



## TEACHER OF SCIENCE

### *Information for Applicants*

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#### *Welcome*

Thank you for your interest in this post. The Kings of Wessex is an exceptional Academy with a strong commitment to excellence. There are currently almost 1000 students on roll aged 13 to 18, including a flourishing Sixth Form of 250.

Kings is an exciting and rewarding place to work and the Academy prides itself on its academic success and wide range of achievements, enjoying an excellent reputation in the community and beyond. As a result demand for places is high.

#### *History of the Academy*

The Kings of Wessex was opened in 1976, although the origins of the Academy in fact date back to the mid-18<sup>th</sup> Century when Hannah More founded the first school in Cheddar. The remains of an important Anglo Saxon Palace were discovered on the site, hence the name of *'The Kings of Wessex'*. The outline of the site of the Palace and also the ruins of the 13<sup>th</sup> Century Chapel of St Columbanus today enhance the setting of the Academy.

Kings has Church of England Voluntary Controlled Status, which is reflected in both the composition of the Trustees of The Kings of Wessex Academy Trust and the ethos of the Academy. On 1 September 2006 Kings became a Foundation School and on 1 June 2011 became an Academy under the Government's fast-track scheme for Outstanding Schools.

Kings is situated in the thriving village of Cheddar, at the foot of the picturesque Mendip Hills. Cheddar is, of course, famous for its Gorge and cheese and is within easy commuting distance of Bristol, Bath, Wells and Weston-super-Mare. The Academy serves a predominantly rural area and receives students from Cheddar and the surrounding villages.

#### *Academy Aims*

The Academy's mission is: *'To get the best out of everyone'*, and to achieve this we aim:

- To strive constantly for excellence.
- To make effective learning the focus of the Academy.
- To teach in a way that both inspires and challenges each student to become responsible for their own learning.
- To provide a broad and balanced curriculum, which is relevant to students now and in their adult lives.
- To promote an understanding of the meaning, significance and values of the Christian faith.
- To promote an active partnership between the Academy, parents, the communities of the Cheddar Valley, and our international partners.
- To foster a caring and orderly environment for learning in which every student can feel secure and valued as an individual.
- To provide equal opportunities for all.
- To value and professionally develop all staff.
- To promote responsible citizenship and lifelong learning.

## *Examination Results 2017*

In 2017, our students achieved excellent examination results at both GCSE and A Level.

At GCSE, 75% of students were awarded five or more grades A\* - C including English and Maths and the pass rate for all exams was 99.6%, of which 27% were the top grades of A and above (or equivalent).

Whilst at A Level, the pass rate remained at an impressive 98% and more than half of the students were awarded the top grades of A\*, A and B; and a third of Year 12 entries were grades A and B.

## *Ofsted Inspections 2015 and 2017*

Kings was last inspected by Ofsted in March 2015 when the overall judgment was good with outstanding for the Sixth Form.

Kings is an exceptional Academy and we continue to be proud of our achievements. It was particularly pleasing that our Sixth Form and the safeguarding of our young people were both judged to be outstanding. We are working hard to focus on the areas noted for improvement in the report.

The SIAMS inspection in March 2015 judged Kings to be Outstanding Church of England Academy.

Recently in October 2017, the Academy had a Section 8 Ofsted Inspection looking specifically at Safeguarding in which it was found to be effective.

## *Senior Leadership Team*

The Senior Leadership Team is composed of the Executive Headteacher, two Deputy Heads, two Assistant Heads and the Business Manager with the following responsibilities:

- Executive Headteacher - Strategic Leadership and Curriculum
- Deputy Headteacher (Welfare and Inclusion) - Student Welfare and Guidance, Intervention and Child Protection
- Deputy Headteacher (Progress and Performance) - Examinations and Assessment and e-Learning
- Assistant Headteacher - Teaching and Learning/Continuing Professional Learning
- Assistant Headteacher - Sixth Form
- Business Manager – Finance and Premises, Kings Fitness and Leisure

In addition, the SLT has a number of shared responsibilities that include policy formulation and evaluating the work of the Academy. SLT are linked with Year Leaders and Subject Leaders for the purpose of communication and accountability, and monitor the work of the Academy through performance data, subject reviews, lesson observations and the scrutiny of students' work.

## *Academy Improvement Planning*

The Academy has an annual development planning cycle.

An opportunity is provided for all staff, students and parents to contribute to the Academy Improvement Plan. Priorities are also informed by the outcomes of inspection, performance data, and academy self-evaluation. All Subject Teams are required to prepare an Action Plan that reflects the Academy Improvement Plan priorities and is monitored by the Senior Leadership Team. A termly report is submitted to the Governing Body on the implementation of the Academy Improvement Plan.

## *Teaching and Learning*

Effective Teaching and Learning is central to the work of Kings. Teachers make an enormous difference to the success, or otherwise, of students, and it is for this reason that we are constantly striving to improve.

The Academy has a dynamic and exciting programme of Teaching and Learning, including a Teaching Framework to which all staff are expected to adhere, setting out the minimum expectations in terms of pedagogy and classroom management.

Teachers deploy various strategies to make lessons exciting and enlightening, and there is an emphasis on active learning in lessons rather than passive. A team of Learning Coaches work closely with colleagues to support them and enhance good practice and staff are equipped with a Teaching and Learning Toolkit.

Good planning is central to good teaching and all teaching staff plan their work on a daily basis on their laptop identifying learning objectives, teaching and learning activities and homework.

Sharing good practice is important and staff are encouraged to work together with colleagues to share aspects of their teaching that they feel went particularly well. There are also opportunities for staff to observe lessons of colleagues across the Academy.

## *Curriculum*

All students benefit from a broad, balanced and differentiated curriculum up to the age of 16. Our young people are entering a world marked by rapid technological, globalisation and social change, and in their adult lives even greater demands will be made on them needing adaptability, self-reliance, confidence and high standards of education.

The curriculum is organised within Subject Teams with support provided by Learning Support. There are five 60/65 minute lessons in the academy day, as well as a 20 minute assembly/tutor period.

All students in Year 9 study Core Science, and approximately 60% will move on to study Biology, Chemistry and Physics as separate Sciences whilst the remainder will take Combined Science.

Students who are capable of progressing to University are currently advised to take a Humanities Subject (History or Geography) and a Language (French or German) to be able to achieve the English Baccalaureate

All students follow a three-year Key Stage 4 curriculum commencing in Year 9. The core subjects include English, Maths, Science (Dual and Triple), and R.E. All are required to choose from History or Geography and approximately 80% of the cohort study either French or German. Those not studying a Language receive additional teaching time for English and Maths. Students are able to choose three options from the following list of GCSE/BTEC subjects: Art, Craft and Design, Business Studies, Computer Science, Design and Technology, Food Preparation and Nutrition, French, German, Information and Creative Technology, Music, Performing Arts, Physical Education and Textiles.

All students study non accredited courses in PSHE/Citizenship and Physical Education in Years 9 to 11.

## *Sixth Form*

Students in the Sixth Form at Kings can currently study the following AS Level and A Level courses:

- Art
- Biology
- Business Studies
- Chemistry
- Computer Studies
- Design & Technology
- BTEC Level 3 Diploma in Performing Arts
- English Language
- English Literature
- French
- Further Mathematics
- Geography
- German
- History
- ICT
- Mathematics
- Media Studies
- Music
- Philosophy & Ethics
- Photography
- Physics
- Psychology
- Sociology
- Textiles

Students can also at BTEC Level 3 Diplomas:

- Business Studies
- Performance Arts
- Sport and Fitness Services

Year 12 students have the opportunity to complete the Extended Project Qualification as an extra A2 Level qualification. Each student is assigned a Staff Supervisor, and completes a 5,000 word dissertation over the summer holidays. Whilst the Extended Project is entirely optional for the students, they are actively encouraged to undertake the important independent study project. Supervisors meet with the students, but are not required to mark the dissertation. It is the students' responsibility to organise the meetings and to complete their dissertation.

The Sixth Form have their own Common Room for use at free time. In addition to the Sixth Form Study Room, students also make use of our Learning Resources Centre for private study. A large number of Year 11 students chose to continue their education in the Sixth Form and a growing number of students are opting to transfer into the Sixth Form from other local Schools and Academies.

The students play an important role in the Academy, organising the student council, charity events and attending academy events. The Head Boy, Head Girl and Senior Student Team are selected every year from the Sixth Form following a testing selection process.

## *Assessment and Reporting*

All students are assessed at regular intervals by their teachers and the assessment pattern is dominated largely by public examinations. GCSE, AS and A2 Level examinations take place in June and there are also internal examinations for Years 9, 10 and 11.

Students in all year groups are made aware of their target grades at the beginning of the year and receive regular assessment feedback from their teachers in the form of predicted grades.

All teachers record assessment data electronically using SIMS Assessment Manager. This “electronic mark book” is also used to distribute prior attainment data and to support the monitoring of students' progress against their targets.

## *Celebrating Achievement*

Celebrating our students' achievements is important at Kings. Throughout the academic year, students receive merits for their work and contribution to Kings leading to Special Achievement Awards: Bronze (15 merits); Silver (30), Gold (50), Double Gold (75), Platinum (100), Double Platinum (150) and Titanium (250). Students are presented with Special Achievement badges, certificates and from Double Gold to Titanium, students also receive vouchers.

Praise Post cards are also sent home to parents to celebrate students' work and end of term presentation assemblies are held to celebrate students for their achievement and contribution in academic and enrichment subjects, colours, 100% attendance and other awards. Students are also celebrated as "Stars of the Term" for each Department in special display boards around the Academy.

A special highlight on the academic calendar is the annual Awards Evening in September, when we welcome parents, Governors and friends of the Academy to celebrate our students' success, which is attended by all staff.

## *Setting Arrangements*

In Years 9 – 11, students are set according to their ability in Maths, Science and, to a more limited extent, in English and Languages.

The rest of the Year 9 curriculum is taught in mixed ability groups. In Years 10 and 11 students are taught in groups that are determined by their option choices.

## *Staffing*

Kings' greatest asset is, of course, its staff and we are committed to supporting fully both teachers and non-teachers. The Academy currently has nearly 75 teachers organised in Subject Teams and Year Groups and over 50 support staff across the Academy.

Staff enjoy positive and supportive relationships, and a teamwork ethos. An induction programme is provided for all new staff, and there is a strong commitment to professional development. All teaching staff are provided with a laptop computer.

Job descriptions are issued to all staff and are reviewed as appropriate. All teaching staff are involved in appraisals with an annual meeting to review and set targets. Meetings are held regularly with a weekly briefing for all teaching staff, half termly Subject Leader meetings, followed by team meetings and Year Leader meetings.

All staff appointed to The Kings of Wessex are expected to support the aims of the Academy and uphold high our professional standards. The Academy has a staff dress policy and is a non-smoking environment.

## *Continuing Professional Learning*

We are committed to the professional development of all staff and provide training, which supports colleagues at all levels of the organisation in their work. Staff who are new to the Academy are supported by an Induction Programme and are assigned an individual mentor.

A wide range of Continuing Professional Learning sessions is on offer to support staff in improving their teaching, assessment and leadership skills. These include external training, in-house training, visits to other Schools and Academies and time off timetable to work with colleagues. A Continuing Professional Learning programme by teachers for teachers runs throughout the year in twilight sessions.

The Academy has a strong commitment to leadership training through programmes, and also includes supporting staff on the NPQH/NPQSL programme.

Kings works in partnership with other Somerset Academies to provide joint training and professional development opportunities.

## *Monitoring and Evaluation*

The work of the Academy is evaluated by the Senior Leadership Team (SLT) and Subject Leaders Team.

Performance data is monitored on an on-going basis. All teaching staff receive data that shows the Value Added progress made by students in their teaching groups. SLT undertake reviews involving lesson observations, scrutiny of students work, and discussion with students. This helps to inform priorities for future work, and also helps to monitor the implementation and impact of new initiatives.

Subject Leaders complete individual Team Evaluations, including undertaking lesson observations, student voice and scrutiny of work. This information is then discussed with their SLT Link and contributes towards the evaluation of the Academy.

## *Welfare and Guidance*

To ensure students develop their full potential, it is vital that they are given the support and guidance that enables them to get the best out of their learning. On entry to the Academy, the students are placed in mixed ability tutor groups, in which they generally remain throughout the Academy.

This academic year, there are currently nine forms of entry in Years 9 and 10, and ten in Year 11, each with a Tutor who looks after day-to-day matters and monitors the progress of students.

A Year Leader has overall responsibility for each year group in the Lower Academy and the Assistant Headteacher is responsible for the Sixth Form. Each year has its own student committee and representatives are elected to sit on the School Council. The School Council is an excellent student voice for the Academy and meets every half term, providing an opportunity for the discussion and debate of Academy issues. Successful projects in the past include a road safety campaign, a green transport debate and additions to uniform.

All students follow a programme of PSHE/Citizenship (Personal, Social and Health Education) to help them cope with the demands of life in and out of the Academy. The course includes areas such as Health Education, Sex Education, Study Skills and Careers Education and Guidance.

Our Mentoring Plus programme supports all Year 11 students and Mentors meet with students six times on a one-to-one basis during the academic year to review progress and set new learning targets. The Mentor liaises directly with subject staff to ensure students are kept on track and that any missing work is caught up. Any student falling behind, or needing additional support attends compulsory extra sessions at lunchtime and after school.

## *ICT*

The Network Manager and team of ICT Technicians, and Web Developer oversee the network, which provides access for administration and curriculum use.

Firefly, our Virtual Learning Environment provides teachers and students with anytime, anywhere browser access to online educational resources and services. Through Firefly, people can share their ideas and knowledge, and communicate and collaborate more easily.

Teachers set homework and add resources to Firefly, which students access from home and they also save their work onto Firefly whilst in the Academy to access from home.

All subject areas have access to ICT provision with computer suites serving most subjects. The majority of classrooms are equipped with data projectors and Kings has over 500 PCs. Extensive use is made of ICT for both teaching and learning across all subjects.

All teaching staff have a laptop computer linked to a wireless network, used for lesson planning, registering attendance, recording assessment data and communication by email.

## *Careers Education and Guidance*

A dedicated Careers Adviser works with our young people to provide careers information, advice and guidance. The emphasis in Year 9 is on helping young people to make decisions and explore career opportunities. Whilst in Year 10 students undertake a period of work experience in the Summer Term and work in the Academy focuses on helping students to prepare.

Throughout Year 11 students receive guidance and support in helping them to make decisions about Post-16 options and meets with a member of the Senior Leadership Team for a dedicated one-to-one career meeting. In the Sixth Form the emphasis is on helping young people through the application process for Higher Education or in entering the workplace.

Careers education also forms part of our PSHE/Citizenship Programme and young people receive individual support and guidance in response to their specific needs.

## *Facilities*

The Academy is sited on an attractive campus close to the centre of the village of Cheddar, with views across the Mendip Hills and Somerset Levels; and is within driving distance of Bristol and Bath.

Each Subject Team has its own suite of rooms with a teacher planning room, and there are specialist facilities in Design Technology, Science, Languages, Art, Music, and ICT.

The Academy has a state-of-art Kings Theatre and Learning Resources Centre, which houses the library and is equipped with a suite of computers and study area.

In recent years, many of the buildings have been re-clad and new windows fitted to create a lovely learning environment for our young people.

Also on the campus is a large sports centre 'Kings Fitness and Leisure,' a separate company to the Academy. The Centre is very popular and enjoys a large membership with the community, and provides a wide range of classes and access to a Sports Hall, studios, squash courts, swimming pool and Fitness Suite. All academy employees who work more than 0.4 FTE (20 hours) per week are entitled to a Complimentary Silver Membership to Kings Fitness and Leisure, which entitles staff to full and unlimited access to the gym facilities, swimming pool and racquet sports.

New changing rooms were recently opened and are a modern addition to the P.E. Department and the Centre.

Last year, the Academy opened its own Kings Café, and the new kitchens and café provide a large dedicated space for students as a wonderful addition to the Kings campus.

Community champions Cheddar Arts@Kings Theatre run a lively programme of theatre, film, music and live events from our Kings Theatre, run by a team of committed and enthusiastic volunteers.

## *Finance*

The Academy manages its own annual budget in excess of £5 million, with funding for capitation devolved to Subject Teams on a formula basis and Subject Leaders are responsible for its effective management. The Academy has been successful in attracting significant additional funding over recent years.

## *Parent Partnership*

The Academy works very closely with parents and is committed to an effective partnership for the benefit of our students and is grateful to parents for their support and encouragement at home.

Parents are welcomed into the Academy by appointment and we are in regular contact with home to report on progress and broader academy issues. Tutors phone home to parents at the start of term to inform of tutees' progress and keep in close contact during the year.

Throughout the year, parents can read about news at Kings and the Headteacher Blog on the academy website.

The Parent Teacher Association is very active at Kings, and provides valuable support and an important link between the Academy and the Parent Body. The PTA gives generously to Subject Teams and raises money from providing refreshments and raffles at academy events and donations by parents to the Enrichment Fund.

## *Learning Support*

Our Learning Support Department provides excellent support for our young people both in and outside of the classroom. The Department is based in a dedicated support room, well equipped with computers, iPads and support materials and in addition, there is a separate therapy room with facilities for delivering physiotherapy programmes.

Students identified as requiring support may have access to the following, depending on their level of need:

- In-class support from a Learning Support Assistant who will work to ensure students can access learning but also promote independence.
- Intervention sessions to work on identified areas of need such as literacy skills, social skills or emotional literacy skills.
- Paired Reading programme, which is well supported by our Sixth Form students and community volunteers.
- Individual learning programmes which may include Life and Living Skills or entry level qualifications.
- Mentoring.

Where required, a diagnostic assessment, using a wide range of standardised tests, may be undertaken to inform teaching and plan a support package.

There is opportunity for students to attend lunchtime study support sessions in Learning Support, or use the space for some quiet time out.

## *Enrichment Activities*

Kings has a wonderful tradition of providing students with an exciting programme of enrichment activities, ranging from music and sports, "Platform" Creative Arts/Writing magazine, Photography, Engage (Christian Union), the Kings and Queens News Team and many more. There are termly musical concerts and annual productions involving a large cast of students and last year, students gave a stunning performance of the popular musical "*Chicago*" and Year 11 Drama students performed a moving production of "*Blood Brothers*" at the



end of last term. The Duke of Edinburgh Award Scheme is also very popular with students and provides opportunity for them to challenge themselves.

In the Autumn Term Year 9 are introduced to the enrichment programme at the Freshers' Fayre and also enjoy a Sports and Arts Taster Day.

International visits include trips to France, Disneyland Paris, Germany, New York, Poland and South Africa, with Operation Wallacea students travelled to Mexico in the summer holidays. In the Autumn Half Term break ICT & Computing students will be off to San Francisco for an exciting visit - including the world of Silicon Valley.

The Academy has a House system with four Houses: *Avalon, Camelot, Lyonesse and Tintagel*, which operate on a vertical basis and there are inter-house competitions with awards presented each term for the winning houses. It is expected that all staff will assist in providing enrichment opportunities for our students.

## *Wessex Learning Trust*

From 1 November 2016 Kings joined together with seven partner schools (Axbridge First School, Lympsham First School, East Brent First School, Mark First School, Weare First School, Wedmore First School and Hugh Sexey Middle School) to form a Multi Academy Trust named the "Wessex Learning Trust."

The Academy works closely with a wider group of schools who together form the Cheddar Valley Learning Partnership. The Cheddar Valley operates a tier education system and within seven miles of the Academy there are nine First Schools (aged 4-9) and two Middle Schools (ages 9-13) that all feed into The Kings of Wessex Academy. The Schools work closely together to give children in the area continuity in their education from five to 18.

The ten Headteachers meet regularly to plan provision within the Cheddar Valley and operate together as an effective team. Subject co-ordination is strong, with teachers involved in an established programme of cross-phase curriculum planning. The Cheddar Valley Schools come together on occasion for joint training days and opportunities are also provided to involve students in shared activities.

# Teacher of Science

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We are seeking to appoint a Teacher of Science to join our team from September 2018.

We are seeking an enthusiastic professional who is passionate about teaching Science at both Key Stages 4 and 5, and who is committed to running enrichment activities in order to make a real difference to the lives of our young people.

As one of the core subjects, Science enjoys very good exam results. Approximately 40% of the cohort study the three separate Sciences and in the 2017 GCSE exams, 98.4% of students achieved grades A\* to C in Biology, 97.6% in Chemistry and 98.4% in Physics. In addition 62.7% of the remaining students achieved grades A\* to C in Science and 64.1% in Additional Science. The VA scores for Biology, Chemistry, Physics, Core Science and Additional Science were +0.30, +0.39, +0.43, +0.23 and +0.37 respectively.

At A Level in 2017 the % of students achieving grades A\*- B in Biology, Chemistry and Physics were 53.8%, 60.0% and 40.9% respectively.

The Department is involved in some exciting and innovative teaching and learning, and provides inspiring enrichment opportunities to enhance students' learning experience, including Science/STEM Clubs, visiting speakers, trips and visits and an annual Science Week. There is also opportunity for high achieving A Level students to take the annual Biology/Chemistry/Physics Olympiad exam.

***A golden hello will be paid to the successful candidate at the end of the assignment.***

## Science Department

- There are currently eight full-time members and four part-time members of staff in the Department.
- The Science Department is accommodated within a dedicated suite of laboratory classrooms equipped with data projectors and interactive whiteboards.
- The Department is following the AQA Exam Board at both GCSE and A Level for all three Sciences.
- A large number of students choose to study the three Sciences at A Level.

## Main Responsibilities of the Post

- To keep up-to-date with developments in the teaching of Science.
- To plan lessons and sequences of lessons.
- To teach according to the educational needs of the students using a range of strategies.
- To make use of a range of resources in the classroom.
- To provide regular opportunities for the use of ICT in learning.
- To make effective use of homework and other opportunities for learning outside the classroom.
- To ensure all marking of work is completed at regular intervals.
- To supervise and where practical teach students whose teacher is not available.
- To use information about prior attainment to set targets for students.
- To mark work carried out by students.
- To use assessment to monitor student progress.
- To report to parents and staff on student progress.
- To maintain high standards of behaviour and discipline dealing promptly and effectively with misbehaviour and bullying.
- To undertake supervisory duties.
- To promote the general progress and well-being of students.
- To provide guidance and advice to students on educational and social matters.

- To maintain records of and report on the personal and social needs of students.
- To register and monitor student attendance.
- To communicate and consult with the parents of students.
- To take responsibility for professional development and use the outcomes to improve teaching and learning.
- To participate in arrangements for Appraisals.
- To attend meetings as required.
- To evaluate your work as a teacher.
- To participate in arrangements for monitoring and evaluation.
- To safeguard the health and safety of students.

*To undertake other duties, from time to time, as reasonably required by the Executive Headteacher.  
This Job Description may be amended at any time following consultation with the postholder.*

## Personnel Specification - Teacher of Science

FACTORS	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
<b>1. Qualifications</b>	<ul style="list-style-type: none"> <li>• Good Honours Degree in Science (<i>First or Second Class</i>)</li> <li>• Qualified Teacher status</li> <li>• Excellent subject knowledge</li> <li>• Threshold standards met where eligible</li> </ul>	<ul style="list-style-type: none"> <li>• Master's Degree</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Application/Lesson/Interview</li> <li>• Application</li> <li>• Application</li> <li>• Application</li> </ul>
<b>2. Experience</b>	<ul style="list-style-type: none"> <li>• A good/outstanding classroom teacher</li> <li>• Teaching experience at Key Stage 3, GCSE/PGCE placement</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching experience at A Level</li> <li>• Evidence of involvement in enrichment activities</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observation/reference</li> <li>• Application</li> <li>• Application</li> <li>• Application/Reference</li> </ul>
<b>3. Skills</b>	<ul style="list-style-type: none"> <li>• First class communication skills and an ability to relate well to students, staff and parents</li> <li>• Ability to work as a member of a team</li> <li>• Ability to work effectively while under pressure</li> <li>• Strong IT skills</li> </ul>		<ul style="list-style-type: none"> <li>• Interview</li> <li>• Interview</li> <li>• Interview</li> <li>• Interview</li> </ul>

*To protect the safety of our students all posts at The Kings of Wessex Academy require an enhanced DBS check*

## *Your Application:*

If you wish to apply for our Teacher of Science post, please complete the Teaching Staff Application form and Equal Opportunities Recruitment monitoring form, which are both available on our website.

You are also asked to include a letter of application in which you describe your experience to date, professional strengths and the contribution you believe you could make to the post of Teacher of Science here at Kings.

**Please forward the following completed documents:**

- 1. Teaching Staff Application form**
- 2. Equal Opportunities Recruitment monitoring form**
- 3. Letter of application**

\*Please note in accordance with our safe recruiting, your application should include all of the above documents\*

**Please forward to:**

**The Executive Headteacher,  
The Kings of Wessex Academy, Station Road, Cheddar, Somerset BS27 3AQ  
Email: [jobs@kovessex.co.uk](mailto:jobs@kovessex.co.uk)**

**The closing date for applications is Monday 19 February 2018 by 12 noon.**

*Thank you for your interest in this post and in our Academy. ☆*