



Internal use only
Reference no:
Date received:

Employment Application Form: Teacher

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

Please ensure that you complete **all** sections of Part 1 and Part 2 of the application. Please note that providing false information will result in the application being rejected, withdrawal of any offer of employment, summary dismissal if you are in post and possible referral to the police. Please note that checks may be carried out to verify the contents of your application form. Please complete the form in black ink or type. CVs are not accepted.

Vacancy Job Title	0.4 Year 5 Teacher – Barrington C of E Primary School
--------------------------	---

Part 1: Information for Shortlisting and Interviewing

Initials: VA

Surname or Family Name: Clifford

Previous Surnames: [Click or tap here to enter text.](#)

1. Letter of Application

Please enclose a letter of application. Please refer to the applicant information pack which may include instructions on how to complete the letter of application.

2. Current/Most Recent Employment: If Teaching:

Name, address and telephone number of school:	I have been working in some central Cambridge schools recently (R to Y5) as a supply teacher with Teaching Personnel, Compass House, Vision Park, Chivers Way, Histon, CB249AD. 01223463146.
Type of school:	Boys: <input type="checkbox"/> Girls: <input type="checkbox"/> Mixed: <input type="checkbox"/> Age range: R-Y5 Number on Roll: Various
Type of school: (E.g. Community, Aided, Academy, Foundation, Free School, Independent, etc.)	Various community primary schools.



Name, address and telephone number of school:	(My main primary school employment) Queen Edith Primary School, Godwin Way, Cambridge, CB18QP.
Job title: Please enclose a copy of the job description	Class Teacher KS1 Leader Science Lead Leader In Me Leader Mastery Maths Leader
Subjects/age groups taught:	Primary Years 1-4
Date appointed to this post:	September 2010 – July 2023
Salary:	UPS3
Date available to begin new job:	As soon as required

3. Current/Most Recent Employment: If Non-Teaching

Name, and address of employer:	
Job title: Please enclose a copy of the job description	
Date appointed to this post:	
Current salary:	
Date available to begin new job:	



4. Full Chronological History

Please provide a full history in date order, most recent first, since leaving secondary education, including periods of any post-secondary education/training, and part-time and voluntary work as well as full-time employment, with start and end dates, explanations for periods not in employment or education/training, and reasons for leaving employment.

Please enclose a continuation sheet if necessary.

Job title or position	Name and address of school, other employer, or description of activity	Number on roll and type of school, if applicable	Full or part-time	Dates (DD/MM/YYYY)		Reason for leaving
				From	To	
Supply Teacher inc. 1.5 terms in Year 5 at St. Alban's Primary School	Teaching Personnel, Compass House, Vision Park, Chivers Way, Histon, CB249AD. 01223463146.	various	P/T	Feb 2025	Present	Current employment
SEN Class Teacher Teaching Y5 & 6 content to Y7/8 children	Selwyn Hall School Royston Road, Foxton, Cambridge.	SEN School	P/T	Nov 2024	Feb 2025	I wanted to return to mainstream Primary teaching.
SEN Tutor	Ackerman Pierce Levet House, Lovet Road, Harlow, CM19.	1:1 or 2:1 tutoring	P/T & F/T	April 2024	Oct 2024	I secured the SEN teaching role at Selwyn Hall School.
SEN Tutor	Home School Tutoring sarah@homeschooltutorin ghertscambs.co.uk	2:1 tutoring	P/T	Jan 2024	April 2024	I was working with some students on a short term basis.
SEN Tutor	3rd Floor, Abbey House, 282 Farnborough Road, Farnborough Hampshire.	1:1 tutoring	P/T	Jan 2024	June 2025	The Year 6 child I had been supporting, who had been excluded from school, was allocated a place in a SEN school.
Class Teacher	Bond Education Mantle Business centre Nine Hills Road Cambridge, CB2.	Primary School	P/T	Sept 2023	Jan 2024	The school found a permanent member of staff.
Maths intervention teacher for children in years 4, 5 & 6 not achieving ARE.	EM Tuition Suite 1-2 Broxbourne Business Centre Fairways	Primary School	P/T	Sept 2023	Dec 2023	Travel time 3 mornings per week did not allow availability in the pm.



	Cheshunt, Waltham Cross.					
Class Teacher, Science Lead, KS1 Lead, LiM lead and Mastery Maths lead.	Queens' Federation, Godwin Way, Cambridge, CB18QP	2 form entry Primary School	F/T & P/T	Sept 2010	July 2023	After 13 years at Queen Edith and Queen Emma, I wanted to explore other forms of teaching.
Travel & Teacher volunteer in Australia	East Adelaide Primary School 57-59 Second Avenue, St Peters, SA 5069.		P/T	July 2008	July 2009	1 year travel project.
TV Producer / Director	ZKK TV 27 Countess Road, London, NW5.		F/T	Jan 2008	July 2008	I was a freelance TV Producer / Director and I finished making a documentary for the Channel 4 Cutting Edge series about an 8 year old child with anorexia.
Director	Talkback Thames, Newman Street, London.		F/T	Sept 2007	Jan 2008	I had completed work on Series 2 of The Apprentice
Researcher / Director	BBC, White City, London, W12.		F/T	May 1999	Aug 2007	I made business and science documentaries for BBC2. I continued making BBC content for Talkback Thames, an independent TV Production company.
Researcher	BBC, Bristol, Whiteladies Road, Bristol, BS8.		F/T	May 1994	Dec 1998	After working on a range of BBC programming, I planned to go travelling in South America.
TV Production Assistant	United Television Artists Baird House, London W1.		F/T	May 1993	May 1994	I accepted a job at the BBC in Bristol.
2 x English Language Teacher roles	Centro de Idiomas, Inlingua, Alcade Rovire Roure 9, 25006 Lleida. Sagasta Language School, Madrid.		F/T	Sept 1991	Dec 1993	I wanted to relocate back to the UK.



5. Secondary Education and Qualifications

Name of school/college	From	To	Examination passed (i.e., A-Level, GCSE), subject and grade
Copthall School, 44 Pursely Road, Mill Hill, London, NW7.	Sept 1980	July 1985	9 "O" Levels including Maths and English.

6. Higher Education

Name and address of university, college and/or university education department	Dates		Full or part-time	Courses/ subjects taken and passed	Date of examination and qualifications obtained	Age groups for which trained
	From	To				
Harrow College of Higher Education, Lowlands Road, Harrow, London, HA1	Sep 1985	July 1987	F/T	"A" Levels Sociology Psychology Economics	June 1997 C D D	
University of Glamorgan (formerly The Polytechnic of Wales), Treforest, Wales.	Sept 1988	July 1991	F/T	BA (Hons) Communication Studies	June 1991 2:1	
University of Cambridge, Homerton College, Hills Road, Cambridge, CB2.	Sept 2009	July 2010	F/T	PGCE	June 2010	Primary & EYFS



7. Professional Courses Attended as a Teacher

Subject	Organising body	Date(s)	Duration
Neurodiversity training course	HST	Sept 2024	1 day
Schools Good Autism Practice	Autism Education Trust	Feb 2024	1 day
Leader In Me for Schools	Leader in Me	Sept 202	2 years
Mastery Maths – together with a colleague, I was trained to become the Mastery Maths Lead in School.	Cambridgeshire LA	Sept 2018	2 days (+ 2 days in subsequent years)

8. Other Relevant Experience, Interests and Skills

I am an experienced primary school teacher, having taught in Cambridge for fifteen years. In the last two years, as a more independent practitioner, my varied experiences have allowed me to explore new educational arenas, and to develop and grow as a teacher. In particular, I have learned in detail about the challenges faced by children who do not feel they can settle into school life. I have listened to and learned from the children themselves, from other experienced colleagues, and possibly from my own mistakes. I would now like to be considered to join the staff of Barrington C of E Primary School as a teacher who is passionate about inclusion, as someone who is keen to bring skills and experience, but also as someone keen to learn and work with others in the best interests of the children. The vision and priorities of Barrington C of E Primary are aligned to my own and I am excited about working in a school where a lifelong love of learning is fostered, where teaching and learning is fun and where there is a focus on encouraging enquiring minds.

My journey has had children and their needs at its centre. My experiences of out of school tutoring and in school teaching of children with SEN as well as running Maths interventions for children with low self-esteem has certainly guided my growth. I have found working with young people with autism particularly interesting, as well as challenging, and have helped students who have initially felt very anxious about learning. I tutored one Year 6 child for almost a year who had been excluded from school because he couldn't regulate his emotions; I learned that building trusting connections was at the heart of making our relationship work, and making subsequent educational interactions more positive. At the end of our year together, he was able and happy to rejoin the school environment. These intensive teaching experiences have really broadened my outlook and improved my understanding of inclusive primary teaching in ways I could not have appreciated in a standard classroom scenario. I have completed some formal courses on special educational needs and have tutored some young people with a range of experiences but I am still on my journey in terms of learning about this complex area and am always keen to add to my skills and training. It was whilst observing a student at The Croft, prior



to tutoring him, that I realized becoming more skilled in SEN teaching was such an important step and would be an increasingly in-demand complimentary skill for any primary practitioner.

Colleagues tell me I am a very patient and thoughtful teacher with a keen interest in really understanding all my pupils. I try to encourage a class ethos where safety and listening to each other is a priority; where there is a strong work ethic, but one which celebrates and values everybody's strengths and differences. My role is to deliver high quality and well-structured units of work based on curriculum learning objectives, and I have learned that the key to this is meticulous and detailed planning, something I take very seriously. Teaching partners also say I am skilled in preparing our shared resources creatively so they meet the precise needs and interests of our students. I always make it my mission to get to know the individual pupils well not just to address any gaps they have in their knowledge or understanding, but so I can tailor methods to attract their interest and keep their attention. I plan a learner's next steps in manageable chunks in an achievable and coherent way, but in ways in which they can relate to. For example creating a mock Roman dig where children can discuss the artifacts found in order to have more experience of forming reasoned historical arguments.

Assessment for learning via skilled questioning also helps me identify whether learners are where they need to be on their learning journey. This means that during lessons, I can adjust my teaching where necessary. In terms of the content of lessons, I keep activities practical and relevant and I vary the type of task and plan how students work with each other (small groups, pairs and individually) to create a non-judgemental, shared and positive working environment. In addition, I find planning for whole group discussions is often very productive and inclusive. I believe that enjoyment and learning should go hand in hand, especially for those who find the classroom environment challenging, so allowing all learners to take part is particularly important. These bigger discussions encourage students to express their ideas and take some ownership of their learning. My experiences as a teacher, as well as my own experiences as an adult learner of Spanish, allow me to understand how to encourage students to really participate in their education. I have found that initial success can be achieved when everybody has a voice and is valued, but that has to be followed by sustained and consistent success, which only comes when you immerse yourself in learning, understand your goals and see that you are beginning to achieve them.

Rigorous record keeping is another aspect of teaching I am confident with, as it goes a long way in helping me to plot learning outcomes as well as to inform future planning. It is helpful to monitor and document student achievement and progress effectively and ensure that all students have achieved what they need to. Equally important however is collaboration and teamwork with other members of staff, especially communication with support staff or professional discussions with other colleagues about student outcomes. I have frequently worked with teaching partners during my primary career as well as with job-share colleagues, and I find this sort of teamwork and collaboration highly valuable and can actually be greater than the sum of the parts.

Finally, I have accepted many areas of additional responsibility at school during my time at Queen Edith Primary. I was the Science Lead for ten years and created a challenging and creative curriculum for the whole school. I also produced a science podcast to further excite the school community about this important subject; we interviewed local scientists who were particularly engaging and posed questions to them chosen by the children. I was the KS1 Team Leader for several years and always enjoyed my role supporting junior members of staff. I



completed a two year Mastery Maths course with a colleague which was really rewarding and enabled us to change our approach to using manipulatives across the school. I was also the Leader In Me co-ordinator with a teaching partner for two years. Together, we focussed our attention on student mindset, a novel approach to encouraging discipline and engagement. These varied roles have allowed me to run many staff training courses where I have modelled new teaching and learning styles or content to my own colleagues. I have also advised and supported staff frequently with their teaching.

I hope these experiences and skills, together with my enthusiasm, will make me well placed to join Barrington C of E Primary School and become a valued member of your staff.



9. Referees

Please provide details of two people to whom reference may be made. The first referee should normally be your present or most recent Headteacher or equivalent person. If you are not currently working with children, please provide a referee from your most recent employment involving children. Referees will be asked about all disciplinary offences which may include those where the penalty is "time expired" if related to children. Referees will also be asked whether you have been the subject of any child protection concerns, and if so, the outcome of any enquiry. References will not be accepted from relatives or people writing solely in the capacity of friends.

It is normal practice to take up references on shortlisted candidates prior to interview. This is in line with the most recent version of Keeping Children Safe in Education statutory guidance.

First Referee

Title and name	Ms. Alexi Botham
Address and postcode	Teaching Personnel, Compass House, Chivers Way, CB24 9AD.
Telephone number	01223463146
Email address	alexி.botham@teachingpersonnel.com
Job title	Recruitment Manager
Relationship to applicant	Line manager

I consent to this reference being requested before interview.

Yes: No:

Second Referee

Title and name	Mrs Sarah Jarman
Address and postcode	Queen Edith Primary School, Godwin Way, Cambridge, CB1 8QP
Telephone number	01223 712200
Email address	office@queenedith.cambs.sch.uk
Job title	Executive Head
Relationship to applicant	Previous Executive Head (for 2 years)

I consent to this reference being requested before interview.

Yes: No:



10. Reference Declaration

In compliance with the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR), we would like to ensure that you are aware of the data we will collect and process when requesting your references.

Reference requests sent to your referees will ask the referee to confirm as a minimum:

- The referee's relationship with the candidate.
- Details of the applicant's current post and salary.
- Performance history.
- All formal time-limited capability warnings which have not passed the expiration date.
- All formal time-limited disciplinary warnings where not relating to safeguarding concerns which have not passed the expiration date.
- All disciplinary action where the penalty is "time expired" and relate to safeguarding concerns.
- Details of any child protection concerns, and if so, the outcome of any enquiry
- Whether the referee has any reservations as to the candidate's suitability to work with children. If so, the School will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

By signing the below I consent to my named referees being contacted in accordance with the above.

Sign	Veronica Clifford
Print	VERONICA CLIFFORD
Date	15 th September 2025

You have the right to withdraw your consent at any time and can do so by informing our organisation's Data Protection Officer that you wish to withdraw your consent.



THIS PAGE IS INTENTIONALLY BLANK



Part 2

Internal Ref. No. _____

This section will be separated from Part 1 on receipt. Relevant responses may be verified prior to shortlisting and/or used for administration purposes but will not then be used for selection purposes.

11. Personal Information

Surname or family name	Clifford
Previous surname(s)	
All Forenames	Veronica Anne
Title	Ms
Current address	105 Mawson Road Cambridge
Postcode	CB1 2DZ
Home telephone number	01223 472457
Mobile telephone number	07900817835
National insurance number	NR342160D
Email address	veronica.clifford@yahoo.co.uk
DfE reference number	0963998
Do you have a current full clean driving licence? Only applicable for posts that require driving	Yes: <input checked="" type="checkbox"/> No: <input type="checkbox"/> N/A: <input type="checkbox"/>
Do you require sponsorship (previously a work permit)?	Yes: <input type="checkbox"/> No: <input checked="" type="checkbox"/> If YES please provide details under separate cover.

12. Compulsory Declaration of any Convictions, Cautions or Reprimands, Warnings or Bind-overs

It is the school's policy to require all applicants for employment to disclose convictions or cautions (excluding youth cautions, reprimands or warnings) that are not 'protected' as defined by the [Ministry of Justice](#). The School may also carry out an online search on shortlisted applicants.

In addition, the job you are applying for is exempt from the provisions of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) which requires you to disclose all spent convictions and cautions except those which are 'protected' under Police Act 1997 – Part V and the amendments to the Exceptions Order 1975 (2013 and 2020) and are not subject to disclosure to employers on DBS certificates and cannot be taken into account.



If you are invited to interview you will be required to complete a “Disclosure of Criminal Record” form and bring the completed form to interview.

In accordance with the provisions of The Childcare Act 2006 and The Childcare (Disqualification) Regulations 2009 and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018, there is a requirement on some staff in educational settings to disclose relevant information. This requirement will apply to your application if the post you are applying for is in an Early Years setting with children (from birth until 1 September following a child’s fifth birthday) or Later Years childcare (children above reception age but who have not attained the age of 8) in nursery, primary or secondary school settings, or if you are directly concerned with the management of such childcare.

The information you give will be treated as strictly confidential. Disclosure of a conviction, caution, bind-over order, warning or reprimand will not automatically disqualify you from consideration. Any offence will only be taken into consideration if it is one which would make you unsuitable for the type of work you are applying for. However, offences relating to children may make you unsuitable since this is a “regulated position” under the Criminal Justice & Courts Services Act 2000.

13. Prohibition from Teaching

In accordance with the requirements of The School Staffing (England) (Amendment) Regulations 2013, any future appointment is subject to a check with the Department for Education to ensure that you are not subject to a prohibition order or an interim prohibition order.

14. Data Protection – Data Protection Act 2018 and the UK General Data Protection (UK GDPR)

In compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), we would like to inform you of the purpose for which we are processing the data we have asked you to provide on this application form. Further information can be found on our website.

The person responsible for Data Protection in our organisation is Agata Richards – Headteacher and you can contact them with any questions relating to our handling of your data. You can contact them by email at head@barrington.cambs.sch.uk.

The information you have provided on this form will be retained in accordance with our data retention policy.

To read about your individual rights and/or to complain about how we have collected and processed the information you have provided on this form, you can contact our Data Protection Officer. If you are unhappy with how your query has been handled you can contact the Information Commissioners Office via their [website](#).

This form will be kept strictly confidential but may be photocopied and may be transmitted electronically for use by those entitled to see the information as part of the recruitment process.

15. Notes

- (a) Under the Criminal Justice & Courts Services Act 2000 it is an offence for an individual who has been disqualified from working with children to knowingly apply for, offer to do, accept, or do any work in a ‘regulated position’. The position you are applying for is a “regulated position”.
- (b) Canvassing, directly or indirectly, an employee or governor will disqualify the application.



- (c) Candidates recommended for appointment will be required to provide a satisfactory Enhanced DBS certificate and complete a pre-employment medical questionnaire and may be required to undergo a medical examination.
- (d) This organisation is under a duty to protect the public funds it administers, and to this end may use the information you may provide as part of the recruitment process for the prevention and detection of fraud. It may also share this information with statutory bodies responsible for auditing or administering public funds for these purposes.

16. Declaration

I certify that, to the best of my knowledge and belief, all particulars included in my application are correct. I understand and accept that providing false information will result in my application being rejected or withdrawal of any offer of employment, or summary dismissal if I am in the post, and possible referral to the police. I understand and accept that the information I have provided may be used in accordance with paragraph 13 above, and in particular that checks may be carried out to verify the contents of my application form.

Signature of applicant	Veronica Clifford
Print name	VERONICA CLIFFORD
Date	14.09.25



THIS PAGE IS INTENTIONALLY BLANK

Part 3: Equality and Diversity Monitoring

This section will be separated from part 1 and part 2. Collection of equality information is solely for monitoring purposes to ensure that our policies and procedures are effective. We also collect this data in accordance with the general and specific public sector equality duties under the Equality Act 2010. Any data you enter onto this monitoring form will only be used for monitoring purposes and will not be used in assessing and or scoring your application or during the interview process. This information is kept confidentially, and access is strictly limited in accordance with the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) as outlined in section 13.

Ethnicity	Workforce census code		Please tick
White	WBRI	British English Welsh Northern Irish Scottish	<input checked="" type="checkbox"/>
	WIRI	Irish	<input type="checkbox"/>
	WIRT	Traveller of Irish Heritage	<input type="checkbox"/>
	WROM	Gypsy / Roma	<input type="checkbox"/>
	WOTH	Any other White background	<input type="checkbox"/>
Mixed	MWBC	White and Black Caribbean	<input type="checkbox"/>
	MWBA	White and Black African	<input type="checkbox"/>
	MWAS	White and Asian	<input type="checkbox"/>
	MOTH	Any other Mixed background	<input type="checkbox"/>
Asian or Asian British	AIND	Indian	<input type="checkbox"/>
	APKN	Pakistani	<input type="checkbox"/>
	ABAN	Bangladeshi	<input type="checkbox"/>
	CHNE	Chinese	<input type="checkbox"/>
	AOTH	Any other Asian background	<input type="checkbox"/>
Black or Black British	BCRB	Black – Caribbean	<input type="checkbox"/>
	BAFR	Black – African	<input type="checkbox"/>
	BOTH	Any other Black background	<input type="checkbox"/>
Other ethnic group	ARAB	Arab	<input type="checkbox"/>
	CHNE	Chinese	<input type="checkbox"/>
	REFU	Refused/Prefer Not to Say	<input type="checkbox"/>
	OOth	Any other ethnic group	<input type="checkbox"/>

Sexual orientation	Please tick
Bi-sexual	<input type="checkbox"/>
Gay man	<input type="checkbox"/>
Gay woman	<input type="checkbox"/>
Heterosexual	<input checked="" type="checkbox"/>
Other	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>

Gender	Please tick
Female	<input checked="" type="checkbox"/>
Male	<input type="checkbox"/>
Transgender	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>

Personal relationship	Please tick
Single	<input type="checkbox"/>
Living together	<input type="checkbox"/>
Married	<input checked="" type="checkbox"/>
Civil Partnership	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>

Religion or belief	Please tick
No religion	<input type="checkbox"/>
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	<input checked="" type="checkbox"/>
Buddhist	<input type="checkbox"/>
Hindu	<input type="checkbox"/>
Jewish	<input type="checkbox"/>
Muslim	<input type="checkbox"/>
Sikh	<input type="checkbox"/>
Any other religion (Please write in the box)	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>

Disability	Please tick
Do you consider that you have a disability?	
Yes - Please complete the grid below	<input type="checkbox"/>
No	<input checked="" type="checkbox"/>
Prefer not to say	<input type="checkbox"/>
My disability is:	
Physical Impairment	<input type="checkbox"/>
Sensory Impairment	<input type="checkbox"/>
Mental Health Condition	<input type="checkbox"/>
Learning Disability/ Difficulty	<input type="checkbox"/>
Long-standing illness	<input type="checkbox"/>
Other	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>

THIS PAGE IS INTENTIONALLY BLANK