

Please complete this form in black ink so we can obtain clear photocopies. If you are word processing your form the font size should be a minimum of 12 point. Please see our guidance notes before completing the form.

1. Job Details

Application for the post of: **Teacher of Computer Science** School: **Hove Park**

Where did you see the post advertised? **This is a speculative application** Job Ref: **NA**

Do you wish to apply for the post on a job share basis? **NO**

2. Personal Details

Family Name/Surname: Gadsby	First Name(s): Mark	Title e.g. Mr/ Mrs/Miss/ Ms/Mx: Mr
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Address: 55 Worcester Villas, Hove, East Sussex	Postcode: BN3 5TA
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Work telephone number: **01273 423 817**

Home telephone number: **01273 423 817**

Email address: **Mark.R.Gadsby@GMail.Com**

Mobile telephone number: **NA**

Preferred contact method: **Email or Phone**

DfE/Teacher Reference No: **1968680**

National Insurance No: **NA591695A**

Date of Birth: **28/03/1963**

If you are currently employed, may we contact you discreetly at work? **NA**

Do you currently work for Brighton & Hove City Council **NO**

Do you have regular use of a vehicle for work? **YES**

Equality Act (2010) - Disability

The council uses the 'Two Tick' symbol which means we are committed to employing people with disabilities and wish to encourage more applications from people with disabilities. If you are considered to be disabled under the Equality Act definition and have demonstrated that you meet the minimum criteria for the post, you will be guaranteed an interview.

The Equality Act states that "a person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities". Long term means that the effect of the impairment has lasted or is likely to last for at least 12 months.

 Do you consider yourself to have any disabilities? **NO**

Please state any arrangements you would like us to make to assist you if you are called for interview:

3. Education and Qualifications		
Secondary School: Cardigan Secondary	From: 1975	To: 1982
'A' Level Passes: BTEC HND Business and Finance		
University: Leeds Metropolitan	From: 1992	To: 1994
Degree/Subject: Software Engineering	Class/Division: MSc	
College of Teacher Education: University of Roehampton	From: 09/2019	To: 07/2020
Qualification Gained: PGCE and QTS	Date 2020	
Trained to teach age range: 11 - 18		
Principal subject: Computer Science		
Subsidiary subjects: None		

4. Training, and/or Membership of Professional Bodies	
Include any information here that is relevant to the job for which you are applying, e.g. tell us about any qualifications that you are studying for currently. List any training courses or conferences/seminars from which you have gained skills or knowledge. If appropriate, include details of membership of professional bodies and state how the membership was obtained e.g. examination, nomination, experience. etc.	
I have been awarded a British Computer Society, Computing Teacher Training Scholarship, to assist me during this academic year.	Relevant dates: 2019/20
During my time working in the software industry I have completed extensive training on programming languages, particularly C, C++ and C#.	1994 - 2019
In recent years I have also completed training in general data protection regulations, agile methodologies and workplace ethics.	
I am a member of Computing At School and attended the London conference this year.	2020
I volunteer at Brighton CoderDojo.	2018 - present

5. Present Employment

Name of School & Authority or Organisation: **I am currently completing teacher training.**

Type of School & No. on Roll:

Brief outline of duties:

Post Title:

Date From:

To:

Salary/point:

Value of other benefits:

Notice period required:

Reason for leaving:

6. Previous Employment

Please list the most recent experience first and indicate the fraction of full-time where any post was part-time.

Name of School & Authority or Organisation	Type of School & No. on Roll	Post Held & Salary/point	Period of Service From To Month/Year Month/Year	Reason for leaving
Thermo Fisher Scientific		Senior Software Engineer	09/1998 to 09/2019	To complete teacher training
Greenstreet Publishing		Software Developer	10/1994 to 09/1998	Career move
Printing Industry		Production Control	09/1986 to 05/1991	To complete MSc in Software Engineering

7. References

Please give the name, address and contact number of two employers who can provide us with an assessment of your suitability for this post. One of the referees should be your current employer or most recent employer if you are unemployed. You must include a reference from a previous employer where you have worked with children. If you are at college or have recently left, please give the name of your teacher or lecturer.

References will be taken up at the shortlisting stage. Please put an 'X' in the box if you do not wish us to contact either referee before informing you.

<input type="checkbox"/> First Reference	<input type="checkbox"/> Second Reference
Name: Miles Berry	Name: Dr. Bryan Barnard
Job Title: Principal Lecturer Address: 045 Lulham, Froebel, Roehampton Lane, London	Job Title: Chief Scientist Address: Fairview, Tylers Lane, Nutley
Work relationship: Subject tutor	Work relationship: Head of research and development at Thermo Fisher Scientific
Tel: 020 8392 3241 Postcode: SW15 5PU	Tel: 07873230727 Postcode: TN22 3EJ
Email address: m.berry@roehampton.ac.uk	Email address: barnyb2013@gmail.com
A job offer will not be made without two satisfactory references.	

8. Skills, Abilities, Knowledge and Experience

I am currently completing secondary computer science teacher training. I am on-track to achieve qualified teacher status and a post graduate certificate in education this summer. I am therefore looking for a suitable role in a school or college to commence in September.

I feel I am well suited to the role of computer science teacher due to my significant professional experience in industry, passion for my subject, and my desire to enthuse and motivate young people to share my interest.

My enthusiasm for computer science was sparked in the 1980's when I worked in the printing industry, was further developed through post graduate study for an MSc, and then fully realised over a long career working as a software engineer. I now want to inspire the next generation and really make a difference by working as a computer science teacher.

During my teacher training I have spent two terms on placement. My first placement was in the computer science department of Oxted School, which is large coeducational school for children aged 11 to 18. Here I gained experience of a busy department and took some responsibility for lesson planning, assessment. I started a successful after-school code club.

My second placement was at BHASVIC, where I took charge of two classes as they

covered the topic of object-orientation. Here I saw first-hand the motivational impetus generated by interesting practical projects in the classroom. Also, how keeping track of an individual's progress can inform future planning and feed into catch-up strategies.

I have been energised by the grass-roots coding and digital making movement. I have been an active volunteer at Brighton CoderDojo for the last two and half years. It is an informal setting where young people aged 6 to 17 come to explore projects in the fields of robotics, android apps, game development and general programming, in a variety of computer languages. I feel that such extra-curricular activities can really help children build up motivation and identify their interests. Such clubs are an important complement to the structure and systematic approach of the formal curriculum.

I take my own professional development seriously and take advantage of the wonderful training resources available from bodies like STEM Learning, National Centre for Computing Education and British Computer Society (BCS). I am currently enrolled on the Managing Behaviour for Learning course from STEM Learning and the BCS course, Fundamentals of Computer Networks.

I am looking for an opportunity to develop my teaching skills in a vibrant, inclusive and supportive school. I am happy to work across the Key Stages 3, 4 and 5 but feel my particular skill set is most suited to GCSE and A level. I am confident that I can use my secure subject knowledge to plan interesting lessons to engage and challenge pupils to learn and remember more.

My personal mission is to equip young people to be active participants in the increasingly digital world they inhabit; not just passive users of technology but empowered by knowledge to see it as a configurable space for the expression of creativity and enjoyment.

9. Further Information please read the enclosed guidance notes before completing this section

i. Authorisation to Work in the UK & Points-Based System

To comply with the Immigration, Asylum and Nationality Act 2006 we are required to check your eligibility to live and work in the UK. Please confirm that on request you will be able provide this evidence. **YES**

In accordance with the points-based immigration system, please confirm whether or not you are a national from a non-European Economic (EEA) country. **NO**

See guidance notes for a list of EEA countries and further information on authorisation to work in the UK.

ii. Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)

Before any person is appointed to a post which involves substantial access to children, the Council has a duty to process a Disclosure & Barring Service Application to check for any criminal convictions, cautions, bindovers or pending prosecutions which would make it undesirable for the person to work with children. Because of the nature of this post you are not entitled to withhold

information about convictions, cautions or bindovers which, for other purposes, are 'spent' under the provisions of the Rehabilitation of Offenders Act 1974 (as updated by the Legal Aid, Sentencing & Punishment Act 2012). For this reason if you are shortlisted for this post you will be asked to provide more detailed information. Any information you provide at that time will be treated as completely confidential and will be considered only in relation to this application. In signing this application you will be acknowledging that you understand a DBS check will be made.

- Do you have any convictions, cautions, reprimands or final warnings that are not "protected" as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)? **NO**

If you answered **yes** please ensure any information is placed in the space provided below or in a sealed envelope which clearly states your name along with the job title and reference number and returned with your application form.

iii. Relatives and Other Interests

- Are you related to or do you have a personal friendship with a councillor, senior council officer or governor? **NO**
- Do you have or have you had any business and/or financial interests which may conflict with the duties of this post e.g. a previous contractual relationship with the council as a supplier or developer? **NO**

Canvassing of councillors, senior officers or governors in relation to this appointment will disqualify you.

iv. Driving Details

- If the post requires you to drive, do you hold a current driving licence? **YES**
-

If **yes** please detail what type (full/provisional/PSV): **Full**

- If **yes** what transport do you have access to: **A small car and several bicycles**

If you have any current driving endorsements, please give details: **None**

Declaration

The city council is a data controller for the purposes of the Data Protection Act 1998 and will comply with the employment practices data protection code. By completing this form and otherwise supplying information to the council you agree that the council may obtain, retain and process personal data supplied by you or relating to you for recruitment, vetting, selection and appointment purposes (and subsequently if you are employed by the council, for payroll purposes, administration of employee benefits, mobility transfer and promotion purposes, to measure and record progress in the council including training, grievance, capability and disciplinary procedure and warnings, management of sickness absence and as required or permitted by statute or regulation and generally as necessary under the employment relationship and the council's legitimate activities).

Application forms for unsuccessful candidates are retained by the Human Resources and will be destroyed 6 months after the appointment date.

Declaration:

I declare that the information given in this application is to the best of my knowledge true and accurate. I understand that if the information provided is false or misleading in any way, it will result in my application not being pursued, or if appointed, may lead to disciplinary action and dismissal. I also understand that canvassing of, or failure to disclose a relationship to, a councillor, officer or governor of the council will disqualify my application or if appointed, may lead to disciplinary action and dismissal.

Signed: **Mark Gadsby**

Date: **01/06/2020**

What to do Next?

Please return your application form by the specified closing date **directly to the school you are applying to.**

To help us monitor our recruitment and selection processes in relation to our equalities responsibilities, we ask for your co-operation in completing a [recruitment equalities monitoring form](#). The information contained within this form will be input onto a computerised database and be used for recruitment and selection purposes only. It is separated from the application form at the time it is received and will not form part of the selection process. Thank you.

Equalities Monitoring Form

What is your date of birth?	D	D	M	M	Y	Y	Y	Y
2	8	0	3	1	9	6	3	
What gender are you?	<div style="display: flex; justify-content: space-between;"> <input checked="" type="checkbox"/> Male <input type="checkbox"/> Female </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Other <input type="checkbox"/> Prefer not to say </div>							
<u>Do you identify as the gender you were assigned at birth?</u> For people who are transgender, the gender they were assigned at birth is not the same as their own sense of their gender.	<div style="display: flex; justify-content: space-between;"> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Prefer not to say </div>							
How would you describe your ethnic origin?								
White <input checked="" type="checkbox"/> English / Welsh / Scottish / Northern Irish / British <input type="checkbox"/> Irish <input type="checkbox"/> Gypsy or Irish Traveller <input type="checkbox"/> Any other White background Asian or Asian British <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Chinese <input type="checkbox"/> Any other Asian background	Black or Black British <input type="checkbox"/> African <input type="checkbox"/> Caribbean <input type="checkbox"/> Any other Black background Mixed <input type="checkbox"/> Asian & White <input type="checkbox"/> Black African & White <input type="checkbox"/> Black Caribbean & White <input type="checkbox"/> Any other mixed background			Other Ethnic Group <input type="checkbox"/> Arab <input type="checkbox"/> Any other ethnic group <input type="checkbox"/> Prefer not to say				
Which of the following best describes your sexual orientation?								
<div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> Heterosexual/ Straight <input type="checkbox"/> Lesbian/ Gay woman <input type="checkbox"/> Gay man </div> <div> <input type="checkbox"/> Bisexual <input type="checkbox"/> Other <input type="checkbox"/> Prefer not to say </div> </div>								
What is your religion or belief?								
<input checked="" type="checkbox"/> No religion <input type="checkbox"/> Buddhist <input type="checkbox"/> Christian <input type="checkbox"/> Hindu <input type="checkbox"/> Jain <input type="checkbox"/> Jewish	<input type="checkbox"/> Muslim <input type="checkbox"/> Pagan <input type="checkbox"/> Sikh <input type="checkbox"/> Agnostic <input type="checkbox"/> Atheist <input type="checkbox"/> Other			<input type="checkbox"/> Other philosophical belief <input type="checkbox"/> Prefer not to say				
Are your day-to-day activities significantly limited because of a health problem or disability which has lasted, or is expected to last, at least 12 months?								
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (do not answer the next question) <input type="checkbox"/> Prefer not to say (do not answer the next question)								
If you answered 'yes', please state the type of impairment. If you have more than one please								



tick all that apply. If none of these categories apply, please mark none (Examples are given in the guidance)	
<input type="checkbox"/> Physical Impairment <input type="checkbox"/> Sensory Impairment Learning Disability/Difficulty <input type="checkbox"/> Other	<input type="checkbox"/> Long-standing Illness <input type="checkbox"/> Mental Health Condition <input type="checkbox"/> Developmental Condition
Are you a carer? A carer provides unpaid support to family or friends who are ill, frail, disabled or have mental health or substance misuse problems.	
<input type="checkbox"/> Yes + No (do not answer the next question) <input type="checkbox"/> Prefer not to say (do not answer the next question)	
If yes, do you care for a.....?	
<input type="checkbox"/> Parent <input type="checkbox"/> Child with special needs <input type="checkbox"/> Other family member	<input type="checkbox"/> Partner / spouse <input type="checkbox"/> Friend <input type="checkbox"/> Other
Armed Forces Service	
• Are you <u>currently</u> serving in the UK Armed Forces (this includes reservists or part-time service e.g. Territorial Army)? • Have you <u>ever</u> served in the UK Armed Forces? • Are you a member of a current or former serviceman or woman's immediate family/household?	<input type="checkbox"/> Yes + No <input type="checkbox"/> Yes + No <input type="checkbox"/> Yes + No

Thank you for completing this form – it will help us to improve the quality of the equalities information we hold on our casual workforce.