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CANDIDATE INFORMATION PACK:

TEACHER OF SCIENCE 2021

(with TLR 2.1 for Right Candidate)

Closing date: Thursday 22nd April 2021

Interview date: Week commencing 26th April 2021 (TBC)

Start Date: September 2021

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**Note: Dependant on the successful applicants experience this role could be a third in department and therefore the Job Description and Person Specification have also been included for this role.**

**For more information please contact: Mrs J Griffiths**

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**Website: aldergrange.lancs.sch.uk**

# Letter from Headteacher

Dear Potential Colleague,

Thank you for your interest in the post of Teacher of Science at Alder Grange School, full details of the post and information about the school are included in this pack.

I have been a part of the Alder Grange family since 1998, and I was appointed as Headteacher in September 2019. I feel passionately about the school, and genuinely love my job. This is because of the school ethos. Alder Grange is a really special place, there are strong, positive relationships throughout the school, and we have a genuine family feel. We have a phrase, ‘once an Alder Granger, always an Alder Granger,’ which reflects the way everyone feels about the school. Staff retention is high, many staff stay for their entire careers and many families have long standing relationships with the school. I am now in the position where I have taught many of our current parents!

The school focuses on the following key areas:

* Wellbeing – both staff and pupil wellbeing are key priorities in school. We promote mental health awareness, anti-bullying campaigns, emotional health and wellbeing and make use of assemblies, PSE lessons, form time and drop down days to promote these. The school has a ‘well-being hub’ run by pupils and a culture of talking about wellbeing. This is mirrored with staff, a recent survey conducted on our behalf by Education Support Partnership was overwhelming positive, staff feel happy and supported at work. This is something we work hard on; there is a wellbeing group, sessions on INSET days, and an emphasis on reducing workload wherever possible.
* Behaviour – we are proud of the behaviour of our pupils, and base all our routines upon the 3Rs – Ready, Responsible & Respectful. We work closely with pupils and parents to address behaviour issues: We recognise there are many causes of poor behaviour and we have developed a range of interventions to help pupils to improve their behaviour.
* Curriculum – a broad and balanced curriculum is at the heart of the school, and we have made developing language and reading a priority in all departments. We have a linguistics lesson for all pupils in Y7, 8 and 9, alongside full school ‘reading for all’ strategies. In KS4 and 5 there is a large offer of courses and we encourage pupils to select course they enjoy and feel passionate about studying. There are strong links to careers, and supporting pupils moving on to their next steps is a priority. We also have ‘alternative curriculum’ arrangements for small groups and individuals who need an adapted offer.

If, once you have read more about the school, you are interested in joining our ’family’; we would love to hear from you. The closing date for applications is 22nd April 2021.

Yours,

****

Jo Griffiths

Headteacher

# School Information

We are located in the Rossendale Valley, a beautiful part of East Lancashire, within easy reach of the Pennines, the Yorkshire Dales and only an hour away from the Lake District. It is just over 10 miles north of Manchester and has easy links into the city and other major population centres across the North West. Rossendale is a great place to work, rest and play in a community renowned for its humour and hospitality.

As a school designated “Good” in all areas by Ofsted in April 2017, we are rightly proud of our school ethos and values. Every experience we offer our students must reflect these values, and all members of our team have a role to play.

The school has approximately 60 teaching staff and regards all as ‘Leaders’. The Senior Leadership Team is led by the Headteacher Mrs Joanna Griffiths. The Headteacher assumes responsibility for all that the school does and focuses on leading the school’s work on strategic planning, self-evaluation and leadership development, school effectiveness and oversight of the day-to-day running of the school and its systems.

The Senior Leadership Team comprises of the Head Teacher, Mrs Joanna Griffiths; two Deputy Heads: Mr Simon Varley and Mr Kenny Riddell; and the School Business Manager, Mrs Justine Lee.   The wider Senior Leadership Group also includes the Assistant Head Teachers, Leading Practitioners, and Senior Operations Managers (non-teaching).

The academic departments are the responsibility of Curriculum Leaders. Teams of Form Tutors are led by Achievement Leaders whose roles are to work as partners with Curriculum Leaders in securing every pupil’s academic attainment and personal achievement.

There is a regular calendar of meetings for all these teams and there are various working groups and key committees in operation at any time.

Our commitment to all colleagues’ professional development is an important part of our school culture**.** The school has strong safeguarding procedures and these are used in making all appointments. Alder Grange also has strong Equal Opportunities and Staff Attendance Policies.

The entire school site is designated as a no smoking area. All appointees are required to respect this.

# Department Information

The Science Team comprises a Curriculum Leader, three Assistant Curriculum Leaders, Science Teachers and a Technician. All members of the Science Department are dedicated professionals and are working hard to improve the quality of pupil learning and examination results. Over the last few years the science department has gained positive value added scores for overall KS4 performance in the IDSR (Inspection Data Summary Report). In a number of areas the department has received value added scores that are classed as significantly higher than the national average. The department works well as a team and received a very favourable report in the last OFSTED inspection. All staff teach across the age and ability range.

KS3

The Science timetable allocation at KS3 (Year 7 and 8) is 4 periods out of a twenty-nine period week. Each week pupils cover a topic of biology, chemistry, physics and skills, with topics rotating on a half termly basis. Pupils take a summative assessment during the final week of each half term.

KS4

At KS4 (Year 9, 10 and 11), curriculum allocation is 6 periods per week in year 9 and 5 periods per week in years 10 and 11. Pupils in upper set(s) study separate sciences.

Pupils study in 6 sets, with options block sets following the AQA Separate Science, Biology, Chemistry and Physics GCSE courses and the remainder of the year group following the Combined Science GCSE course. Typically, around 2/3 of a cohort will be entered for higher tier examinations. Staff generally teach their specialist subject(s).

KS5

We are delighted with the number of students who are choosing to study Science subjects at KS5. Biology, Chemistry and Physics are offered at A level. Edexcel BTEC Level 3 Applied Science is also offered. Typically around 50% of sixth form students study at least one science subject.

The Department has seven laboratories, two of which are Sixth Form laboratories. All rooms are well resourced. There are two central Preparation rooms, chemical stores and two resource areas, one of which can act as a quiet working area for staff.

Our philosophy is simple; happy teachers are motivated teachers. Happy teachers create happy pupils. Happy pupils are successful pupils, and our pupils are successful!

# Post Specification – Teacher of Science

**Post Title: Teacher of Science**

**Salary Scale:** NQT to UPS

**Terms and Conditions:** All the post holder’s responsibilities are subject to the general

Duties and responsibilities contained in the current School Teacher’s Pay and Conditions (STRB) Document.

**Responsible to: The Designated Curriculum Leader**

**Purpose of the Post:**

The school’s Values and Aims statement emphasises the right of every child to experience an outstanding educational experience with excellent outcomes in terms of academic progress and attainment and of personal achievement. This commitment can only be translated into reality through outstanding teaching, learning and care for every pupil and student in our care. It is the purpose of this post to ensure that this outstanding provision, fit for purpose in the 21st Century, exists for every child, across the entire curriculum and over the whole age and ability range of the school.

It is the purpose of this role to ensure that each of these intentions is made reality for every child and young person in their designated year group by overseeing the development of each student in the round, and contributing to the school’s strategic thinking, tactical development and operational practices to reinforce the quality of all we do.

**Areas of Responsibility:**

1. To contribute professional judgement and experience to the evaluation and further enhancement of the school’s and department’s values, aims, ethos, policies and procedures (and to do so through the established means, including the calendar of meetings).
2. To remain familiar with, and to support, the strategic priorities of the school and the relevant school teams.
3. This school is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment, and to follow all designated procedures and guidance.
4. To carry out all professional duties within the spirit and letter of the school’s values, aims, ethos, policies and procedures.
5. To maintain and refer to as necessary any Staff and Department Handbooks as appropriate.
6. To act as a role model for all pupils, parents/carers and other staff.
7. To support the continuing development of Schema (sequencing of components of knowledge) and other related works for the department(s) to ensure that at all times the ‘current curriculum’ makes the best sense to pupils and students of all abilities. Furthermore, the process of vocabulary acquisition is structured in a planned way. In so doing, these strategies address disadvantage gaps and as such deliver the highest possible educational experience for all pupils and students.
8. To teach the specialist subject(s) to which the post holder was appointed (and any other subject area as required) across the school’s age and ability range, to implement the designated Schema and related works and, in so-doing, ensure that all lessons:
   1. have clear aims and learning objectives that are shared with and clearly understood by all pupils/students;
   2. are planned around the identification of the learning needs of all pupils;
   3. incorporate identified skills, knowledge, understanding and behaviours that are used and further developed during the learning
   4. generate personalised means to meet these needs;
   5. are effectively prepared and resourced to meet lesson objectives and pupils’ needs;
   6. are effectively delivered through sound preparation, delivery, good pupil management and good pupil-teacher relationships;
   7. are subject to accurate records of pupils attendance and punctuality, work covered, homework set, work completed, pupils’ progress and pupils’ attainment (as specified in the appropriate Policies and Procedures);
   8. apply effectively and appropriately the school’s feedback strategy;
   9. apply the 3Rs and associated behaviour policy and procedures;
   10. generate evidence of attainment, progress and personal development data for statutory and other reports, and to inform teaching and learning activities
   11. generate evidence for collation into oral or written reports as required for parents/carers, Curriculum and Achievement Leaders, other educational institutions, employers, partner agencies, governors and Senior Leadership Team members.
   12. using on-going assessment activities (for example mock examinations) to provide evidence based judgements when staff enter data for Grade Collections. Thus leading to robust, evidence based conversations with pupils/students and their Parents/Carers.
9. To support the partnership between the school and Governors, Parents & Carers and partner agencies in the children’s workforce.
10. In addition to point 7 above, to contribute to and significantly learn from the school’s strategy for the development of professional knowledge and understanding. Surrounding:
11. The bridging of the gap between research findings and classroom practice about what makes great teaching and how this is implemented in the classroom to make a difference to learning, retention and recall.
12. How teachers improve their pedagogy such that they can be even more learn how to become effective in the teaching and assessment of their subject(s).
13. To play a full, committed and active part in the school, pastoral teams’ and department teams’ Self Evaluation work via the Strategic Agility Loop (including statistical analysis of outcomes and pupils progress, interviewing pupils, lesson visits and scrutiny of pupils’ work) in order to identify, celebrate and consolidate strengths and to highlight and address any areas for further development.
14. To contribute to the processes of development planning in school, pastoral and department team “settings” in order to translate actions identified as necessary into reality.
15. To take responsibility for personal professional learning, the evaluation of all aspects of the post holder’s professional practice and the outcomes in terms of pupils’ learning, progress and achievement.
16. To play a full and active part in Performance Management and Personal Professional Development systems to:
    1. identify professional ambitions and development needs;
    2. take part in appropriately identified PPD activity (related to personal development goals and School, Pastoral and Department Development Plans).
17. To take personal responsibility for playing a full part, as appropriate and as opportunities present themselves, in PPD networks (via direct personal contact, visits, email, exchanges and any other appropriate means):
    1. within the department/pastoral team;
    2. between departments/pastoral teams;
    3. with staff in other schools, Authorities, HEIs, regions and nations.
18. To retain an oversight of the principal lines of development related to Teaching and Learning, subject knowledge and wider educational thinking within and beyond the school.
19. To be a Form Tutor to a designated tutor group and fulfil all aspects of this role under the direction of the designated Achievement Leader.
20. To contribute to the supervisory and behaviour management systems within the school’s framework.
21. To contribute to the effective running of the House System and, as appropriate, the wider enrichment activities of the school.
22. To be aware of, attend regular in-school training and take due note of all legal requirements relating to:
    1. Safeguarding;
    2. Health and Safety requirements;
    3. Educational Visits off Site.
23. To undertake any other duties as may be required by the Headteacher in the light of developing circumstances.

**Equal opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

**Health and safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

**Safeguarding Commitment**

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment and to follow school safeguarding procedures and guidance for safer working practice.

**Note:**

This Post Specification is subject to annual review and is subject to modification at any time, after consultation with the post holder.

# Person Specification – Teacher of Science

|  |  |  |
| --- | --- | --- |
| **Person Specification** | | |
| **Post Title:** Teacher of Science | **Grade/Scale:**  NQT to UPS | |
| **Requirements**  **(on the basis of the Job Description)** | **Essential (E)**  **Or**  **Desirable (D)** | **To be identified by: Application Form (AF),**  **Interview (I),**  **Test (T),**  **Other (specify)** |
| **Qualifications** | | |
| Graduate Status in subject area(s) of this post | D | AF, I |
| Qualified Teacher/Instructor status in subject area(s) of this post. | E | AF, I |
| Relevant Post-Graduate Qualification(s) | D | AF, I |
| **Experience** | | |
| Successful teaching/teaching experience across the full ability range | E | AF, I, R |
| Experience in post-16 teaching | D | AF, I, R |
| Effective work in a pastoral role (including Form Tutor, Mentor etc.) | E | AF, I, R |
| Commitment to PPD | E | AF, I, R |
| Effective team membership | E | AF, I, R |
| **Knowledge/skills/abilities** | | |
| Clear educational philosophy | E | AF, I |
| Excellent subject knowledge | E | AF, I |
| Excellent subject application | E | AF, I |
| Sound classroom management | E | AF, I |
| Proficiency in AfL | E | AF, I |
| Strong competence in ICT | E | AF, I |
| Clear understanding of educational issues | D | AF, I |
| **Other** (include special requirements) | | |
| Energy, Enthusiasm & Commitment | E | I |
| Commitment to Equality & Diversity | E | AF, I |
| Commitment to Health & Safety | E | AF, I |
| Commitment to and knowledge of Safeguarding | E | AF, I |
| Commitment to sustaining regular attendance at work | E | AF |
| Acceptance of high professional standards of dress and conduct | E | I |
| **Reviewed by SLT** | **Date:** | March 2021 |
| **Note: We will always consider references before confirming an offer in writing**.  **This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.** | | |

# Post Specification – Assistant Curriculum Leader Science (Third)

**E SCHOOL**

**Post Title: Curriculum Leader 3rd**

**Post Holder: TBC**

**Salary Scale: MPS plus TLR of (2.1)**

**Terms and Conditions:** All the post holder’s responsibilities are subject to the general

duties and responsibilities contained in the current School Teacher’s Pay and Conditions (STRB) Document.

**Responsible to: The Curriculum Leader for Science and Assistant Curriculum Leader for Science (2nd)**

**Purpose of the Post:**

1. The school’s Values and Aims statement emphasises the right of every child to experience an outstanding educational experience with excellent outcomes in terms of academic progress and attainment and of personal achievement. This commitment can only be translated into reality through outstanding teaching, learning and care for every pupil and student in our care. It is the purpose of this post to ensure that this outstanding provision, fit for purpose in the 21st Century, exists for every child, across the entire curriculum and over the whole age and ability range of the school.
2. To support and complement the work of the Curriculum Leader and Assistant Curriculum Leader (2nd) in all aspects of their roles.
3. In so-doing to contribute to the achievement and maintenance of outstanding leadership of the department team.
4. To take on identified areas of departmental responsibility through discussion with the Curriculum Leader and Assistant Curriculum Leader (2nd).

**Areas of Responsibility:**

1. To contribute professional judgement and experience to the evaluation and further enhancement of the school’s and department’s values, aims, ethos, policies and procedures (and to do so through the established means, including the calendar of meetings).
2. To remain familiar with, and to support, the strategic priorities of the school and the relevant school teams.
3. This school is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment, and to follow all designated procedures and guidance.
4. To carry out all professional duties within the spirit and letter of the school’s values, aims, ethos, policies and procedures.
5. To maintain and refer to as necessary any Staff and Department Handbooks as appropriate.
6. To act as a role model for all pupils, parents/carers and other staff.
7. To support the continuing development of Schema, Schemes of Work, Department Handbook and associated Programmes of Study for the department(s) to ensure they deliver the highest possible educational experience for all pupils and students across all relevant key stages.
8. To teach the specialist subject(s) to which the post holder was appointed (and any other subject area as required) across the school’s age and ability range, to implement the designated Schemes of Work at the appropriate stage in the schema and, in so-doing, ensure that all lessons:
   1. have clear aims and learning objectives that are shared with and clearly understood by all pupils/students;
   2. are planned around the identification of the learning needs of all pupils;
   3. incorporate identified skills, knowledge, understanding and behaviours that are used and further developed during the learning
   4. generate personalised means to meet these needs;
   5. are effectively prepared and resourced to meet lesson objectives and pupils’ needs;
   6. are effectively delivered through sound preparation, delivery, good pupil management and good pupil-teacher relationships;
   7. are subject to accurate records of pupils attendance and punctuality, work covered, homework set, work completed, pupils’ progress and pupils’ attainment (as specified in the appropriate Policies and Procedures);
   8. apply effectively and appropriately Formative Assessment strategies;
   9. apply the Positive Behaviour for Learning policy and procedures;
   10. apply the Inclusion and Pupil Welfare strategies;
   11. generate evidence of attainment, progress and personal development data for statutory and other reports, and to inform teaching and learning activities
   12. generate evidence for collation into oral or written reports as required for parents/carers, Curriculum and Achievement Leaders, other educational institutions, employers, partner agencies, governors and Senior Leadership Team members.
9. To support the partnership between the school and Governors, Parents & Carers and partner agencies in the children’s workforce.
10. To contribute to the school’s strategy for the development of professional knowledge and understanding, especially regarding:
    1. How children learn;
    2. Effective teaching and learning strategies;
    3. Most effective deployment of educational technology to contribute to this “knowledge capture”;
    4. The development of pupils’ subject specific and wider vocabulary;
    5. Thus building their self-confidence and development in their learning.
11. To play a full, committed and active part in the school, pastoral teams’ and department teams’ Self Evaluation work via the Strategic Agility Loop (including statistical analysis of outcomes and pupils progress, interviewing pupils, lesson observation and scrutiny of pupils’ work) in order to identify, celebrate and consolidate strengths and to highlight and address any areas for further development.
12. To contribute to the processes of development planning in school, pastoral and department team “settings” in order to translate actions identified as necessary into reality.
13. To take responsibility for personal professional learning, the evaluation of all

aspects of the post holder’s professional practice and the outcomes in terms of pupils’ learning, progress and achievement.

1. To play a full and active part in Performance Management and Personal

Professional Development systems to:

* 1. identify professional ambitions and development needs;
  2. take part in appropriately identified PPD activity (related to personal development goals and School, Pastoral and Department Development Plans.

1. To take personal responsibility for playing a full part, as appropriate and as opportunities present themselves, in PPD networks (via direct personal contact, visits, email, exchanges and any other appropriate means):
   1. within the department/pastoral team;
   2. between departments/pastoral teams;
   3. with staff in other schools, Authorities, HEIs, regions and nations.
2. To retain an oversight of the principal lines of development related to Teaching and Learning, subject knowledge and its recall, vocabulary and wider educational thinking within and beyond the school.
3. To be a Form Tutor to a designated tutor group and fulfil all aspects of this role under the direction of the designated Achievement Leader.
4. To contribute to the supervisory and behaviour management systems within the school’s framework.
5. To contribute to the effective running of the House System and, as appropriate, the wider enrichment activities of the school.
6. To be aware of, attend regular in-school training and take due note of all legal requirements relating to:
   1. Child Protection;
   2. Health and Safety requirements;
   3. Educational Visits Off Site.
7. To undertake any other duties as may be required by the Headteacher in the light of developing circumstances.

**Note:**

This Post Specification is subject to annual review and is subject to modification at any time, after consultation with the post holder.

**Equal opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

**Health and safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

**Safeguarding Commitment**

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.

# Person Specification – Assistant Curriculum Leader Science (Third)

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| **ALDER GRANGE SCHOOL - PERSON SPECIFICATION FORM** | | |
| **Post Title: ASSISTANT** CURRICULUM LEADER (3RD) | **Grade/Scale: TLR 2.1** | |
| **Requirements**  **(on the basis of the Job Description)** | **Essential (E)**  **Or**  **Desirable (D)** | **To be identified by: Application Form (AF),**  **Interview (I),**  **Reference (R)**  **Other (specify)** |
| **Qualifications** | | |
| Qualified Teacher/Instructor Status in the subject area(s) of this post | E | AF, I |
| Graduate Status in the subject area(s) of this post, or as appropriate | E | AF, I |
| Post-Graduate qualifications in the subject area and/or Leadership | D | AF, I |
| **Experience** | | |
| Successful teaching experience across the full ability range in an 11-16 or 11-18 school | E | AF, I, R |
| Successful experience in Post-16 teaching | D | AF, I, R |
| Commitment to PPD and professional learning | E | AF, I, R |
| Effective work in the pastoral dimensions of a school’s role (including Form Tutor, Mentor etc.) | E | AF, I, R |
| Proven record of supporting the philosophy of the UNICEF Rights Respecting School. | D | AF, I, R |
| Effective Team Membership | E | AF, I, R |
| Commitment to Safeguarding and Pastoral Care | E | AF, I, R |
| **Knowledge/skills/abilities** | | |
| Clear Educational Philosophy | E | AF, I |
| Excellent subject knowledge | E | AF, I |
| Excellent subject application | E | AF, I |
| Sound classroom management | E | AF, I |
| Proficiency in Formative Assessment | E | AF, I |
| Strong competence in ICT | E | AF, I |
| Understanding of current educational issues | D | AF, I |
| Excellent inter-personal skills | E | AF, I, R |

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| **Requirements**  **(on the basis of the Job Description)** | | **Essential (E)**  **Or**  **Desirable (D)** | **To be identified by: Application Form (AF),**  **Interview (I), Reference (R) Other (specify)** |
| **Leadership** | | | |
| Appropriate preparation for a leadership role | | D | AF, I, R |
| Understanding of national strategic developments | | E | AF, I, R |
| Clear understanding of school and department improvement strategies | | E | AF, I, R |
| **Other** | | | |
| Energy, Enthusiasm and Commitment | | E | I |
| Commitment to Equality & Diversity | | E | AF, I |
| Commitment to Health & Safety | | E | AF, I |
| Commitment to and knowledge of Safeguarding | | E | AF, I |
| Commitment to sustaining regular attendance at work | | E | AF |
| Acceptance of high professional standards of dress and conduct | | E | I |
| **Prepared by:** | SLT | **Date:** | March 2021 |
| **Note: We will always consider references before confirming an offer in writing**.  **This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.** | | | |

# Other Information

Please also see important advice on completing your application form.

**Attendance Policy Statement** |This School is committed to achieving and maintaining a high level of attendance from all employees through the application of good management practice. All employees must recognise the importance of good attendance and ensure that any sickness absence is kept to a minimum.

Whilst supporting employees during periods of sickness, the School Management Team monitors levels of sickness absence in school regularly and takes action in accordance with the Guidelines adopted by the school to deal with unacceptable levels and frequency of sickness.

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. All employees in this school must understand the importance of good attendance to the operation, performance and image of the school and must show a commitment to achieving and maintaining a high level of attendance.

**Child Protection Policy Statement** | In this school, the welfare of the child is paramount. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff should understand their responsibility to safeguarding and promoting the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way.

Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that you have applied for. If you are appointed to this post, information in relation to safeguarding and protecting children and young people will be provided at induction. This practical guidance for safe working practice will provide information about which behaviours constitute safe practice and which behaviours should be avoided.

**Equality of opportunity** | Alder Grange school is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

Medical Clearance | Appointment to this post is subject to satisfactory medical clearance. If you are selected for appointment, you will be contacted by Occupational Health who will arrange for you to complete their on-line health declaration form.

**Policies** | Alder Grange School has a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are accessible to

everyone. There are several policies that prospective employees should be aware of when making an application. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand some of the key policies, e.g. Child Protection, Health & Safety, Acceptable use of IT and Code of Conduct.

**Thank you for taking the time to read this information pack.**

**We wish you every success in any application you may make.**