This letter is provided as a template and will need to be amended to suit the circumstances of each individual case. Advice should be sought from your EPM HR Adviser.

\*Please delete this box on adoption

[On headed notepaper]

EPM Model Reference Request Form

[Address]

[Date]

Dear [Name],

Reference request for [name of applicant]

[Name of applicant] has recently made an application for the post of [job title] and has given your name as a referee. A copy of the job description is enclosed. I would be grateful if you could provide the information requested on the [enclosed or attached] proforma. Candidates will be interviewed on [date] and it would be much appreciated if I could have your reply by [date]. [A stamped addressed envelope is enclosed for your convenience] [it would be appreciated if you would also post an original signed copy to the above address].

[I have included a copy of the declaration we have received from NAME OF APPLICANT confirming their consent for you to provide a reference].

I should like to thank you in advance for your co-operation.

Yours sincerely

[Signature]

[Name]
[Job Title]

Reference Request Form: Teaching Staff

|  |  |
| --- | --- |
| Applicant name: |  |
| Post applied for: |  |
| Name of referee: |  |
| Job title of referee: |  |
| Referee’s employer: |  |

Consent

I confirm that [employer name] has the explicit consent of the applicant to request the information detailed on this reference. Please refer to a copy of the signed consent included with the reference request.

Please respond to all questions indicating “none” or “not applicable” or “not known” where appropriate.

|  |
| --- |
| Your relationship to the applicant (e.g. employer, line manager, etc.). |
|  |
| In what capacity is/was the applicant employed? Please enclose a job description if possible. |
|  |
| What is the applicant’s current pay (or pay at the time they left employment with you)? |
|  |
| If the applicant has left your employment, please give the reason. |
|  |
| This post is in “regulated activity” and is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions Order 1975). Therefore, it is essential that you let us know if, for any reason, you have concerns about the employment of this person in a School setting where they will come into contact with children. Do you have any concerns? |
| Yes/No(Please enclose details separately under confidential cover) |
| Was there any formal disciplinary action pending or any current disciplinary sanctions against the applicant when they left your employment? |
| Yes/No(Please enclose details separately under confidential cover) |
| Are there any formal disciplinary procedures, allegations or concerns which the applicant has been the subject of, involving issues related to safety and welfare of children or young people, including anywhere the disciplinary sanction may have expired.Please provide details of the allegations investigated, the conclusion and how the matter was resolved. |
| Yes/No(Please enclose details separately under confidential cover. Informal action or cases in which an allegation was proven to be unsubstantiated, unfounded or malicious should not be included).) |

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| Has the applicant been subject to any formal capability proceedings in the last two years? |
| Yes/No(Please enclose details separately under confidential cover) |
| Would you re-employ the applicant in the same job as they currently hold or held? |
| Yes/No |
| Would you be prepared to appoint the applicant to a similar post in your organisation? |
| Yes/No |
| Between what dates was the applicant employed by you? |
|  |

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| --- |
| Assessment of applicant from your experience in their work. Please mark the relevant box. |
| Area | Outstanding | Good | Satisfactory | Poor | Not known/applicable/relevant |
| Reliability in meeting deadlines and completing a course of action |  |  |  |  |  |
| Punctuality |  |  |  |  |  |
| Working energetically and calmly with others, delegating appropriately |  |  |  |  |  |
| Subject knowledge |  |  |  |  |  |
| Positive relationships with and respect from pupils |  |  |  |  |  |
| Maintaining and promoting positive behaviour among pupils in accordance with the school behaviour policy |  |  |  |  |  |
| Planning and teaching lessons and achieving target levels of pupil attainment and progress |  |  |  |  |  |
| Assessment, monitoring, and reporting on the learning needs, progress and achievements of pupils |  |  |  |  |  |
| Setting and marking pupils’ work in accordance with school policy |  |  |  |  |  |
| Maintaining a well-managed and stimulating classroom/learning environment |  |  |  |  |  |
| Showing initiative on curriculum and/or policy development in such a way as to support the school’s values and vision |  |  |  |  |  |
| Promoting the safety and well-being of pupils in accordance with the school’s Child Protection Policy |  |  |  |  |  |
| Knowledge of Safeguarding |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Managing support staff effectively |  |  |  |  |  |
| Proactively reviewing own performance, positively accepting and acting on advice for improvement |  |  |  |  |  |
| Seeking out learning opportunities and positively addressing own professional development |  |  |  |  |  |
| Professional communication and relationships with pupils, parents, carers and colleagues in accordance with the school ethos, policies and practice |  |  |  |  |  |
| Contribution to the wider life and ethos of the school |  |  |  |  |  |
| Team work and contribution to implementing workplace policies and practice and to promoting collective responsibility for their implementation |  |  |  |  |  |

Include this section only if appropriate

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Area | Outstanding | Good | Satisfactory | Poor | Not Known/applicable/relevant |
| Extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning for all learners to achieve their potential. |  |  |  |  |  |
| Extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum applicant teaches, including those related to public examinations and qualifications. |  |  |  |  |  |
| More developed knowledge and understanding than a main pay range teacher of subjects/ curriculum areas and related pedagogy including how learning progresses within them. |  |  |  |  |  |
| Sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people. |  |  |  |  |  |
| Flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/ curriculum knowledge. |  |  |  |  |  |
| Providing coaching and mentoring to other teachers, giving advice to them and demonstrating to them effective teaching practice in order to help them develop their teaching practice. |  |  |  |  |  |
| Playing a critical role in the life of the school. |  |  |  |  |  |
| Making a distinctive contribution to the raising of pupil standards. |  |  |  |  |  |

It would be helpful if you would enclose a further statement giving your opinion of the applicant’s suitability or otherwise for this post, including any other information about this applicant that you think would help the selection panel (not including information about allegations which are unsubstantiated, unfounded, false, or malicious).

I understand that:

* I have a responsibility to ensure that the reference is accurate and does not contain any misstatement and nothing significant is omitted.
* The content of the reference may be discussed with the applicant.

|  |  |
| --- | --- |
| Signed: |  |
| Name: |  |
| Date: |  |
| Official Stamp:Please also send a covering letter on headed paper |  |

[Insert confirmation of consent]