Hemingford Grey
SCHOOL

Hemingford Grey Primary School

Information for applicants

Together Everyone Achieves More

St Ives Road
Hemingford Grey
Huntingdon
Cambs PE28 9DU

Telephone: 01480 375040

Headteacher: Kirsten Marriott
Deputy Headteacher: Jonathan Clarke

Dear Applicant

Thank you for your interest in the vacancy advertised at our school. Please find attached our applicants' pack and accompanying information as well as an application form.

Please complete the form as well as providing us with an accompanying letter of no more than 2 sides of A4 paper telling us why you feel you would like to work here and what skills and levels of expertise you can offer us.

Please note that the salary for this Leadership post equates to L6 – L10 maximum.

If you would like to arrange a visit to our school, please contact our school office by telephoning our Office Manager, Hayley Coulter on 01480 375040 or email office@hemingfordgrey.cambs.sch.uk. Our school website will also provide you with additional information www.hemingfordgrey.cambs.sch.uk .

Our school demonstrates a commitment to safeguarding and promoting the welfare of children and young people by providing a safe working ethos through a range of rigorous policies and procedures and therefore the successful candidate will be required to complete a Disclosure and Barring check (DBS).
We expect all staff to share this commitment.

We look forward to receiving your application.

Kind regards

Kirsten Marriott (Head teacher)

About the Appointment

- The vacancy is for a full time Deputy Headteacher. This post is class-based for 2 days per week with the rest of the week dedicated to undertake key leadership responsibilities.

- The salary scale is L6 – L10

- The school admits from the villages of Hemingford Grey and Hemingford Abbots and there are presently 297 pupils on role.

- A Job Description is included in this pack.

- You are invited to submit an application form, together with a letter of application stating your experience and skills which will enable you to do this job.

- The closing date for applications is Wednesday 30th January 2019.

- Shortlisted candidates will be invited for interview on Tuesday 12th February 2019. Candidates who have not been short listed will not be notified.

- ***Interviews will be held at Hemingford Grey Primary School. As part of the interview process candidates' suitability to work with children will be assessed and the successful candidate will be required to complete an enhanced DBS disclosure.***

- Visits to the school are encouraged and can be arranged by contacting Hayley Coulter, the Office Manager, on 01480 375040.

- Completed applications should be marked Private and Confidential and submitted to:

  Mrs Hayley Coulter
  Office Manager
  Hemingford Grey Primary School
  St Ives Road
  Hemingford Grey
  Cambridgeshire
  PE28 9DU

- Alternatively, you can email your pack to: office@hemingfordgrey.cambs.sch.uk

Job Title: Deputy Headteacher

Salary: Leadership spine point 6-10

Job Purpose:

To play a major role under the direction of the Headteacher in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.

Responsible to:

The Headteacher and Governors.

Core purpose and Accountability:

Undertake the professional duties of the Deputy Headteacher reasonably delegated to you by the Headteacher.

Undertake the professional duties of the Headteacher, in the event of his/her absence from the school.

In partnership with the Headteacher and the Senior Leadership Team, provide professional leadership and management of Teaching and Learning throughout the school in order to impact positively on pupil achievement.

To provide professional leadership and management of School Improvement Plan priorities

Duties:

The Deputy Headteacher will:

1. Impact on the educational progress of pupils across school

- Lead by example in all areas of the curriculum
- Lead a team of teachers in a teaching phase
- Promote high standards of behaviour across school
- Play a major role in the raising of standards across school
- Take a lead role in collating and analysing data, identifying key vulnerable children and groups. Liaise with the SENDco and Phase Leaders to ensure targeted effective intervention is in place to accelerate progress
- Liaise closely with the Phase Leaders and Headteacher to ensure high standards, continuity and progression across the school
- Lead teaching, learning and CPD in Literacy across the school to ensure high standards, continuity and progression across the school

2. Lead, manage, develop and enhance the teaching practice of others

- Be an active member of the Senior Leadership Team and, as such, a role model to the whole school
- Play a major role in formulating, implementing, monitoring and evaluating the school improvement plan and school policies
- Take a main role in school self-evaluation processes
- Ensure school Performance Management procedures are followed to support colleagues in developing their practice effectively
- Effectively induct new members of staff into the school in order to ensure subsequent effective teaching and learning takes place
- Lead programmes relating to coaching and mentoring of trainees and visiting staff from other schools
- Support the development of partnerships and network links
- Recognise the need for a positive working and learning climate and actively model and promote this amongst colleagues

3. Contribute to the wider professional life of the school

- Liaise with the teacher responsible for behaviour support and the Headteacher, be responsible for the pastoral care of pupils across school, including involvement in lunchtime duties, when necessary
- Coordinate and lead general school organisation activities, as required including assemblies
- Make a significant contribution to senior leadership meetings and activities to help strategic developments across the school
- Lead by example in all professional aspects of school life and support the maintenance of a climate conducive to constructive school review and evaluation
- Deputise for the Headteacher when necessary
- Ensure high visibility and presence throughout the school, being known and respected by children, teachers, governors and parents.

Form a strong working partnership with the Headteacher in order to create a climate of respect and a love of learning across the whole school community.

Signed:
Date:

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.

HEMINGFORD GREY
Class Teacher Linked to Deputy Headteacher
Generic Job Description

Post title	Class Teacher
Supervisory responsibility:	The postholder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

Main purpose of the job:

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school
- Contribute to the maintenance of a safe and healthy environment.

Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards and this job description as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of *all* pupils, including those with special educational needs and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress

- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Contribute to the maintenance of a safe and healthy environment.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school and attend extra-curricular events

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the head teacher

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Signature of post holder: ..... **Date:** / /

Signature of headteacher: ..... **Date:** / /

Hemingford Grey SCHOOL

Person Specification – Deputy Head Teacher

Hemingford Grey SCHOOL

This person specification is related to the requirements of the post as determined by the job description. Short-listing is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application.

Qualified Teacher Status
First Degree or Equivalent
Evidence of further professional qualification to enhance own practice and support others
Knowledge and Understanding
Substantial primary teaching experience
Experience of curriculum management/subject leadership leading to school improvement. Experience of leading literacy across the school.
Outstanding classroom practitioner – evidenced through outcomes of lesson observations, pupil progress data and through the quality of pupils' work. Short listed candidates will be asked to bring examples to interview.
A strong commitment to inclusion with high expectations for all learners
Successful experience of leading and managing improvement, raising standards of attainment and achievement across the school or key stage
Able to demonstrate characteristics of effective primary teaching and learning strategies used to raise pupil attainment and achievement
Good understanding and use of assessment, including target setting and tracking
Understanding of effective techniques and policies for behaviour management
Knowledge and experience of up to date developments in IT and E-Learning for teaching and management purposes
Leadership and Management
Has a consistent track record of outstanding teaching, and the ability to develop and coach others to achieve similar high standards, inspiring support and advancement
Senior leadership and management experience with clear evidence of impact on pupil achievement
Ability to set and meet challenging targets, for pupils and the school, and to enable others to do this
Ability to analyse, prioritise and meet deadlines
Experience of whole school self review and evaluation
Experience of leading coaching and mentoring programmes for school staff and students
Experience of supporting other schools in areas of own expertise
Able to motivate, promote good relationships and effectively communicate with all stakeholders
Commitment to supporting community/external agencies involvement in school
Commitment to safeguarding and promoting the welfare of children

Creative, enthusiastic and proactive, keen to embrace new ideas and challenges

Approachable, caring and empathetic
Ability to deliver difficult messages appropriately with effective outcomes
Works well as part of a team
Flexible, listens and is prepared to seek advice and support
Demonstrates a concern for the pastoral and spiritual welfare of all in the school
Committed to continuing professional development for self and others
Able to deal sensitively with people and resolve conflict

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

ABOUT THE SCHOOL

Hemingford Grey Primary School is a full primary school (Reception to Year 6) with a school roll of approximately 297. Our school is expanding and we have an extension which opened in September 2014. Over the next year the school will grow to 315. We admit children from the villages of Hemingford Grey and Hemingford Abbots. It is County policy to admit children during the academic year in which they are five years of age. Children are admitted to reception class in September (staggering the intake over two or three weeks). To help in this process, the school has established strong links with the children in their pre-school environment.

Our school is fully committed to providing high quality Continuing Professional Development opportunities to our staff in order to enable them to deliver creative learning opportunities to children in the context of high expectations and standards. Our CPD programme regularly includes bespoke training delivered by national consultants as well as opportunities to visit other schools both within and outside of the county of Cambridgeshire.

Our school has a strong set of aims and values which set our climate and ethos. These are laid out in a separate document contained within this pack.

Equal Opportunities
Hemingford Grey School is committed to promoting equality and diversity, providing an inclusive and supportive environment for all. The School will:

- Ensure that people are treated solely on the basis of their abilities and potential, regardless of race, colour, nationality, ethnic origin, religious or political belief or affiliation, trade union membership, age, gender, gender reassignment, marital status, sexual orientation, disability, socio- economic background, working hours, or any other inappropriate distinction.

- Promote diversity and equality for students and staff and value the contributions made by individuals and groups of people from diverse cultural, ethnic, socio-economic and distinctive backgrounds.

- Promote and sustain an inclusive and supportive study and work environment which affirms the equal and fair treatment of individuals in fulfilling their potential and does not afford unfair privilege to any individual or group.

- Challenge inequality and less favourable treatment wherever practicable.

- Promote greater participation of under-represented groups of staff by encouraging positive action to address inequality.

- Promote an environment free of harassment and bullying on any grounds in relation to all pupils and staff.

School Rules

The school has rules to aid the smooth running and the safety of the children. We have 7 golden rules:

1. We are kind and helpful
2. We always try our best
3. We listen
4. We always think about how people feel

<u>Plus for Key stage 1:</u>

5. We say please and thank you
6. We tell the truth
7. We look after other people and things around us

<u>For Key Stage 2:</u>

5. We are polite
6. We are honest
7. We respect everybody and the environment around us

We exercise kind, but firm, discipline where respect for each other and basic courtesies are emphasised. Children learn the fundamental parameters of behaviour, which in turn lead to greater self discipline and maturing ability to use their judgement. Emphasis on praise and celebration of endeavour as well as success, assist in the establishment of a happy, learning environment for the children.

Bullying
A clear and consistent policy on bullying is in place and the staff and children are aware of its contents. Vigilance is constantly exercised and parents are encouraged to report any problems to ensure early action by the school.

Safety
Children are supervised by designated adults in all areas of the school from 9.00 am to the end of the school day. Our site manager makes regular checks of the buildings in line with County regulations. Fire drills and critical incident drills are regularly and efficiently carried out. Children assess the risks in a range of areas including independent working and offsite visits and are alerted to the potential hazards which surround them.

Pastoral Care
Pastoral care is provided primarily by the classroom teacher, who will discuss any concerns with parents by appointment.

Medical
The school accesses the services of the School Nurse Duty Desk .

Welfare
The Education Welfare Officer (EWO) will give advice on free school meals, uniform grants, employment of children by-laws and children in entertainment.

Relationships between the School and Home
We are keen to establish and maintain a successful home /school relationship for each of our children. Parents and visitors are welcomed to attend a wide range of events at school. Parent /teacher consultations are held twice per year in the autumn and spring with an open afternoon in the summer. These provide opportunities for parents to discuss their child's progress and view work.
The school benefits from many parent helpers who bring their skills and experience to enhance school life. We have a homework policy that has been generated by the pupils themselves and all children are expected to continue their learning outside of the school day.

Organisation of Classes
We currently run mixed year classes throughout the school apart from Foundation Stage. The school leadership team comprises: the Headteacher, Deputy Headteacher, Phase Leaders in FS/Yr 1/2, 3/4, 5/6 and Inclusion Manager.

Curriculum
The school curriculum complies with the legal requirements of the Education Reform Act 1986 and consists of Religious Education and the subjects of the National Curriculum. We have made significant changes to the design of our curriculum and we now deliver learning in a creative, cross curricular way which takes into account the many learning opportunities in our near and local environments. The impact of this hard work on pupil engagement, attitude and outcomes has been significant. Please see the attached key document outlining our approach to teaching and learning.

Special Needs
The school has a structured policy relating to the identification of Special Needs Education and all allocation of appropriate support.

Able Children
The school works towards allowing able children to follow programmes of study suited to their individual needs and abilities.

Extra Curricular Activities
Each term, a programme of after school and lunchtime clubs is offered. The school has many sporting facilities and plays football and netball matches with local schools. We have a strong association with Huntingdon Gymnastics club and St.Neots Sports Academy. All children are encouraged to participate in sporting activities. Various local organisations visit the school, such as theatre groups, voluntary bodies and national organisations. School life is enlivened by visitors from other cultures and countries.

School Visits
The children are given the opportunity to take part in school visits which are linked to the curriculum. These include trips to theatres, museums and historic buildings. We expect that all pupils will engage in active learning making use of our school environment and the local and near local environment whenever possible. Year 4 and 6 pupils have the opportunity to go on a residential visit.

Governing Body
Hemingford Grey Primary school has an enthusiastic and dedicated governing body which includes people from many areas of the local community and many different walks of life. Governors include parents, teachers, members of the local community and appointees from the Local Authority. All governors serve a four year term of office. The governors' role is to manage the school and to help the school determine its aims and objectives. The governing body supports parents, staff and children and acts as a link between the school, the community and the LA. They work closely with the Headteacher to manage the school budget, appoint staff and ensure the National Curriculum and assessment procedures are implemented. The Governing Body is proud to be a critical friend of the Headteacher, and support the whole school.

Governing Body 2018-19

Community Governor
Rachel Brown (Co-Chair)
Community Governor
Helen Peat (Co-Chair)
Headteacher Governor
Mrs Kirsten Marriott
Staff Elected Governor
Mr Jonathan Clarke

LA Appointed Governor
Jenny Jones
Parent Elected Governor
Vanessa Allen
Parent Governor
Raylene Armstrong
Community Governor
Ruth Burrows

Parent Governor
Mark Burke
Parent Elected Governor
Julie Fryer
Co-opted Governor
Hayley Coulter
Parent Governor
Rick Howell

Clerk to the Governors
Mrs Kathryn Miller

Hemingford Grey School Staff

Kirsten Marriott	Head Teacher
Jonathan Clarke	Deputy Head Teacher

Teaching Staff

Sarah Askew	Reception (Foundation Stage Phase Leader)
Charlotte Garcia	Reception
Tara Mills	Reception
Sarah Hampton	Year 1/2
Elliot Mepham	Year 1/2 (KS1 Phase Leader)
Sarah Atkins	Year 1/2
Herdeep Ward	Year 3/4
Ben Carter	Year 3/4
Vicki Read	Year 3/4 (Lower KS2 Phase Leader)
Jonathan Clarke	Year 3/4/5/6
Sarah Symons	Year 5/6
Nicholas Churchill	Year 5/6
Kathryn Honey	Year 5/6 (Upper KS2 Phase Leader)
Michelle Parker	Inclusion Manager
Marie-Odile Guillou	French Teacher

Support Staff

Linda Beasley	Teaching Assistant
Carolyn Lew	Teaching Assistant / HLTA
Kirsty Beardall	Teaching Assistant
Lavina Glass	Teaching Assistant
Sean Wilcox	Teaching Assistant/HLTA
Monica Mallol Wright	Teaching Assistant
Tracy McMahon	Teaching Assistant
Paula Seamark	Teaching Assistant
Vicky Jaffe	Teaching Assistant
Lianna Edmunds	Teaching Assistant
Libby Wilkin	Teaching Assistant
Lisa Tagg	Teaching Assistant
Claire Bamber	Teaching Assistant

Office Staff

Hayley Coulter	Office Manager
Rochelle Butcher	Office Administrator
Joanna Guest	Finance Administrator

Caretaking Staff

Jeremy Birkin	Site Manager

Catering

Chef Giuseppe	School Caterer
Alison Jennings	Assistant Caterer
Ann Brown	Assistant Caterer

Midday Supervisors

Lisa Tagg	Senior Midday Supervisor
Shameen Soloman	Midday Supervisor
Victoria Jaffe	Midday Supervisor
Chelsea John	Midday Supervisor
Faye Lyon	Midday Supervisor
Emma Turner	Midday Supervisor
Shoba Chockalingham	Midday Supervisor
Tracy McMahon	Midday Supervisor
Mary Margot	Midday Supervisor

CONDITIONS OF EMPLOYMENT

The successful candidate will be required to satisfy the authority of his /her physical fitness before the appointment is confirmed. In accordance with the requirements of the Home Office and the Department for Education and Skills, the appointment is subject to a Criminal Records Bureau search.

CAMBRIDGESHIRE LOCAL EDUCATION AUTHORITY

Following the Local Government Review in the late 1990s Cambridgeshire County Council encompasses Cambridge City, South and East Cambridgeshire, Fenland and Huntingdonshire. The academic reputation of Cambridge includes the University Department of Education and Homerton College which play an active role in the both local and national developments.

Cambridgeshire Education Authority enjoys a reputation for innovation and partnership. Financial devolution to schools and colleges was pioneered in Cambridgeshire well in advance of the 1988 Education Reform Act. The working relationships between Headteachers, governors and the LEA are strong and are supported by the development of effective and wide ranging consultative arrangements. These include a forum comprising all secondary Headteachers (CSH), the Special Schools Heads Association (SSHA) and Cambridgeshire Primary Heads Forum (CPHF) which includes representatives of nursery schools. There is also a forum for Chairs of Governors and Governor Advisory Group.

Pupil Support Services

Pupil Support Services and Special Educational Services support children with additional needs and include:

- Educational Psychology Service
- Hearing Support Service
- Home tuition for sick children
- Teaching in hospitals and psychiatric units
- Pre-school Service (including Portage)
- Primary Support Service
- Secondary Support Service (including a support service for looked after children)

- Student Assessment Service
- Visual Impairment Service
- Education Welfare Service
- Education Child Protection Service
- Health and Drugs Education Service
- Multicultural Education Service
- Student Awards Service.

Further information on Cambridgeshire and the Local Education Authority can be found at: *http://www.cambridgeshire.gov.uk/education/*

Policy Statement on the Recruitment of Ex-offenders

- As an organisation which uses the Disclosure and Barring Service (DBS) scheme, the Governing Body of Hemingford Grey school complies fully with the DBS Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all job applicants will be subject to a criminal record check from the Disclosure and Barring Service before the appointment is confirmed. This will include details of convictions cautions and reprimands, as well as 'spent' and 'unspent' convictions. A criminal record will not necessarily be a bar to obtaining a position.
- We are committed to the fair treatment of applicants, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.
- We promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.
- A Disclosure will only be requested from the DBS for those positions where a Disclosure is required. All application forms and recruitment information will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.
- We encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. This information should be sent under separate, confidential cover. The information will only be seen by those who need to see it as part of the recruitment process.
- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.
- We ensure that people at the school who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

Having a criminal record will not necessarily bar you from working at the school. This will depend on the nature of the position and the circumstances and background of your offences.