

## Application Guidance

Thank you for your application to join Apple A Day Supply.

Apple A Day is committed to Safeguarding and promoting the welfare of children and young people. Therefore, our recruitment process is in line with Safer Recruitment, KCSIE and APSCo guidance.

The below diagram outlines all stages of our Safer Recruitment process:



### STAGE 1

#### Application (Form found on page 2 of this document)

Complete our application form ensuring you include a full work history, account for any gaps in employment and include 2 professional references.  
Once complete we will be in contact for next steps and give you a call to further understand your requirements.



### STAGE 2

#### Documents

Email us required documents such as: proof of identity, proof of address, qualifications and proof of National Insurance.

We will email you a full list of required/accepted documents.



### STAGE 3

#### Interview

Book a date and time for an online Teams interview with two of our consultants.

In line with Safer Recruitment we will then need to see your physical documents in the office.



### STAGE 4

#### Checks

We will key your DBS, secure a minimum of 2 references and if required, overseas police clearance.

We can also provide access to Safeguarding, Prevent and FGM courses if your current certificates are not in date.



### STAGE 5

#### Compliance

Lastly, sign the contract and all other documents via Panda Doc and then you are ready to go!

CONTINUE BELOW TO COMPLETE APPLICATION FORM

# Teaching Application Form

## POST DETAILS

Application for the post of:

School name:

Available from:

## CONTACT DETAILS

First name:  Surname:

Previous names:  Preferred pronouns:

Address:

Post Code:

Daytime Phone number:  Evening Phone number:

Email:

## WHERE DID YOU HEAR ABOUT US?

(Tick all that apply)

Facebook  Google Search  Instagram  LinkedIn  School  Friend  Other

If you have been referred by a friend, please state their name and contact details below:

## EDUCATION AND QUALIFICATIONS

(If part-time study, give details throughout). NB details of courses studied and not completed successfully must also be given.

### Secondary / Further Education

Name of School/College	Date From	Date To	Subject/Qualification	Grade	Date Awarded

### Higher Education

This includes courses leading to other relevant qualifications, such as qualified status, graduated status and membership of professional institutions.

Name of Establishment	Date from	Date to	Qualification obtained, subject and date awarded

## PRESENT APPOINTMENT

School/College/Establishment:

Local Authority:

Number on roll:

Post Held:  Date appointed:

If part-time, please give details:

Subject, age groups taught and other responsibilities:

Notice required and / or date available if appointed:

Current Gross Salary:  £

## PREVIOUS EXPERIENCE

If part-time appointment, please state. A separate curriculum vitae should not be enclosed in substitution. A continuous employment history is required from when you left full-time education.

### Employment History (Full employment history - most recent employment first)

School/College/Establishment	Position (if within school, include year group)	Reason for Leaving	Inclusive Period (mm/yyyy)	
			From	To

**PREVIOUS EXPERIENCE (continued)**

**Employment History** (Most recent employment first)

School/College/Establishment	Position (if within school, include year group)	Reason for Leaving	Inclusive Period (mm/yyyy)	
			From	To

Please indicate details of any gaps in employment here:

## STATEMENT IN SUPPORT OF APPLICATION

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Please provide evidence of how your experience, skills and abilities are relevant to your suitability for the post advertised and how you meet the requirements of the post and person specification. (Scroll to the end of this document to see appendix with relevant Job Specs)

Applicants should confine this to **this page**. An additional letter is not required.

Statement in Support of Application

## REFERENCES

Please ensure referees know this reference is being requested.

Please provide details of 2 professional references one of whom, if employed, to be your present manager e.g. your Headteacher. References will be sought on short listed candidates and previous employers may be contacted to verify specific experiences or qualifications before interview. Current or previous employers will be asked about disciplinary offences relating to children including penalties that are "time expired" and any child protection concerns.

**\*Please note, if you have had more than two positions within the last two years, you will need to provide additional referees for these positions.\***

### Are you happy for us to contact your referees before interview?

Please ensure you input a professional email address, as using personal email addresses (ending in Hotmail, Gmail etc) will invalidate the reference.

<b>REFERENCE 1</b> (Present employer)
<hr/>
First name: <input type="text"/>
Surname: <input type="text"/>
Address: <input type="text"/>
Tel No. <input type="text"/>
Email: <input type="text"/>
Occupation: <input type="text"/>

<b>REFERENCE 2</b>
<hr/>
First name: <input type="text"/>
Surname: <input type="text"/>
Address: <input type="text"/>
Tel No. <input type="text"/>
Email: <input type="text"/>
Occupation: <input type="text"/>

Do you have any further positions within the last two years which haven't been accounted for above?

## FURTHER INFORMATION

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Do you require any reasonable adjustments to be made to enable you to participate in the interview process?

If so, please list details in the box provided or call our office to discuss.

National insurance number:

Teacher Reference Number:   
(7 digit number)

Qualified Teacher Status?  Date:

Statutory induction year completed?  Date:   
(if qualified after 7 May 1999)

Would you require sponsorship to  
take up this post?  
(previously a work permit)

If Yes, please give details including dates, on a separate sheet, place the sheet in a sealed envelope marked for the attention of the Chair of the shortlisting panel and enclose it with this form.

## DISQUALIFICATION UNDER THE CHILDCARE ACT 2006 UPDATED 2020

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The 2020 regulations are made under section 75 of the Childcare Act 2006 (“the 2006 act”). They set out the circumstances in which an individual will be disqualified for the purposes of section 75 of the act.

Section 76(2) of the 2006 act, provides that a person who is disqualified under the 2020 regulations may not:

- provide relevant childcare provision
- be directly concerned in the management of such provision

Under section 76(3) schools are prohibited from employing a disqualified person in connection with relevant childcare provision in the settings set out in the [relevant offences](#) and orders section of this guide, unless the individual in question has been granted a waiver by Ofsted for the role they wish to undertake. An employer commits an offence if they contravene section 76(3), except if they prove that they did not know, and had no reasonable grounds for believing, that the person they employed was disqualified.

NB Disqualification under the Childcare Act 2006 updated 2020 is to be completed during the application process before a supply placement can be secured.



# DISQUALIFICATION UNDER THE CHILDCARE ACT 2006 UPDATED 2020

(continued)

## PLEASE NOTE:

- If your application is successful, prior to taking up your post, you will be required to undergo a Formal Disclosure process through the Disclosure and Barring Service. This will require you to complete a separate DBS application form and to provide a range of more than one piece of documentary evidence of your identity.
- Although a criminal record involving offences against children is likely to debar you from appointment of this type of post, the existence of other criminal convictions will not necessarily be a bar to employment.
- Any criminal record information arising out of the disclosure process will be discussed with you before any final decision is made about your employment.
- It is a criminal offence to apply for or accept a position (paid or unpaid) working with children if you are excluded from such work by a court order or exclusion by the DBS.
- With effect from 17th June 2013 criminal records certificates will only be issued directly to the applicant. The Local Authority/your employer will request that you show them your certificate and will record the Disclosure number and issue date and retain this on your personnel record and on its computerised personnel record system in accordance with the Data Protection Act 1998. The Local Authority abides by the DBS Code of Practice and Keeping Children Safe in Education (DfE, 2023) which state that a copy of the DBS Disclosure Certificate will be retained within the GDPR Guidelines, to comply with the requirements of the Data Protection Act. By signing this application form you give your consent to this.
- Under GDPR regulations your application will be held on file for 6 months and destroyed if you don't follow up your application; your file will be destroyed within 2 years of your departure. Upon your request we will shred and dispose of all documentation accordingly.

## SIGNATURE

I understand that if I am appointed, personal information about me will be computerised for personnel / employee administrative purposes in accordance with the Data Protection Act 1998. This may include analysis for management purposes and statutory returns.

In signing this form, I give my authority for use of my personal data for these purposes. I hereby confirm that the information I have given above is true. Where applicable, I will be subject to the regulations on political restrictions as defined in Local Government and Housing Act 1989.

I understand that, should any of the information I provide in this application be found to be false within my knowledge, or should there be any wilful omission of material fact, this may be reported to the Police as well as leading to my application being rejected or the contract being null and void if I have already been appointed.

Signature of Candidate:

Date:

# Appendix

Please scroll down to relevant job specification:

1. Supply Teacher Job Specification
2. Teaching Assistant Job Specification
3. School Improvement Team Job Specification
4. Sports Coach Job Specification

# Supply Teacher: Job Specification

**Job title:** Supply Teacher

**Employer:** Apple A Day

**Location:** Wiltshire and BANES

**Pay scale:** Daily supply rates. Higher rate for long term placements.

**Job Purpose:**

- To work as a supply teacher to provide short/medium or long- term cover as required.
- To provide effective teaching and learning opportunities to the children in the class they are covering.

**Main duties:**

- To establish a purposeful learning environment where children and young people feel secure and confident; where diversity is valued; where there are opportunities to maximise teaching and learning
- To teach clearly structured lessons/sequences of work which interest and motivate children and to consider the inclusion and diversity needs through differentiation.
- Learning objectives are clearly shared with pupils
- Using a variety of teaching and learning strategies
- To be responsible for the safeguarding and wellbeing of children by following and being committed to school policy relating to behaviour management, safeguarding and health and safety
- To set appropriately challenging learning and teaching objectives for whole class, groups or individuals
- To mark and assess pupils' work, using the school's monitoring and assessment policies against the learning objectives/outcomes
- To build and maintain good working relationships with staff, pupils, parents/carers and the wider community of the school
- To reflect and evaluate on own teaching.
- To keep up-to-date with current educational practices

**As appropriate for longer term placements:**

- To use monitoring and assessment information where appropriate to inform future planning and teaching
- To maintain an attractive, stimulating and well-organised learning environment
- To provide informal and formal assessments including oral feedback, written reports and parents' evenings, reports relating to the development and learning of individual pupils / groups of pupils as required essential.

**ALL EXPECTATIONS WILL BE DISCUSSED AND AGREED WITH US, THE TEACHER AND THE SCHOOL.**

**Education and training:**

- UK QTS status or ENIC equivalent (previously known as NARIC)
- PGCE degree or equivalent
- NQT/Induction passed/Exempt
- Relevant CPD

**Relevant experience:**

- Teaching experience in schools relevant to the role.
- Experience working with pupils with additional needs.

**Knowledge and understanding:**

- Up to date knowledge of relevant Key Stages and National Curriculum requirements
- Knowledge and understanding of a range of teaching and learning styles
- Knowledge of how to support those with SEN and additional needs
- Knowledge of safeguarding and prevent procedures
- Knowledge of effective classroom and behaviour management
- Knowledge of assessment

**Skills:**

- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Good behaviour management skills
- Communicates effectively, both orally and in writing
- Creates a happy, challenging and effective learning environment

**Personal qualities:**

- Is resilient and demonstrates ability to work in a variety of settings
- Willingness to work in different schools using a variety of procedures and processes appropriate to the setting
- Commitment to good teaching practice and quality supply teaching
- Commitment to the protection and safeguarding and wellbeing of children and young people
- Ability to establish productive partnerships with pupils, parents, carers and the wider community of the school
- Ability to demonstrate honesty and integrity and uphold public trust and confidence in the teaching profession
- Commitment to continue own professional development through own opportunities or those given by the agency

# Teaching Assistant Job Specification

**Main purpose of job:** To undertake work/care/support programmes to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom.

To work under the instruction/guidance of senior/teaching staff to support the delivery of quality learning and teaching and to help raise standards of achievement for all pupils.

Work may be carried out in the classrooms or outside the main teaching area.

## DUTIES AND RESPONSIBILITIES

### Support for pupils:

1. To develop a knowledge of a range of learning support needs and to develop an understanding of the specific needs of the pupils to be supported
2. To supervise and provide particular support for pupils, ensuring their safety and access learning activities
3. Taking into account the learning support involved, to aid the pupils to learn as effectively as possible both in group situations and on his/her own by, for example:
  - clarifying and explaining instructions ensuring the child can use equipment and materials provided assisting in weaker areas, e.g. language, behaviour, social skills, reading, spelling, handwriting/presentation
  - helping children to concentrate on and finish work set meeting physical needs as required whilst encouraging independence
  - assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
  - developing appropriate resources to support the children
4. To establish a constructive relationship with the pupils and interact with them according to individual needs
5. To promote the inclusion and acceptance of all children
6. To set challenging and demanding expectations and promote self-esteem and independence
7. To provide the necessary pastoral care to enable children to feel secure and happy
8. To provide feedback to pupils in relation to progress and achievement under the guidance of the teacher

### **Support for Teachers:**

9. Assist with the class teacher (and other professionals as appropriate), in the development and planning of a suitable programme of support for pupils
10. Monitor pupils' responses to learning activities and accurately record achievement as directed
11. Provide detailed and regular feedback about the children to the teacher
12. Contribute to the maintenance of children's progress records
13. Participate in the evaluation of the support programme
14. Promote good behaviour, dealing promptly with conflicts and incidents in line with established policy, and encourage children to take responsibility for their own behaviour
15. Establish constructive relationships with parents/carers
16. Administer routine tests and undertake routine marking of children's work
17. Support class teachers in photocopying and other tasks in order to support teaching

### **Support for the Curriculum:**

18. Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
19. Undertake intervention programmes linked to local and national learning strategies, recording achievement and progress, and feeding back to the teacher
20. Support the use of ICT in learning activities and develop pupils' competence and independence in its use
21. Assist with the preparation and maintenance of equipment/resources required to meet lesson plans/relevant learning activities to support the delivery of an enriched curriculum

### **Support for the School:**

22. Be aware of, and comply with the procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
23. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
24. Contribute to the overall ethos/work/aims of the school

25. Appreciate and support the roles of other professionals
26. Attend and participate in relevant meetings as required
27. Where appropriate, develop a relationship to foster links between home and school
28. Liaise, advise and consult with other members of the team supporting the children as appropriate
29. Contribute to reviews of children's progress as appropriate
30. Set a good example in terms of dress, punctuality and attendance
31. Prepare and present displays of children's work as required
32. Undertake other duties from time to time as required by the headteacher

# School Improvement Team: Job Specification

**Job title:** School Improvement Team

**Employer:** Apple A Day

**Location:** Wiltshire and BANES

**Pay scale:** Daily school improvement rates. Higher rate for interim headships/deputy/SENDCo placements.

## Job Purpose:

- To work as a School Improvement Partner supporting schools in a bespoke way (schools will discuss and agree the support needed)
- To fulfil interim headships/deputy/SENDCo posts depending on skills and school needs
- To offer detailed analysis and bespoke feedback to schools in line with SDP/SEF and school priorities

## Main duties:

- Building close, effective working relationships with school partnership teams and senior leadership teams.
- Leading the work of School Improvement across specific schools and provide feedback and advice to schools on their self-evaluation arrangements, their impact on improvement and on schools' capacity to improve.
- Leading the work of School Improvement to agree specific support the schools need, to identify practice worth sharing, and assess a school's capacity to support others.
- Working with the Head of School Improvement at Apple A Day to identify, coordinate and to support schools in their self-evaluation and school improvement activity.
- Delivering high quality data and management information to CEO's and LA where appropriate
- Promoting improved standards of education and pupil outcomes across the schools you are working with.
- Identify the development needs of leaders in your schools including Governors, at all levels, and across all phases, to enable effective commissioning and delivery of leadership training and support.
- To provide line management, motivation, and support to team members, including coordinating tasks, offering training, peer support and coaching as required, facilitating appropriate development, and undertaking supervisions, one to one's, team meetings and PDRs in accordance with company process.
- Taking a strategic lead on working with schools to undertake accurate and robust self-evaluation processes leading to the identification of improvement priorities based on rigorous, enquiry-based approaches.



- Promoting effective strategies to improve the quality of teaching and learning and leadership to secure improved provision and pupil outcomes.
- Attending Governing Body meetings where appropriate.
- Ensuring schools understand and carry out their duties to safeguard children and young people in all aspects of their work.
- Leading on activity to meet statutory and local requirements for Headteacher performance management and formal agreement of grant plans.
- Supporting each LA and Governing Body with Headteacher Recruitment.

**Additional:** To agree to the job description directly from the school for interim and longer posts.

#### **Education and Training:**

- UK QTS
- NPQH (Desirable)
- Ofsted training or experience (Desirable)
- PGCE degree or equivalent
- NQT/Induction passed/Exempt
- Relevant CPD

#### **Relevant experience:**

- At least 3 years senior leadership experience as head/deputy or equivalent
- Experience as DSL or DDSL
- Experience working with pupils with additional needs.
- Experience leading teams of staff at short notice
- Experience of professional development management for teaching and senior staff
- *FOR SENDCO – Specific SENDCO award and relevant experience*
- *FOR Bespoke subject CPD in schools – relevant experience in that subject is necessary.*

#### **Knowledge and understanding:**

- Up to date knowledge of relevant Key Stages and National Curriculum requirements
- *Curriculum specific knowledge (for bespoke CPD/school improvement in specific subjects)*
- Knowledge of school-based leadership models
- Knowledge and understanding of a range of teaching and learning styles.
- Knowledge of how to support those with SEN and additional needs.
- Knowledge of safeguarding and prevent procedures.
- Knowledge of effective classroom and behaviour management to support teaching staff
- Knowledge of effective assessment for whole school attainment and progress

### Skills:

- Ability to form and maintain appropriate relationships and personal boundaries with staff, governors, children and young people.
- Outstanding behaviour management skills
- A presence within the school environment
- Communicates effectively, both orally and in writing
- Creates a happy, challenging and effective learning environment.

### Personal Qualities:

- Is resilient and demonstrates ability to work in a variety of settings.
  - Willingness to work in different schools using a variety of procedures and processes appropriate to the setting.
  - Commitment to excellent school provision for young people
  - Commitment to the protection and safeguarding and wellbeing of children and young people.
  - Ability to establish productive partnerships with the local authority, MATs, pupils, parents, carers and the wider community of schools.
  - Ability to demonstrate honesty and integrity and uphold public trust and confidence in the teaching profession.
  - Commitment to continue own professional development through own opportunities or those given by the agency.
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# Sports Coach: Job Specification

**Job title:** Sports Coach

**Employer:** Apple A Day

**Location:** Wiltshire and BANES

## Job Description

### Main Purpose of Role:

To deliver high quality professional lessons that are progressive and reflective of the needs of children and supports the aim of increasing participation in PE and school sport by all children in all schools.

- Plan, prepare, and deliver engaging, fun, and progressive activities to children aged 4 – 11 years old that focus on participation, development, and enjoyment.
- Monitor and track pupil progress, review and adapt your programme of sessions accordingly.
- Show the required energy, enthusiasm, and professionalism required for the role, acting as an ambassador for Apple A Day and behaving as a suitable role model for children.
- Take full responsibility for all children in your care, ensuring everyone remains safe and on task throughout your sessions.
- Deliver outstanding group management skills to ensure appropriate behaviour, focus, and engagement from all children whilst delivering your activities.
- Demonstrate excellent customer service awareness and adapt accordingly when dealing with differing stakeholders including children, parents, and school staff.
- Ensure all company policies and procedures are adhered to, including health and safety, and safeguarding procedures.
- Be punctual and professional at all times.

## Person Specification:

### Qualifications and Training:

- Level 2 qualification in at least one sport.
- Good numeracy and literacy skills.
- Ability to use IT skills to respond to emails and other technology-based communication
- First aid qualification
- Proven commitment to professional development.

### Experience and Knowledge:

- Experience and enjoyment in several different sports.
- Experience of working with children in the primary age range, promoting high quality PE and school sport.
- Experience of monitoring and assessing the impact of lessons/sessions.
- Knowledge of the National Curriculum for Physical Education in Early Years, Key Stage 1 and 2, and assessment procedures.
- Knowledge of the skills, techniques, rules and regulations in a range of sports.
- Understanding of child protection, child development health and safety and equal opportunities policies.
- Awareness of AfPE Safe Practice in Physical Education and School Sport Guidelines.

### Essential Personal Qualities:

- Enthusiasm for active learning for all children.
- Excellent communication and interpersonal skills.
- Ability to work with different schools at short notice and to build professional long-term relationships, having flexibility and reliability.
- High expectations and commitment to continue school improvement.
- Excellent planning and organisational skills.
- Ability to judge when advice/assistance is needed to meet pupils' needs and to react calmly and quickly in an emergency.
- An understanding and a commitment to confidentiality and knowledge of GDPR guidelines
- Ability to work efficiently on own initiative and maintain a high standard of work.
- Ability to manage time and resources to provide well prepared PE lessons.

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Last review August 2024

Next review due August 2025