

# **Pre-School Lead Maternity Cover**

## **APPLICATION PACK**

**January 2018**



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## School Information

Pocklington School was founded by John Dolman in 1514 as part of a guild whose aims encompassed support for the poor and sick of the parish as well as the foundation of a school “for the bringing up of youth in virtue and learning”. The foundation was thus based on a commitment to the value of education and to the creation of opportunity for those who would take their place in a society which was finding itself increasingly in need of an expansion of education. Today there is in the school a similar commitment to quality of education and the upholding of high standards in all facets of life.

The school values its Christian foundation: of course pupils and staff comprise individuals of different faiths and beliefs but there is a desire to aspire to Christian values. School services take place on a regular basis in the local parish church.

There are currently 760 pupils in the Pocklington School Foundation, of whom 220 are at the Prep School (Reception to Year 6). These numbers include 100 boarders, in two boys houses (Dolman House and Fenwick-Smith House) and two girls houses (Faircote House and Orchard House).

Academic life is at the core of any school. Pocklington’s curriculum has been developed to motivate and stretch pupils. There are wide-ranging options in Year 9 and GCSE. Sixth Form AS and A2 subjects offer a diverse range of subjects and combinations. There is excellent

careers and university advice. Music, drama and art thrive, as do sport, outdoor education, community service, the CCF and other extra-curricular activities.

The school is set in extensive grounds on the edge of Pocklington, a market town 12 miles east of York. Emphasis is given to the importance of the learning environment. The school is fortunate in having good playing fields and plenty of open space and gardens. There are excellent facilities, including a fine theatre, a new Sixth Form Centre, a superb new library, a swimming pool, and other sports facilities. Architecturally, there is an excellent Victorian frontage.

The intention is that Pocklington's education will be humane, broad and characterised by a healthy mixture of rigour and enjoyment, to contribute to fullness of life for each boy and girl.

## Aim, Values and Practice

### **Aim                      To Inspire for Life**

Confidence      We encourage individuals to be confident and considerate; fostering self-respect and self-belief.

Responsibility   Personal responsibility and service to others are expected; both have opportunity for expression within the school and beyond.

Achievement    In all areas of school life we seek to nurture talent and aspiration, to encourage perseverance and to prepare young people for the challenges of adult life.

### **Values                      We achieve our aim through a strong working relationship between pupils, staff and families which is founded on the following values:**

Trust              The Foundation's Christian ethos guides our caring and straightforward approach. We treat each other with respect and uphold our tradition as friendly and compassionate schools.

Truth              We value debate which is open, honest and informed to stimulate creativity, intellectual curiosity and initiative.

Courage           We challenge ourselves and each other to change for the better.

### **Practice                      We provide a community to be proud of, where pupils can explore, make mistakes, learn and grow. In order to do this:**

Support            We put the well-being of our pupils first, with excellent pastoral care.

Learning           We encourage successful learning through effective teaching and a commitment to a broad education.

Recognition       We recognise and reward success and commitment, progress and achievement.

**TEMPORARY PRE-SCHOOL LEAD  
MATERNITY COVER  
Required from April 2018**

Are you as passionate as we are about inspiring and nurturing young people? Do you want to share in our vision to provide a world class education? Are you suitably qualified to undertake the day to day running of a pre-school? If that sounds like you then do seize this opportunity.

12 miles to the East of York we offer a unique working environment based within a friendly market town, but close to major cities and heritage coastlines. Our successful co-educational day and boarding school is thriving, and due to maternity leave we wish to appoint a Pre-School Lead who can maintain the existing success of the Pre-School.

You must have Early Years experience, a relevant qualification, and possess the skills and abilities to focus on all aspects of running the Pre-School under the supervision of the Head of Pre-Prep.

You can access further information and an application pack from:

[www.pocklingtonschool.com](http://www.pocklingtonschool.com), T: 01759 322666

E: [recruitment@pocklingtonschool.com](mailto:recruitment@pocklingtonschool.com)

**Closing date: 9am 22<sup>nd</sup> January 2018**

*Pocklington School Foundation is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The successful applicant will be required to undertake an enhanced disclosure via the DBS.*

## Prep School Information

We believe that school years should be the most exciting, inspiring and rewarding years of our lives and this underpins our commitment to ensure that every child achieves their full potential.

You will find that a warm, safe and encouraging atmosphere is here for every child; comfortable surroundings meet stimulating and carefully designed learning environments with committed staff who work hard to guarantee that every child feels happy and safe.

We keep class sizes small, with a generous ratio of teachers to pupils, because we believe this provides the best learning opportunities for children. It helps to maintain energy in the group, which fosters curiosity, creativity, personal initiative and debate.

Consequently, wonderful opportunities await every child who starts their journey with us and we love to share in the successes of our children. From a Reception child reciting a poem to a hall full of people, to the Year 6 pupil winning a medal in a national discus competition, our ambition is that every child will leave us with positive memories of their time here.

We have designed an engaging and inspiring curriculum to motivate every child. We are committed to the highest quality teaching in the core subjects, whilst our creative approach to learning encourages pupils to investigate and think critically whilst being inspired and enthused by close connections with everyday life.

Pocklington and the countryside in and around the town is used as much as we can, to stimulate and involve: for example, our youngest students take part in a weekly outdoor education session to learn about the environment and to develop knowledge and skills essential for learning. Field trips are also integrated wherever possible to bring subjects and concepts to life.

Even our youngest pupils are involved in setting achievable but challenging targets and we provide constructive feedback. This is crucial in allowing children to take ownership of their learning and it motivates them to succeed. Homework tasks appropriate to pupils' ages consolidate learning and invigorate children beyond the school day.

A broad mix of activities, access to specialist teaching and outstanding facilities all combine to offer every child the opportunity to find something in which they can excel so that everyone can reach the highest possible standards.

Opportunities for outdoor learning; a host of lunchtime and after school clubs and a focus on developing musical, drama and sporting prowess ensures there is something to interest everyone and that each has their moment to shine.

Teamwork is at the heart of our approach to education: the unique spirit of Pocklington Prep School is built on good relationships between the children, teachers, support staff and parents, based on shared aims and values.

# Employee Benefits

## Foundation Benefits:

**Pension scheme** – We offer competitive employer contribution rates for all staff

**Discounted school fees** with the option to spread payments over 12 months from your pay

**Enhanced holiday entitlements**

**On-site gym and swimming pool**

**Free lunch** in term time

**Enhanced Maternity and Adoption Pay** - see the policies on the Extranet under Foundation Policies, Personnel Policies

**Enhanced sick pay arrangements** – this is detailed within the Absence Management Policy, also to be found on the Extranet

**Annualised Pay** – allowing for easy home budgeting

**Free staff room refreshments**

**Access to York Psychology Centre support** – see staff noticeboards for further information

**Employee Assistance Programme** – offering a health, wellbeing and counselling service for staff and their families

**Tai chi, yoga and art classes** – these are advertised throughout the school year

**Winter car lights test** – organised by Andrew Clarke each January

**Massages** – these are arranged on an ad-hoc basis throughout the school year

**Internet and e-mail access at work** (subject to appropriate use in accordance with the school policies)

**Free parking** (although this is subject to possible legislative change in the future)

**Free library services** – including holiday book loans

## External Providers:

**Discounted membership at the Box gym** (see flyers on the school noticeboards)

**Health Care** – access to reduced rates

## HMRC:

**Child Care Vouchers**

**Cycle to Work scheme**

Both these schemes are offered on a salary sacrifice basis, allowing staff benefit from reduced tax and NI payments.

## Job Description

### PRE-SCHOOL LEAD

**Reporting To:**

Deputy Head, Prep School

**Main Purpose:**

To provide high standards of care and education for children in the Pre-School class.

**Child Protection**

The post holder is responsible for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact, and will adhere to and ensure compliance with the Foundation's Child Protection Policy Statement at all times.

If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school they must report any concerns to the school's Designated Safeguarding Lead or to the Headmaster.

September 2017

**Duties****Major Tasks:**

- Detailed knowledge of the EYFS framework, including Early Learning Goals and the Pre-Prep Curriculum
- Responsibility for high standards of care and education of children in the Pre-School class.
- Lead a RWI/Big Maths group, including planning and activity (RWI), structuring it appropriately and changing focus at short notice to challenge all abilities
- Complete short, medium and long term planning for children in the Pre-School class
- Liaise effectively with parents and promote open communication between home and Pre-School
- Develop and prepare resources for learning activities, both in and outdoors
- Monitor the children's participation and progress through observation and assessment
- Maintain and review records of children's progress
- Support and guide less experienced teaching assistants in the classroom

**Planning**

- Plan and prepare lessons with support from the Head of Pre-Prep, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans
- Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.

**Teaching and Learning**

- Plan and deliver a vibrant, play-based curriculum, which meets the needs of all children and follows the EYFS Framework
- Motivate and progress children's learning by using clearly structured, interesting teaching and learning activities.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.



- Create a vibrant and stimulating learning environment, which provides opportunities for children to access all 7 areas of the EYFS curriculum, both in and outdoors
- Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.
- Organise and safely manage the appropriate learning environment and resources.
- Promote and reinforce children's self-esteem and independence
- Encourage acceptance and integration of children with special needs, or from different cultures and/or with different first language
- Support the role of parents in pupils' learning and lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

### **Monitoring and Assessment**

- With the support of the Head of Pre-Prep, monitor pupils' progress through a range of assessment activities.
- Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- Assist in maintaining and analysing records of pupils' progress.
- Complete regular observations of children and plan appropriate Next Steps
- Complete written reports of children's progress, in line with the school's report writing cycle

### **Supervision and Development**

- Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking
  - formal training.
- Support and guide other less experienced teaching assistants' work in the classroom when required
- Contribute to the overall ethos, work, and aims of the school by attending relevant meetings and
  - contributing to the development of policies and procedures within the school.
- Participate in staff meetings and training days/events as requested.

### **Behavioural and Pastoral**

- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
- Understand and implement school child protection procedures and comply with legal responsibilities.
- Assist in maintaining good discipline of children in the Pre-School
- Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children.
- Provide physical support and maintain personal equipment used by the children at the school.
- Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
- Maintain an up-to-date knowledge of the requirements of school policies e.g. Child Protection Policy, Behaviour, Anti-Bullying, Use of Force (Restraint) and Physical Contact, ICT and Cyberbullying, Equality and Diversity
- Supervise children in the playground



### Professional Attributes and Expectations

- Maintain professional standards in demeanour and dress
- Establish a fair, respectful and supportive relationship with pupils ensuring they achieve their potential
- Communicate effectively with, and be courteous towards, pupils, parents and colleagues
- Evaluate teaching and whole school commitment through meeting the expectations of the annual Professional Review and Development scheme
- Arrive to work in plenty of time before the beginning of the school day; begin and end all sessions promptly
- To meet all deadlines required e.g. Reporting and Assessment
- To attend parents' evenings, Prize Giving, Open Days and other events as required by the Head of Prep School
- To uphold the School Rules
- All staff must be familiar with the required actions and responsibilities in terms of safeguarding children and should be prepared to question unauthorised adults on the school site

The above main duties are not exhaustive and may vary without changing the character of the job or level of responsibility.

### Person Specification

	Essential criteria	Desirable criteria	How measured
<b>Experience</b>	<ul style="list-style-type: none"><li>• Previously worked with Early Years Children</li><li>• Track record in delivering pupil success</li><li>• Experience of supervising or leading a team</li></ul>		Application form and interview
<b>Education and Training</b>	<ul style="list-style-type: none"><li>• Relevant Early Years Qualification</li><li>• Commitment to ongoing personal development and training</li></ul>	<ul style="list-style-type: none"><li>• Nursery Teaching Qualification</li><li>• Awareness of EYFS standards</li></ul>	Application form
<b>Skills and knowledge</b>	<ul style="list-style-type: none"><li>• Good communication skills</li><li>• Good organisational skills</li><li>• Ability to command respect of pupils</li><li>• Ability to work within a team as well as independently</li></ul>		Application form and interview
<b>Personal attributes</b>	<ul style="list-style-type: none"><li>• Enthusiasm</li><li>• Caring and open personality</li><li>• Willing to work to support learning</li><li>• Interested in own professional development</li><li>• Initiative, innovation and enthusiasm</li><li>• Willingness to be fully involved in the life of the school</li></ul>	<ul style="list-style-type: none"><li>• Awareness of current thinking in education</li><li>• Flexible approach to working environment</li></ul>	Application form and interview

# The Application Process & Safer Recruitment

## The Application Form

- 1.1 Applications will only be accepted from candidates completing an application form in full. Forms completed electronically will be accepted but candidates will be asked to sign a copy of their form when they attend for interview. The application form can either be posted or e-mailed to you, or downloaded from the Foundation's website at [www.pocklingtonschool.com](http://www.pocklingtonschool.com). It should then be completed in full, including signature for hard copies, and returned by email, fax or post. If the form is faxed, the original must be provided at interview. CVs will not be accepted in substitution for completed application forms in the absence of good reason. Any CVs submitted will not be considered as part of the shortlisting process.
- 1.2 All posts in the Foundation involve some interaction with children and everybody has responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post.
- 1.3 Please disclose any convictions, cautions, reprimands or warnings (not subject to the DBS filtering) in confidence to the Bursar in a sealed envelope (see instructions on the application form). Please note that the amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website [www.gov.uk/dbs](http://www.gov.uk/dbs). You should be aware that the Foundation will institute its own checks on successful applicants for shortlisting with the Disclosure and Barring Service.
- 1.4 The successful applicant will be required to complete an Enhanced Disclosure Application Form authorising the school to complete an online DBS application. Employment is conditional upon a satisfactory Disclosure and Barring Service (DBS) check and other appropriate checks for all applicants home and overseas. All vetting checks MUST be completed PRIOR to the successful applicant's start date.
- 1.5 An overseas national must have permission to work in the UK (if not a member of a European Economic Area country).
- 1.6 You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, and possible referral to the Police and/or the Disclosure and Barring Service.
- 1.7 Details of anyone applying for a position which is a 'Regulated Activity' as defined by the Safeguarding Vulnerable Groups Act 2006 and who is barred from doing so by the DBS will be passed to the Police and/or the Disclosure and Barring Service.

## **2. References**

- 2.1 We will seek references on candidates invited for interview and may approach previous employers whether or not named as a referee for information at any stage following receipt of an application form.
- 2.2 Employment is subject to the receipt of satisfactory references from suitable referees and references will also be verified by a telephone call.
- 2.3 If you are currently working with children, on either a paid or voluntary basis, your current employer must be listed as one of your referees. They will be asked about disciplinary offences relating to children or young persons (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 enquiry or disciplinary procedure. If you are not currently working with children but have done so in the past, the previous employer will be asked about those issues (and should be listed as a referee). Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children. They may, where appropriate, answer that your duties have not brought you into contact with children or young persons.

- 2.4 In the case of applicants who have been employed but who are currently unemployed, one of your listed referees must be the most recent employer. Newly Qualified Teachers should also list their course tutor as one of their referees.

### **3. Interview and Identification**

- 3.1 If you are invited for interview, one of the areas which will be explored will be your suitability to work with children.
- 3.2 All successful candidates will be required, during the appointment process, to produce original documents confirming any educational and professional qualifications necessary or relevant for the post (eg the original of examination certificates, diplomas etc). Where originals are not available, written confirmation or certified copies of the relevant qualifications must be obtained from the awarding bodies.
- 3.3 All successful candidates will also be required, during the appointment process, to produce original documents in order to satisfy the requirement for a DBS and Eligibility to Work in the UK; photocopies or certified copies are not sufficient:  
If you are invited for interview you will be provided with a list of acceptable documentation and in addition we ask that, where appropriate, you provide any document evidencing a change of name, such as a marriage certificate.  
Acceptable documentation for verification of identification for an enhanced DBS check is a limited range. If those documents are unable to be produced, the candidate will be required to undertake an external ID verification check and if that does not provide appropriate confirmation the candidate will be required to undertake a fingerprint verification check with the Police.
- 3.4 Photocopies of the Identification and DBS documentation will be taken by the Foundation and retained on file for all successful candidates. The details will also be entered onto the Foundation's Staff Central Register of staff, volunteers and governors.
- 3.5 Annexes A and B give information on the storage and handling of disclosures and a copy of the Foundation's policy on the employment of ex-offenders.

### **4. Conditional Offer of Appointment: Pre-appointment Checks**

Any offer to a successful candidate will be conditional upon:

- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity and qualifications
- A check of the DBS Barring List
- A satisfactory Enhanced DBS Disclosure
- Verification of professional status (where required) (eg satisfactory completion of PGCE course)
- Declaration of medical fitness
- Confirmation of the candidate's right to live and work in the UK

Where the successful candidate has worked or been resident overseas and has not, after returning to/moving to the UK, worked in a school or college, they MUST obtain such checks and confirmations as the Foundation may require in accordance with statutory guidance. These may include the equivalent of DBS checks from those countries (often known as Good Conduct checks) and may involve the taking of fingerprints and provision of detailed information to the embassies or police forces of those countries as well as additional references.

## **5. Warning**

Where a candidate is:

- found to be on the DBS Barring List, or the Enhanced DBS disclosure shows he/she has been disqualified from working with children, or
- found to have provided false information in support of his/her application, or
- the subject of expressions of concern as to his/her suitability to work with children,

the facts will be reported to the Disclosure and Barring Service and/or the Police and any offer of employment by Pocklington School Foundation will be immediately withdrawn.

## **6. General**

The Foundation requests applications as soon as possible from interested applicants, reserving the right to offer the post at any stage in the appointment process or not to offer the post at all.

- 6.1 Offers of employment will be made on merit and in accordance with the Foundation's policy of equal opportunities.
- 6.2 Confirmation of a conditional offer of employment will only be made on satisfactory completion of the probationary period.
- 6.3 Confirmation of a conditional offer of employment will only be made on satisfactory declaration of medical fitness.
- 6.4 Results for the statutory employment checks are recorded in the Foundation's Staff Central Register of staff, volunteers and governors.
- 6.5 The successful applicant will only be able to start when ALL the vetting checks have been completed.
- 6.6 For urgently required personnel, an earlier start may be permitted but only once a risk assessment has been made and a supervisory regime put in place by the Child Protection Officers.

*P S Bennett, Bursar, October 2013 - Updated January 2015*

## Policy Statement: Recruitment of Ex-offenders

As an organisation using the Disclosure and Barring Service (DBS) checking service to assess applicants' suitability for positions of trust, Pocklington School Foundation complies fully with the Code of practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of a conviction or other information revealed.

Pocklington School Foundation is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background.

We have this written policy on the recruitment of ex-offenders, which is given to all Disclosure applicants at the outset of the vetting process.

We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applicants 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 thorough assessment of all the employment opportunities available at Pocklington School Foundation has indicated that a disclosure application is both proportionate and relevant to the position concerned for all new governors, staff and most volunteers, and at the Enhanced Level. Where a Disclosure is required, all application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.

Where a DBS check is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent under separate, confidential cover, to a designated person within Pocklington School Foundation – the Bursar - and we guarantee that this information will only be seen by those who need to see it as part of the recruitment process.

Unless the nature of the position allows Pocklington School Foundation to ask questions about your entire criminal record, we only ask about 'unspent' convictions as defined in the Rehabilitation of Offenders Act 1974.

We ensure that all those in Pocklington School Foundation who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

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 make every subject of a DBS check aware of the existence of the Code of Practice and make a copy available on request. We undertake to discuss any matter revealed in a DBS check with the person seeking the position before withdrawing a conditional offer of employment.

**Having a criminal record will not necessarily bar you from working with us.** This will depend upon the nature of the position and the circumstances and background of your offences. We employ a risk-assessment based methodology.

*P S Bennett, Bursar, 12 June 2006 - Updated 30 September 2013*

# Policy Statement: Secure Storage, Handling, Use, Retention & Disposal of Disclosures and Disclosure Information

## General principles

As an organisation using the Disclosure and Barring Service (DBS) checking service to help assess the suitability of applicants for positions of trust, Pocklington School Foundation complies fully with the Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure information. It also complies fully with its obligations under the Data Protection Act 1998 and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of Disclosure information and has this written policy on these matters, which is given to all those who sign a DBS application form.

## Storage and access

Disclosure information is kept securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

## Handling

In accordance with section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom Disclosures or Disclosure information has been revealed and it is a **criminal offence** to pass this information to anyone who is not entitled to receive it.

## Usage

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

## Retention

Once a recruitment (or other relevant) decision has been made, we only keep Disclosure information for six months after your certificate is shown to us by you.

## Disposal

Once the retention period has elapsed, we will ensure that any Disclosure information is immediately destroyed by secure means, i.e. by shredding, pulping or burning. While awaiting destruction, Disclosure information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack). We will not keep any photocopy or other image of the Disclosure or any copy or representation of the contents of a Disclosure. However, notwithstanding the above, we may keep a record of the date of issue of a Disclosure, the name of the subject, the type of disclosure requested, the position for which the Disclosure was requested, the unique reference number of the Disclosure and the details of the recruitment decision taken.

*P S Bennett, Bursar, 12 June 2006 - Updated 30 September 2013*