



WESTCOUNTRY
SCHOOLS TRUST



Recruitment

Deputy Principal at
Callington Community
College

Stronger

Together...Every Child in a

Great School

Life-changing Learning

ACADEMICIS



Dear Applicant

Welcome to Callington Community College a dynamic school at the cusp of exciting possibilities. As we reflect on recent years, the journey has been marked by substantial growth and achievement, laying a robust foundation for future success.



Iain Grafton, MBE
Chair of Board of Trustees
Westcountry Schools Trust

Now, we stand at a pivotal juncture, seeking a visionary Deputy Principal who can galvanise our collective efforts towards even greater heights. We seek an individual whose track record exemplifies a steadfast commitment to school improvement, someone capable of inspiring confidence among peers, staff, students, and parents alike. Callington Community College is blessed with remarkable students who are a true reflection of our ethos and values, and we are eager to find a leader who can harness their potential to the fullest.

The successful candidate will be more than a leader; they will be a catalyst for change, an innovator, and a champion of inclusivity. They will relish the opportunity to make a tangible difference in the lives of our students, nurturing an environment where each individual can thrive and excel.

Enclosed within this pack, you will find a wealth of information to guide you through the application process. Additionally, we extend a warm invitation for you to visit Callington Community College and witness our ethos firsthand. Our Principal will be delighted to facilitate your visit and address any queries you may have. To arrange a visit, please contact Mandy Underwood, Headteacher's PA as follows:

munderwood@callingtoncc.net

Once again, thank you for your interest in WeST. We look forward to receiving your application.



From the Trust

This is an extremely exciting time at WeST. Should you wish to join us, you do so at a time when we are making considerable investment in our school improvement capacity to ensure that our work brings additional value in a sustainable fashion.

We are seeking to appoint a passionate, experienced leader with a proven track record of having a positive impact on the children in their care. We hope that the opportunity to join Callington Community College is one you would relish. We believe that the prospect of being a leader at a school such as Callington is rare and as such our expectation of the successful candidate is extremely high.



Rob Haring
CEO
Westcountry Schools Trust

WeST is an outward-looking, multifaceted Trust that operates in partnership with the SW Regions Group, Confederation of School Trusts, Ambition Institute, 3 LA's, Higher Education Institutions and employers across the South West and beyond. Indeed, we are proud that within WeST there is a former cohort 1 Teaching School that has been effectively supporting children beyond our own boundaries for nearly a decade.

WeST is a cross-phase family of local schools that share a commitment to improving the lives of young people in our community. Collaborative working with other schools in our Trust offers many benefits for students and staff; sharing best practice in teaching and learning, curriculum collaboration, extra-curricular opportunities, staff development, finance and human resources, legal services, school improvement structures and governance arrangements.

We also believe that by working together we can make our financial resource go further and keep school funding focused on teaching and learning. Whilst the educational landscape has changed significantly in recent years we have always kept abreast of developments and responded in a manner that ensures our children always receive a first-class education. This does not mean that we jump to the tune of the latest 'fad' or initiative, but filter through what we believe will improve and enrich the experience our students enjoy.

For the right individual, this is an exceptional leadership opportunity. The right candidate will have no better chance of working with wonderful pupils, super staff and taking a great school further forward.

I look forward to hearing from you.

Our Vision, Mission and Values

While all our schools retain their own identity, we are a united family who share a common Vision, Mission, and Values. We believe that by working collectively, we are stronger and can provide the very best education for our children.



Vision

Every child in a great school



Mission

Empowering children to impact positively on society



Values

Collaboration, Aspiration,
Integrity, Compassion

Why work for the Trust?

WeST is a close-knit family of schools with a common mission of giving children the best start to life. . . with a vibrant staff community who care passionately about each other and what they do.

“Staff want to come and work in WeST schools, they want to work because of the investment in them as a professional. They also want to come and work at WeST schools because of the ethos and principles that underpin the way that we work.”

Employee Benefits:

- A highly competitive salary
- An exciting career path with opportunities for further progression
- Teachers' Pension Scheme
- Cycle to Work and Tech Schemes
- Employee Assistance Programme
- Occupational Health Services
- Corporate Flu and eye care voucher schemes
- Staff discount schemes provided via Employee Benefits Choice and Discounts for Teachers

Trust Advantages:

- Expert central services for finance, HR, IT, facilities and business functions.
- Innovative approaches to teacher recruitment and retention with our own ITT provision.
- Substantial investment in cross-Trust initiatives to improve teaching and learning.
- Close collaboration between senior leaders across the Trust.
- Integration of primary and secondary approaches into all-through education.
- Adequate scale to design and test new ideas.

WeST School Improvement Priorities 2024-25



Curriculum Enactment
(Teaching)



Attendance



Writing



Assessment



Disadvantaged Children

Six Key Levers



Leadership

Clarity of
Responsibility
Coverage



Literacy

Reading Programme
Intervention Programme
Writing Programme
Writing: SPAG



Curriculum - Pedagogy

Coherent Curriculum
Coherent Implementation
Outcomes



Attendance

In school
In lessons
Engaged



Nimble CPD

Codification of
Routines
Deliberate Practice



Curriculum - Outcomes

PSC = 92%
KS2 = 72%
A8 = 50
BASICS (9-5) = 53%

Key Principles

WeST is a trust that consists of two major parts: people and culture. We believe for our schools to be great, we need great people and a great culture. We know that to be great and deliver the blend of education in which we believe, we need to be resolute and uncompromising in our approach.

When we make decisions, they are always based on the best evidence possible and focused on making sure the 'main thing is the main thing'.

At WeST, we are determined to recruit, develop and retain the best possible staff. We want our staff to hold a passion and enjoyment for what they do and the difference they make.

Secondary School Improvement Model

- T1 to T6: Executive 'Review and Support' visits
- T1 to T6: EDOS 'Review and Support' subject visits
- Trust-wide Common Assessment
- Joint INSET Days
- SCL visits and support
- ECF – comprehensive delivery of programme
- SEND and PP Review and Support
- 3 Safeguarding reviews + ongoing support
- 6 Behaviour and coaching visits + ongoing support for inclusion
- 2 Team Around the School (TAS) meetings (inc. HR, IT, Estates)
- Regular WeST EWO Visits and Support
- OFSTED Support, Guidance and Preparation

WeST Training Institute

The WeST Training Institute has been confirmed as a delivery partner for Ambition Institute for the Early Career Framework (ECF) and National Professional Qualifications (NPQs) from September 2023. The WeST Training Institute will be positioned at the heart of all training and professional development for our schools and those beyond the Trust. There is a strong expectation that the WeST Training Institute will deliver approved Ambitions Institute training programmes and courses for staff employed in other schools and trusts with Ambitions Fellows, appointed by WeST and approved by Ambition.

About Callington Community College

Callington Community College is in a semi-rural setting in the heart of Cornwall, serving a student population of around 900 students. Our values of Courageous, Ambitious, Respectful and Encouraging were selected by our student body. Student and stakeholder voice features in everything we do. We value feedback and communication and listen carefully to our community to make continued improvements. High quality relationships are at the heart of everything we do. By knowing our young people really well, we can support them to be their best selves. Our relationships are built on trust and mutual respect. When young people feel safe and secure, there is no ceiling on their potential and they can achieve anything. We strive to be evidence informed and are influenced by the work of Ron Berger in being committed to an ethic of excellence which will ultimately enable our young people to be proud of their College, proud of their community and most importantly, proud of themselves. Our desire is for our students to be 'craftsman' and produce work that is pride worthy and worthy of pride.

I do hope you are inspired to apply. This is a school on a rapid improvement journey with dedicated staff and committed students, and I am sure the right candidate will excel here.



Wendy Ainsworth
Principal
Callington Community College



Advertisement

Deputy Principal at Callington Community College, required for September 2025

Who WeST are:

WeST is a tight-knit family of schools based around natural geographical proximity in the south west. Initially formed as a small multi-academy trust of only two schools in 2011, the Trust as we know it today was launched in 2017 and now comprises 31 schools, of which 8 are secondary and 23 primary. We are ambitious and hold high expectations for the children in our care. We strive consistently to perform in the top 20% nationally.

WeST holds a firm belief in giving each child every opportunity to learn and succeed in all that they do. Whilst we are a family of schools who share common values and beliefs, all our schools are unique and hold their own identity. We believe that by working collectively, sharing what works well and jointly developing best practice, we are stronger together and can provide the very best education for our children in our geographical area.

The Role:

Westcountry Schools Trust (WeST) is seeking to appoint an exceptional individual with vision, energy and inspirational leadership to the position of Deputy Principal at Callington Community College. This crucial post is to support the Principal in raising standards for all students across the College.

If, having read the job description and person specification, you believe you have the skills, attributes and experience to successfully take on this exciting new role and make a real difference to the outcomes for our young people, then we warmly welcome your application.

Duties:

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

An enhanced DBS disclosure is required for this post.

Closing Date

Further details about the Trust can be found on our website (www.westst.org.uk) and on My New Term (<https://mynewterm.com/jobs/143649/EDV-2024-CCC-20310>)

Applications can be made through My New Term by 9am on Friday 17th January 2025

The assessment process will take place during w/c 27th January 2025

How to Apply

If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion, please contact William Bridge at Academicis, our recruitment partner, on wbridge@academicis.co.uk or by phone on 07825 346535 / 01223 907979

Closing date: 17th January 2025

Interviews: w/c 27th January 2025



Job Description

Job Description: Deputy Principal of Callington Community College

Location: Callington Community College

Reports to: Principal

Salary: L21 - L25

Overall Purpose and Accountability

This crucial post is to support the Principal in raising standards for all students across the College. In particular, you will be deeply committed to excellence for all, demonstrated through our core values of;

- Courageous
- Ambitious
- Respectful
- Encouraging

It is no accident that these values spell out the word 'care'. This role demands someone who cares deeply, knows that glass ceilings, low expectations and poor aspirations do not exist. Children can and will succeed when all of the right ingredients are in place. You will relentlessly support and challenge staff and students to do and be better because we all can be. You will use data regularly and insightfully to identify patterns, track initiatives and interventions and ensure staff are using data to ensure no student's outcomes are limited by lack of access or resource. You will line manage our English and Maths faculties and ensure that outcomes are strong and representative of College and Trust wide targets. You will present to other curriculum leaders and ensure they have an ambitious and iterative curriculum and they match your steely resolve to ensure student aspiration is never diminished.

This role is a new role created by the departure of the existing Vice Principal and comes at a pivotal time for the College. You will deputise for the Principal when and where needed and as such, demonstrate consistently the ethos, attitudes and values required of all staff, inclusive of Leadership team members. You will ensure the drive to secure better outcomes for students lives 'off the page' every single day and is exacted in every standard across the College. You will be the 'right hand' person to the Principal and as such, will work with curriculum leaders and Leadership line managers to ensure a consistent, rigorous approach that removes excuses and barriers. You will be strategic and experienced in raising outcomes and securing ambitions and will be an advocate for all children to succeed because they deserve to.

Additionally, you will support the Principal in the efficient and effective delivery of the Trust's vision, strategic aims and corporate plan; to uphold and model the Trust's values and to provide outstanding leadership across the organisation.

- Specifically playing a major role, under the overall direction of the Principal in:
- Formulating the aims and objectives of the College;
- Establishing the policies through which they are to be achieved;
- Managing staff and resources to that end;
- Monitoring progress towards their achievement;

and undertaking any professional duties of the Principal reasonably delegated by the Principal.

Role Purpose

- Raise standards across the College so that it ensures a positive progress 8 overall and particularly in Maths and English.
- Ensure Maths and English teams deploy period 0 so that it is highly effective and responsive and ensures this strategy furthers understanding and application.
- Ensure that Period 6 is well attended through the use of desirable messaging to all stake holders that ensure it is held in high regard and desired.
- Monitor the use of Period 0 and Period 6 to ensure it is robust in its delivery and practice.
- Secure the expectations of curriculum leads and teaching staff in ensuring a 'no time is wasted' strategy for all students from Year 7 to Year 13.
- Embed 'professional curiosity' around data and ensure that is used regularly by staff to monitor and track progress.
- Ensure that curriculum leaders track 4+, 5+ and 7+ target groups and additionally consider sub groups within their data analysis and are responsive to need at student and staff level.
- Ensure assessment is used purposefully and responsively so that teacher understanding of pupil progress is accurate.
- Deploy rank order assessment across subjects as a means to challenge, motivate and secure improved outcomes.
- Track the use of online packages to ensure students are engaging with revision. Utilise this data to support Curriculum leaders with the planning and provision of intentful, impactful home learning.
- Ensure Curriculum leaders consider and plan for revision in curriculum planning, so that it is taught and understood within the subject domain.
- Ensure that curriculum planning is responsive and dynamic and enables students to be exposed to the very best of what has been thought and said and can be relayed in differing contexts.
- Ensure that examination reports and whole school data on SISRA and Juniper platforms is used intelligently by Curriculum Leaders to ensure they are responsive to staff and student needs.
- Ensure that curriculum leaders are using examination exemplars so that students know what best looks like within their academic range.
- Embed the use of an 'exit timetable' so that students' time between examinations is maximised and there is 'up to the last minute' coverage.
- Work with the Principal and Senior Leadership Team to secure the strategic vision of the College in line with the broad educational vision of Westcountry Schools Trust.
- Liaise with all stakeholders and external agencies in matters relating to the College.

Key Accountabilities

- The Deputy Principal will be instrumental in enhancing the existing Senior Leadership Team in providing direction, leadership and accountability across their areas of responsibility.
- As an experienced leader you will play a key role in developing a highly talented and motivated Senior Leadership Team at Callington Community College to drive the College forward.

Strategic Leadership and shaping the future

- To work closely with the Principal, having a significant role in leading the College by providing a clear vision and communicating the vision to all members of the College community.
- Demonstrate the vision and values in everyday work and practice.
- With the Principal, to lead the process of College Improvement through continual self-evaluation and development of the College Improvement Plan.
- To hold responsibility for the monitoring and evaluation of specific and significant areas of academic performance and leadership of the College. Preparing regular reports for the Principal and wider Trust colleagues.
- Establish a culture that promotes aspiration within the College community and celebrates success and achievement.
- To take a lead role in ensuring the College is fully prepared for Ofsted inspections.
- To be responsible for the efficient and effective strategic operation of support services alongside the core Teaching and Learning operations.

Teaching and Learning

- Maximise the achievement of all students through high quality Teaching and Learning which motivates, challenges and empowers.
- To oversee and be held accountable for the monitoring of strategic planning and resource management with high quality Teaching and Learning at its core.
- Facilitate and encourage a learning experience that enables teachers to flourish and provides students with the opportunity to achieve the highest standards.
- Ensure the curriculum is broad, balanced and effective whilst meeting national expectations.
- Provide effective, collaborative and inspirational leadership, building strong and focused teams that constantly seek to further enhance Teaching and Learning.
- Ensure all staff benefit from appropriate teaching and leadership professional development that supports professional growth and strives for best practice.
- Empower students to take an active part in their own learning.
- To be responsible for the development, implementation and monitoring of strategies that secure high standards of behaviour and attendance.
- Challenge underperformance at all levels and ensure effective support and evaluation through both informal and formal processes at the College.

Managing the College

- Line manage team members in line with appraisal and performance management.
- Understand how to distribute resources effectively, ensuring that the principals of value for money are achieved without compromising the quality of education or safety of our staff and students.
- Work closely with stakeholders to create and review structures that reflect the College and the Trust's values and enable the delivery of exceptional education for all. Providing proposals and business cases for the development of structures and roles.
- Support the line management of policies and practices that take into account the College and Trust's values and are in line with national guidance and legal requirements.
- To be responsible for the development and evaluation of a strategy for maintaining effective Behaviour for Learning strategies, improving attendance and monitoring the number of fixed-term exclusions against College policies and procedures.
- To act on behalf of the Principal in dealing with potential student hearings for exclusion matters or relevant other formal processes.
- Promote and develop a safer working practice culture to ensure all staff and students are supported and safe.

Developing self and working with others

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture.
- Work as a positive team player, demonstrating mutual respect and integrity for others whilst maintaining open and effective communication at all levels in the College.
- Develop and maintain effective strategies and procedures for staff induction and professional development.
- Develop and maintain a culture of high expectations for self and others and take appropriate action where necessary.
- Regularly review own practice.
- To ensure a high-profile presence around the College amongst staff and students, promoting good order, discipline, high expectations and achievements.
- To attend meetings in accordance with role and responsibility and ensure they are effectively and efficiently run.

Securing accountability

- To be accountable to a wide range of stakeholders including students, parents, carers, partner schools, HAB Members and the local community.
- Develop a collective ethos in the College that enables everyone to work collaboratively, share best practice, celebrate success and accept responsibility for outcomes.
- Provide the governors with accurate, timely and transparent information and data, objective advice and support to allow the Governing Board to meet its responsibilities.
- Use a range of evidence bases, including national data comparisons where appropriate, to monitor, evaluate and improve all aspects of the College. Review data analysis and provide summary reports in a range of formats with advice on recommendation/risks.
- Ensure that parents and carers are well informed about the curriculum and attainment and progress, and about the contribution they can make in supporting their child's learning and achieving the College's targets for improvement.
- Ensure individual staff accountabilities and responsibilities are clearly defined, communicated, understood and agreed.
- Develop suitable proposals for quality assurance systems which are fit for purpose and liaise with the Principal on implementation.
- Present a clear, coherent and accurate account of performance to a range of audiences including the Hub Advisory Board.
- To contribute to all aspects of College self-review, including a lead role in quality assurance, and a lead role in updating/maintaining the SEF.

Strengthening Community

- Create and promote positive strategies for challenging discrimination.
- Develop the College culture for engagement and inclusion of all.
- Collaborate with external agencies to provide an holistic approach to well-being of staff, students and their families.

Safeguarding

- Support the Principal in playing a key role in all safeguarding matters at Leadership level.
- Comply with policies and procedures on Safeguarding and Child Protection.
- operations and responsibility for decision-making.
- Attend whole College events beyond those required by the directed time calendar, e.g. Annual College productions, musical events, presentation evenings, etc.

General

- To take full responsibility for the College in the absence of the Principal, by ensuring the daily operations and responsibility for decision-making.
- Attend whole College events beyond those required by the directed time calendar, e.g. Annual College productions, musical events, presentation evenings, etc.
- Represent the College as directed at external meetings (local and national).
- Line manage staff as required.
- Keep abreast of educational initiatives, locally and nationally.
- Maintain high standards of professional conduct and personal appearance.
- Carry out any other reasonable task at the request of the Principal.

Person Specification

E = Essential D = Desirable

Method of Assessment - The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other section)
Qualifications			
Qualified Teacher Status	E	X	
Degree, teaching qualification in the specified curriculum area	E	X	
Recent record of appropriate CPD being undertaken	E	X	
Has successfully undertaken appropriate statutory Child Protection Training (Level 2)	E	X	
Higher Level Degree, further educational qualifications	D	X	
Has successfully undertaken Child Protection Training at Level 3 (Designated Safeguarding Lead).	D	X	
Experience:			
To have substantial and current experience as a senior leader in a secondary school.	E	X	X
To have had active and effective leadership of a team/department/key stage/curriculum area.	E	X	X
To be able to demonstrate successful/effective leadership in a College in a similar community/facing similar challenges.	E	X	X
To have taken an active involvement in school self-evaluation and development planning.	E	X	X
To have implemented, reviewed and developed a whole school initiative.	E	X	X
To have had responsibility for policy development and implementation.	E	X	X
To have had experience of and the ability to contribute to staff development across the secondary range (e.g. coaching, mentoring, CPD for staff).	E	X	X
To have experience of financial planning and budget management.	E	X	X
Experience of teaching in a school in similar circumstances/serving a similar community.	E	X	X
Significant teaching experience within the secondary phase.	E	X	X
To have a knowledge and understanding of both Key Stages in the secondary phase.	E	X	X

Method of Assessment - The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other section)
To be able to exemplify how the needs of all students have been met through high quality teaching.	E	X	X
Experience of teaching in more than one secondary school.	D	X	X
To have experience of working within a wider network.	D	X	X
To have experience/training in SIMS	D	X	X
To have experience/training in Class Charts	D	X	X
To have experience/training in CPOMs	D	X	X
Skills and Abilities			
Set high expectations which inspire, motivate and challenge students and staff.	E	X	X
Excellent understanding of SEND policies and procedures.	E	X	X
Promote good progress and outcomes by students.	E	X	X
Demonstrate good subject and curriculum knowledge.	E	X	X
Plan and teach well-structured lessons.	E	X	X
Adapt teaching to respond to the strengths and needs of all students.	E	X	X
Have an astute understanding of both qualitative and quantitative data.	E	X	X
To be able to translate data so it is understood by all.	E	X	X
Make accurate and productive use of assessment.	E	X	X
Manage behaviour effectively.	E	X	X
Fulfil wider professional responsibilities.	E	X	X
Personal Qualities			
To act in accordance with and promote the Trust's strong educational philosophy and values.	E	X	X
Inspire, challenge, motivate and empower teams and individuals to achieve their goals.	E	X	X
Inspire trust in the College community.	E	X	X

Method of Assessment - The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other section)
Communicate clearly and effectively both orally and in written English.	E	X	X
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people.	E	X	X
Build and maintain quality relationships through interpersonal skills and effective communication.	E	X	X
Demonstrate personal and professional integrity, including modelling the Trust values and vision.	E	X	X
Manage and resolve conflict.	E	X	X
Prioritise, plan and organise yourself and others.	E	X	X
Think analytically and creatively and demonstrate initiative in solving problems.	E	X	X
Be aware of own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate feedback from others.	E	X	X
Demonstrate a capacity for sustained hard work with energy and vigour.	E	X	X
WeST Values Based Behaviours			
Compassion			
Acting with positive intentions and real concern for others to create higher level of performance and well-being in a safe and stimulating way	E		X
Aspiration			
Works to high expectations, modelling the delivery of high quality outcomes	E		X
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence	E		X
Integrity			
Acting always in the interests of children and young people, and with a consistent and uncompromising adherence to strong moral and ethical principles	E		X
Communicating with transparency and respect, creating a working environment based on trust and honesty	E		X
Collaboration			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others	E		X
Building and securing value from relationships, developing self and others to achieve positive outcomes	E		X

Additional Information

Westcountry Schools Trust is committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out, references will be sought and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies.

Applicants are encouraged to read the WeST [Child Protection and Safeguarding Policy](#).

Equal Opportunities

In fulfilling its aims and objectives, Westcountry Schools Trust actively seeks to achieve equality of opportunity and treatment for all members of the school community.

We will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability. The school works actively to promote equality and foster positive attitudes. WeST is committed to combatting all forms of discrimination by implementing positive policies and practices in compliance with the Equality Act 2010.

Procedures

All appointments are subject to pre-employment checks. That means:

- Your identity will be confirmed by sight of original, official documents such as a Birth Certificate, Passport, etc. in line with the Asylum and Immigration Act 1996.
- Original documents relating to all the qualifications you have listed on your application form must be supplied.
- Your employment history will be thoroughly examined and clarification will be sought where there are gaps or other discrepancies arising from information provided either by you as the candidate or your referee.
- References will be used to check dates of employment and your relevant experience. A minimum of two written references will be taken up and these references will be requested before the interview. References should cover the last 3-5 years' work history, as a minimum.
- An online search of shortlisted candidates will be conducted in accordance with Part Three 'Safer Recruitment' of Keeping Children Safe in Education statutory guidance.
- The identity of referees and information relating to disclosures will be verified.
- You will be required to provide details of any relevant unspent or spent convictions in accordance with the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) Order 1986.
- An enhanced Disclosure and Barring Service (DBS) check will be requested. This check will be cross referenced against the Protection of Vulnerable Adults list (PoVA), the Protection of Children Act (PoCA) list and List 99. These lists contain details of people deemed unsuitable to work with children or vulnerable adults. Please note that it is an offence to apply, offer or accept to do any work with children (paid or unpaid) if disqualified from working with children. Applicants will be challenged where inconsistencies exist. Please be aware that a firm offer of appointment will only be made after receipt and verification of all satisfactory checks. Westcountry Schools Trust and Callington Community College will carry out these checks and should you fail these checks, our offer of employment will be withdrawn.



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How to Apply

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Interviews: w/c 27th January 2025