

CLASSROOM TEACHER ARDINGLY BRITISH SCHOOL CASABLANCA



ARDINGLY BRITISH SCHOOL CASABLANCA

Dear Applicant,

Thank you for your interest in joining Ardingly British School Casablanca as a founding member of our teaching staff.

Education Development Company (EDC) is Morocco's largest education group, educating more than 17,000 students across over thirty schools. Our network includes French, Moroccan bilingual and trilingual, and American curriculum schools, as well as our own language centre and teacher training college. Across this diverse portfolio, our focus is clear: securing the highest possible academic standards, strong outcomes for students and a culture in which excellence is expected at every level.

We are now bringing that experience to an exciting new partnership with Ardingly College, one of the United Kingdom's leading co-educational independent schools. Since its foundation in 1858, Ardingly College has built an excellent reputation for academic achievement through the GCSE, A Level and International Baccalaureate programmes, while also ensuring that students benefit from a rich and ambitious wider education. Its growing international family already includes schools in Kazakhstan and Vietnam. Ardingly British School Casablanca will be the third school in that international family, the first to bring the Ardingly name and ethos to Morocco, and the first British international school within EDC's portfolio.

Our ambition is to establish one of the leading British international schools in the region: a school known first and foremost for the quality of its teaching, the ambition of its curriculum and the strength of its academic outcomes. It will combine Ardingly's heritage, values and educational philosophy with EDC's local expertise, resources and commitment to continuous improvement.

Our teachers will be at the heart of that ambition. We want every student, from their first day in Nursery to their final year, to be known, nurtured and inspired to achieve at the highest possible level, while also developing the confidence, character and curiosity that will carry them through their education and beyond. Located on a premium site within Casablanca Finance City, one of North Africa's most dynamic and aspirational districts, the school will open a significant new chapter for both EDC and Ardingly College.

We are looking for motivated, committed and reflective teachers, in both the Primary and Secondary phases, who have a track record of strong outcomes for the students they teach. You will hold PGCE, QTS or an equivalent recognised teaching qualification, and you will bring high expectations, warmth and a genuine commitment to the welfare of every child.

As a founding teacher, you will also help to build the life of a new school beyond the classroom: its clubs and activities, its trips and performances, and the traditions that students and families will remember. You will work alongside colleagues at Ardingly College in the United Kingdom, with a strong programme of professional development to support your own growth throughout your career with us.

I recognise that moving to a new school, and for many of you a new country, is a significant professional and personal decision. In return, I believe this represents one of the most rewarding opportunities currently available in British international education: the chance to help establish a truly excellent school, supported by two experienced and ambitious organisations, in one of the most exciting cities in the region.

The pages that follow provide further details about the role, the school and life in Casablanca for you and your family. I very much look forward to receiving your application.

With best wishes,

Mohsen Ojja
Président Directeur Général (Chairman and CEO)
Education Development Company - EDC

JOB DESCRIPTION



JOB DESCRIPTION: CLASSROOM TEACHER ARDINGLY BRITISH SCHOOL CASABLANCA

Ardingly College UK and Education Development Company (EDC) are proud to be expanding the provision of high-quality British international education in Morocco, and seek to recruit exceptional teachers for Ardingly British School Casablanca, opening in September 2027.

Ardingly College is a leading co-educational independent school in the UK, and has established a global reputation as a high-performing GCSE, A Level and International Baccalaureate Diploma school.
<https://www.ardingly.com/>.



Our international journey started over 25 years ago with the establishment of the International Baccalaureate Diploma Programme (IBDP) at Ardingly College and developed further over the last decade.



The Ardingly International Family

Ardingly British School Casablanca will be the third international school within the family of Ardingly College international schools, following the establishment of Ardingly Astana, Kazakhstan (2024) and Ardingly Vietnam, Lao Cai Campus (2026). More information can be found here: [//www.ardingly.com/ardingly-college-international/](https://www.ardingly.com/ardingly-college-international/)



Education Development Company

EDC is the largest and most successful schools group in Morocco, with excellent experience in owning and operating more than 30 schools for over 17,000 students with Bilingual, Trilingual and US curriculum schools, a language centre and a teacher training organisation. <https://www.edc.ma/>.

Ardingly British School Casablanca will be the first school to take Ardingly College's brand and ethos in Morocco and the first British International school within EDC's schools portfolio.

The partnership mission between EDC and Ardingly is to deliver a high-quality British international education in Morocco, grounded in the values and ethos of Ardingly College and supported by EDC's commitment to educational excellence, with a strong focus on academic achievement and student development.

Casablanca Finance City



Ardingly British School Casablanca will be based in Casablanca Finance City (CFC), the country's flagship business and finance district. CFC is purpose-built, secure, green and international — home to multinational headquarters, regional business hubs, and a growing residential community of expatriate professionals and their families. It is widely regarded as one of the most premium and aspirational addresses in North Africa.

Ardingly British School Casablanca



Ardingly British School Casablanca occupies a premium site in the heart of CFC. With its building due to complete in late spring 2027, the School will form an integral part of EDC's purpose built, flagship education hub comprising a tri-lingual international school, a university and EDC's headquarters. The campus will benefit from world class facilities including a swimming pool, amphitheatre and coding/robotics lab.

The Role

Ardingly British School Casablanca opens in September 2027, welcoming students from Nursery through to Year 9 and growing year on year to a full Nursery-to-Sixth-Form school. Located in Casablanca Finance City, it is the first school to bring the Ardingly name and ethos to Morocco, in partnership with Education Development Company (EDC).

We are looking for motivated, committed and reflective classroom teachers to join our founding team. Our teachers will set high expectations from the first day, help every child to be known, nurtured and challenged, and build the habits and traditions that will define the school for years to come. This is a rare opportunity to shape a school from the beginning, supported by the expertise of both Ardingly College UK and EDC.

This job description applies to classroom teachers in both the Primary and Secondary phases. Specific responsibilities will depend on the subject, phase and year groups taught, and will be confirmed on appointment.

Line Management

- In the Primary phase, the classroom teacher will report to the Primary Headteacher (or a member of the Primary leadership team they designate).
- In the Secondary phase, the classroom teacher will report to the Founding Headteacher (or a member of the Secondary leadership team they designate) for their academic and pastoral responsibilities.
- All teachers are ultimately accountable to the Founding Head of Ardingly British School Casablanca.

Key Responsibilities

Teaching and Learning

- Plan and teach well-structured, ambitious lessons that build knowledge and skills over time and enable every student to make strong progress.
- Teach in line with the Ardingly and EDC approach to teaching and learning: high expectations, regular retrieval practice, clear modelling and explanation, skillful questioning, purposeful practice and frequent checks for understanding.
- Adapt teaching to meet the needs of all learners, including students with special educational needs, the most able, and students learning in English as an additional language.
- Develop students' spoken and written English across the curriculum, so that all students can access learning with confidence.
- Contribute to the development of schemes of work, resources and assessments, ensuring the curriculum is coherent, ambitious and responsive to the context of Casablanca and Morocco.

Assessment, Progress and Outcomes

- Use assessment and feedback precisely to identify what students know, address misconceptions and plan next steps.
- Track student progress carefully, using data to set ambitious targets and to intervene promptly where a student is falling behind.
- Take responsibility for the outcomes of the students you teach, whether in early reading and phonics, end of Key Stage assessments, or IGCSE and A-Level examinations.
- Write clear, accurate and helpful reports, and contribute to parent consultations.

Pastoral Care and Safeguarding

- Act as a class teacher or form tutor, knowing each student well and supporting their wellbeing, behaviour and personal development.
- Promote the safety and welfare of every child, following the school's safeguarding policy and procedures, and report any concerns promptly to the Designated Safeguarding Lead.
- Uphold high standards of behaviour, courtesy and respect, in line with the school's ethos and policies.
- Support smooth transitions for students joining the school or moving between year groups and phases.

Co-curricular Life

- Play an active part in building the co-curricular life of a new school, leading at least one club or activity each term.
- Contribute to, and, where appropriate, play a leading role in trips, performances, competitions, house events, assemblies and celebrations, helping to establish traditions that students and families will value.
- Support, and, where appropriate, play a leading role in charitable, community and service activities that help students develop responsibility, empathy and leadership.

Professional Development

- Take part fully in the school's programme of professional development, including coaching, lesson observation and appraisal.
- Reflect on and improve your own practice, keeping up to date with developments in your subject or phase and with research on effective teaching.

- Share effective practice with colleagues and contribute to a collaborative, professional culture across the school.

Partnership with Parents and the Wider School

- Build warm, professional relationships with parents, keeping them well informed about their child's learning, progress and wellbeing.
- As a member of the founding team, support open days, admissions events and parent information sessions, and contribute to the development of school policies and routines.
- Carry out other reasonable duties, including duties before and after school and at break times, as directed by the Founding Head.

Responsibilities by Phase

In the Primary phase (Nursery to Year 6)	In the Secondary phase (Year 7 upwards)
• Act as class teacher for a class or year group, teaching most areas of the curriculum. • Deliver a systematic programme of early reading and phonics, and secure strong foundations in writing and mathematics. • In the Early Years, plan a play-based, language-rich environment that meets the EYFS framework. • Work closely with teaching assistants, and keep parents well informed about their child's learning and wellbeing.	• Teach your specialist subject across the year groups offered, preparing students for IGCSE and, as the school grows, A Level. • Contribute to building the department's schemes of work, resources and assessments. • Act as a form tutor, supporting the wellbeing and progress of your tutor group. • Support students with subject choices and, in time, with university and careers guidance.

Person Specification

The person specification sets out the qualifications, experience and qualities we are looking for. Candidates must meet all of the essential criteria. The desirable criteria will help us decide between strong applicants.

Area	Essential	Desirable	How assessed
Qualifications	• A good honours degree, ideally in the subject or phase to be taught. • PGCE, QTS or an equivalent recognised teaching qualification.	• A Master's degree or further professional qualification in education. • Specialist training in early reading and phonics (Primary), or examiner experience (Secondary).	Application form; certificates
Experience and impact	• Successful teaching experience in the relevant phase, in a British-curriculum school in the UK or overseas. • A track record of strong student outcomes, shown through progress data, examination results or other clear evidence of impact.	• Experience in an international school or a bilingual or multilingual setting. • Experience of contributing to a new school, department or phase.	Application form; interview; references

Area	Essential	Desirable	How assessed
Knowledge of curriculum and pedagogy	- Secure knowledge of the EYFS and National Curriculum for England (Primary), or of the subject to IGCSE and A Level (Secondary). - A clear understanding of evidence-informed teaching, assessment for learning and adaptive teaching.	- Knowledge of the IB, or of the Moroccan curriculum. - Experience of supporting students learning in English as an additional language.	Interview; lesson observation
Teaching	- Plans and teaches well-structured, challenging lessons that enable all students to make strong progress. - Uses assessment and feedback precisely to move learning forward. - Creates a calm, purposeful and caring classroom with high expectations of behaviour.	Has led or shared practice with colleagues, for example through coaching or training.	Lesson observation; interview; references
Co-curricular contribution	A clear commitment to building the co-curricular life of the school, including leading clubs, activities, trips or events.	A particular strength or interest to offer, such as sport, music, drama, debating, STEM or the outdoors.	Application form; interview
Professional development	- A commitment to continuing professional development and to acting on feedback. - A reflective approach to improving their own practice.	Evidence of recent professional learning, such as a National Professional Qualification, research or further study.	Application form; interview; references
Safeguarding and pastoral care	- A strong commitment to safeguarding and promoting the welfare of children. - Understanding of current safeguarding practice, including Keeping Children Safe in Education. - Suitability to work with children, confirmed through safer recruitment checks.	- Experience as a form tutor or class teacher with pastoral responsibility. - Recent safeguarding or child protection training.	Application form; interview; references; checks
Personal qualities	- Warm, enthusiastic and ambitious for every student. - Works well in a team and builds positive relationships with students, families and colleagues. - Adaptable, resilient and well organised, with the energy a founding year requires. - Respectful of and curious to learn more about Morocco, its culture and people.	Some French and/or Arabic.	Interview; references

Additional Information

Start date and hours

Teachers will be expected to join the school in August 2027, ahead of opening, for induction and preparation. As members of the founding team, teachers may be asked to support events outside usual hours on occasion, including open days, parent information sessions and school performances.

Safeguarding

Ardingly British School Casablanca and EDC are committed to safeguarding and promoting the welfare of children, and expect all staff to share this commitment. Appointments are subject to satisfactory references, identity and right-to-work checks, and criminal record certificates (or equivalent certificates of good conduct) from every country in which the candidate has lived or worked in the past ten years.

Remuneration

- A competitive salary, commensurate with experience and track record.
- For teachers recruited from overseas, a relocation package including flights, accommodation allowance and medical insurance.
- Fee remission for staff children at Ardingly British School Casablanca.
- EDC supports candidates through the administrative process to obtain all necessary documentation to live and work in Morocco.

How to apply

- Please complete our editable application form, available on our website, and email it to Johanna Thompson, Strategic Project Lead, at j.thompson@somed.ma. Candidates are welcome to include a CV alongside the completed application form, but for safeguarding reasons the form must be completed in full.
- Please state clearly on the form the subject(s), phase and year group(s) you are applying to teach.
- Applications will be reviewed at key points throughout the recruitment window, and strong candidates may be invited to interview before the closing date. The closing date for applications is Monday 1 February 2027.
- If you would like a confidential conversation about teaching at Ardingly British School Casablanca, please contact Johanna Thompson at the address above enclosing your CV. Due to the high interest in teaching roles, Johanna will schedule conversations with only those candidates whose qualifications and experience are suited to teaching with us.
- Regretfully, we are unable to provide feedback to applicants who are unsuccessful in reaching the interview stage.

LIVING AND WORKING IN CASABLANCA

*A Guide for Prospective Staff
of Ardingly British School Casablanca*



WELCOME TO CASABLANCA



Casablanca offers something increasingly rare: a genuine step up in quality of life, whilst being close to the UK and Europe. It's an Atlantic-facing, Mediterranean-in-spirit city — sunny, cosmopolitan, and fast-developing — just a short flight from London, Paris or Madrid.

Ardingly British School Casablanca will be based in Casablanca Finance City (CFC), the country's flagship business and finance district. CFC is purpose-built, secure, green and international — home to multinational headquarters, regional business hubs, and a growing residential community of expatriate professionals and their families. It is widely regarded as one of the most premium and aspirational addresses in North Africa.

On Europe's Doorstep

One of Casablanca's biggest draws for UK and European staff is its proximity to the UK and Europe.

- **London:** approx. 3.5 hours direct
- **Paris:** approx. 2.75 hours direct
- **Madrid:** approx. 2–1.5 hours direct
- **Lisbon:** approx. 1.5 hours direct

Multiple daily direct flights connect Casablanca's Mohammed V Airport to major UK and European hubs, making weekend trips home, half-term breaks in Europe, or visits from family genuinely easy — far easier than most "international school" postings further afield.



Climate and Lifestyle

Casablanca enjoys a mild, Atlantic-moderated climate similar in feel to the Mediterranean: warm, dry summers (typically 28–20°C, cooled by sea breezes) and mild winters (18–12°C), with far more sunshine than the UK year-round. The city has a genuine seaside character — a long Corniche lined with beach clubs, cafés and restaurants — alongside excellent golf, surfing, and weekend access to the Atlas Mountains and historic cities like Marrakech, Fes and Essaouira.

Life in Casablanca blends French-influenced café culture, Moroccan hospitality, and an increasingly international, professional community — a relaxed, outdoor lifestyle that many relocating teachers describe as transformative for work-life balance.

Cost of Living: Casablanca vs. UK and Spain

Salaries go noticeably further in Casablanca. Even allowing for the premium of living in the city's most sought-after neighbourhoods, everyday costs remain well below London and comfortably below Madrid.

	Casablanca	London, UK	Madrid, Spain
Monthly living costs, single person (excl. rent)	~\$560	~\$1,470	~\$960
Rent, 1-bed apartment, city centre	~\$800-1000	~\$3,000	~\$1,500
Monthly gym membership	~\$35	~\$65	~\$50
Dinner for two, mid-range restaurant	~\$35	~\$105	~\$70

Source: Numbeo Cost of Living data for [Casablanca](#), [London](#) and [Madrid](#) (2026) — a single, widely used and continuously updated dataset, used consistently across all three cities for comparability.

In practical terms: a salary that stretches modestly in London, or comfortably-but-tightly in Madrid, typically supports a spacious apartment in a premium neighbourhood, regular travel, and a genuinely different quality of life in Casablanca.

Housing and Daily Life

- **CFC and the neighbourhoods around it** — Anfa, Racine, Gauthier and Ain Diab — are where the vast majority of expat professionals and international school families choose to live. These are modern, secure, well-serviced districts with gated buildings, parking, good walkability, and easy reach of the school. Rents here sit above the citywide average shown, but still well below equivalent central London or Madrid addresses.
- **Healthcare:** Casablanca has excellent private clinics and hospitals, several with international accreditation and English/French-speaking staff.
- **Safety:** Morocco is consistently rated among the safer countries in the region, and CFC itself is a secure, well-maintained, purpose-built district. The UK Foreign, Commonwealth & Development Office does not advise against travel to Morocco, including Casablanca; the latest FCDO guidance can be checked at gov.uk/foreign-travel-advice/morocco.
- **Language:** French and Arabic are widely spoken, but English is increasingly common in professional and international circles — daily life is very manageable for English-speaking arrivals, and many staff pick up conversational French or Darija over time.
- **International community:** A well-established network of international schools, consulates (including the US Consulate General), and multinational employees means a ready-made social and professional community for relocating staff and families. Casablanca is Morocco's commercial capital; foreign embassies are based in Rabat, about an hour away.
- **Staff children's schooling:** Provision for staff children, including fee remission at Ardingly British School Casablanca, is set out in the relocation and benefits section of this application pack.

In Short

Casablanca offers UK and international educators a rare combination: **a genuine founding opportunity, an excellent quality of life, real cost-of-living advantages, and easy proximity to home**, all within a secure, premium, forward-looking setting in Casablanca Finance City.

APPLICATION FORM



ARDINGLY BRITISH SCHOOL CASABLANCA

TEACHER APPLICATION FORM STRICTLY CONFIDENTIAL

Safer Recruitment Statement

Education Development Company (EDC) and Ardingly British School Casablanca are committed to safeguarding and promoting the welfare of children, in line with the DfE Standards for British Schools Overseas and safer recruitment practice equivalent to Keeping Children Safe in Education. This post involves regular contact with children and is therefore exempt from the Rehabilitation of Offenders Act 1974 (as amended). Any offer of employment is conditional on satisfactory references, identity and right-to-work checks, criminal record certificates (or equivalent certificates of good conduct) from every country in which you have lived or worked in the past ten years, and any other checks required by law or by the School's safer recruitment policy.

How to complete this form

Please complete every section in full, in chronological order, with your most recent employment, education and training listed first. Your employment history must be continuous and unbroken, with no unexplained gaps, from the end of your secondary education to the present day; account for any gaps (further study, travel, unemployment, parental or caring responsibilities, etc.) in the space provided. Where a section does not apply to you, write 'N/A' rather than leaving it blank. This form can be completed on-screen: type directly into the tables and boxes below. Every table and text box in this form can be expanded – there is no maximum length for any section. A CV is welcome as a supporting document but cannot be accepted in place of a fully completed form, in line with safer recruitment practice.

Our Commitment to Inclusion

Ardingly British School Casablanca welcomes students, families and colleagues from a wide range of nationalities, cultures, faiths and backgrounds, and is committed to ensuring that every applicant is treated with dignity, fairness and respect throughout this process. Recruitment decisions are made on merit, against the requirements of the role.

Section A — Post and Personal Details

Post applied for (subject, phase and year group)

Where did you see this post advertised?

Full legal name (as shown on passport)

Preferred name / title

Any former name(s), including maiden name

Current home address

Email address

Telephone (mobile)

Telephone (alternative)

Nationality / nationalities held

Do you currently have the right to work in Morocco, or would you require sponsorship?

Do you hold, or are you working towards, QTS / PGCE or an equivalent teaching qualification?

Notice period required by your current employer

Current salary, gross and net, with currency, and package details (e.g. housing, flights, bonus)

Gross:

Net:

Package:

Strictly Confidential

Section B — Full Employment History

In line with safer recruitment practice, your employment history must be complete and continuous, with no gaps, from the end of your secondary education to the present day.

Dates (From – To)	Employer name, address & country	Job title	Main responsibilities	Reason for leaving
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You can add further rows to this table at any time by pressing Tab in the last cell, or continue on a numbered continuation sheet clearly marked with your name and this section — there is no limit on the space you can use.

Gaps in employment or education

Please account below for any period of time — however short — that is not covered in the table above, including further study, travel, unemployment, or parental/caring responsibilities.

Dates (From – To)	Explanation
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You can add further rows to this table at any time by pressing Tab in the last cell, or continue on a numbered continuation sheet clearly marked with your name and this section — there is no limit on the space you can use.

Section C — Full Education & Qualification History

Please list all education and qualifications from secondary school onwards, including qualifications currently in progress. You will need to provide appropriate certification for these qualifications.

Dates (From – To)	School, college or university & country	Qualification(s) studied or obtained	Grade / result
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You can add further rows to this table at any time by pressing Tab in the last cell, or continue on a numbered continuation sheet clearly marked with your name and this section — there is no limit on the space you can use.

Section D — Training Received

Please include safeguarding and child protection training (e.g. Safer Recruitment, Child Protection for International Schools), leadership development, and curriculum or qualification-specific training. Indicate clearly which courses relate to safeguarding and when you last renewed this training.

Date	Training / course title	Provider / organisation	Duration	Safeguarding-related?
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You can add further rows to this table at any time by pressing Tab in the last cell, or continue on a numbered continuation sheet clearly marked with your name and this section — there is no limit on the space you can use.

Section E — Personal Statement

Please explain why you are applying for a teaching post at Ardingly British School Casablanca, and why you believe you have the personal qualities, skills and experience to succeed as a founding member of staff in a new British Schools Overseas (BSO) school.

You may wish to draw on experience such as:

- *your impact on students' progress and attainment in your subject or phase;*
- *how you plan, teach and assess to meet the needs of all learners, including students learning in English as an additional language;*
- *your experience of the EYFS, the National Curriculum for England, IGCSE or A Level, as relevant to your subject or phase;*
- *how you build positive relationships with students and families, and create a calm, purposeful and caring classroom;*
- *what you would bring to a new school in its founding years, including the co-curricular programme and wider school life; and*
- *your approach to safeguarding, pastoral care, wellbeing and inclusion, and how you put these into practice in your day-to-day work.*

There is no minimum or maximum length for this section, but we expect teachers at Ardingly British School Casablanca to be skilled in communicating the relevant content clearly, coherently and concisely. Please continue on additional numbered sheets, clearly marked with your name, if you need more space than provided below.

Section F — References

Please provide details of two referees who are able to comment on your suitability to work with children. One must be your most recent employer (or, if you are not currently employed, your most recent employer where you worked with children). References from relatives or people writing solely in a personal capacity are not acceptable. In line with safer recruitment practice, the School reserves the right to contact any referee, including your current employer, prior to interview, and to seek information from any previous employer where you have worked with children.

Referee 1 (must be your current or most recent employer)

Full name

Job title

Organisation & address

Relationship to you & capacity in which known

Email address

Telephone number

Number of years known

Referee 2

Full name

Job title

Organisation & address

Relationship to you & capacity in which known

Email address

Telephone number

Number of years known

☐ **Yes** ☐ **No** I confirm that neither referee is a relative or personal friend, and that both are able to comment on my suitability to work with children.

Section G — Safeguarding & Disclosure Declarations

Please answer every question. A 'Yes' answer will not automatically disqualify your application — the School will discuss it with you sensitively. If you answer 'Yes' to questions 4–1, please provide full details in a separate, sealed envelope marked 'Confidential — Chair of Governors / Safeguarding Lead only', to be opened only if you are shortlisted.

- ☐ **Yes** ☐ **No** 1. Do you have any convictions, cautions, reprimands or final warnings that are not 'protected' under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as amended?
- ☐ **Yes** ☐ **No** 2. Are you now, or have you ever been, the subject of an investigation by police, a professional or regulatory body, or an employer, in relation to your conduct towards children or vulnerable people?
- ☐ **Yes** ☐ **No** 3. Have you ever been disqualified from working with children, or included on a barred list (including the DBS Children's Barred List, or an equivalent list in another country)?
- ☐ **Yes** ☐ **No** 4. Are you aware of any other reason why you may be considered unsuitable to work with children?
- ☐ **Yes** ☐ **No** 5. Are you willing to provide, at the School's request, a criminal record certificate or certificate of good conduct (or equivalent) from every country in which you have lived or worked for six months or more in the past ten years?
- ☐ **Yes** ☐ **No** 6. Are you willing to provide a Letter of Professional Standing, or equivalent confirmation from the relevant professional or regulating authority, confirming that no sanctions or restrictions have been imposed on you as a teacher?
- ☐ **Yes** ☐ **No** 7. Do you consent to the School carrying out an online search, including publicly available social media, as part of its safer recruitment process?

Please list any name(s) by which you have previously been known, and every country in which you have lived or worked for six months or more in the past ten years (needed to complete the checks above):

Section H — Relationships & Conflicts of Interest

- ☐ **Yes** ☐ **No** Are you related to, or do you have a close personal relationship with, any current governor, employee, student or contractor of Ardingly British School Casablanca, Ardingly College UK, or Education Development Company (EDC)?
If yes, please give details:

Section I — Declaration

I confirm that the information I have given in this application is, to the best of my knowledge, true, accurate and complete. I understand that providing false or misleading information, or omitting relevant information — including in relation to my criminal record, my employment history, or my reasons for leaving previous employment — may result in my application being rejected, any offer of employment being withdrawn, or, if I have already been appointed, summary dismissal.

I understand that this post is exempt from the Rehabilitation of Offenders Act 1974 (as amended), and that satisfactory completion of all safer recruitment checks — including identity verification, right-to-work checks, references, and criminal record or certificate of good conduct checks — is a condition of any offer of employment.

I consent to Ardingly British School Casablanca and Education Development Company processing the personal data provided in this application, including sensitive personal data relating to my criminal record, for the purposes of recruitment and safer recruitment, in accordance with applicable data protection law.

Signature (or typed name, if submitted electronically)

Date

Thank you for completing this application. Please ensure Sections A–I are complete before submitting.

