

# CHACEWATER SCHOOL

## TEACHING ASSISTANT RECRUITMENT PACK



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Dear Applicant,

Welcome to Chacewater Community Primary School

A very warm welcome to Chacewater School situated just on the outskirts of Truro. Our school motto is Caring and Learning together and this is something we live out by being one big school family and through our special set of Chacewater "Golden rules." These are:

- Show care for everyone and everything
- Follow instructions with thought and care
- Enjoy and achieve
- Show good manners at all times.
- Respect personal space

This is an exciting time to be joining the school as we revisit, explore and develop our school vision and values.

I look forward to hearing from you!

David Hick

Headteacher

## CHACEWATER SCHOOL INFORMATION

Chacewater School is located in the village of Chacewater which is located between Truro and Redruth.

The school caters for children between the ages of 4 - 11. We currently have 200 pupils on roll and offer a rich & diverse curriculum, as well as a full programme of before & after-school activities. In 2016 we joined the Truro and Penwith Academy Trust and enjoy working collaboratively with our partner schools.

## Our Values & Ethos

Our school motto is *Caring and Learning together* and this is something we live out by being one big school family and through our special set of Chacewater "Golden rules." These are:

- Show care for everyone and everything
- Follow instructions with thought and care
- Enjoy and achieve
- Show good manners at all times.
- Respect personal space

In all we do, we aim to follow these rules and celebrate our successes as often as we possibly can.

## Class organisation

The school currently has 200 children on roll in seven classes. All the classes are named after trees from Acorns to the Mighty Oaks.

## Staff Organisation

The school has a new Headteacher, and a Deputy Headteacher who has regular release time and focuses on English, Safeguarding and leading KS 2. In addition, there is an Assistant Headteacher who is released a morning a week and leads on Curriculum and Foundation and KS 1. The class list is outlined in the attached table.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mrs Glanville-Thomas	Mrs Rice	Mrs Morgan Asst. Head	Miss O'Callaghan	Mrs Law Deputy Head	Miss Laskowski	Mrs James
		Mrs Fox SENDCO	Miss Hoare	Miss Hoare		Mr Williams

We employ an HLTA and a number of Teaching Assistants supporting classes and individual children. Since September 2021 we will have a new SENDCO in place working half a day a week in the role. PPA is covered by teachers in job shares as well as specialists in music, dance, PE.

We also have a highly dedicated and extremely efficient school office. Mrs Hodgson is the School Secretary working 4 days a week and Miss C Ivey the School receptionist who works 4 mornings and 1 full day a week. We are strongly committed to staff development and learning.

## A curriculum designed for Chacewater School

### Intent:

When planning our curriculum, Chacewater School has considered the needs of our pupils and families. We want learning to be meaningful and memorable under our ethos of 'Caring and Learning together'. With this in mind, we have worked to prioritise the ideas we wanted our children to experience during their time with us and below outline our aspirations. We use these 'drivers' to underpin the development work we undertake in all areas of school life.

Our key drivers for our curriculum are:

- **Well-being:** We are passionate about the health of our children, physically and mentally. We want our children to lift their eyes from the screen to be excited by the real world, engaging in rich experiences to develop imagination. Our curriculum will compensate for the lost learning and life experiences. Supporting children to acknowledge the past and move forward to the future.
- **Reading:** We want to foster a lifelong love of reading by exposing our children to a various literature across the curriculum. Reading is a key life skill and we strive to embed a culture of reading into the core of what we do.
- **Locality:** Allow children to be mindful of their own locality; culturally, geographically, historically and musically and how this relates to the wider world around them. We are committed to providing children with opportunities to explore, investigate and enquire about their local area of Chacewater and Cornwall so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. Thus, enabling them to compare places within the UK, Europe and the wider World.
- **Cooperative learning:** Cooperative Learning is an extremely successful teaching strategy. Each member of a team is responsible not only for learning what is taught but, also for helping teammates learn, thus creating an atmosphere of achievement and cooperation.

### Implementation: How do we deliver our curriculum?

Our curriculum allows us to deliver the appropriate subject content through creative themes. We understand that not all subjects can be incorporated into a topic and therefore plan and ensure that subjects are taught to guarantee a broadness of the curriculum. Subjects have been developed so that children build upon skills progressively, integrating with other subjects to secure strong, meaningful and purposeful learning. It is essential that knowledge is embedded and reflected throughout year groups. To ensure that learning in every subject is sequenced appropriately, progression documents for each subject have been used. This ensures that learning is staged and builds on prior knowledge. This provides the children with the opportunity to revisit vital skills and knowledge regularly and embed this learning; therefore, becoming experts.

- Our main approach begins with a launch of the subject, a prior assessment of the child's understanding through concept maps or KWL, children are taught the lessons based on the National Curriculum objectives, these are revisited weekly, a carefully sequenced series of lessons, planned opportunities to revisit key ideas, the use of knowledge organisers allow the children to be clear of what they will learn within a subject area.

### Impact:

We strive to ensure that our children's attainments in core and foundation subjects are in line or exceeding their age-related expectations, when we consider the various starting points of children. We always consider age related expectations and have high expectations for all children to succeed.

At Chacewater, we reflect on the standards achieved against planned outcomes. We celebrate the learning at the end of themes, where children demonstrate their knowledge they have gained, through work exhibitions for parents currently through our school website (due to COVID19). Within Foundation subjects, concept maps, quizzes (Quizlets) are used to monitor and ensure retention of information, for children to build on this knowledge and skills as they progress through their learning.

## Useful Information

Chacewater School, Church Hill, Truro, TR4 8PT

Email – [secretary@chacewaterschool.co.uk](mailto:secretary@chacewaterschool.co.uk)

Phone 01872 560302

We hope you find this pack provides all the information you need in order to consider your application for this post.

Any questions or matters you would like to discuss informally, or to arrange a visit please contact:

Susan Hodgson– by email [secretary@chacewaterschool.co.uk](mailto:secretary@chacewaterschool.co.uk) or tel. 01872 560302

Application packs can be downloaded from <http://www.tpacademytrust.org> or the school website.

Completed applications to be returned by the **closing date of 20<sup>th</sup> September 2021** to:

Susan Hodgson [secretary@chacewaterschool.co.uk](mailto:secretary@chacewaterschool.co.uk)

Shortlisting: 21st September 2021

Interview dates: 23rd September 2021

Commencement Date: As soon as possible after interview

Truro and Penwith Academy Trust are committed to Safeguarding and promoting the welfare of children and young people and expects all of our staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening and employment checks, including enhanced DBS clearance and full reference checks with previous employers.

<b>Job Title:</b>	Teaching Assistant (Band 2)
<b>Salary:</b>	TPAT Point 4
<b>Base:</b>	
<b>Responsible to:</b>	SENCO/Teaching Staff
<b>Direct Supervisory Responsibility for:</b>	None
<b>Important Functional Relationships: Internal/External:</b>	Teachers, Pupils, Support Staff, Parents

<b>Main Purpose of Job:</b>
<ul style="list-style-type: none"> <li>• To take a pro-active role in the support of the educational, social and physical needs of the pupils</li> <li>• To support the curriculum and the school through the provision of high level assistance to the teacher in the practical organisation of class activities, undertaking group work and ensuring the welfare and development of pupils.</li> </ul>

<b>Main Duties and Responsibilities:</b>
<ul style="list-style-type: none"> <li>• To assist individuals and groups of children in developing knowledge, skills and attitudes as defined by the Curriculum. To take into account the learning support involved to aid the children to learn as effectively as possible</li> <li>• To establish supportive relationships with the pupils to encourage acceptance, inclusion, social integration and individual development, promoting and reinforcing pupils' self-esteem.</li> <li>• To supervise an individual or small group of children within a class under the overall control of the teacher</li> <li>• To assist in preparing, using and maintaining relevant teaching resources, including wall displays and cleaning up classrooms after activities. To be responsible for monitoring the use of and maintaining an up-to-date inventory of all classroom materials and equipment, monitor stock levels of materials, check for missing and/or damaged equipment, and arrange for new supplies to be ordered as required</li> <li>• To assist with lunch and break time supervision of children on a rota basis in accordance with Chacewater School's Policy for Playground Supervision.</li> <li>• To accompany children on educational visits and outings as supervised by the Teacher</li> <li>• To assist with the assessment, monitoring and recording of children's progress, achievement, health, behaviour and general wellbeing and to feedback any to the Teacher or Headteacher as appropriate</li> <li>• To be aware of confidential issues linked to home/pupil/teacher/school work and to ensure the confidentiality of such sensitive information</li> <li>• To assess, monitor and record children's progress in relation to IEP's, and to feedback to the SENCO/Teacher with regard to children's progress and the success of IEP's, including making recommendations for alterations to improve the effectiveness of IEP's</li> </ul>

- To meet with the SENCO and/or other appropriate staff on a regular basis to discuss improvements to the teaching practices, delivery of the curriculum and progress and concerns regarding individual pupils
- To administer basic first aid and assist in the dispensing of medically prescribed controlled drug in line with school procedures if trained
- To carry out administrative tasks associated with all of the above duties as directed by the teacher

**Optional Clauses:**

***(Applicable to Teaching Assistants supporting pupils with specific special educational needs within an ARB or a mainstream setting)***

- To meet the mobility needs of the pupil assisting in the use of a wheelchair/hoist, ensuring compliance with safe lifting procedures and associated training
- To meet the needs of incontinent pupils
- To meet the needs of pupils with emotional and behavioural difficulties. To control the pupil to prevent harm and disruption to the pupil or others, within the limits of the post holders training school policies and procedures

**General/Other:**

- To ensure that pupils needs are prioritised and to have a clear sight of how this role impacts on the academy's and the trust's pupils at all times
- To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance
- To be aware of and adhere to all Trust policies and procedures
- To be responsible for your own continuing self-development and attend meetings as appropriate
- To undertake other duties appropriate to the post as required

<b>Person Specification:</b>	<b>Essential</b>	<b>Desirable</b>	<b>Recruiting method</b>
<b>Education and Training</b>	<p>Good levels of literacy and numeracy</p> <p>Qualified to NVQ level 2 or equivalent in a relevant area</p>	<p>Completion of the DfES Induction for Teaching Assistants</p> <p>CLANSA or Cornwall Certificate in SEN</p>	Application
<b>Skills and Experience</b>	<p>Experience of working with children</p> <p>Organisational skills</p> <p>Good communication skills</p> <p>Able to prioritise between different demands</p> <p>Able to work to deadlines</p> <p>Self-motivated, and able to work in a team</p>	<p>Experience of working with children in a school or similar environment</p>	Application/Interview/Assessment
<b>Specialist Knowledge and Skills</b>	<p>Knowledge of a particular area of the curriculum or children's needs (ie: early years, EBD, ALS, literacy, numeracy or ICT</p> <p>Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people</p> <p>Demonstrates an awareness, understanding and commitment to equal opportunities</p>	<p>Knowledge of a range of issues relevant to education and child development.</p>	Application/Interview/Assessment
<b>Behaviours and Values</b>			Application/Interview/Assessment



#### Special Conditions related to the post

- *Physical fitness*

***The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.***

Successful applicants must be suitable to work with children and will need to undertake the following before commencing employment:

- Enhanced Disclosure & Barring Service (DBS) Certificate with barred list information
- Receipt of two satisfactory employer references one of which must be from your current or most recent employer
- Satisfactory verification of relevant qualifications
- Satisfactory health check

All new employees will be required to undertake mandatory training required by the Trust.

# TPAT Job Vacancy Application Form



Truro and Penwith  
**Academy Trust**

Please fill in **all sections** of the form using **black ink**/type. The information you provide will help us make a fair decision in the selection process.

**Please call 01872 613283 if you have any questions on how to complete this form or if you require it in a different format or language.**

## About the Role

Role applied for:		Ref No:	
School/Location:			

## About You

Title:		Surname:	
First Name(s):			
Home Address:		Home Phone:	
		Work Phone:	
		Mobile:	
Postcode:		Email:	
NI Number:		(You can get this from the Department of Work & Pensions)	

## Qualifications achieved from secondary, higher and further education

### Age 11 -16:

School/College attended (with dates) and location	Level and number of qualifications (eg 10 O Levels)	Grade Awarded	Year Achieved

### Post 16 education below degree level:

School/College attended (with dates) and location	Qualifications achieved with subjects	Grade Awarded	Year Achieved

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### Education at degree level and beyond

Type of Qualification (BA, BSc, BEd, Hons, MA PH.D etc)	University/College & subject title of qualification	Class or Grade	Year Achieved

### Teaching qualification (if not detailed above)

Name of Qualification, age range, subjects qualified to teach	Name of Training Provider	Grade	Year Achieved

### Specific qualifications related to teaching and education

Name of Qualification (NPQH, SEN, PG Dip)	Provider	Grade	Date Achieved (dd/mm/yy)

### Teacher Training (for teaching posts only)

Do you have Qualified Teacher Status?	Yes/No
Date Achieved:	
DfE / Teacher Reference Number:	
Statutory Induction Period (if qualified after 7 <sup>th</sup> May 1999):-	
Started:	Completed:
Are you subject to any conditions or prohibitions placed on you by the Teaching Regulation Agency (or other) in the UK?	Yes/No
If yes, please enclose details with dates in a sealed envelope and attach to this form	

### Non award bearing professional development undertaken in last five years

Name of Provider	Title of course/training (eg first aid at work, child protection, risk assessments, etc)	Qualification/Level of Training



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### **Safeguarding children, young people & adults**

We are all responsible for the safety of children, young people and adults who may be at risk. We must ensure that we are doing all we can to protect the most vulnerable members in our society. This responsibility applies to all TPAT employees; it also applies to contractors, partners and volunteers who carry out work with or for children, young people and adults at risk on behalf of TPAT.

From your training and/or experience, please give examples which demonstrate your knowledge and commitment to safeguarding and how you would help protect children, young people and adults at risk from harm, abuse or neglect.

### **Your supporting statement**

This important part of your application will be used to decide if you meet the criteria and should be shortlisted for interview. Refer to the role information supplied and tell us how your skills and experience match. Use examples where possible and provide the situation or task, your action(s) and the result.

If you are applying for your first job, provide examples of other relevant experience that will help us decide your suitability, eg gained through education, the community etc.

### **Selection requirements**

We will make reasonable adjustments to help people with disabilities through the application and selection process. If you have any specific requirements to enable your participation and/or attendance during the selection process, please let us know.

## References

Please provide two references. Do not use friends or relatives. We will ask for references before your interview.

If any of your previous roles (voluntary or paid) involved working with children, young people and/or vulnerable adults, we will ask for information about past disciplinary issues relating to these vulnerable groups (including any in which the time penalty is 'time expired') and whether you have been subject to any child/vulnerable adult protection concerns and the outcome of any enquiry or disciplinary procedure. If you have any concerns, please contact us or the school you are applying to.

**Reference 1:** This **must** be your current or most recent employer or, if you do not have any previous employment, your most recent tutor (school, college or university).

**Reference 2:** If you have worked with children, young people or vulnerable adults in the past, but are not currently, this **must** be the most recent employer by whom you were employed to work with these vulnerable groups. Otherwise, a reference of your choice.

Full Name:		Full Name:	
Job Title:		Job Title:	
Employer:		Employer:	
Address:		Address:	
Postcode:		Postcode:	
Email:		Email:	
Telephone Number:		Telephone Number:	
Relationship to you:		Relationship to you:	
Did this role involve working with children, young people and/or vulnerable adults?	Yes/No	Did this role involve working with children, young people and/or vulnerable adults?	Yes/No

## Disclosure of interest

Have you ever received a redundancy payment or pension from a local authority? Yes/No  
If yes, please give details including month and year:

Are there any restrictions to you living and working in the UK which might affect your right to work for us (eg needing a work permit/visa)? Yes/No  
If yes, please provide details:

The role information supplied will say if this post requires travel and, if so, if you need access to transport and/or a full current UK driving licence.  
If needed, do you have access to transport? Yes/No  
If needed, do you have a full current UK driving licence? Yes/No

The Working Time Regulations (1998) require us to check the hours worked by employees. Would this role be your only employment? Yes/No  
If no, please provide details of your other role(s) and the days and hours you work:

Canvassing of our employees (asking them to help you get this role), directly or indirectly, for any appointment will disqualify your application. Also, if you fail to declare any relationship with an employee of TPAT your application may be disqualified and, if appointed, you may be dismissed without notice.

Are you related to, or have you formed any relationship (personal, financial or professional) with any current employee of TPAT, or School Governor? Yes/No  
If yes, please give details:

Do you, your partner or family have any interests (personal, financial or professional) that may conflict with you doing this role? Yes/No  
If yes, please give details:

Have you ever been the subject of a formal disciplinary procedure? Have you ever been dismissed from any previous employment? Yes/No  
If yes, please give details:

## How we protect your personal information

We keep on file information from this application form, equal opportunities form and any documents you attach. This is required for recruitment and equal opportunities monitoring purposes, the payment of staff and the prevention and detection of fraud. All information will be dealt with in accordance with data protection legislation and will not be sold to any third party. Unsuccessful application forms will be destroyed after 12 months; anonymised data will be kept for monitoring purposes.

## Your declaration

I understand that any employment, if offered, will be subject to the information on this form being correct and I confirm that no valid information has been wilfully withheld. I understand that if I am appointed, I am liable to dismissal without notice if the information on this form is later proved to be inaccurate.

**Signature** (applicant):

**Date:**

Please sign and date if you are returning the form by post. If returning by email, you will be asked to sign a copy before any offer of employment is made.

If you have completed this form on behalf of the applicant, please add your details:

Name (printed):

Contact Number:

**Thank you** for taking the time and effort to complete this application form. The role information supplied will say where it should be returned.

**Please make sure you complete our equal opportunities monitoring form and self-declaration form attached to your application pack.**



**CONFIDENTIAL  
EQUAL OPPORTUNITIES  
MONITORING**

**This form must be completed and  
returned with all applications**



**Truro and Penwith  
Academy Trust**

Truro and Penwith Academy Trust is committed to the principle of the development of policies to promote equal opportunities in employment regardless of workers' gender, marital status, race, colour, nationality (including citizenship), ethnic or national origins, disabilities, age, sexual orientation, responsibility for dependants, religious or political affiliation and trade union activities. Applicants can obtain a copy of our Equality Policy on request.

The following questions are used solely for the purpose of monitoring equal opportunities and are in accordance with the criteria identified in Racial Equality guidelines. This information will not be used when deciding on a short-list or making an appointment, but your co-operation in completing the following would be very much appreciated.

FULL NAME:	
MAIDEN NAME:	
POST APPLIED FOR:	
CLOSING DATE:	
VACANCY TYPE:	Full Time <input type="checkbox"/> Part Time <input type="checkbox"/> Term Time Only: Yes <input type="checkbox"/> No <input type="checkbox"/>

**Details:**

MARITAL STATUS:	Single <input type="checkbox"/> Married <input type="checkbox"/> Separated <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed <input type="checkbox"/>
GENDER:	Male <input type="checkbox"/> Female <input type="checkbox"/>
DATE OF BIRTH:	
AGE GROUP:	16-20 <input type="checkbox"/> 21-30 <input type="checkbox"/> 31-40 <input type="checkbox"/> 41-50 <input type="checkbox"/> 51-60 <input type="checkbox"/> 61-65 <input type="checkbox"/> 65+ <input type="checkbox"/>

**Disability Status:**

The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Do you consider yourself under this definition to be disabled? Yes ☐ No ☐

If yes, please give details:

Is there any other information which you would like us to take into account with regard to your disability?

**Vacancy Advertisement:**

Where I saw the Vacancy Advertised:

West Briton <input type="checkbox"/>	TPAT Website <input type="checkbox"/>	This is Cornwall Jobsite <input type="checkbox"/>
Cornishman <input type="checkbox"/>	Internally <input type="checkbox"/>	From a friend/Word of mouth <input type="checkbox"/>
TES <input type="checkbox"/>	FE Jobs Online <input type="checkbox"/>	Other(Please state): <input type="checkbox"/>

**Ethnic Origin** - Please describe your ethnic origin by placing an 'X' in the appropriate box:

'X'	Nationality	Culture
	Asian or Asian British	Indian
	Asian or Asian British	Pakistani
	Asian or Asian British	Bangladeshi
	Asian or Asian British	Other
	Black or Black British	Caribbean
	Black or Black British	African
	Black or Black British	Other
	Chinese	Chinese
	Chinese	Other

'X'	Nationality	Culture
	Mixed	White and Black Caribbean
	Mixed	White and Black African
	Mixed	White and Asian
	Mixed	Other
	White	British
	White	Irish
	White	European
	White	Other

# Safeguarding Self-Declaration Form

Please complete the Self-Declaration Form and place it in a separate sealed envelope with 'Self Declaration Form' and your name on the front. This information will not be considered when shortlisting but will be considered during the interview process.

Section A			
Declaration of Criminal Convictions			
<p>This post is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. You are therefore required to declare whether you have any criminal convictions (or cautions, reprimands or warnings) including those which are 'spent'. The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account.</p> <p><b>Please only include details of old and minor cautions, convictions, reprimands and warnings in accordance with the DBS filtering rules relating to such offences. Details of the filtering rules can be found in the attached Applicants Guidance Notes or from <a href="http://www.gov.uk/dbs">www.gov.uk/dbs</a></b></p>			
Have you ever been convicted of any criminal offence, whether 'spent' or 'unspent', as defined in the Rehabilitation of Offenders Act 1974 or do you have any charges pending?			Yes/No
If yes, please provide details:			
Do you have any convictions, cautions, reprimands or final warnings that are not 'protected' as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013) or do you have any charges pending?			Yes/No
If yes, please provide details:			
Have you ever been barred or restricted from working with children and/or vulnerable adults?			Yes/No
If yes, please provide details:			
<p>Any subsequent offer of employment will be subject to a criminal record check (disclosure request) from the Disclosure and Barring Service (DBS). This check will include details of cautions, reprimands or final warnings as well as convictions. Appointment will be subject to the information received from the DBS.</p> <p>I accept that if any of the information is found to be false or misleading I will be disqualified from appointment. I understand that any subsequent offer of employment will be subject to the outcome of a criminal record check from the DBS that TPAT will request my authorisation for, so that such a check can be made.</p>			
<b>Signature:</b>			<b>Date:</b> 

## SECTION B

### Childcare Disqualification Declaration

**If the following does not apply to you, please move on to section C**

[Disqualification under the Childcare Act 2006](#) applies to all schools and settings who provide childcare and/or are directly concerned with the management of early years childcare or later years childcare (children above reception age but have not attained the age of 8). If you are in a role that falls within the categories below then you are required to provide information relating to your suitability:

- staff who work in early years provision (including teachers and support staff working in a school nursery and reception classes);
- staff working in later years provision for children who have not attained the age of 8 including before school settings, such as breakfast clubs, and after school provision;
- staff who are directly concerned in the management of such early or later years provision.

You are also required to provide relevant information about any person who lives or works in the same household as you which may disqualify you 'by association'.

Have you ever been disqualified from caring for a child, including your own child?

(which are referred to in [regulation 4](#) and listed at [schedule 1](#) of 2009 Regulations)

Yes/No

Have you ever had your registration refused or cancelled relating to childcare, or children's homes, or been prohibited from private fostering?

(as specified in [Schedule 1](#) of the 2009 Regulations)

Yes/No

Do you have any unspent convictions for certain violent and sexual criminal offences against children and/or adults?

[\(See Table A – Relevant Offences\)](#)

Yes/No

Have you ever been barred from working with children?

Yes/No

Have you ever committed an offence overseas which would constitute an offence regarding disqualification under the 2009 Regulations if it had been done in any part of the United Kingdom?

Yes/No

## SECTION C

### Further Information and Declaration

If you have answered yes to any of the above questions, please provide further information below:

#### Declaration:

I confirm that the information I have declared above is correct and I accept that if any of the information I provide is found to be false or misleading I may be disqualified from appointment.

I understand that I have a duty to inform my employer should any of this information change at any time during my employment. I understand that any subsequent offer of employment will be subject to the satisfactory outcome of all required safeguarding, vetting and barring checks.

**Signature (applicant):**

**Date:**

Print Full Name:

Please sign and date if you are returning the form by post. If returning by email, you will be asked to sign a copy before any offer of employment is made.

If you have completed this form on behalf of the applicant, please add your details:

Name (printed):

Contact Number:

**Thank you** for taking the time and effort to complete this form.

Please return this form, together with all other related documents including the completed application form and equal opportunities monitoring form, to the address provided on the advertisement/covering letter.

TPAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.







