



**PRINCIPAL  
CASTLEBROOK HIGH SCHOOL**

**Candidate materials**



**PRINCIPAL RECRUITMENT PACK  
CASTLEBROOK HIGH SCHOOL**

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Dear Colleague

Thank you for your interest in our post of Principal.

Castlebrook High School is built on shared core values; it is a respectful, caring community, where learning and personal growth are inextricably linked. Our motto, mission and vision can all be seen on the school website and these themes are present in all we do.

Our core values:

- Recognition and celebration of achievement
- Respect and tolerance of one another
- Care for our environment
- Inclusion and equality for all
- Personal reflection and learning
- Collaborative approaches to improvement.

Castlebrook High School is an 11-16 comprehensive academy which has served three generations in the local community. We currently have approximately 759 pupils, 41 teaching staff and 41 support staff including Student Services. The learners are drawn from a large cross section of society, income and very varied aspirational groups, making the mix of learners very interesting and also very rewarding. Every pupil joining Castlebrook is encouraged to: aim high; believe in themselves; find and nurture their strengths, talents and abilities; and achieve success. Our young people are valued and supported as individuals by a committed and experienced team of staff. Our website [www.castlebrookhighschool.co.uk](http://www.castlebrookhighschool.co.uk) details the richness of our provision and the ethos of our school.

Castlebrook High School converted to academy status just over a month ago and is currently working hard to integrate efficiently and effectively with our chosen sponsors, the Shaw Education Trust. As an Academy Council (prev. Governing Body) we are extremely happy with our sponsor and the new Principal will be expected to add value and cohesion to this relationship.

We are highly aspirational for our young people and we are seeking a leader who has strong vision; has exceptional drive and motivation; is determined to achieve success; is propelled by a passion to challenge and innovate; and has the tenacity to get things done. At the same time we need our new Principal to demonstrate a rounded approach to learning; one which is caring and compassionate as well as exciting, dynamic and awe-inspiring.

If this is you, we would warmly welcome your application. Visits to the school are encouraged but are not an essential part of the application process. Appointments can be made for 19th or 21st April 2017, via Julie Settle, at: [j.settle@castlebrookhighschool.co.uk](mailto:j.settle@castlebrookhighschool.co.uk).

Yours faithfully

A handwritten signature in black ink, appearing to read 'R. Boucher'.

Mr R H Boucher  
Chair of the Academy Council  
Castlebrook High School

Dear Colleague

Thank you for your interest in the position of Principal at Castlebrook High School. We are seeking an outstanding candidate to take this rapidly improving school forward and further raise standards; so they are second to none.

The Shaw Education Trust is a growing multi-academy trust based in Staffordshire and the North West. We are sponsored by a third sector charity, The Shaw Trust- an organisation realising £130 million annual turnover. The additional capacity our sponsor brings enables us to affect rapid transformation to the lives of young people. We are an innovative, aspirational and motivated Trust, determined to affect positive outcomes for all. We have a Teaching School, Blackfriars, which has an alliance of schools, in our partnership. Exceptional, high quality professional development, is at the heart of our approach. Our academies will be great places to work, they will buzz with creativity and achieve awesome outcomes.

We are keen to appoint an ambitious colleague to this post. It is a real opportunity for a proven leader to impact on children's life chances and transform their futures. We will provide the opportunity to be innovative, creative and ground-breaking. We intend to give rise to something exceptional as a multi-academy trust and Castlebrook High School is at the heart of our ambition.

Castlebrook High School joined our trust in February 2017. To be clear, when a school joins our trust, we seek to add to its strengths and further develop its capacity rather than 'take it over'. You will be captain of your own ship, guided and supported by our education team, but free to lead the academy in the way you see fit. This will be an exciting and exceptionally rewarding role; together we can ensure the pupils of Castlebrook truly fly.

If the post inspires you, then it is your opportunity to be part of something unique. I look forward to meeting with you.

Yours faithfully

A handwritten signature in black ink, appearing to read "Jo Morgan".

Jo Morgan  
Chief Executive Officer  
Shaw Education Trust



## **Principal**

### **Castlebrook High School**

Required for **September 2017**, or as soon as possible thereafter

Salary Range: L30-34 (starting point will be determined by experience)

### **The Board of Trustees seeks applications from excellent candidates for this incredible opportunity.**

We are keen to appoint an outstanding colleague to this exciting post. It is a wonderful opportunity for a proven leader to make a lasting impact on children's life chances and to help guide them on their individual journeys to happy, successful and fulfilling futures. We will provide and encourage opportunities to be innovative, creative and ground-breaking. We intend to give rise to something truly exceptional. Through your exemplary leadership and aspirational ambition, our school will achieve beyond expectation for every child. Your inspirational energies will harness a collective motivation which will trigger accelerated performance and awesome outcomes for our young people.

Castlebrook High School is an 11-16 comprehensive academy which has served three generations in the local community. We currently have approximately 759 pupils, 41 teaching staff and 41 support staff including Student Services. The learners are drawn from a large cross-section of society, income and very varied aspirational groups, making the mix of learners very interesting and also very rewarding. The school is situated in the residential area of Unsworth in the south of Bury. The school is within easy reach of Manchester and has access to a wealth of enrichment opportunities on its doorstep.

We want the very best for our children, is this you? If so we would love to hear from you: let's create something special.

If you would like an informal visit to see the school in action please contact Julie Settle, on 0161 796 9820 or by emailing [j.settle@castlebrookhighschool.co.uk](mailto:j.settle@castlebrookhighschool.co.uk), for an appointment.

If you should like an informal discussion about the post, please contact: Julie Yarwood, Director of Education Quality, Standards and Training:

[julie.yarwood@shaw-education.org.uk](mailto:julie.yarwood@shaw-education.org.uk)



Our Trust is committed to safeguarding and promoting the welfare of children.

**All appointments will be subject to a satisfactory enhanced DBS disclosure.**

Application packs can be downloaded from:

[www.castlebrookhighschool.co.uk](http://www.castlebrookhighschool.co.uk) or [www.shaw-education.org.uk](http://www.shaw-education.org.uk)

**Alternatively contact** our recruitment team on 01782 742910.

**Closing Date:** Monday 24th April 2017 at 09:00 a.m.

**Shortlisting:** Thursday 27th April 2017

**Interviews:** 4<sup>th</sup> and 5<sup>th</sup> May 2017

## **APPLICATION PROCESS**

To apply please complete the **SET** application form.

**Your supporting statement should address and evidence the selection criteria detailed in the Person Specification. This should be completed in font size 11 and be no longer than 2 sides of A4.**

Curriculum Vitae will not be accepted in lieu of a full application.

**Please do not apply by clicking "the apply" now button on this site, please follow the directions detailed in this document.**

**Completed application forms may be returned in electronic format to:-**

[amy.mccolgan@shaw-education.org.uk](mailto:amy.mccolgan@shaw-education.org.uk)

**If you would prefer to submit a paper application form, please return to:**

Amy McColgan  
HR Officer  
Shaw Education Trust  
Wolstanton High School  
Milehouse Lane  
Newcastle-under-Lyme  
ST5 9JU



## Job Description

**Job Title: Principal**  
**Salary: L30-34**  
**Date of Description: March 2017**

### Reporting Relationships

**Responsible to:** Trust Board and CEO

### Main Purpose

To carry out the duties of the principal in accordance with the current conditions of employment for headteachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards Framework, the required standard for Qualified Teacher Status and any other current educational legislation as required in various Education Acts.

### Key Responsibilities:

#### 1. Promoting improvement and shaping the future

The Principal will:

- promote a constant focus on raising achievement, improving teaching, promoting the highest standards of behaviour and safety, and developing the leadership skills of self and others;
- work with the academy council, staff and parents to create a shared vision and strategic plan;
- ensure that the vision for the school is clearly articulated, shared, understood and acted upon effectively by all;
- work with the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement;
- demonstrate the vision and values in everyday work and practice;
- inspire and motivate others;
- create a shared culture and positive climate;
- challenge any form of prejudice and inequality, and promote the richness of cultural and religious diversity;
- ensure creativity, innovation and the use of appropriate new technologies to achieve excellence;
- contribute to the leadership of the Academy Trust;
- promote innovation which improves outcomes for young people.



## **2. Leading teaching and learning**

The Principal will:

- Take the leading role in improving pupils' learning through a constant drive to raise the standards of teaching throughout the school;
- use data and other benchmarks to monitor the quality of teaching through evaluating pupils' progress;
- ensure that learning is at the centre of strategic planning and resource management;
- establish creative, responsive and effective approaches to teaching and learning;
- ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning;
- demonstrate and articulate high expectations and set challenging targets for staff and pupils;
- implement strategies which secure high standards of behaviour and safety, and attendance;
- determine, organise and implement a diverse, flexible curriculum and an effective assessment framework;
- take a strategic role in the development of new and emerging technologies to enhance and extend pupils' learning experiences;
- monitor, evaluate and review classroom practice and promote improvement strategies;
- challenge underperformance at all levels and ensure rapid improvement;
- establish a culture which is aspirational, applauds success and celebrates high achievement.

## **3. Promoting continuing professional development and working with others**

The Principal will:

- promote and provide opportunities for the continuing professional development of all staff;
- ensure effective communication systems and relationships within the school, and between the school and all external support agencies and the wider community;
- treat people fairly, equitably and with dignity and respect, creating and maintaining a positive school culture in which people are happy to come to work and feel valued and respected;
- build a collaborative learning culture and actively engage with other schools to build effective learning communities with and beyond the Shaw Education Trust;
- develop and maintain effective strategies and procedures for staff induction, professional development and performance review;
- ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals;
- ensure clear delegation of tasks and devolution of responsibilities;
- acknowledge the responsibilities of individuals and teams, and celebrate their achievements;
- develop and maintain a culture of high expectations for self and others and take appropriate swift action when performance requires improvement or is inadequate;





- regularly review own practice, set personal targets and take responsibility for own professional development;
- manage their own workload and that of others to allow an appropriate work/life balance.

#### **4. Management of the academy**

The Principal will:

- provide effective academy management and continuously seek to improve organisational policies and structures based on effective self-evaluation;
- ensure that all safeguarding policies and procedures are in place and are acted upon by all staff and governors;
- create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements and the school's aims and objectives;
- ensure that policies and practices take account of national and local circumstances, policies and initiatives;
- manage the school's financial and human resources effectively and efficiently to achieve the school's educational aims and objectives;
- recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school;
- implement successful performance management processes for all staff;
- manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum, and health and safety regulations;
- ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money;
- use and integrate a range of technologies effectively and efficiently to manage the academy.

#### **5. Securing accountability**

The Principal will:

- effectively fulfil commitments arising from contractual accountability to the Trust;
- work with the academy council (providing information, objective advice and support) to enable it to meet its responsibilities;
- develop an academy ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.;
- ensure individual staff accountabilities are clearly defined, understood and agreed, and are subject to rigorous review and evaluation;
- develop and present a coherent, understandable and accurate account of the academy's performance to a range of audiences including academy councillors, parents and carers, the Shaw Education Trust;



- reflect on personal contribution to academy achievements and take account of feedback from others;
- ensure a robust quality assurance mechanism is in place in collaboration with the Trust.

## 6. Strengthening Community

The Principal will:

- build an academy culture and curriculum which takes account of the richness and diversity of the academy's communities;
- create and promote positive strategies for challenging racial and other prejudice;
- ensure learning experiences for pupils are linked into and integrated with the wider community;
- collaborate with a range of external agencies to provide effective support for pupils and their families;
- create and maintain an effective partnership with parents to raise pupils' achievement and support their personal development;
- seek opportunities to invite parents and carers, community figures, businesses or other organisations into the academy to promote pupils' learning.

## 7. Safeguarding

The Principal will:

- take overall responsible for promoting the safety and welfare of all pupils;
- create an organisational culture which is vigilant to and monitors and prioritises the safeguarding of pupils above all considerations;
- co-operate and work with relevant agencies to protect children;
- ensure all statutory requirements are adhered to including Prevent.

**The content of this job description may be amended at any time following discussions between the CEO and the principal, and will be reviewed on an annual basis. This job description is not prescriptive, nor necessarily a comprehensive definition of the post.**



## Person Specification

**Job Title: Principal**

**Prepared By: Shaw Education Trust**

**Date: March 2017**

Listed below are the requirements that the Trust Board consider to be necessary for the role of Principal at Castlebrook High School.

Attributes	Requirements	Essential/ Desirable	Measurement
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Honours Degree or equivalent</li> <li>• Recent and relevant ongoing CPD</li> <li>• NPQH</li> </ul>	Essential Essential Essential Desirable	APP APP APP F/I APP
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful teaching experience including GCSE teaching</li> <li>• Proven skills in the dissemination of good practice</li> <li>• Recent and relevant experience as a Deputy Head</li> <li>• Involving and working with external partners and the local community</li> <li>• Successful experience in leading and managing change and innovation to achieve high performance</li> </ul>	Essential  Essential  Essential  Essential	APP  APP  APP F/I LOA  APP F/I LOA  APP F/I LOA
<b>Knowledge &amp; Understanding</b>	<p>Candidate must demonstrate knowledge and understanding of current issues and best practice including:</p> <ul style="list-style-type: none"> <li>• Safeguarding children and young people</li> <li>• What constitutes an outstanding school</li> <li>• Strategic planning and school self-evaluation</li> <li>• Leading the management of dynamic change</li> <li>• Comparative data and performance indicators to establish benchmarks and set targets for improvements</li> <li>• National policy framework and current educational legislation, initiatives and teaching standards</li> </ul>	Essential  Essential Essential  Essential  Essential	APP F/I LOA ASS  APP F/I LOA ASS APP F/I LOA ASS  APP F/I LOA ASS  APP F/I LOA ASS  APP F/I LOA ASS



	<ul style="list-style-type: none"> <li>Principles of effective teaching and assessment for learning</li> <li>Roles and responsibilities of governing boards and the requirements of accountability.</li> <li>School budget management and financial responsibilities Strategies for fostering school improvement, including attendance and behaviour for learning</li> <li>Equal opportunities and commitment to their pursuit</li> <li>Legal issues relating to school management</li> <li>Ability to ensure the shared vision and core values of the academy are consistently translated into action</li> <li>Ability to strategise and bring energy to the creation of something exceptional for learners</li> <li>Motivate staff and students to achieve their best by empowering their contributions to leadership and management</li> </ul>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>	<p>APP F/I LOA ASS</p> <p>APP F/I LOA ASS</p> <p>APP F/I LOA ASS</p> <p>APP F/I LOA ASS</p> <p>APP F/I LOA ASS</p> <p>APP F/I LOA ASS</p> <p>APP F/I LOA ASS</p> <p>APP F/I LOA ASS</p>
<p><b>Personal Qualities</b></p>	<p>Candidates must demonstrate:</p> <ul style="list-style-type: none"> <li>A commitment to the welfare and safeguarding of young people</li> <li>Strong personal motivation and drive to ensure school improvement</li> <li>A genuine enthusiasm for, and commitment to, the development of young people, and concern for the development of colleagues and members of the wider academy community</li> <li>The ability to inspire and motivate staff, pupils and the wider community and engage their active commitment to your vision</li> </ul>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>	<p>APP F/I LOA ASS</p> <p>APP F/I LOA ASS</p> <p>APP F/I LOA ASS</p> <p>APP F/I LOA ASS</p>



	<ul style="list-style-type: none"> <li>• Commitment to ensuring inclusion, addressing diversity and access</li> <li>• Commitment to own personal and professional development and that of all staff.</li> <li>• High order analytical and problem solving skills and the ability to make informed judgements</li> <li>• The ability to project the academy in a positive way and continue to enhance the academy standing and role at the heart of the community</li> <li>• Evidence of collaborative working and networking with others, within and beyond the academy to build and sustain a learning community</li> <li>• The ability to understand and appreciate the school's current strengths and the ways in which these might be further developed to improve learner outcomes</li> <li>• The ability to form and maintain appropriate relationships and personal boundaries with young people</li> <li>• The ability to promote a school culture and curriculum which takes into account the richness and diversity of a wider community</li> </ul>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>	<p>APP F/I LOA ASS</p> <p>APP F/I LOA ASS</p> <p>APP F/I LOA ASS</p> <p>APP F/I LOA ASS</p> <p>APP F/I LOA ASS</p> <p>APP F/I LOA ASS</p> <p>APP F/I LOA ASS</p> <p>APP F/I LOA ASS</p>
<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• The ability to make good decisions, solve problems and analyse issues by interrogating a broad range of data</li> <li>• The ability to implement and manage change effectively</li> <li>• The ability to lead by demonstrable presence and communicate well to a variety of audiences</li> <li>• To work well under pressure while maintaining excellent relationships and excellent organisational skills.</li> </ul>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>	<p>ASS</p> <p>LOA/F/I</p> <p>F/I/ASS</p> <p>ASS</p>



**MEASURED BY KEY:**

APP = Application form

LOA = Letter of Application

ASS = Assessment activities

F/I = Formal interview

In addition to candidate's ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- Ability to enthuse, engage and motivate staff and stakeholders
- The post holder will be required to have an enhanced DBS check

**If a candidate is short-listed any relevant issues arising from his or her references will be taken up at interview.**





## **WHAT WE STAND FOR ...OUR TOTEM POLE**

### **Our vision**

Our vision is for a society in which everyone has the opportunity to excel, gain employment and sustain independence; a society where aspiration is the norm and high achievement the only acceptable standard. Barriers to success will be removed by high quality educational and training experiences.

### **Our mission**

**We believe every young person can achieve great things**, whatever their ability and whatever their background. We will facilitate excellence by all and for all: with no exceptions.

**We will deliver 'best in class' tailored learning** to ensure that every young person attending one of our academies has the opportunity and support required to achieve their potential.

**High quality intervention and targeted leadership development** will be the foundation stone of our Trust. We will accelerate improvement in all our academies from their individual starting points. Schools facing challenge will be intensively supported to 'get to good' within two years. Leaders will be celebrated, encouraged to excel, think innovatively and be incredible.

**We pledge an unswerving commitment to improve the life chances of all the young people in our academies.** We will focus on bridging the gap between school and the outside world to give young people the best chances to progress to high quality further/higher education, employment or training.

**We will create a self- sustaining family of schools** who will support each other's success and promote consistently high standards across the Trust.

### **Academies within the Trust\***

Castlebrook High School

Great Barr School

Madeley High School

Wolstanton High School

Blackfriars Academy

Walton Hall Academy

Saxon Hill Academy

The Coppice Academy

**(\* additional Academy Orders are in stream)**

## **SAFEGUARDING**

The Trust is committed to Safeguarding and Promoting the Welfare of all of its students. Each student's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our students.

**The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.**

The Trust pays full regard to DfES guidance 'Keeping Children Safe in Education' September 2016. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking Disclosure and Barring Service Checks.

## **ADDITIONAL NOTES**

### **Safeguarding Children & Young People**

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

- Candidates should be aware that all posts in Shaw Education Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not



currently working with children, but have done in the past, that previous employer will be asked about these issues.

- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

## **Interview Process**

After the closing date, short listing will be conducted by a Panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements such as a current driving licence including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

## **Conditional Offer: Pre-Employment Checks**

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK

- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Children's Barred List check
- Satisfactory Enhanced DBS Disclosure
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Medical Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

### **For teaching posts**

- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
- Verification of medical fitness in accordance with DfES Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training

**You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.**