



Head of English (Curriculum and Teaching and Learning)

Closing Date: Friday 18th September 2026, 10.00am
Interview: TBA

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Dear Applicant,

I am delighted that you are requesting information for the post of Head of English (Curriculum and Teaching and Learning), and I hope that you will find the information in this pack helpful.

At Marriotts we believe that education changes everything, your horizons, your enjoyment and your economic situation. Everyone has a right to an education that will allow them to succeed and to live a happy and successful life.

We pride ourselves on providing a rich curriculum and pastoral system to stretch and support every individual who is in our care.

We are a family, a happy school, comprised of a hardworking and dedicated team of Senior Leaders, Teaching and Non-Teaching staff who all have a part to play in the success of our School.

Our state-of-the-art facilities in our impressive building provides a happy and positive learning and working environment for both staff and students.

We are a school which is driven by clear beliefs and values, and whilst outcomes for our students are of the utmost importance, so is the wellbeing and continued professional development of our staff. Our robust school improvement, support and wellbeing strategies ensure that all staff feel valued, supported and enabled to carry out their role effectively.

By joining Marriotts, you will be joining a family, the Marriotts Family. I look forward to receiving your application and hopefully meeting you in the near future.

Yours sincerely

Beth Honnor
Headteacher



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Marriotts School | Brittain Way | Stevenage | Herts | SG2 8UT



In Partnership with:





Information about Marriotts

Marriotts School is a non-denominational Local Authority Maintained Secondary School in Stevenage. We are fortunate to have a wonderful new building and state-of-the-art facilities, but more importantly, we are a happy school, a family, and we provide an environment whereby everyone is given the chance to succeed.

Our vision is for every single student to reach and exceed their potential and leave us with the qualifications, knowledge, skills and attitudes that they need to move on to the next stage of their lives.

At Marriotts, we know that the right education will open doors for our students. Academic success is important, but so is developing well rounded and confident young people and we focus on meeting the needs of and catering for the interests of all our students.

Our mission, 'Aim High, Work Hard, Be Kind' is at the heart of all that we do. We teach our students to have ambition, a strong work ethic and to treat all members of our community with respect. We believe these are the ingredients for success, not just in school, but for life.

Both our vision and our mission are underpinned by 4 'Wildly Important Goals':

1. 100% of students achieve their personal best.

Every student needs to make progress according to their starting point, their ability and their particular strengths. It is our job to challenge and support students to be the best that they can be, to track their progress and to intervene to ensure every individual achieves their full potential.

2. Every lesson, every day, good or better:

In order for students to make good progress and achieve well, they need good teaching every lesson, every day. At Marriotts we work closely with all our teachers, tracking their performance, sharing good practice and providing the training needed to ensure teaching is always good.

3. High quality professional development for all staff:

It all starts with a good teacher. We work hard to attract the best possible teachers and to ensure that they, and all members of our staff teams, receive the training they need to excel in their roles.

4. 360° of care, support and challenge for our students and their families:

We are committed to pastoral care, personal, social, moral, health and spiritual education and to removing barriers to students' learning. We have a strong team of pastoral and inclusion staff whose role it is to ensure that all students and families at Marriotts are well supported.





We strive for excellence in all teaching and learning across the school in order to ensure that every student receives a consistent and positive learning experience every lesson. In addition to a broad and balanced curriculum, Marriotts students have access to a wealth of curriculum enrichment opportunities including before, lunchtime and after school clubs.

Through our Personal Development Programme, we aim to prepare and equip our students with the skills, knowledge and understanding they need to make good life choices in order to be happy, healthy, active and considerate citizens in Modern Britain.

Post 16 students have the opportunity to study a large range of traditional A Level subjects as well as Level 3 BTEC qualifications. We are justifiably proud of the opportunities, qualifications, skills and attitudes that our students achieve in order that they can excel both in higher education and the working world.

Observations from Ofsted in January 2026

*Judged as **Met Expected Standards in all areas** in January 2026.*

Marriotts is committed to the school's continuous improvement and encouragement for all pupils to 'aim high, work hard, be kind'.

- Leaders have taken decisive action to improve pupils' achievement.
- The school prepares pupils well for their next steps in education, employment and training, including those who require additional support.
- Staff build warm and respectful relationships with pupils.
- Pupils behave well across the school and show positive attitudes to learning.
- The school's behaviour systems are built on care, clear expectations, supportive relationships and the school's values of 'aim high, work hard, be kind'.
- Pupils with SEND access the curriculum successfully alongside their peers.
- The school promotes an inclusive culture, where every pupil is understood, supported and able to thrive.
- Teachers benefit from high-quality professional training, mentoring and opportunities to develop their expertise.
- Leaders promote pupils' development further through a growing range of clubs, trips and creative opportunities that broaden pupils' cultural experiences.
- Leaders ensure that pupils benefit from high-quality pastoral support and access a range of services and professionals that support their mental health and wellbeing.
- Leaders ensure that post-16 provision offers a warm, supportive and ambitious environment, where students are prepared well for their next steps.
- Pupils experience a clear sense of belonging, supported by the school's vision of 360-degree care.
- Pupils describe the school as a family, valuing the encouragement they receive to participate fully in school life.

Parliamentary Review:

Due to the significant improvements made under a new Leadership team, Marriotts was invited to contribute to the 2017/18 Secondary Education edition of The Parliamentary Review. A copy of that article is attached.



What it's like to be part of the Marriotts family

Working at Marriotts:

Marriotts School provides an amazing working environment for both staff and students. We have well established and detailed schemes of work and our state of the art facilities, equipment and resources provide the very best teaching and learning opportunities for the whole school community.

Some staff comments about working at Marriotts:

Liz – Data Manager

Having started at Marriotts School in January 1998 as a receptionist, little did I know then, how important this school would become in my little world. The staff at our school are second to none, everyone supports their colleagues, no matter what role you have in the school. You know we are all working to the same ethos, and the reason for being here is for the children, to ensure they reach the highest possible outcome with their achievements and are ready for the next stage in their lives. By joining Marriotts School you become part of our jigsaw, where every piece (person) matters!

Charlie – Humanities Teacher

Marriotts is a wonderful school! The staff are genuinely the nicest people to work with. In fact, that is the first thing I noticed during my interview two years ago! Support is always offered to you when you need it and all the tasks at hand feel like a team effort.

Not only are the staff great to work with but you also come across many students with fab characters, who always make you smile and who are genuinely grateful for your efforts in teaching. I wouldn't want to work anywhere else!

Josie – Non Teaching Year Leader

Working at Marriotts has given me a sense of community in a job that I haven't felt before. I started during a time where routines and everyday life had changed dramatically. However all staff go out of their way to say hi or help when it's needed.

I have found passion in my job and believe that is due to the school ethos and school community. I believe in the Marriotts Way and I try to lead by example in aiming high, working hard and being kind.

Adam – Lead Practitioner

I am extremely proud to say that I work at Marriotts. From my first day working here I have felt part of the Marriotts' Family. It is great to work in a school where all of the departments have opportunities to mix and share ideas and socialise. Everyone is very welcoming and supportive at Marriotts and I feel that if I need help, someone will always be available to offer their assistance.

One of the many things that I love about working at Marriotts is the clear focus and direction from the Headteacher. This runs all of the way through the school and it is comforting to know that all of the



staff are working together towards a common goal. In the classroom, policies and expectations are clear and straightforward, which helps with learning, behaviour and workload.

With the many positives of working at Marriotts, it is hard to single one out. However, one of my favourite things about working here at Marriotts are the students. It is extremely rewarding to know that I work in a school that is having such a positive impact on so many students. This is not only with regards to their learning, but also the importance Marriotts puts on the personal development and their welfare.

Student comments about being a student at Marriotts:

Stephanie – Head Student

Marriotts School has taught me to never underestimate myself and to dream big. The ‘aim high’ aspect of our school ethos, allows students like myself to set goals beyond what we think we can achieve. It encourages and motivates students to be ambitious and take responsibility for their own drive and attitude to their learning in order to be successful and achieve their dreams.

Matthew – Head Student

Working hard at Marriotts is ensuring that all students are being challenged to their highest ability. Working hard is a pinpoint to many of Marriotts processes, such as Every Minute Matters. Working hard does not just consist of working hard in class, but also working hard to ensure that Marriotts’ students leave as hard working, respectable citizens.

Faye – Head Student

The ‘Be Kind’ aspect of our school ethos focusses on two of our most important values, kindness and respect. In order for Marriotts to be a community, all students must have respect and be compassionate of each other as well as treating each other as they would wish to be treated. Students are held accountable for this in order to maintain a happy and safe environment in which they can grow in to well-rounded young adults.

Isha – Year 8 Student

My name is Isha and I am in Year 8 at Marriotts School. The transition from primary to secondary school was quite difficult due to Covid but because there was lots of support and encouragement from staff, and it was really enjoyable, with lots of online support and communication. It took a while to get used to the routines of the school but once I got the hang of it I found it really cool. The things I like about Marriotts School are, the learning environments are really inviting, there is lots of information around the school to help you if you are not sure about something. I have really nice friends, and the teachers are really kind. I wouldn’t have been able to reach the point that I am at now without the teachers’ support.

The lessons are enjoyable, you are challenged in different ways, for example, in a class students are challenged appropriately depending on their ability. I also enjoy the planned lessons, this helps me with my learning journey. Students can see on the PowerPoint all the tasks we are expected to work through in every lesson. We also have lots of fun activities including quizzes and competitions to check understanding e.g. teacher v student.

We are encouraged to follow the Marriotts Way. The Marriotts Way and our school motto Aim high, work hard and be kind, are really important to me. It helps students to be part of something within the school community and sets the expectation across the whole school. There are lots of opportunities for students to join clubs and go on trips, I went on a trip at the end of year 7 which was fantastic even after the difficult year of Covid.

Approach to Learning is very important to me, I am in the blue zone, and it really helps me to strive to do well. There are lots of committees and opportunities to get involved in school and I am interested in becoming a form representative to support the Student Voice within school. Marriotts is definitely a great school and I would recommend it to anyone.



The Parliamentary Review

MAGAZINE EDITION

Marriotts School



Ms Beth Honnor, Headteacher, with students. *Aim high, Work hard, Be kind.*



Every lesson, every day, good or better

When Marriotts School was placed in Special Measures in 2012, it had been a failing school for a number of years. Underachievement extended across most subjects; its reputation in the community was poor and entry had fallen to around 70 students per year. Marriotts moved in to a brand new building in January 2013 and Bethany Honnor was appointed Headteacher in September 2013. Despite the challenges of a £1m budget deficit, Bethany started a journey to relaunch Marriotts as a 'School of Choice' for the local community; to give its current and future students the best possible education and to turn it into the 'Good' school it is today.

Bethany described how she set about rebuilding a school which, despite many caring members of staff, had lost purpose and self-confidence.

Our Journey

We quickly launched our Student Mission: *Aim High, Work Hard, Be Kind* and set ourselves four Wildly Important Goals (WIGs)

- » 100% of students achieve their personal best
- » Every lesson, every day, good or better
- » High quality professional development for all staff
- » 360° of care, support and challenge for our students and their families.

We agreed that every strategy we put in place for improvement must help us achieve these goals.

REPORT CARD MARRIOTT'S SCHOOL

- » Head teacher: Bethany Honnor
- » First founded c.1963-65 and was formerly known as Bedwell Secondary School; the school was renamed as Marriotts School in 1994
- » Location: Stevenage, Herts
- » Type of School: Community comprehensive (11-19)
- » No of Students: 1,315 (C.40% pupil premium)
- » Staff FTE teachers 74.6; non teaching 53.7
- » www.marriotts.herts.sch.uk

“Leadership at all levels is highly effective because senior leaders set clear expectations of staff and pupils”
Ofsted 2016

Student behaviour was not conducive to learning, so our first step was to establish high expectations for students' conduct. We:

- » established clear rules, routines and systems for rewards and sanctions
- » recruited a team of non-teaching Pastoral Leaders readily available to support students in class, resolve issues and meet parents
- » worked with students to produce our Student Charter encapsulating what it means to aim high, work hard and be kind both in and outside the classroom
- » worked with an organisation called Humanutopia to build student confidence
- » changed our drab uniform to a more formal style to boost confidence in the school.

During this period of rapid change students grew in confidence, and there was increased focus and engagement in lessons.

In the first year of our journey, entry level student numbers increased from 70 to 240, and we have subsequently been oversubscribed.

We focus on the concepts of respect, attitude and ownership, encouraging students to take responsibility for their success. Behaviour is now good and Ofsted recognised our

work to improve students' personal development and welfare as outstanding, stating

“The value of tolerance permeates all aspects of school life, creating a harmonious and inclusive community.”

Accountability

In order to raise standards it was essential to make leadership more effective at all levels. Staff needed to know what was expected. We established clear lines of accountability, focusing particularly on middle leadership.

We introduced an annual cycle of five eight-week modules with clear monitoring and improvement structures. This allowed us to:

- » evidence our strengths and identify areas for development
- » carry out regular marking trawls, work scrutinies and lesson observations
- » establish clear strategies for assessment and analysis.

By working to a structured cycle, monitoring and tracking doesn't get lost in the business of school life. Staff quickly came on board and were energised to deliver our student mission.

It turns out that rather than constraining staff, high accountability enables everyone to contribute to goals. This has had significant impact, and in 2016 Ofsted noted that leadership is outstanding.

Consistency

Positive behaviour and accountability gave us the right platform from which to improve teaching. We agreed on 'The Basics' we expect to see in every lesson. Whole school routines include:

- » non-negotiable lesson planning approach;

100% of students achieve their personal best



- » questioning techniques;
- » techniques to gain student attention.

Focusing on the concept of 'every minute matters', and incorporating such strategies as 'everybody writes' and 'everybody hands up' to ensure there are no passengers in the classroom helped foster consistency. This, in turn, enables students to focus on learning, as they know what to expect in every lesson.

Central to delivering improvement is training. In this climate, recruiting quality staff is a huge challenge. We focused on recruiting key players and restructuring roles so that, as a team, we could drive improvement.

Through a commitment to Continued Professional Development, we are now able to recruit and train staff 'The Marriotts Way'.

In 2016 Ofsted concluded that:

"Staff are proud to work at the school, and feel very well supported in improving their teaching skills."

Everything has been put in place to achieve our most crucial WIG:

"100% of students achieve their personal best."

Our cohort started with attainment significantly below national averages, and – because it contained a higher than average number of students with special needs or in receipt of Pupil Premium – raising standards was crucial.

In order to meet this challenge we introduced:

- » rigorous tracking and assessment systems;
- » leaders tasked with raising standards who monitor data and intervene;
- » additional intervention sessions;
- » 'Approach to Learning' grades ensuring the right culture for learning.



Pupils participate enthusiastically in a wide range of extra-curricular activities, including a project to build a school in Gambia

– Ofsted 2016

Results have improved significantly and our Progress 8 score is consistently above average. Ofsted took note of our:

"No excuses culture where all pupils can achieve well."

- » Our school is now Good with Outstanding Leadership and Pastoral Care;
- » We have a good reputation and are oversubscribed;
- » Our Sports Centre is achieving many successes, including setting up a school in the Gambia;
- » Performing Arts students won the National Rock Challenge 2017.

The future

Marriotts shares a site with Lonsdale School, a school for young people with complex physical and neurological needs. Staff, curriculum and facilities are already shared. Given this proximity, further collaborative activities are planned. The next step is to federate or form an academy embracing the two schools.

Education, however, is fickle. Terminal exams and school funding issues will always bring with them new challenges which we will meet by keeping 'WIGs' at the heart of everything we do and by *Aiming High, Working Hard and Being Kind*.

“Leaders have raised the achievement of pupils through a programme of substantial monitoring and support”

Ofsted 2016



Information about Stevenage



Surrounded by the leafy countryside of Hertfordshire, Stevenage is a town steeped in rich heritage and culture, with a long history spanning back to Saxon times.

Arguably, the most significant point in the story of the town came in 1946, when it was designated to be the first of the UK's post-war New Towns.

Throughout the urban development period, the New Town created neighbourhoods and communities. It attracted thousands out of London's East End with the offer of modern and affordable homes, better living conditions, and desirable jobs in a rural setting. This was just the start of our town's growth.

From the early 1960s, artists, architects, and businesses flocked to the town; the Rolling Stones played here, the town took on a Mondrian-inspired look (which can still be seen on the famous clock tower today), and multinational corporations set up shop.

Fast forward to the modern day and the town remains a place of opportunity, with affordable house prices, great shopping and leisure offering, major road, rail and air transport links, and a thriving business scene that is home to major business operations for some of the world's largest and most progressive multinationals.

Stevenage's location just 25 miles from London offers a perfect balance of urban and rural living.

The town's position near both London and key transport hubs, A1M, M25, M1, makes getting to and from the town quick and easy. Commuters can take advantage of trains into London every eight minutes during rush hour with the fastest journeys taking just 19 minutes.

Stevenage has been listed as one of the top 10 most affordable commuter towns in the UK and offers a variety of affordable properties that are close to London for significantly below the cost of other comparable areas.

Stevenage has a shopping centre providing a range of large branded and smaller independent shops, with a good selection of restaurants located in the new and old town areas. Stevenage provides outstanding access to outdoor and sporting facilities, including the Green Flag-listed Fairlands Valley Park, Golf Course, Stevenage FC Foundation facilities, Stevenage Museum, Swimming Pool and 40km of segregated, uninterrupted cycle networks.

Stevenage has large Leisure Park offering, cinemas, bowling clubs its own Theatre, The Gordon Craig Theatre, a 501-seat venue with a programme packed full of: Musicals, Live Music, Comedy, Plays and Family Shows.

Stevenage Leisure Park is home to a variety of popular dining, **leisure** and fitness activities for the whole family including bars and restaurants, Imax cinema, bowling and entertainment venues plus over 1,200 free parking spaces.

Hertfordshire is home to a number of Stately Homes and Gardens, and Historic sites including nearby Knebworth House, Hatfield House, Shaw's Corner, Welwyn Roman Baths, Hitchin Museum and Art Gallery and St Albans Abbey to name but a few.



Head of English (Curriculum and Teaching & Learning) Job Description

Post Title: Head of English (Curriculum and Teaching & Learning)
Responsible to: AHT
Job Grade: MPS/ UPS + TLR (dependent on experience)

Job Purpose

In conjunction with the Joint Head of Faculty (Head of Media and Film):

- To raise standards of achievement in the faculty.
- To lead on curriculum design including its implementation and impact
- To lead a team of teachers to provide the best possible learning experience for our students.
- To ensure the effective coordination of all aspects of the subjects.
- To teach designated classes according to the requirements of the school timetable.
- To ensure that the school aims are put into practice and lead the drive for continuous improvement.
- To be a Form Tutor or attached to identified groups of students
- To contribute to the effective leadership of the school.
- To contribute to the wider teams within the school.
- To ensure that the school environment is disciplined and well-ordered, enabling purposeful learning to take place.
- To support the Joint Head of Faculty to ensure the effective coordination of the subject and to deputise for the Joint Head of Faculty in their absence where necessary.

Key Processes

All middle leaders are expected to contribute to the following processes:

- Continuous drive for the improvement of all aspects of the school.
- Lead by example in teaching and learning.
- Strategic planning.
- Standards monitoring, performance tracking and interventions.
- Personnel leadership management.
- Effective deployment of resources.
- Supervision.
- Administration/coordination.
- Promotion of the school.
- Celebrating success.
- Implementation of all school policies.

Areas of Accountability

The postholder will, under the Headteacher's overall direction, be expected to contribute to the leadership of the School on a range of issues. It is School policy to review and redistribute specific responsibilities periodically.

In conjunction with the Joint Head of Faculty, the postholder will be accountable for:

1. The overview, evaluation and strategic planning for development in Quality of Education in the English Curriculum
2. Contribute significantly to the faculty's planning (both short and long term) and provide leadership to department developments, as required.
3. The overview, evaluation and implementation of homework, ensuring that it is set in line with the school's homework policy
4. Ensuring that assessment is regular, thorough and in line with the school's assessment policy
5. The overview and strategic planning for staff development and training in English.
6. The overview, education and strategic management of behaviour in lessons, including monitoring and supporting members of the department with behaviour



7. Monitoring, analysing and implementing the reward strategies alongside the English leadership team.
8. Ensure that robust procedures are in place to monitor and improve the quality of teaching and learning outcomes throughout the faculty.
9. Supporting Quality Assurance processes in the department, including drops ins, book looks and coaching.
10. The overview and strategic leadership of the library
11. Managing day-to-day requirements of the department
12. Managing the resources of the faculty within the limits of the delegated budget and in accordance with the School's financial procedures.
13. Ensuring that appropriate appraisal management arrangements are in place and maintained in the faculty and that a robust programme of professional development is designed and maintained (this includes provision for support staff and non-specialist teachers).
14. Attending and contributing to Extended Leadership Meetings

Other specific responsibilities will be negotiated and agreed with the successful applicant.

This job description should be read in conjunction with the Statutory Requirements contained in the current version of the School Teachers' Pay and Conditions document and the expectations detailed in the Teachers' Standards document.

*The law requires this position to have an **enhanced** criminal background check. This is to protect children and vulnerable adults and to safeguard positions of trust. The position is therefore exempt from the Rehabilitation of Offenders Act. If your application is taken further you will be asked to declare details of any criminal record, even convictions that are 'spent' according to the act. If you are offered the post this information will be checked against Criminal Records Bureau files. You will be provided with full information at each stage.*

Please note that Marriotts School operates a no smoking policy.



**Head of English Faculty
(Curriculum and Teaching & Learning)
Person Specification**

	Requirements	Essential/ Desirable	How this will be assessed
Education, Qualifications and Training	- Honours Degree - DfE recognised Qualified Teacher Status - Further Degree/Professional Qualifications	Essential Essential Desirable	Application Application Application
Specific Training requirements	Relevant CPD Training Courses	Essential	Application and Interview
Professional Experience	- Experience of delivering training and support to other members. - A first-class teacher with at least 3 years of successful teaching experience - Evidence of ability to teach good and outstanding lessons over time - Experience of leading/managing a staff team in education - Proven track record in raising standards of student achievement - Experience of managing a delegated budget - Experience of managing student behaviour - Experience of constructive co-operation with parents and governors - Experience in the use of IT as a teaching and learning tool/management tool	Essential Essential Essential Desirable Essential Desirable Essential Essential Essential	Application and Interview Application and Interview Application and Interview Application and Interview Application and Interview Application and Interview Application and Interview Application and Interview
Professional Knowledge and understanding	The successful applicant will need to demonstrate knowledge and understanding of: - Strategies for raising student achievement - Effective practice and approaches to teaching and learning - Developments in the IT curriculum concerning coding, programing and computing. - How to lead change - Current educational trends and thinking - School performance review and self-evaluation processes - How to use data and information to effect improvement - Ofsted framework for school inspection/self-evaluation	Essential Essential Essential Essential Essential Essential Essential	Application and Interview Application and Interview Application and Interview Application and Interview Application and Interview Application and Interview Application and Interview
Personal Qualities, Skills and competencies	We are looking for someone who: - Believes in our student mission 'Aim high. Work hard. Be kind.' - Can lead, motivate, enthuse and inspire staff and students, and win the confidence of parents and governors - Has the ability to think strategically with imagination, vision, creativity and originality - Is able to use IT confidently	Essential Essential Essential Essential Essential	Application and Interview Application and Interview Application and Interview Application and Interview Application and Interview



	• Is reflective, self-critical, motivated and ambitious • Has passion and believes that every student can succeed at Marriotts School • Is an effective communicator and presenter • Can plan, organise and delegate effectively • Possesses excellent inter-personal skills • Can make tough decisions and hold stakeholders accountable. • Is resilient, relentlessly positive and believes in the transformative power of education.	Essential	Application and Interview
		Essential	Application and Interview
		Essential	Application and Interview
		Essential	Application and Interview
		Essential	Application and Interview

July 2026



Application Process, Guidance Notes and Information for Applicants

Introduction

The application process is in 2 parts in order to serve 2 separate purposes.

- Part 1: The main Job Application Form asks for details and information about you and your work history. The purpose of the form is to make sure that, as far as possible, applicants who might be at risk to children are not considered for appointment. The details that are asked for complies with the school's Safer Recruitment Policy in line with national guidance on safer recruitment procedures for appointments to schools.
- Part 2: The Letter of Application is the key document that is used for shortlisting and selection.

By separating the 2 parts, it is possible to avoid unlawful or unfair discrimination. These include discrimination on the grounds of sex, race, religion, disability, age and sexuality, but also discrimination for reasons that are not related to the ability to do the job.

You must complete all parts of the Application Form. CVs are not acceptable; neither is an Application Form that simply refers to an enclosed CV.

POST APPLIED FOR

Please clearly write the job title as per the Job Description and or the job advert.

PERSONAL DETAILS

The information given here will be used to contact you and to identify you accurately when contacting referees. The information will not be used in the selection process.

CURRENT EMPLOYMENT

Please give details of your current employer. Complete this section also if you are employed in a voluntary capacity. If you are currently not in employment, please indicate this here.

PREVIOUS EMPLOYMENT

It is very important that you list your previous employment in chronological order. All employment, including self-employment, consultancy, part-time and temporary jobs and unpaid employment, must be included.

EDUCATION AND QUALIFICATIONS

Make sure that you give all of the information needed. That should include qualifications and training that, whilst not essential, may be useful and relevant to the job.

LEISURE INTERESTS

This is your opportunity to describe any interests or experiences that could be relevant to the post for which you are applying.

MEMBERSHIP OF PROFESSIONAL BODIES

Please give details of any memberships you may hold with professional bodies (e.g. Institute of Chartered Secretaries). Please also provide details of your involvement with these bodies.



TRAINING AND DEVELOPMENT

This is your opportunity to describe any training courses, seminars, special projects and personal development courses that could be relevant to your application. You need also to mention how you have put these to use in your current and previous employment.

REFERENCES

References will be taken up before interview, so you need to be sure that your referees are willing and able to provide a reference. One referee must be your current Headteacher if you are currently employed as a teacher.

The 'Status' of each referee would be, for example, 'current employer' or 'university tutor'. Each referee must be able to comment on your professional abilities. **Note that references from friends or relatives are not acceptable.** We may approach previous employers who have not been identified by you as a referee and may seek further information from referees who have supplied a reference. Previous employers will be asked whether there are any concerns about your suitability to work with children.

FROM WHICH SOURCE DID YOU LEARN OF THIS VACANCY?

Your answer to this will help us to identify how best to target applicants for similar posts in the future.

ARE YOU A RELATIVE OR PARTNER OF ANY EMPLOYEE OR GOVERNOR OF THE SCHOOL?

We need to know this in order to ensure a fair selection process. If you are related to anyone at the School, then we will avoid asking your relative or partner to be part of the selection process.

HAS SOMEONE COMPLETED THIS FORM ON YOUR BEHALF?

Please let us know whether you have completed this form yourself or someone else has completed this form. Please note that your certification that the information is correct will be valid whether or not the form has been completed by you.

I CERTIFY THAT THE INFORMATION GIVEN IS CORRECT TO THE BEST OF MY KNOWLEDGE

Your application will not be considered unless you sign this paragraph.

GENERAL INFORMATION TO CANDIDATES

DISCLOSURE AND BARRING SERVICE

If you are appointed, you will be required to complete a disclosure application that will be sent to the Disclosure and Barring Service. The DBS will provide a report to you and to the School on whether you have any historical conviction, including cautions and bind overs. All posts in Schools are exempt from the Rehabilitation of Offenders Act 1974; this means that you must declare all convictions, including those what would generally be regarded as 'spent'. The existence of a criminal background does not automatically mean that you cannot be appointed but it may do so.

HEALTH ASSESSMENT CHECK

If you are appointed, you will be required to complete a Pre-Employment Health Questionnaire. Your appointment will be subject to a satisfactory clearance.

THE ASYLUM AND IMMIGRATION ACT 1996

It is a criminal offence for the School to employ someone who does not have the right to work in the UK. If you are appointed, you may be asked for documentary evidence of your right to work.

CRIMINAL RECORD DECLARATION FORM

If you are shortlisted for interview you will be required to complete a Criminal Record Declaration Form and bring this with you to interview, see next page.



Criminal Record Declaration

(Roles exempt from the ROA - DBS)

This form must be completed by all shortlisted candidates where a police check (also known as a DBS), is required. The information disclosed on this form will be discussed during the interview process and following receipt of the DBS certificate as appropriate.

Policy statement on recruiting applicants with criminal records

This post is exempt from the Rehabilitation of Offenders Act 1974, therefore all applicants are required to declare any convictions, cautions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013).

For further information on filtering please refer to [Nacro guidance](#) and the [DBS website](#).

We recognise the contribution that ex-offenders can make as employees and volunteers and welcome applications from them. A person's criminal record will not, in itself, debar that person from being appointed to this post. Any information given will be treated in the strictest confidence. Suitable applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying.

All cases will be examined on an individual basis, taking the following into consideration:

- Whether the conviction is relevant to the position applied for
- The seriousness of any offence revealed.
- The age of the applicant at the time of the offence(s)
- The length of time since the offence(s) occurred.
- Whether the applicant has a pattern of offending behaviour
- The circumstances surrounding the offence(s), and the explanation(s) offered by the person concerned.
- Whether the applicant's circumstances have changed since the offending behaviour.

It is important that applicants understand that failure to disclose all cautions, convictions, reprimands or final warnings that are not protected could result in disciplinary proceedings or dismissal. Further advice and guidance on disclosing a criminal record can be obtained from [Nacro](#).

School Name:	Marriotts School		
Surname:		Forename:	
Vacancy Job Title:			
Do you have any convictions, cautions, reprimands or final warnings which are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)?	YES		NO
If you have answered yes, you now have two options on how to disclose your criminal record.			
Option 1: Please provide details of your criminal record in the space below.			
Option 2: You can disclose your record under a separate cover provided that you mark a cross on the line below and email your disclosure to your recruiter.			
The email should be marked CONFIDENTIAL and state your name and the details of the post.			
I have attached details of my conviction separately (Please mark the box with an X if appropriate).			
DECLARATION			
I declare that the information provided on this form is correct. I understand that the declaration of a criminal record will not necessarily prevent me from being offered this role at the School.			
Signed: _____		Date: _____	

Please bring this form with you to the interview at the school



Why work anywhere else