



DAVISON
CE High School for Girls

Applicant Pack





TABLE OF CONTENTS

OUR SCHOOL	4
OUR VISION	6
OUR VALUES	6
SUPPORTING OUR STAFF	7
RECRUITMENT PROCESS	8



Dear Applicant,

I am extremely proud to welcome you to Davison CE High School for Girls.

We see education as the key to unlocking the future potential of all our young learners and truly believe that Davison offers this education to our girls within a caring and supportive ethos, underpinned by strong Christian values. Quite simply, our dedicated and well-equipped team of staff put children at the heart of everything we do.

We have a strong commitment to the value of a broad and balanced curriculum, which is flexible and incorporates the principles of personalised learning for students of all abilities. As we are demanding academic success, to the fullest of each child's ability, we expect our students, as responsible citizens, to play a full role within the school, the local community and the wider community.

This will enable our students to develop the confidence and skills to make a real contribution to the ever-advancing world in which we live.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'C. Keating', written in a cursive style.

Mr Chris Keating
Headteacher



OUR SCHOOL



Davison is an inclusive Christian family, which equally respects those of other faiths or none, working together for the achievement of all.

The morality of our values - Trust, Hope, Endurance, Forgiveness, Friendship and Thankfulness are at the heart of the Davison family ethos.

Academically, students thrive in a calm and purposeful environment. Students' life chances improve as their numeracy and literacy improve and their progress in this area is a key focus. Well-resourced and highly qualified staff deliver programmes of study based on high expectations and the belief that students' can go beyond their best in all areas of the curriculum.

Our assessment system is based on the growth mindset theory and involves the use of key performance indicators and personal learning check lists. Our students become independent learners as their assessment develops in partnership with their teachers.

The support of parents and carers is instrumental to the progress of their children and we endeavour to fully involve them as partners in the learning journey.

We believe that the timetabled lessons are only a part of the curriculum at Davison and we encourage all members of the Davison family to fully immerse themselves in the life of the school. As well as our "Colour Family System" there are numerous opportunities for personal development outside the classroom. Our reward systems and Davison Pledge also reflect this.

The many life changing extra-curricular opportunities at Davison help students to:

- exceed their academic expectations
- become confident, successful and responsible young women
- understand Christian values whatever their beliefs and faith

The experiences on offer both within and outside the timetable are designed to give students a broad and balanced experience. The curriculum is reviewed each year and adjusted to ensure that:

- our resources are used effectively
- subjects have the correct time allocation and content
- the subjects on offer are in line with our intent
- we comply with the national curriculum
- it is relevant to both our youngest students and those who are embarking on Post-16 study

We regularly review and monitor the curriculum content through lesson observations, subject line management and data analysis of student progress, attendance and behaviour. Our continuing professional development sees teachers as reflective practitioners, ensuring that we read and utilise the most recent educational research.

We ensure that able students are challenged, those with additional needs are supported and all have the opportunity for enrichment.

Our learning Platform FROG is used for communication with students and parents/carers through all year groups and Frog Progress uses a Key Performance Indicator(KPI) system for year 7, 8 and 9. This enables all to understand what has been learned and how to develop further using the FROG learning locker.

Our aim of giving every girl a better future is realised in our academic results and evident in the wonderful young women who leave us at to go onto further education and training.

Our system of Key Performance Indicators using the FROG platform is in its fifth year of development. This was our "Growth Mindset" take on 'life after levels'. We believe this development is having a significant impact upon our students' academic outcomes. At key stage 3, this has helped our students to become much more independent learners who are now able to start their qualification courses with the tools they need to succeed.





OUR VISION

Our school vision weaves everything together. It underpins what makes our school unique. An understanding of our vision guides us in our decision making and actions.

At Davison Church of England High School for Girls, students and staff are free to choose any faith or none. We aspire, as a church school, **“to live life in all its fullness and flourish as God intended”**. We reflect on what God has done for us through Jesus. We model his work through our Christian values.

At Davison we are committed to:

- Developing independent, open-minded learners and thinkers
- Inspiring high personal achievement
- Nurturing positive self-esteem and self-awareness
- Promoting respect, concern and active support for others
- Empowering confident and articulate communicators
- Exploring the importance of spirituality and faith in everyday life
- Participating actively in the service of others
- Harnessing the power of new educational technologies

OUR VALUES

The values we hold most dearly and promote are:



FRIENDSHIP



TRUST



FORGIVENESS



THANKFULNESS



HOPE



ENDURANCE

In our school we strive to reflect these values in the way we treat one another, conduct ourselves and care for those in our community and around the world.

SUPPORTING OUR STAFF



At Davison CE High School for Girls we firmly believe in our 'Davison Family' and take great pride, care and attention in the wellbeing of our colleagues. There is a strong sense of community at Davison and caring for one another is highly important to us all. We try to create many opportunities for staff to come together, from our Monday morning briefing to half-termly staff meetings and School Improvement Group sessions, there is a real emphasis placed on every voice being heard and an understanding that communication is key.

In our commitment to support student and staff wellbeing, we recently appointed a School Wellbeing Lead to contribute to the provision and delivery of the welfare and support systems currently in place for students and staff. In collaboration with our Wellbeing Group, the following have been put in place for staff:

- New staff induction sessions to fully integrate colleagues into all aspects of school life
- An opportunity to share feedback and ideas via termly wellbeing surveys
- Access to our school's online Wellbeing Page to access information and signposting
- Access to many free services through the Schools Advisory Service, including 24-hour GP service, confidential counselling, physiotherapy, private medical operations, menopause support, stress awareness, nurse support services, weight management, etc.
- Confidential counselling service through an Employee Assistance Programme
- One INSET day a year with a specific wellbeing focus during which the following are made available to colleagues; yoga, massage treatments, pigeon hole treats, prayer space, fresh fruit baskets, a group walk or jog to the beach, free health checks and stress management courses
- Discounted membership to South Downs Leisure, with access on an onsite gym (Davison Leisure Centre)

In addition to those listed above, we also organise end of term social events which are always well attended by staff. For those colleagues who like to cycle to work, we have plenty of bike storage on site and work with West Sussex County Council to actively communicate when the Cycle to Work scheme is in operation.

We strive to appoint hardworking and motivated professionals, who are excited about playing their part in our school's development and in contributing to our wider Davison family. We hope that you will want to join us.





RECRUITMENT PROCESS



Davison CE High School for Girls is committed to ensuring the best possible environment for the children and young people in our care. Safeguarding and promoting the welfare of children and young people is our highest priority. We aim to recruit staff that share and understand our commitment and to ensure that no job applicant is treated unfairly by reason of a protected characteristic as defined within the Equality Act 2010.

All queries on the school's recruitment process should go to the School Business Manager hr@davisonhigh.school. Applications will only be accepted from candidates completing the application form in full. CV's will not be accepted as an alternative to completed application forms but will be accepted, as a non-essential part of the recruitment process if the applicant chooses to include one.

Candidates should be aware that all posts in the school involve a degree of responsibility for safeguarding children, although the extent of that responsibility varies according to the nature of the post. As the job for which you are applying involves substantial access to children, it is important that you provide us with legally accurate answers. If you disclose any unspent convictions, cautions, reprimands or warnings, please do so in a sealed envelope addressed to the Headteacher or School Business Manager. Any information of this nature will be handled in the strictest confidence.

Invitation to Interview

Applicants will be short-listed according to the quality, relevance and applicability of their professional attributes and personal qualities to the role. Short-listed applicants will then be invited to attend a formal interview at which their relevant skills and experience will be discussed and practically assessed in more detail. The interview will be conducted in person and the areas which it will explore will include suitability to work with children. Candidates with a disability, who are invited to interview, should inform the school of any necessary reasonable adjustments or arrangements to assist in attending the interview. All candidates invited to interview must bring documents confirming any educational and

professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas etc). Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained by you from the awarding body.

All candidates invited to interview must also bring with them:

- A current driving licence including a photograph and paper counterpart or a passport or a full birth certificate
- A complete Safer Recruiting Form

Conditional Offer of Appointment: Pre-Appointment Checks

Any offer to a successful candidate will be conditional upon:

1. Receipt of at least two satisfactory references;
2. Verification of identity/qualifications including evidence of the right to work in the UK;
3. A satisfactory enhanced DBS check and if appropriate, a check of the Barred List;
4. For a candidate to be employed as a teacher, a check that that the candidate is not subject to a prohibition order issued by the Secretary of State;
5. For a candidate who has lived or worked outside the UK a check using the Teaching Regulation Agency that they are not subject to any teacher sanction/restriction;
6. Verification of professional qualifications;
7. Where the successful candidate has worked or been resident overseas, such checks and confirmations to ensure that any events that occurred outside the UK are considered;
8. Satisfactory medical fitness.

Successful candidates must complete a pre-employment health questionnaire. The information submitted will be held in strictest confidence and reviewed against the physical or mental requirements for the particular role i.e. proposed workload,

extra-curricular activities, layout of the school. The school is aware of its duties under the Equality Act 2010. No job offer will be withdrawn without first consulting with the applicant, considering medical evidence and considering reasonable adjustments.

References

We will seek references for shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications, before interview. If you do not wish us to take up references before interview, please notify us at the time of submitting your application. All referees will be asked if the candidate is suitable to work with children. The school will compare any information provided by the referee with that provided by the candidate on the application form. Any inconsistencies will be discussed with the candidate.

Criminal Records Policy

The school will refer to the Department for Education ("DfE") document, 'Keeping Children Safe in Education' and any amended version in carrying out required DBS checks. The school complies with the provisions of the DBS Code of Practice.

Candidates are required to notify the school immediately if there are any reasons why they should not be working with children. We take our responsibility to safeguard children very seriously and any staff member or successful candidate who is aware of anything that may affect his/her suitability to work with children must notify us immediately. This includes notification of convictions, cautions, court orders, reprimands or warnings he/she may receive. Failure to declare any convictions (that are not subject to DBS filtering) may disqualify you for appointment or result in summary dismissal if it comes to light subsequently.

Additionally, the school has a legal duty under section 26 of the Counter-Terrorism and Security Act 2015 to have 'due regard to the need to prevent people from being drawn into terrorism' - known as the 'Prevent duty'. Schools are required to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Accordingly, as part of the recruitment process, when an offer is made the successful candidate will be required to undertake Prevent training.



DAVISON

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