thinking and able to respond quickly and flexibly to change. It ensures that teaching methods are always developing and provides the best possible resources and physical environment for teaching and learning. The leadership group works with governors in order to evaluate its own performance and also to formulate the priorities for the school.

The high expectations for teaching and learning and positive relationships between staff, students and parents are clear in all induction procedures, staff development and performance management. Students receive consistently high-quality teaching and in return commit to the responsibilities of their school work and membership of the school community. Staff receive the best possible working and employment conditions and career opportunities. Parents are supportive of the school's ethos, systems and procedures and are kept fully informed about their child's progress, feel comfortable to come in to school to meet with staff and are confident that the school is providing high quality learning experiences for their child. Governors receive clarity and transparency about school matters and sufficient training and links with the school to ensure they are able to play their part in its strategic development. The school demonstrates its involvement with the wider community via support for local schools and organisations and a commitment to charity fund raising.

Finally, the school's reputation, culture and family atmosphere are such that all who are connected with it are happy to continue an association with Queen Mary's High School long after they have ceased to be connected with it on a daily basis.

The 'Spirit of Queen Mary's' is demonstrated through our core values:





## **Child Protection Policy Statement**

### **Issued as information to applicants**

Queen Mary's High School recognises that it has a pastoral responsibility towards its pupils who have a fundamental right to be protected from harm. The school will assist the local authority, social services department and the police acting on behalf of children in need or enquiring into allegations of child abuse.

#### **Identifying Abuse**

Teachers and other staff will be observant and alert to signs of abuse of any kind. These may include:

- ◆ Changes in behaviour.
- ◆ Failure to develop or grow.
- ◆ Bruises, lacerations or burns.
- ◆ Inadequate clothing.
- ◆ Hunger or apparently deficient nutrition.
- ◆ Excessive dependence or attention seeking.
- ◆ Injuries indicating that a child has been forcibly held down.
- ◆ Sexual precocity.
- ◆ Withdrawal.

A member of staff, where appropriate, noticing such signs will tactfully and sympathetically ask what has happened or what is wrong. Questions will be very open and general (e.g. Tell me what happened) and will in no way probe for details or risk putting ideas into the child's mind. The chief task at this stage is to listen to the child and not interrupt. Investigation of any suspicion or actual allegation of abuse will be undertaken by the statutory authorities i.e. the Social Services or the Police. Staff of Q.M.H.S. have no investigatory role.

All suspicions or actual disclosures of abuse of any kind must be reported to the Designated Safeguarding Lead (DSL).

The DSL is the Assistant Head Teacher, Mrs Debbie Connell supported by Mrs Plimmer and Mrs York, Pastoral Support Coordinators.

#### **Confidentiality**

Whilst every attempt will be made to promote an atmosphere of trust in which pupils feel able to confide in someone at school, no member of staff shall give an undertaking of absolute confidentiality. Any child disclosing abuse to a member of staff will be gently and sensitively told that the information must be passed on to the appropriate agencies to protect her and any others in danger of being harmed. The child will be reassured that information will only be passed on to those who need to know about it in a professional context. Child Protection issues should be shared only with those pastorally responsible for the child in school i.e. the Form Tutor, Personal Achievement Manager, Pastoral Co-ordinator (Child Protection Co-ordinator) and Head Teacher as well as with the statutory Child Protection agencies.

Child protection records will be kept in a securely locked cabinet.

**TEACHING STAFF APPLICATION FORM**

<b>Position Applied For:</b>	<b>School Applied For:</b>

**1: Personal Details**

<b>Title</b>		<b>Surname</b>																					
<b>Forenames</b>		<b>Previous Name(s) / NA</b>																					
<b>Address</b>		<b>Date of Birth</b>																					
		<b>Home Telephone</b>																					
		<b>Work Telephone</b>																					
		<b>Mobile</b>																					
<b>Post Code</b>		<b>Email</b>																					
<b>DfE Number</b>		<b>National Insurance No</b>	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																				

**2: Current (or most recent) Employment**

<b>Post Held</b>		<b>Date Appointed</b>	
<b>Employer 's Name</b>		<b>Current Scale/Salary</b>	
<b>Employer's Address</b>		<b>Notice Required</b> <i>(if necessary)</i>	
		<b>Date of Leaving</b> <i>(if applicable)</i>	
		<b>Reason for Leaving</b> <i>(if applicable)</i>	

**Please Provide a Brief Description of Duties of the Post**

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**3: Previous Employment (starting with most recent)**

*Beginning with the most recent, all periods since leaving full-time education should be accounted for e.g. unemployment, voluntary work, raising a family or any part-time work undertaken whilst in education.*

Name of Employer	Period of Service		Position / Role / Main Responsibilities & Grade	Full/ Part-Time	Reason for Leaving
	From mm/yy	To mm/yy			

**Please give details and an explanation of any gaps in your employment history.**

#### 4: Own Educational Journey

Please give details of all nationally recognised qualifications awarded/results awaited; from **GCE Advanced Level to Further Degree Level** or their equivalents in chronological order starting with the first.

Copies of essential qualifications will be required on appointment.

Name of Educational Establishment	From mm/yy	To Mm/yy	Qualifications Gained	Full/Part-Time	Date Awarded (dd/mm/yyyy)

#### 5: In-Service Training / Continuous Professional Development (last four year, earliest first)

Please include all appropriate training you have undertaken in school (arranged by your employer) and outside of school (that may have either been arranged by your employer or yourself).

Note: CPD is the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It's a record of what you experience, learn and then apply.

INSET/CPD is process where professionals record and reflect on their own professional learning and development.

Organising Body	Course Title	Awards (if any):	Length of Course	
			No of Day(s)	Date dd/mm/yy

#### 6: Membership of Professional Bodies

Please list any professional bodies of which you are a member:

Institution or Association	Level of Membership	Membership Number	How Obtained (i.e. election of qualification)	(dd/mm/yyyy)

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### 7: Letter of Application / Personal Statement

In support of your application you are invited to attach a letter or personal statement stating your reasons for applying, in particular any experience, skills, knowledge, training and qualifications relevant to the post applied for.

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### 8: Safeguarding

**The Mercian Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.**

This post involves working in a school and is exempt from the provisions of the Rehabilitation of Offenders Act 1974. If you are to be recommended for the post you will be subject to a Disclosure and Barring Service check. It will be an enhanced DBS disclosure. You must therefore disclose any convictions, cautions, warnings, reprimands, bindings over or other pending prosecutions or criminal investigations. Failure to disclose this information could result in the withdrawal of a job offer, dismissal or disciplinary action. Any information given will be completely confidential and will be considered only in relation to an application for positions to which an order applies.

Do you have any unspent and unfiltered spent criminal convictions, disqualifications, cautions or driving offences?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Are you barred from working with children or subject to any sanctions imposed by a regulatory body (e.g. GTC/Teaching Agency)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

If you have answered yes to either of the above questions, please provide dates and brief details here:

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### 9: Asylum and Immigration Act 1996

It is a criminal offence to employ persons whose immigration status prevents them from working in this country. The Act does not affect citizens of the UK, Ireland, the European Economic Area and the Commonwealth, provided they have a right of abode in the UK. Therefore, before you commence working here you must provide evidence to demonstrate your right to be in or work in the United Kingdom. If you are appointed to a post in the School you will receive further guidance.

Have you a right to work in the United Kingdom?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is this subject to a Work Permit?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

### 10: Disclosure of Relationship

A candidate for any post within The Mercian Trust who knows that he/she is related to any Governor / Trustee Member or employee of the Trust, must disclose the relationship. A candidate who fails to disclose such a relationship is disqualified for appointment and if appointed is liable to dismissal without notice.

Are you related to anyone within The Mercian Trust?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If Yes, who and the relationship.		

## 11: Monitoring Equality & Diversity

The Mercian Trust is committed to a policy of ensuring equality of opportunity in employment for all, and to taking action to avoid discrimination. Job applicants are considered only on their ability to do the job for which they are applying. To see whether this policy is effective we need to monitor the gender marital status, age, ethnic origin and disabilities of job applicants and you are therefore requested to provide the monitoring information outlined below.

The information will be used only to monitor the school's practices and will be treated confidentially. It will not be revealed outside the school except as part of an overall equal opportunities statistical report which could not identify individuals. All unsuccessful application forms are destroyed after six months.

Ethnicity	Workforce census code		Please tick
	Code	Description	
White	WBRI	British English Welsh Northern Irish Scottish	<input type="checkbox"/>
	WIRI	Irish	<input type="checkbox"/>
	WIRT	Traveller of Irish Heritage	<input type="checkbox"/>
	WROM	Gypsy / Roma	<input type="checkbox"/>
	WOTH	Any other White background	<input type="checkbox"/>
Mixed	MWBC	White and Black Caribbean	<input type="checkbox"/>
	MWBA	White and Black African	<input type="checkbox"/>
	MWAS	White and Asian	<input type="checkbox"/>
	MOTH	Any other Mixed background	<input type="checkbox"/>
Asian or Asian British	AIND	Indian	<input type="checkbox"/>
	APKN	Pakistani	<input type="checkbox"/>
	ABAN	Bangladeshi	<input type="checkbox"/>
	CHNE	Chinese	<input type="checkbox"/>
	AOTH	Any other Asian background	<input type="checkbox"/>
Black or Black British	BCRB	Black – Caribbean	<input type="checkbox"/>
	BAFR	Black – African	<input type="checkbox"/>
	BOTH	Any other Black background	<input type="checkbox"/>
Other ethnic group	ARAB	Arab	<input type="checkbox"/>
	CHNE	Chinese	<input type="checkbox"/>
	REFU	Refused/Prefer Not to Say	<input type="checkbox"/>
	OOTH	Any other ethnic group	<input type="checkbox"/>
<b>Other Ethnic Group - please confirm:</b>			

Age	Please tick
Below 25	<input type="checkbox"/>
25 - 34	<input type="checkbox"/>
35 - 44	<input type="checkbox"/>
45 - 54	<input type="checkbox"/>
55 - 65	<input type="checkbox"/>
65+	<input type="checkbox"/>

Gender	Please tick
Female	<input type="checkbox"/>
Male	<input type="checkbox"/>
Transgender	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>

## 12: Disability

Under the Disability Discrimination Act 1995 a disability is defined as 'A physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities.' In this definition, long term is taken to mean more than 12 months and would cover long term illness such as cancer and HIV or mental health problems.

Do you consider that you have such a disability?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If Yes, what is your RD number?		
Please indicate if you have any special requirements to enable you to attend for interview.		

**13: Health Record (state nature and duration of any illness during the past five years)**

Do you have any physical or mental impairment which may prevent you from carrying out the duties of the post?

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**14: Other Information**

Do you hold a valid driving licence?

Yes No 

Do you have daily use of a vehicle?

Yes No 

Do you have any penalty points on your licence?

Yes No **15: References**

Please give names, addresses and status of two referees who have given permission for their names to be used and to whom The Mercian Trust may refer as to your suitability for the post. If possible, at least one reference should be from your current or most employer. If you have recently left full-time education, please ensure you include a Head Teacher/College/University Principal (or their representative) as one of your references.

**Current of most recent employer – First Referee**

<b>Title</b>		<b>Name</b>	
<b>Organisation</b>		<b>Position Held</b>	
<b>Address</b>		<b>Capacity</b>	
		<b>Email Address</b>	
		<b>Contact Number(s)</b>	
		<b>May contact before interview</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>

**Second Referee**

<b>Title</b>		<b>Name</b>	
<b>Organisation</b>		<b>Position Held</b>	
<b>Address</b>		<b>Capacity</b>	
		<b>Email Address</b>	
		<b>Contact Number(s)</b>	
		<b>May contact before interview</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>

**16: Data Protection Act**

The information given in this form will form part of The Contract of Employment for successful candidates. Under the terms of The Data Protection Act 1998 the information you give us will be kept confidential and will only be used for the purpose of personnel management. We may contact other relevant organisations to check factual information you have given details of in this application form. The information will be stored manually and / or electronically and if unsuccessful your application will be disposed of after 6 months.

**17: Permission for Contact**

If you are short-listed for interview, please provide the preferred number you would like us to contact you on.

**18: Declaration**

I hereby certify that all the information given on this form is correct to the best of my knowledge and that all the questions related to me have been accurately and fully answered, and that I am in possession of the certificates I claim to hold. I understand that should the information given in this application be incorrect it may render my application invalid or after appointment could lead to disciplinary action or dismissal.

I agree that the information I give you in connection with this application for employment may be stored and processed for the purpose of personnel management

**Signature****Date:**

**The Mercian Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.**

Please return the completed form to: [st-ody-dd@qmhs.org.uk](mailto:st-ody-dd@qmhs.org.uk)