



**Bolingbroke**  
Academy

**Mathematics Subject Leader**

**Candidate Brief**

**February 2012**

Dear candidate,

Thank you for taking the time to find out more about Bolingbroke Academy and the possibility of working here. Included in this brief is information about the academy, ARK Schools (who sponsor the academy) and the role of Mathematics Subject Leader.

In September 2012, we will welcome our first year 7 pupils to our new school in the former Bolingbroke Hospital. We will welcome another 120 year 7 pupils every year and the school will be fully subscribed in 2018, with 600 places for 11 – 16 year olds and a sixth form. Bolingbroke Academy will have high aspirations for all its pupils. We will aim for the highest standards of educational achievement: we will respect and value every pupil and support each to reach their full potential.

This is a challenging and highly rewarding leadership opportunity, within a brand new maths specialist academy. The role offers an exciting opportunity to lead and develop teaching and learning within the academy's specialist subject, ensuring the academy's vision of high standards and academic achievement is upheld, and to also pioneer the ARK Schools Mathematics Mastery programme.

Mathematics Mastery is a pioneering approach to teaching mathematics in England, developed by ARK Schools. It is an evidence based approach derived from the principles of Singapore, one of the highest performing nations in mathematics, and adapted to the needs of our pupils. All of ARK Schools' maths leaders have the opportunity to see the model in practice in Singapore, helping to develop excellent teaching practice and technique further within their academies. This is a government supported development that will roll-out beyond ARK Schools from September 2013 and this leadership position offers the opportunity to be involved in, and shape, the programme's future developments. The successful candidate will have the opportunity to lead the programme within the new academy, be centrally involved with the programme's development and work closely with the ARK Schools Director of Mathematics.

I want Bolingbroke Academy to be an outstanding local school and a strong part of the local community. It was founded after a campaign for a non-selective local school by Battersea parents and residents and our home is a building that's been at the heart of its community for 132 years. Our heritage is that of a community committed to the achievement and opportunity of all its citizens – a commitment our school will share.

If you share our commitment to educational excellence, we want to hear from you.

For an informal, confidential conversation about the role please contact Holly on 0203 116 0894 or [holly.harris@arkonline.org](mailto:holly.harris@arkonline.org).

To apply, please complete the application form found here: <https://application.arkschools.net/?r=JSMxcmls> by **9.00am on the 2<sup>nd</sup> March 2012**.

Yours sincerely,



**Claire Edis**  
**Principal**

We have high aspirations for all our pupils. We will aim for the highest standards of educational achievement. We will respect and value every pupil and support each to reach their full potential. Our motto, **Fortiter ubique**, or “Ever courageous” is based on the motto of the Bolingbroke & St John’s League of Friends. It came from the family coat of arms of Canon John Erskine Clarke, who was vicar of St Mary’s Church, Battersea and a founder of the Bolingbroke Hospital. It embodies our belief that perseverance, self-discipline and determination will enable our students and staff to succeed at school and beyond.

We will realise our vision by adopting the following core principles:

- **Excellence:** exceptional expectations and achievement for all pupils.
- **Whatever it takes:** pupils, teachers and parents all committed to doing everything needed to ensure that each child succeeds.
- **Responsibility and respect:** excellent standards of behaviour and conduct in school and the local community at all times.
- **Personal development:** developing confidence and leadership skills through inspiring teaching and role models, and an extended and enriching curriculum.
- **Talented and committed staff:** trained and supported to create an academic centre of excellence.

We are building a skilled and committed team to create a centre of academic excellence. We are drawing on ARK Schools’ exceptional experience of developing outstanding new schools to establish a strong and positive culture and rigorous academic programme.

## The Curriculum

Our aim is for 100% of pupils to achieve at least five GCSEs at A\*–C including English and mathematics and for 90% of pupils to successfully complete the English Baccalaureate (six good GCSEs including English, maths, two science qualifications, one humanity and one modern foreign language). All ARK schools expect at least 80% of pupils to achieve at least five GCSEs including English and mathematics.

The Bolingbroke curriculum will have excellent English and mathematics teaching at its core, to provide the strongest possible educational platform for all subjects. We will set very high achievement targets for all pupils and organise the curriculum and teaching to make it possible for all pupils to reach their targets. Pupils entering the school with attainment below the level expected for their age will follow a curriculum designed to accelerate their progress so that they can participate fully.

The academy will offer a full curriculum at GCSE and A level and a selection of other courses to ensure a programme which challenges and meets the needs of all pupils. We expect almost all pupils to continue to study at least one humanities subject and a language up to the age of 16. Courses such as the International Baccalaureate and Pre-U will be considered once the likely demand for such programmes is known.

## Subject Specialisms

Like all ARK academies, Bolingbroke Academy will specialise in mathematics. We also have a strong focus on music, which helps develop self-expression, self-discipline, performance and team work as well as building a strong sense of community through collective participation. Our aim is for every pupil to play an instrument confidently and to take part in regular performances.



To meet our high aspirations for every pupil in the ARK network, we have developed a pioneering approach to teaching mathematics in England. Our approach is based on the curricular principles of Singapore, one of the most consistently high performing nations within the field of mathematics education over the past 30 years, adapted to the needs of our pupils. From our initial pilot, we have early indications that this will be a successful method. We have also begun to find out the best ways to support schools in implementing the approach, and the key challenges to so doing. We intend to fully integrate teacher professional development and lesson planning through an innovative bespoke on-line planning tool that incorporates training videos and other resources.

The programme will initially commence with 50 primary schools from September 2012, then 50 secondary schools from September 2013, and has potential to expand thereafter.

ARK Schools runs a network of eleven academies in London, Portsmouth and Birmingham. ARK Schools was created in 2004 to work with the Department for Education and local authorities to create new schools offering exceptional opportunities to children in inner cities through the academies programme.

Our aim is to help close the achievement gap between children from disadvantaged and more affluent backgrounds. Our academies focus on raising attainment so that every pupil has a real choice of going on to higher education when they complete school. Our schools are non-selective, community schools for local children. They are non-denominational other than where they replace a school that previously had a religious affiliation. ARK's academies are generally situated in deprived urban areas – just under half of pupils at ARK secondary schools are on free school meals, compared to around 15% nationally.

### The ARK Schools Network

ACADEMY	BOROUGH	OPENED	AGE	OFSTED	
				Predecessor school	Section 5 inspection
<b>Burlington Danes</b>	Hammersmith	2006	11-18	Special measures	<b>Good</b>
<b>King Solomon</b>	Westminster	2007	3-18	New school N/A	<b>Outstanding</b>
<b>Walworth</b>	Southwark	2007	11-18	Satisfactory	<b>Good</b> (with outstanding capacity to improve)
<b>Globe</b>	Southwark	2008	3-18	Special measures	<b>Good</b> (with outstanding capacity to improve)
<b>Evelyn Grace</b>	Lambeth	2008	11-18	New school N/A	<b>Satisfactory</b>
<b>Ark</b>	Brent	2008	3-18	New school N/A	<b>Outstanding</b>
<b>Charter</b>	Portsmouth	2009	11-18	Notice to improve	<b>Good</b> (monitoring visit)
<b>St Alban's</b>	Birmingham	2009	11-18	Good	<b>Outstanding</b>
<b>ARK Atwood Primary</b>	Westminster	2011	3 – 11	New school N/A	<b>Pending</b>
<b>ARK Conway Primary</b>	Hammersmith	2011	3 – 11	New school N/A	<b>Pending</b>
<b>ARK Oval Primary</b>	Croydon	2011	3 – 11	Special Measures	<b>Pending</b>

**New schools:** ARK will be opening a number of primary schools as academies in London and across the UK (with specific locations to be finalised). Furthermore, four secondary schools will also be opening in 2012, including Isaac Newton Academy in Redbridge, Essex and Bolingbroke Academy in Wandsworth, London.

Our vision is to create a group of outstanding schools that radically improve our pupils' life chances. We want every pupil at an ARK academy to do well enough by the age of 18 to go to university or pursue the career of their choice. To achieve this we prioritise six key principles across our schools:

### **1. HIGH EXPECTATIONS**

We set exceptionally high expectations for all our pupils which we reinforce constantly as they go through school. We believe every child can realise their potential with the right teaching and support.

### **2. EXEMPLARY BEHAVIOUR**

Our schools are characterised by a respectful and orderly environment, where teachers can focus on teaching and pupils on learning.

All our schools aim for uninterrupted teaching and learning to make exceptional achievement possible. We don't accept excuses and we don't make any either.

### **3. EXCELLENT TEACHING**

Nothing is more important than excellent teaching, underpinned by high quality professional development. We make intelligent and appropriate use of data to improve teaching and the curriculum and to ensure that no child is left behind. We draw on evidence and experience of the best ways to achieve excellent outcomes for all children.

### **4. MORE TIME FOR LEARNING**

Our longer school day provides more time to embed core subjects and to extend the curriculum through enrichment. Our curriculum is planned to provide pathways from any level at entry to high achievement at exit.

### **5. DEPTH BEFORE BREADTH**

A strong command of English and mathematics is a vital foundation for the whole curriculum. We prioritise depth before breadth, so that all pupils secure firm foundations in these core subjects as early as possible.

### **6. SMALL SCHOOLS**

ARK academies are organised as small schools so that every pupil knows and is known well by every teacher within their small school. Positive relationships between pupils reinforce a culture of excellent behaviour and commitment to learning.

### Secondary results

- ARK Schools has secured a fifth year of improved GCSE performances across its academies. ARK's five academies with GCSE results achieved an average rise of 11 percentage points over last year.
- Since each school opened as an ARK academy the average annual increase in pupils achieving five GCSEs at A\*-C including English and mathematics is also 11 percentage points.
- ARK academies are now outperforming national attainment in the key subjects of English and mathematics. In mathematics, 73% of ARK pupils achieve A\*-Cs compared with 59% of pupils nationally. In English 69% of all ARK pupils now achieve A\*-C grades, compared with 65% nationally.
- Overall 61% of our pupils achieved five good GCSEs with English and maths, ahead of the national level of attainment (58%, 2011).

% pupils passing 5 GCSEs A* - C (including English and Maths)	Opened	2009	2010	2011	Percentage point increase 2010 - 2011	Average annual percentage point increase since opening as ARK academy
<b>Burlington Danes</b>	2006	50	67	<b>75</b>	8	9
<b>Walworth</b>	2007	45	59	<b>70</b>	11	11
<b>Globe</b>	2008	35	42	<b>45</b>	3	6
<b>St Alban's</b>	2009	31*	50	<b>67</b>	17	19
<b>Charter</b>	2009	21*	24	<b>39</b>	15	9
<b>Average across ARK Schools</b>					<b>11</b>	<b>11</b>

\*Denotes result for predecessor school

### Primary results

- At King Solomon, Ark and Globe Academies key stage one pupils achieved results well above local and national averages in every subject in 2011. Despite starting from relatively low baselines, an average of 68% of pupils reached level 2a across their subjects, compared with 43% of pupils in primary schools nationally.
- In Globe Academy 93% of pupils achieved Level 4+ in English and maths - 10% above the national average.
- King Solomon Academy and Ark Academy are both rated as 'outstanding' by Ofsted.

### Sixth form results

- More than two thirds of ARK's first Sixth Form cohort, at Burlington Danes Academy, secured places at their first choice university. Students are going to leading institutions including Warwick, Bristol and King's College London.



**We are committed to recruiting, developing and supporting excellent staff within the network. Alongside our continued focus on professional development through the Summit, Hub Days and the Training Menu we also offer a variety of other benefits. These benefits have been chosen to help our employees develop professionally, plan their finances and look after their wellbeing.**

**MA bursary** - ARK Schools offers teaching staff the opportunity to further their knowledge and understanding of education through a subsidised part-time MA at King's The MA bursary covers the majority of the circa £4,000 course fee, with teachers expected to contribute just £1,000.

**ARK Rewards** – ARK Schools has a discount scheme for all employees. Employees can access up to £1,000 in savings a year from over 3,000 major retailers, receive up to 40% discounts at a wide variety of gyms and sign up for a money back healthcare programme.

- **Discounts** – Save up to £1,000 a year through store discount cards, or cashback with online shopping.
- **GymFlex** – Save up to 40% at your local gym.
- **Healthcare** – This low cost plan gives you money back towards the cost of your optical bills, dental costs and consultations.

**Interest Free Loans** – ARK Schools offers employees up to £5,000 in interest free loans for season ticket or bicycle purchases.

**Childcare Vouchers** – All employees are eligible for tax free childcare vouchers as part of a salary sacrifice scheme.

**International development opportunities** – In spring 2011 the mathematics leads from across the network visited Singapore in order to examine and share best practice. There have also been on several other trips this year – the staff from King Solomon Academy visited the best charter schools in New York and the primary leaders from across the network also visited various charter schools in New Orleans.

**Suggest a Candidate Scheme** – ARK Schools rewards employees for nominating candidates who are successful in being offered (and accepting) a role in an ARK School.

## Job Description: Subject Leader for Mathematics

<b>Reporting to:</b>	The Principal/Vice Principal
<b>Responsible for:</b>	Teaching and Operational staff within the subject area
<b>Line Management of:</b>	Staff within the subject area
<b>Start date:</b>	September 2012
<b>Salary:</b>	Highly competitive, depending on experience
<b>Disclosure level:</b>	Enhanced

### The Role

To take a lead role in the creation of a transformational school community by developing and leading an exciting curriculum which enable the highest level of pupil progress and attainment.

To liaise closely with KS2 to ensure excellent practice moves between the key stages. Extend the impact of mathematics across the whole Academy by modelling excellent practice and supporting development.

To lead and pioneer the Mathematics Mastery approach within Bolingbroke Academy, be centrally involved in the programme's development and work closely with the ARK Schools Director of Mathematics.

This job description should be read in conjunction with the Bolingbroke Academy Expectations paper found on pages 14 and 15 of this brief.

### Key responsibilities

- To lead and manage the subject area
- To be accountable for student progress and attainment levels within the subject area
- To ensure that strategies are in place to maximise levels of attainment in mathematics for all students
- To take responsibility for the development of mathematics and numeracy across the whole Academy
- To develop and enhance the practice of other members of staff in the subject area
- To contribute to the strategic leadership of the Academy, developing, implementing and evaluating systems, policies and procedures
- To actively promote the academy and liaise with outside agencies as necessary, representing the Academy or ARK Schools as appropriate
- To maintain a presence around the school to ensure that the highest standards of behaviour and site-usage are upheld
- To contribute to discussions and decisions at Extended Leadership Team meetings
- To communicate and liaise with staff, students, parents, governors and members of the local community as appropriate
- To be active in issues of staff and student welfare and support
- To maintain a teaching timetable, modelling outstanding practice in terms of classroom teaching, preparation, marking and assessment
- To demonstrate a commitment to Equality of Opportunity for all members of the Academy's community



- To design an engaging and challenging mathematics curriculum that enables all students to enjoy the subject and achieve at the highest level, supported by detailed schemes of work which ensure consistency and coherence across mathematics teaching
- To teach and model the delivery of outstanding lessons that motivate and inspire students, equipping them with the knowledge and skills needed to achieve at the highest levels
- To review and develop the curriculum, involving subject staff and students
- To keep up to date with national developments in the subject area at each key stage and teaching practice and pedagogy
- To liaise with partner schools, feeder schools, universities and HE institutions, sharing and gleaning best practice and using it to inform the practice of the subject team
- To actively monitor and respond to curriculum developments and initiatives at national, regional and local levels and to disseminate this knowledge to staff
- To set, oversee and evaluate regular, relevant and diagnostic assessments for students ensuring that they are carried out consistently by all subject staff and standardised /moderated thoroughly
- To ensure that all student data is understood, interpreted and utilised by all subject staff to modify planning and personalise support
- To ensure that a range of enrichment and extension activities are offered to and taken up by students to enhance their mathematics skills, confidence in and love of the subject and attainment levels
- To ensure that subject-related competitions, trips and visits take place regularly
- To play an active role in mathematics teacher networks, e.g. in Wandsworth and at ARK Schools
- To ensure that statutory requirements are met
- To ensure that all subject staff are marking, assessing and providing feedback in line with best practice and Academy policy at all times
- To support the detailed learning needs of pupils not reaching national standards within the extension structure if not met through curriculum time

### Monitoring and Evaluation

- To monitor the effectiveness of teaching and learning within the subject area, through regular lesson observations, book looks and other data collection methods
- To ensure that all staff have short, medium and long term plans to deliver highly effective lessons and schemes of work
- To regularly and forensically review the attainment and progress of all students, groups and subgroups with subject staff and plan, implement and oversee support and interventions
- To produce reports as required on student attainment and progress
- To liaise with all appropriate personnel regarding support for student progress., including SENCO, Lead Teachers and parents/carers
- To ensure that all Academy policies are implemented consistently by subject staff

### Strategic Leadership

- To lead colleagues in the subject area in formulating aims, objectives and strategic plans for the team which support and complement those of the Academy
- To produce an annual Development Plan and monitor and evaluate its delivery and impact
- To plan the deployment and development of staff expertise to achieve subject Development Plan objectives



- To support the development and training of subject staff (teaching and operational), ensuring that their CPD needs are met
- To establish a structure for mentoring, coaching and line managing staff in the subject area, including Newly Qualified Teachers and Beginning Teachers as appropriate (Not including Year 1)
- To act as Performance Manager for members of the subject area, carrying out PM reviews in line with the Academy's policy and setting challenging and appropriate targets
- To support other members of the team in discharging their PM duties and to monitor the effectiveness of PM arrangements within the subject team
- To participate in the recruitment process for members of the subject team
- To ensure effective induction of new staff in line with Academy procedures
- To promote teamwork and to motivate staff to ensure effective relations
- To be responsible for the deployment of staff and the day to day management of subject colleagues, acting as a positive role model
- To provide advice to colleagues on threshold progression, career development etc.
- To support and challenge team members, including in circumstances when they are underperforming
- To organise effective team meetings with relevant agendas centred on teaching and learning and raising attainment

### Resources

- To effectively manage and deploy teaching and operational staff in the subject area
- To effectively manage the subject area's budget in order to progress agreed team and Academy priorities, maximize attainment and ensure value for money
- To effectively manage physical resources, stock and subject accommodation in order to maximise attainment levels and maintain an environment conducive to learning
- To ensure that risk assessments and health and safety checks are carried out in line with Academy policy

### Other

- Undertake any other professional duties as set down in the ARK Schools pay and conditions of service document, and as directed by the principal.

**Qualification criteria**

- Qualified to at least degree level
- Qualified to teach in the UK
- Qualified to work in the UK

**Knowledge**

- In-depth knowledge of the mathematics National Curriculum and KS4 GCSE specifications
- Up to date knowledge of mathematics curriculum developments

**Experience**

- Experience of having worked successfully in at least one school in an urban, multi-cultural setting, teaching students from backgrounds of socio-economic disadvantage
- Experience of delivering consistently outstanding lessons to students of all ages and abilities
- Experience of implementing behaviour management strategies consistently and effectively
- Experience of supporting students of all ages and abilities to make excellent progress and achieve impressive examination outcomes
- Experience of having designed, implemented and evaluated effective, imaginative and stimulating Schemes of Work
- Experience of having contributed to policy formulation, implementation, evaluation and review
- Experience of leading successful enrichment and extracurricular activities which inspire and motivate learners

**Skills, Behaviours and Qualities**

- Vision aligned with ARK Schools and the academy's high aspirations and high expectations of self and others
- An understanding of the strategies needed to establish consistently high aspirations and standards of results and behaviour in an urban school setting and commitment to relentlessly implementing these strategies
- The ability to create a united, committed and highly effective staff subject team
- A confident and forensic use of data to inform and diagnose weaknesses that need addressing and ability to effectively action plan to raise individuals' and cohorts' attainment
- An understanding of what outstanding teaching practice looks like and how to diagnose and implement effective strategies to raise learning standards
- A passion for the subject
- An effective leadership and management style that encourages participation, innovation and develops colleagues' confidence
- The ability to work in close harmony with all staff
- The ability to lead, coach and motivate staff within a performance management framework, providing professional development and effectively challenging and managing any underperformance
- The ability to develop the leadership skills of others as well as to learn from others
- The ability to enthuse and inspire others
- Excellent listening skills and high levels of emotional intelligence
- Strong interpersonal, written and oral communication skills
- Strong organisational and time-management skills and the ability to delegate appropriately

- Passion, resilience and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction
- A firm and constant belief in the unlimited potential of every student and a commitment to inclusive educational provision
- The ability to skilfully manage and maintain effective working relationships with parents, governors, community members and other stakeholders
- The ability to consistently deliver outstanding lessons
- A commitment to the safeguarding and welfare of all students
- The ability to develop positive relationships with all young people
- The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop
- Confidence and self-motivation
- The ability to work well under pressure
- The ability to be decisive
- High levels of honesty and integrity
- A sense of humour and desire to have fun

### Other

- This post is subject to an enhanced Criminal Records Bureau disclosure.
- The post holder must be committed to safeguarding the welfare of children and to providing equality of opportunity.

## **Core Purpose**

- To be totally aligned to the vision, core purpose, aims and ethos outlined within the school prospectus
- To demonstrate belief in the potential of all students to develop the behaviours and skills to gain the qualifications necessary for a place at a top university and success in life.
- To do all within their ability to contribute to the provision of the highest quality of education at the Academy.
- To work hard with a focus on their contribution to this provision.
- To uphold all school policies and follow all agreed procedures with consistency and care.
- To maintain zero tolerance of any form of student behaviour that runs counter to the Academy's stated aims and objectives: for example, disrespect, rudeness, bullying, dangerous/anti-social/loud behaviour, failure to bring basic equipment or complete independent learning tasks, possession of banned items, lateness.

## **Behaviour**

- To behave courteously, respectfully and professionally at all times, maintaining appropriate boundaries with students and parents/carers.
- To provide excellent role modelling for students at all times.
- To take responsibility for developing students' emotional wellbeing as well as nurturing their academic potential: never behaving in a derogatory, intimidating, abusive or sarcastic manner towards any member of the school community.
- To maintain the highest standards of honesty and integrity at all times.
- Not to engage in any behaviour in or out of school which could bring the Academy into disrepute. This has implications for use on social networking sites, engagement in additional employment and recreational behaviour.
- Not to reveal any confidential information to which they have access to anyone except colleagues who need to be in possession of the details.
- To ensure that Bolingbroke Academy is a non-smoking, gum-free and litter-free zone, and that there is no eating or drinking in corridors or learning areas (water is permitted in learning areas)

## **Dress**

- To dress professionally: jacket and tie for male staff, formal/business dress for female staff (suit or equivalent), no jeans, flip flops, trainers (except when teaching PE), revealing clothes etc.
- Body piercing should be limited to an earring in each ear.
- Any tattoos should be hidden from view.

## **Commitment and involvement**

- To be on site for 8.00am and attend staff briefing at 8.10am (unless contract states an alternative start time).
- To endeavour to maintain excellent attendance and punctuality
- To get to know the Academy's students and to take an interest in their lives beyond school through regular informal dialogue around school and when on duty, joining them for lunch in the school dining hall and accompanying them on school trips and visits.
- To attend key whole-school events in the annual school calendar, such as open evenings, parents evenings and awards ceremonies.

- To attend school assembly each week.
- To deliver or contribute to at least two extra-curricular or enrichment session for students each week during term time.

### **Routines**

- To be welcoming towards parents and carers, encouraging communication and partnership, returning calls/emails as soon as possible - ideally on the same day and certainly within 2 school days.
- To sign out if leaving the site during the school day.
- Not to take academy property off site without authorisation.
- To read staff notices at the start of every day and pass on student notices to students as required.

### **Personal Development**

- To engage in all whole-staff CPD as well as personal CPD activities.
- To engage openly, reflectively and positively in the academy's Performance Management procedures.
- To operate an open-door policy, welcoming regular observation of and feedback on their practice.
- To admit when they make mistakes, to be open to constructive feedback and to reflect on how their personal practice could be improved.

*Staff of Bolingbroke should recognise that failure to meet appropriate standards of behaviour and conduct may result in disciplinary action, including dismissal, in accordance with ARK Schools' policy.*



ARK is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested.

### **Disclosure**

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (CRB). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

### **Short Listing**

Only those candidates meeting the right criteria will be taken forward from application.

### **Interview**

1. Long listed candidates will be subject to an in-depth screening interview at ARK. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.
2. Those shortlisted will take part in an in-depth interview process including a lesson observation at their own school that will take place within a week of their screening interview.

### **Reference checking**

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

### **Probation**

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.