

Ashbrow School

Deputy Head Teacher Recruitment



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Ashbrow School
Ash Meadow Close
Sheepridge
Huddersfield
HD2 1EX

☎: 01484 452128
Email: office@ashbrowschool.org.uk
Website: www.ashbrowschool.org.uk

1. Welcome Letter from the Head Teacher Elect

Dear Applicant,

I am delighted that you have shown an interest in the role of Deputy Head Teacher at Ashbrow School.

Ashbrow is a wonderfully unique school with a rich learning environment, an engaging curriculum and a strong commitment to raising standards. We have high expectations of behaviour and progress is good. At Ashbrow we strive to create a special place where all children, parents, carers, governors and staff feel valued and respected. It is our vision to nurture and promote achievement for all, through working in partnership with our families. We want everyone in our school community to enjoy learning and coming to our school!

Our children are delightful. They are enthusiastic, highly motivated and eager to learn and they are at the heart of all we do. We maintain the drive to fulfil our mission statement, "Their minds and their futures are entrusted in our hands for a few brief years of childhood. We must do all in our power to serve them well." (Pugh, C. 1996 Contemporary Issues in the Early Years).

The school is brimming with potential, though of course, is not without its challenges. We value our children and always put their needs first. We aim to support children on their learning journey, providing them with opportunities and experiences that encourage them to become happy, independent learners who have skills to enable them to be the best they can be and achieve their aspirations in life.

More so than ever, schools are finding themselves under increasing demands. At Ashbrow we recognise and are committed to staff wellbeing.

We are seeking to appoint a highly motivated and dynamic Deputy Head Teacher who will work in partnership with myself and the whole school community to build on our strengths, whilst addressing our school improvement priorities. Our Deputy Head Teacher must be fully committed to raising the standards of achievement of our pupils whilst aiming for outstanding performance in all areas of school life. The successful candidate will receive my full support, along with that of our dedicated staff team and committed Governing Body.

Applicants are encouraged to visit our school, in line with current guidance, and I will be more than happy to discuss any further details regarding this opportunity prior to application.

Further information about our school can be found on the website: www.ashbrow.org.uk

Thank you for your interest, I look forward to receiving your completed application and to meeting you in due course.

Good luck!

Mrs Louise Kent

Head Teacher Elect



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2. Welcome Letter from the Chair of Governors

Dear Applicant

Thank you for your interest in the position of Deputy Headteacher at our wonderful school.

The starting date for the post is April 2021, but in view of the unprecedented challenges all schools are facing, we are willing to be flexible and hold the post till September for the right candidate.

The governing body has recently appointed our deputy head, Louise Kent to the post of headteacher, following the resignation of Dora Plant with effect from April 2021. Together they oversaw the merging of the infant and junior schools, one in special measures and one outstanding, to create a single Ashbrow School, which, under their leadership, has shown consistent improvement of provision and achievement year on year. Their vision which is shared by the Governing Body and which we are determined to carry forward, builds on past successes and learns from mistakes, always striving for excellence.

We are looking for an outstanding practitioner with the skills, experience and dedication to work in partnership with Louise; someone who embraces the philosophy of our unique school community, who will inspire our hard-working staff and our wonderful children, someone who will bring new ideas to enhance and further our pursuit of excellence. We are aware of the particular challenges arising from the pandemic and we need a deputy head with the stamina and empathy to help children, parents and staff to cope with uncertainty and adapt to change and move forward.

I hope you find the information included with this advert useful. Should you require more information about our school please visit our website.

www.ashbrowschool.org.uk

We warmly invite you to visit our school, though sadly only outside school hours to comply with current safety restrictions. Please contact Katrina Smith on 01484 452128 extension 1 to arrange a suitable time.

On behalf of the governing body of Ashbrow School, I thank you for your interest in our school and look forward to receiving your application.

Best wishes

Stephanie Bowgett
Chair of Governors

A word cloud visualization of the Big Five personality traits. The words are arranged in a circular pattern, with 'Passionate' being the largest and most central word. Other prominent words include 'Enthusiastic', 'Proactive', 'Fair', 'Creative', 'Supportive', 'Listens', 'Approachable', 'Empathetic', 'Dedicated', 'Skilled Leader', 'High Standards', 'Reflects', 'Proactive', 'Fair', 'Supportive', 'Listens', 'Approachable', 'Empathetic', 'Dedicated', 'Skilled Leader', 'High Standards', 'Reflects'. The colors range from light blue to dark blue.

A word cloud visualization of the top 100 traits identified by participants as important for effective leadership. The words are arranged in a circular pattern, with larger words indicating higher frequency or importance. The most prominent words include "Fair", "Reflects", "Dedicated", "Skilled Leader", "Approachable", "Understands", "Listens", "Passionate", "Supportive", "Creative", "Proactive", "Empathetic", "High Standards", "Productive", "Engaged", "Respectful", "Communicative", "Collaborative", "Innovative", "Adaptable", "Resilient", "Motivates", "Inspires", "Empowers", "Delegates", "Organizes", "Plans", "Executes", "Evaluates", "Improves", "Learns", "Grows", "Develops", "Mentors", "Coaches", "Encourages", "Challenges", "Pushes", "Pulls", "Leads", "Follows", "Serves", "Protects", "Defends", "Fights", "Wins", "Loses", "Endures", "Perseveres", "Overcomes", "Conquers", "Triumphs", "Succeeds", "Achieves", "Attains", "Reaches", "Completes", "Finishes", "Delivers", "Provides", "Offers", "Shares", "Gives", "Takes", "Makes", "Does", "Gets", "Has", "Owns", "Controls", "Manages", "Handles", "Deals", "Copes", "Survives", "Thrives", "Flourishes", "Excels", "Shines", "Stands Out", "Is Unique", "Is Different", "Is Special", "Is Amazing", "Is Incredible", "Is Unbelievable", "Is Mind-Blowing", "Is Jaw-Dropping", "Is Heart-Stopping", "Is Life-Changing", "Is World-Changing", "Is Universe-Changing", "Is God-Changing", "Is Everything-Changing".

4. Key Facts and Statistics



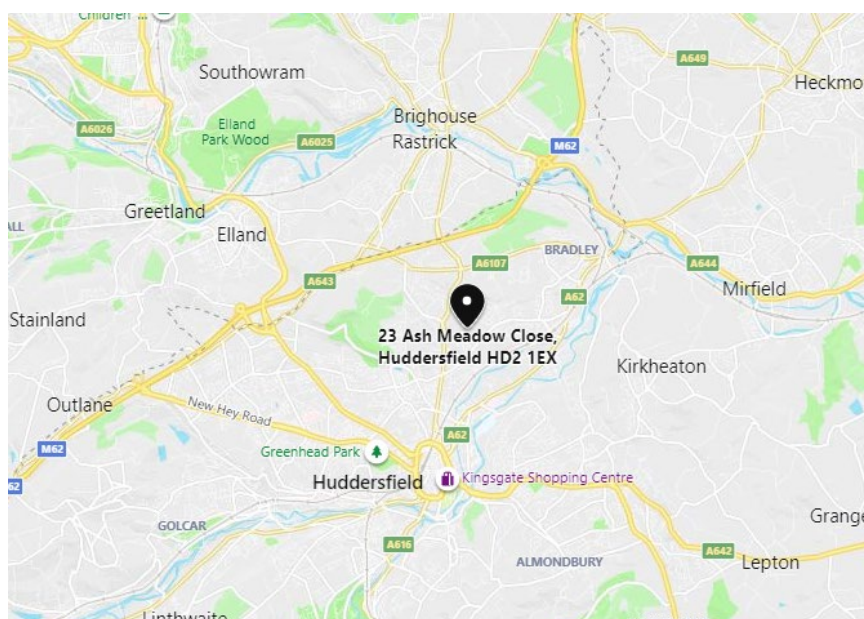
Type of School	Local Authority Maintained Primary School Two form entry
Age Range	3-11 years
Number of Children	436
Children with SEN support	112 children (25%)
Children with an EHCP	8 children (2%)
Children with English as an additional language	167 children (38%)
Children eligible for FSM	183 children (42%)
Pupil Premium eligibility	190 children (44%)
Number of languages spoken across school	28
Pupil mobility 2019-2020 up to April	62 children (14%)
Staffing numbers	Teachers 21, classroom support staff 46, admin staff 5, learning mentor team 8, caretaking, cleaning and kitchen staff 14

Location

Ashmeadow Close
Sheepridge
Huddersfield
HD2 1EX

Email: office@ashbrowschool.org.uk

Telephone: 01484 452128



5. School Vision and Ethos



Children come to our school to be happy and successful. At Ashbrow we strive to develop positive young people who love to learn, to contribute and to achieve.

We offer pupils a dedicated team of staff who are committed to developing the knowledge, skills, attitudes and understanding which will enable children to enjoy learning, achieve success and to feel content and fulfilled. We ensure that our children learn about, and have confidence in, themselves as learners. We are ambitious for our pupils, setting goals and holding high aspirations for their future.

As an inclusive, caring school where every child matters, we recognise that all children have talents and abilities to celebrate, and a part of our role is to help them discover and develop these. We encourage a strong community spirit, where we show consideration and respect for each other; understand differences, and uphold kind, well-mannered behaviour.

The learning community of Ashbrow School has a shared vision that every child deserves to be the best that he/she can be. We challenge and develop our children to become curious, autonomous learners who are inspired and stimulated through a rich and varied curriculum; appropriate to individual needs. We develop children's learning skills and by setting high expectations and working relentlessly strive to instil high self-esteem and self-belief.

We aim to:

- become a unique school which meets the needs of the Twenty-First Century learner
- support and challenge children so that they become happy, engaged and independent learners
- ensure children are leaders of their own learning to satisfy their natural curiosity
- ensure children receive a, relevant yet innovative education
- be a truly inclusive school where children have the equal opportunities to excel in their learning
- be an effective team
- live our values in everything that we do
- inspire new learning and create awe and wonder
- provide a high quality, purposeful learning environment
- develop effective relationships with families and the wider school community
- be the best that we can be

Our Values

At Ashbrow every individual is valued for who they are and what they contribute to our school community.

Learning at Ashbrow is underpinned by our values of:

Respect, responsibility, hope, belonging, tolerance, determination, patience, compassion, kindness, honesty, excellence, cooperation, courage, inspiration and friendship.

At the heart of the Ashbrow School is **HOPE**. Hope for our community, our families and essentially our children. Hope that our children will always aspire to be 'the very best they can be' and achieve success in life. The ethos of the school is based on that belief. We need to support our children to gain specific skills to enable them to succeed in life. Some of these are academic skills whilst others are personal. Both are equally important. Having a good knowledge of the community we serve has helped us to identify specific 'drivers' for our school. These drivers are visible in the everyday life of the school, in all that we do, say and provide for our children. The drivers are apparent to all who walk through the school gates.

Our school drivers are:

Communication – sending, giving and exchanging information and ideas, which may be expressed both verbally and non-verbally

Ambition – an eager or strong desire to achieve

Respect – the willingness to show consideration or appreciation

Enterprise – a readiness to embark upon new ventures, with boldness and energy

British Values

At Ashbrow we have shared and reflected upon what British values mean to us. Tolerance and respect are also our school values which are reinforced regularly and in age appropriate ways. We want our school community to be proud of their nation and understand how they can contribute as effective citizens. We understand that this important process begins at a very early age and we seek to nurture this at Ashbrow School.

6. Job Advertisement

Deputy Head Teacher

Salary Range L13 – L17

Start date April 2021 or as soon as possible thereafter



Working Together for Children and Families

Ashbrow School is a vibrant, caring school, which celebrates a strong family ethos. We strive for excellence in all we do and have great ambition for our children. The school has a strong and ambitious vision to make a fundamental difference for all pupils. We endeavour to take every advantage of our stunningly beautiful surroundings, ensuring that learning reaches beyond the classroom and the children have every opportunity to 'be all that they can be'.

At Ashbrow we put the children at the heart of all we do.

The Governors at Ashbrow are seeking an ambitious and energetic professional with a proven track record of excellent classroom practice, experience of leading teams, monitoring teaching and learning, successfully leading school improvement and raising standards. Our diverse community is highly valued by our families and staff and as a school we expect everyone to actively contribute to and promote our strong, positive ethos.

If you are a dynamic, solution focussed, inspirational leader, who can maintain perspective even when under pressure, with the capacity to grow and develop in the role, if you have initiative, constructive enthusiasm, a thorough knowledge of all key stages, a desire to work in partnership with our families and the ambition to play a major role in the leadership and management of our school then we would love to hear from you.

We will support and develop you in your leadership role. We are an aspirational, reflective and creative learning community where all adults are learners who work creatively to achieve excellent results for our students.

Visits are warmly welcomed from prospective candidates. Please note that currently, visits to school will only be arranged outside of the school day and in line with social distancing guidelines.

To arrange a visit please contact Katrina Smith on 01484 452128.

Ashbrow School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. A Disclosure and Barring Service (DBS) clearance is required for this post prior to commencement.

Closing Date: 12 noon Monday 9th November 2020

Shortlisting: Monday 16th November 2020

Interviews: Wednesday 2nd and Thursday 3rd December 2020

Mission Statement

Their minds and their futures are entrusted in our hands for a few brief years of childhood. We must do all in our power to serve them well

Pugh, C. 1996 Contemporary Issues in the Early Years

7. Job Description



Job Title: Deputy Headteacher

Duties and Conditions:

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. This is a permanent post. This job description may be modified by the Headteacher, with the post holder's agreement, to reflect or anticipate changes in the job.

Responsible to: The Headteacher

Responsible for: All teaching and support staff within the school including administrative staff, under the brief provided by the Headteacher.

Prime Objectives of the Post

- To teach as required and undertake the professional responsibilities of the Deputy Headteacher in accordance with the Teacher's Pay and Conditions document as directed by the Headteacher.
- In the absence of the Headteacher, to take the same responsibility as the Headteacher for the running of the school, including extended school provision.
- To work with and support the Headteacher in the internal organisation and management of the school, ensuring high level leadership and communication.
- To support the supervision of teaching and support staff in relation to conditions of service.
- To inspire high quality teaching and learning through the modelling of excellent primary practice meeting all the varied additional needs of children at this school.
- To contribute to the school's strategic development as a key member of the school's leadership team.

1. Shaping the Future

- 1.1 To support the Headteacher and Governors in establishing and achieving a vision for the future of the school; demonstrating inspirational leadership and creativity.
- 1.2 To support, promote and develop the aims, values and ethos of the school.
- 1.3 To play a leading role in the school improvement process and the effective management of change.
- 1.4 To contribute to the identification of the key areas of strength in the school and areas for development.
- 1.5 To assist the Headteacher and Governors with the production, implementation and review of the School Development Plan.
- 1.6 To share responsibility for the ongoing process of school self-evaluation.
- 1.7 To play a significant role in formulating the aims and objectives of the school and establishing the policies through which they will be achieved.
- 1.8 To support the Headteacher in maintaining and developing the good name of the school at all times, both internally and externally.
- 1.9 To assist in the selection and appointment of the staff of the school where appropriate in line with safer recruitment procedures.

2. Leadership and Management

- 2.1 To undertake the professional duties of the Headteacher in the event of their absence from school.
- 2.2 To work actively and effectively with Governors, parents, carers, teaching staff, support staff and administration staff.
- 2.3 To promote and model the implementation of and to uphold whole school policies, including behaviour and anti-bullying
- 2.4 To play a leading role in the school's performance management cycle.
- 2.5 To monitor and evaluate classroom practice.
- 2.6 To support the school in the assessment, monitoring and tracking of pupil progress and target setting procedures, making effective use of comparative, value added and benchmarking data.
- 2.7 To assist the Governors and the Headteacher in the process of appointing new staff if appropriate.
- 2.8 To support the Headteacher in the implementation of change, motivating others as appropriate.

- 2.9 To plan, prioritise and organise effectively.
- 2.10 To communicate effectively orally and in writing, to a range of audiences.
- 2.11 To support, where necessary, the development of timetables which meet the needs of all pupils.
- 2.12 To develop and exhibit a good understanding of whole school issues including curriculum, personnel, financial and premises matters.
- 2.13 To contribute to the planning process for the distribution of resources to ensure that they meet the school's identified priorities.
- 2.14 To carry out delegated tasks efficiently and to be accountable for the outcomes.
- 2.15 To support the Headteacher in the everyday running of the school, including leading Collective Worship.
- 2.16 To be aware of and comply with the school's policies and procedures relating to child protection and safeguarding, health and safety, confidentiality and data protection, reporting all concerns to the appropriate person.
- 2.17 To lead some staff meetings, staff development sessions and team meetings as appropriate and be responsible for ensuring these are planned effectively and relevant actions agreed and followed up.
- 2.18 To contribute to ensuring that the additional needs of all identified pupils are met.
- 2.19 To support colleagues in the identification of the More Able and Talented pupils in school.
- 2.20 To set a good example in terms of dress, punctuality, attendance and professional attitude.
- 2.21 To attend and participate in open evenings and pupil performances.

3. Leading Learning & Teaching

- 3.1 To act as an area/subject leader and support the management of the budget/s for that area/subject as necessary.
- 3.2 To support the effective teaching and learning of pupils in the school, ensuring that the pupils have an appropriate, broad and balanced education in line with school policy and legal requirements of the National Curriculum or EYFS Curriculum (as determined by the Headteacher).
- 3.3 To provide effective and exemplary classroom coaching and mentoring, acting as a role model for colleagues, leading teaching and learning by example.
- 3.4 To support curriculum innovation and practice and take a role in monitoring, reviewing and evaluating the curriculum to ensure that provision expectations and standards are high across school.
- 3.5 To liaise with the Headteacher and Leadership Team with regard to the production, implementation, evaluation and revision of school organisation, policy, planning, assessment and moderation.
- 3.6 To keep up to date with current curriculum developments.
- 3.7 To engage in relevant professional development activities as necessary.
- 3.8 To assist the Headteacher in monitoring the quality of teaching and learning within the school, taking appropriate action where performance is unsatisfactory.
- 3.9 To share the responsibility for the tracking and target setting process for all pupils, including the analysis of assessment data.
- 3.10 To keep up to date with new initiatives, attending Inset courses, where appropriate, and disseminating information to staff.
- 3.11 To take an active role in supporting the planning for Collective Worship.

4. Pupils

- 4.1 To encourage a consistent, positive and inclusive approach to managing behaviour and the pastoral welfare of all pupils.
- 4.2 To promote the good behaviour of all pupils, working with colleagues, parents and the community.
- 4.3 To set the highest possible standards of classroom practice and management as an exemplar to other colleagues.
- 4.4 To play an active part in pupil discipline, care, guidance and support procedures across the school.
- 4.5 To liaise and conduct meetings with parents of pupils whose behaviour is causing concern.
- 4.6 To promote and safeguard the safety and welfare of the children.
- 4.7 To support and signpost additional professional help for families experiencing issues which impact on their children.
- 4.8 To actively promote the spiritual, moral, cultural, social, intellectual, and physical development of pupils.

5. Staffing

- 5.1 To contribute to the continued development of the Leadership Team.
- 5.2 To support the Headteacher in ensuring proper standards of professional performance and conduct are established and maintained throughout school.
- 5.3 To assist the Headteacher in developing a culture of professional teamwork across the school and at all levels.
- 5.4 To promote and take responsibility for areas agreed with the Headteacher.
- 5.5 To support in Performance Management and to facilitate continued professional development.
- 5.6 To foster good working relationships with staff, ensure effective communication and help promote welfare, morale and motivation of all staff within the context of equal opportunity.
- 5.7 To offer leadership, guidance and support to staff in relation to teaching and learning and positive behaviour management.
- 5.8 To actively promote the inclusive ethos of the school, provide a professional role model for all staff and support the Headteacher in creating and maintaining a school climate that is supportive of staff, pupils and parents.
- 5.9 To encourage, across all staff teams, a consistent, positive and inclusive approach to managing behaviour and pastoral welfare of all pupils.

6. Resources & Budget

- 6.1 To be involved in aspects of the school's development and improvement and assist the Headteacher and Governors in setting the school's budget in line with the School Improvement Plan.
- 6.2 To advise the Headteacher about resource needs as appropriate.

7. The Site and Premises

- 7.1 To be aware of and assist in supporting the Health and Safety policy of the Governing Body and to advise the Headteacher of any known concerns regarding security.
- 7.2 To advise the Headteacher of any known concerns and liaise with appropriate agencies as and when necessary in conjunction with and on behalf of the Headteacher.
- 7.3 To take necessary and appropriate action in the absence of the Headteacher.

8. The Governing Body, Parents and the Community

- 8.1 To support inclusion in its widest sense, developing community cohesion and outreach work to support a culturally diverse school.
- 8.2 To work with the Headteacher and develop an effective professional relationship that is beneficial to the school and staff.
- 8.3 To support and assist the Governing Body when appropriate
- 8.4 To support and assist the continued promotion of positive, effective relationships between the school/parents /Governors /Community /localities.
- 8.5 To continue to develop and maintain links with the LA, pyramid schools, the North Huddersfield Learning Community and other outside agencies.

9. Miscellaneous

- 9.1 To undertake such other duties and responsibilities of an equivalent nature, as may be determined by the Headteacher, in consultation with the postholder.
- 9.2 The postholder's duties must at all times be carried out in compliance with the School's Equality Policy and other policies designed to protect employees or service users from harassment.
- 9.3 To take reasonable care of the health and safety of self, other persons and resources whilst at work.
- 9.4 To co-operate with management of the school as far as is necessary to enable the responsibilities placed upon the school under the Health and Safety at Work Act to be performed, eg operate safe working practices.

8. Person Specification

Post Title: Deputy Head Teacher

Grade: L13 –L17



Attributes	Criteria	How Identified	Rank
Relevant Experience	1. Substantial experience throughout the primary age phase, Early Years, KS1 and KS2	Application	A
	2. Experience of performing successful management/leadership role in primary education	Interview	A
	3. Experience of curriculum development and planning	Application	A
	4. Experience of leading meetings and staff training	Application/Interview	A
	5. Experience on monitoring the quality of teaching and learning feeding back to colleagues and securing improvement	Application/Interview	A
	6. Experience as an appraiser within performance management arrangements	Application	B
	7. Ability to understand and make positive use of the rich, social economic and cultural diversity within the school	Application/Interview	B
	8. Ability to reflect on their own performance and secure improvement	Application/Interview	B
Education and Training	9. Qualified Teacher Status	Application	A
	10. Commitment to Continued Professional Development	Application/Interview	A
	11. Evidence of training in preparation for management	Application/Interview	B
	12. Higher level degree or equivalent	Application	B
General and Specialist Knowledge	13. An understanding of the principles of effective teaching and learning	Observation	A
	14. A clear philosophy of primary education and the ability to translate into practice	Interview/Assessment tasks	A
	15. Knowledge of effective assessment procedures and strategies and how to interpret data in order to raise standards	Interview/Assessment task	A
	16. Knowledge of school self-evaluation procedures including school improvement planning and target setting	Application/Interview	A
	17. A full understanding of the role of Deputy Headteacher	Interview	A
	18. Have a good understanding of current educational issues and developments	Interview	A
	19. Knowledge, understanding and experiences of Child Protection and Safeguarding	Interview	A
	20. Demonstrate an understanding of the need for effective relationships with parents, carers, partners and the community which enhance and support pupil learning	Interview/Assessment task	A
	21. Ability to reflect on school performance and secure future development and improvement	Interview/Assessment tasks	A
	22. Exemplary classroom management and teaching skills including the ability to share and develop good practice	References/Interview	A
	23. Ability to build positive relationships with children inspiring and demonstrating trust	References/Interview	A
	24. Ability to manage staff and lead in staff development, CPD and induction	Application/Interview	A

	25. Ability to make decisions, inspire, motivate and lead others, promoting a 'can do' culture	Interview	A
	26. Good interpersonal and communication skills – written, oral and listening	Interview	A
	27. Good organisational and time management skills	Assessment tasks	A
	28. Ability to set clear objectives and prioritise	Interview/Assessment tasks	A
	29. Effective user of ICT to support teaching and to facilitate administrative tasks	Assessment tasks	A
	30. Effective interpersonal skills and ability to implement and manage change	Interview	A
	31. Ability to be creative and imaginative in providing solutions to problems	Interview	A
Additional Factors	32. Willing to contribute fully to the life of the school and broaden and develop the range of enrichment and extra-curricular activities	Interview	A
	33. High expectations for self, staff and pupils	Interview	A
	34. Commitment to meeting the needs of all learners and raise standards for all including SEND and more able pupils	Interview/Assessment tasks	A
	35. An enthusiastic and caring approach with an ability to create a positive school ethos	Interview	A
	36. Promote spiritual, moral, social and cultural development of all children	Interview	A
	37. Commitment to work in partnership with the Headteacher, Governors, parents and the local community	Interview/Assessment tasks	A
	38. A positive approach to the management of change as a member of the leadership team	Interview	A
	39. Being ambitious and an aspirant head of the future	Interview	B
	40. Understanding of and the willingness to support and develop the distinct nurturing ethos of this school	Interview	A
	41. An excellent attendance record	Application/Reference	A

A – Essential requirements

B – Desirable requirements

Note to applicants: You will only be shortlisted from the details in the application form if you meet all of the criteria ranked as A. If large numbers of applicants are received only those who meet the criteria ranked A and B will be shortlisted.

9. Application Process

Before completing the application form, please read the Job Description and the Person Specification for the post along with the accompanying information in the pack which explains the application/recruitment process.

The job description will provide you with details of the job responsibilities and its reporting relationships. The person specification demonstrates the experience, knowledge and skills that we require for the post. Please address these aspects of your professional career in your application specifically and complete the application form as fully as you can. If you do not meet the essential requirements of the post we will unfortunately not be able to shortlist you for interview.

Your references should include your present or most recent employer.

If you are disabled and need special arrangements to access the selection process please tell us on the application form what we can do to adapt our processes so that you are able to compete with others on an even footing.

We hope that once you have received the information about and researched our post, you feel inspired to come and look around our wonderful school. We warmly encourage visits and invite you to contact Katrina Smith in the school office to arrange a visit. Visits will currently take place outside of the working school day to allow for Covid-19 restrictions

Application forms are accepted by email: office@ashbrowschool.org.uk, by post (please be advised postage required will be a 1st or 2nd class large letter stamp) or delivery by hand to the main school reception. Please ensure your application reaches us by noon on Monday 9th November 2020

10. Equal Rights

Our school is an equal rights employer. We require our governors and employees to follow our equality policies and to follow all statutory requirements concerning age, race, religion, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to school's services.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personal Specification. As an equal opportunities employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

Job Sharing

Job share applicants are welcome to apply for all full-time posts unless otherwise stated in the advertisement.

11. Key Dates Summary

Application closing date	12 noon, Monday 9 th November 2020
Visits to school by prior arrangement	By appointment 01484 452128
Shortlisting date	Monday 16 th November 2020
Assessment and interview dates	Wednesday 2 nd December 2020 and Thursday 3 rd December 2020
Start date	April 2021 or as soon as possible thereafter

In light of the current guidance for the Covid-19 pandemic, it is expected that the assessments and interviews will take place via a remote/virtual recruitment process.

Thank you again for your interest in the vacancy; we look forward to receiving your application and meeting you.