



Year Manager Supporting Information

Our School

Harrogate Grammar School is a very large, high performing and happy school where young people can enjoy their learning and time spent within the school community. Incidents of serious misbehaviour are rare and teachers can get on and teach within a well ordered environment where excellent relationships between staff and students are the norm.

The school uniform is worn proudly by all students and staff are expected to match this by modelling high standards of appearance and professional behaviour.

We strive as a school to be the very best at what we do, and to ensure our students are ambitious for success. Potential colleagues will need to be able to cope in a high performing environment where expectations are always high.

High performing does not mean exclusive however and we are very proud of the achievements of all our students, from those with complex needs on the SEN/D register to those that will be leaving us for top universities. One of the key challenges for us is being a high performing inclusive school in which all our learners feel valued and are able to achieve. We expect all staff to be committed to equality of opportunity and to be passionate about ensuring that at our school every child does matter.

The school is very proud of the enhanced provision for languages learning it provides and the opportunities it affords students to develop as global citizens. Links and exchanges with schools in France, Germany, Spain, Uganda and China ensure our students learn a lot about the world beyond Harrogate.

Harrogate Grammar School has a large Sixth Form with 580 students. We have an impressive track record in providing all students with the highest quality of experience and in teaching for success in numerous Advanced Level subjects. The Sixth Form has achieved consistently excellent results with 61% of grades at A*-B in 2017, making Harrogate Grammar School one of the highest achieving comprehensive schools in the country and top performing comprehensive Sixth Forms in North Yorkshire. The school welcomes a large group of post-16 students from other schools and there are significant opportunities for students to develop their leadership skills and participate in a wide range of extra-curricular activities in preparation for their future.

Continued investment in the school site over recent years has provided us with some superb facilities whilst retaining the distinctive character and charm of our original buildings. For example, we have a superb Sixth Form building with "The Forum". This, state of the art multi-use lecture theatre/performance space, provides a venue for many activities. Externally the school has extensive playing fields including a £500K Astro-turf pitch which complements our excellent sports facilities. We are also very proud of our newly refurbished block of 4 science laboratories and prep room which opened in Autumn 2016 and a further two laboratories in September 2017, providing outstanding facilities for our students.

Red Kite Alliance

As a Teaching school we work to provide outstanding professional learning for all our staff and partner institutions. We are the lead school in the Red Kite Teaching School Alliance which includes sixteen secondary schools, three all-through schools, a special school and twenty-eight primaries. The University of Leeds is also a strategic partner, supporting our initial teacher training provision.

Developing the work of the Red Kite Alliance (RKA) and its role in delivering on the Teaching School targets is a significant and exciting challenge. As one of the first one hundred Teaching

Schools in the country, the school is at the heart of system-wide change working with the National College for Teaching and Learning (NCTL) and the DfE. Our partnership provides a high quality education for over 28,000 students, with circa 1750 teachers employed in our schools. Our partner schools range from high achieving suburban academies through to inner city LA schools in more challenging circumstances. The Red Kite Alliance (RKA) has a very high profile in regional school improvement, CPL and Leadership provision, in addition to its long established involvement in Initial Teacher Training.

Working in partnership with the Yorkshire Leadership Community, RKA provides a full suite of leadership courses from Aspiring Leaders through to Headship and beyond. We are accredited providers of the newly reformed National Professional Qualifications enabling us to offer the NPQML (Middle Leaders), NPQSL (Senior Leaders), NPQH (Headship) and NPQEL (Executive Leaders) courses as part of our provision.

The work of the Teaching School has been further enhanced and extended with the addition of our Maths Hub status, one of only 35 designated nationally.

The Red Kite Alliance ran the Red Kite School Direct Programme from 2013 in partnership with 3 local universities. The success of our Primary and Secondary Programmes led to the decision to apply to be a SCITT (School Centred provider of Initial Teacher Training). Known as Red Kite Teacher Training, we were formally accredited in October 2015 and successfully trained our first cohorts of primary and secondary trainees last year.

Academic Year	Total Trainees	Primary Trainees	Secondary Trainees
2013-14	27	12	15
2014-15	44	14	30
2015-16	69	19	50
2016-17	77	28	49
2017-18	96	49	47

A very high proportion of trainees have completed the course each year. We are also proud of our excellent attainment and employments rates. Year on year, the number of trainees on our programmes have increased significantly and we will also be engaging more schools from the region within our partnership as a result.

About the Red Kite Learning Trust

The Red Kite Learning Trust was founded to provide a supportive structure for schools working in partnership to help ensure all their young people can achieve success. The Trust was formed in 2015 by three founding schools: Harrogate Grammar School; Oatlands Junior School and Western Primary School; whose aim is to work together to ensure Excellence for All.

We are delighted to subsequently welcome Rossett Acre Primary School who joined the Trust on 1st November 2016, Crawshaw Academy who joined on 1st March 2017 and more recently, Coppice Valley Primary School joined us on 1st August 2017.



We are seeing the benefits for young people by working more closely together and as a secondary school, we have welcomed the insight and expertise that our primary colleagues have provided. We also relish the opportunities to share the specialist skills and knowledge of our own staff with colleagues in Key Stages 1 and 2 to add an extra dimension to primary provision in our Trust. We look forward to the Trust developing further over the years and providing even better provision for our young people. Being part of this Multi-Academy Trust provides additional security and opportunities for our staff and was a natural step for us as an existing 'Independent Academy Trust'.

The success of our schools is dependent on the quality, talent and commitment of our staff, which is why we want to make sure we recruit the right people who can share our values and vision.

Trust services

As a Trust, we offer a range of services that we have agreed to deliver centrally but tuned to the individual needs of partner schools. We have been working in this way for some years in terms of site and facilities management provision, so this is not new to us. As a Trust, we will continue to review the services we offer and are committed to making them responsive to individual school needs. The services we will provide as a MAT are:

- HR, Payroll and pensions administration
- Finance
- Procurement
- Facilities management service
- Health and safety guidance and audit
- Governance support and framework documentation
- IT systems support
- Grounds maintenance
- Educational Social work service
- Sport Development Partnership
- Music service

More about the role

As a new Year Manager, you will join an already well established team of other like- minded professionals in this unique opportunity at our School. This role represents a superb opportunity to make a genuine difference to the outcomes of our young people through guidance, academic support and outstanding pastoral development. We believe that **all** students are able to accomplish success and we are committed to achieving this goal.

You will be a role model to colleagues and students, responsible for fostering an environment of respect and high expectations, and ensuring that school values are understood by all. In addition you will provide support to our students as they move through the Key Stages, monitoring progress and ensuring no student is allowed to fall behind.

Central to this role will be heading a team of Tutors providing leadership, support and advice whilst working effectively with Faculty Leaders and other colleagues in the school.

Working closely with the wider pastoral and academic teams, this role is supported by dedicated senior leaders including a Director of School. The year group will be allocated to the successful candidate based on best fit skills and experience and therefore there is some flexibility in the year group allocated from September.

Year Managers normally stay with their year group throughout a key stage.

Further information

For further information about the Red Kite Learning Trust, Teacher Training, the wider Red Kite Alliance, or each of our schools, please visit the following websites:

<http://www.rklt.co.uk/>

<http://www.redkitealliance.co.uk/>

http://www.redkitealliance.co.uk/teacher_training/

The Post Specification on the following pages describes the expectations for the role:



Harrogate Grammar School as part of the Red Kite Learning Trust, is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment.

Post Title:	Year Manager
Salary Grade:	Band 9 – SCP 25 – 28 Currently £22,658 - £24,694 FTE Enhancements to salary available dependent on year group allocated to and key stage progression
Contract Type:	Permanent Full Time (37 hours), Term time plus training days plus 2 weeks and flexibility in attending any relevant events
Responsible to:	Deputy Headteacher
General Description:	To ensure outstanding pastoral and academic support is provided for a specific year group in order that all students are able to achieve success. Central to this role will be heading a team of Tutors and working effectively with Faculty Leaders and other colleagues in the school.

Special Conditions of Service: No smoking policy, including E Cigarettes and Vapour

1	Leadership
1.1	To show a commitment to all students, ensuring that no student is forgotten or allowed to fall behind.
1.2	To foster a climate of high expectations, excellence and mutual respect across the year group and across the school.
1.3	To be a role model to colleagues in terms of professionalism, presentation and hard work.

1.4	To set out, work towards and communicate effectively a vision of excellence for the year group in terms of quality of pastoral care and supporting success
1.5	To effectively manage the team of Tutors providing leadership, support and advice.
1.6	To support the Tutor Team effectively in terms of administration.
1.7	To support all members of the Tutor Team in terms of student uniform, discipline, welfare and progress, ensuring standards are upheld in every form group.
1.8	To play a wider role within the school as a Middle Leader in terms of shaping aspects of the school's policy and vision with regard to pastoral care, student progress and behaviour.
1.9	To liaise effectively with all members of the school, parents and the wider community as required.
1.10	To make appropriate arrangements when students are transferring in and out of the school and moving between Key Stages.
1.11	To take a lead role in managing students in unstructured time by being part of the duty teams at break and lunch and having a high profile presence around the school.
1.12	To liaise effectively with parents, carers, members of staff and the wider community and ensure that the schools' values and expectations are understood by all.
1.13	To keep up to date with national developments in schools so that the best practice can be utilised at HGS.
1.14	Ensuring student records are kept accurate and up to date and fully comply with data management regulations.
1.15	To ensure that the highest standards of professionalism are exhibited at all times.
1.16	To work with the admin services team to ensure that the administration and communication needs of the year group are fully met.
1.17	To take a lead role in the on-going evaluation and monitoring of the year group's progress and report regularly to the SLT and Governors as required.
1.18	To be willing to work flexibly in terms of working hours to meet the needs of students and parents.
1.19	To ensure the PA system is used appropriately, effectively and consistently across the year group.
1.20	To lead and organise assemblies, including Rewards Assemblies.
1.21	To support the Big Picture Curriculum
1.22	To be willing to support extra-curricular activities involving the year group.
1.23	To ensure all child protection and safeguarding policies are implemented appropriately under the direction and guidance of the Director of School.
1.24	To ensure the smooth running of parent consultation evenings and other school events involving the year group.

1.25	To cover for the absence of teachers from time to time as required
1.26	To provide first aid support for young people and adults as part of a rota.
1.27	To be responsible for the supervision of detentions and isolation as part of a rota with other Year Managers and school staff.

2	Pastoral Development
2.1	To contribute towards continuity and progression of the students, including the provision of information as appropriate to the form tutors in relation to individual students.
2.2	To oversee the implementation of pastoral care within the year group. To provide information as appropriate to the Headteacher and members of the Leadership Team.
2.3	To ensure that time spent during registrations is constructive and provides a positive experience for students.
2.4	To assist in the development of students' spiritual, moral, social, cultural development and citizenship in all aspects of school life, including the organisation and leadership of Year assemblies, the organisation and development of Big Picture and the oversight of the Year Council.
2.5	To ensure that reports to parents and other assessment related activities are carried out to a high quality and within set timescales.
2.6	To work with the SENCO to ensure that IEPs are used effectively, targets are matched to individual student needs and also monitoring the progress of particular children including those with Statements.
2.7	To take responsibility for the management and improvement of punctuality and attendance of students.
2.8	To encourage students within assembly time and via the Tutors to participate in extra-curricular activities and to achieve their full potential in all areas.

3	Professional Development
3.1	To offer support and monitor the progress of new Tutors joining the Team.
3.2	To delegate tasks in a way which maximises the use of available talent, experience and enthusiasm.
3.3	To keep abreast of developments and new ideas relating to pastoral care and student progress.
3.4	To engage positively with the school's CPD programmes.
3.5	To engage with networks both within and beyond the school that support continuous improvement.
3.6	To take a full and active part in Leadership development activities.

4	Liaison/Communication
4.1	To meet regularly with the Director of School and to develop effective Tutor Team Management.
4.2	To liaise with other postholders as appropriate to ensure efficient running of the school, effective communication and and prompt responses to parents in relation to individual students.
4.3	To liaise effectively with Careers and other outside Agencies as appropriate, including the oversight of children “at risk”.

5	Organisation/Administration
5.1	To organise and lead effectively meetings and public events, including Parents’ Evenings.
5.2	To maintain accurate and up to date records for each individual student and provide relevant information and reports for members of staff, parents and other agencies as appropriate.

Person Specification : E Essential, D Desirable

6	Experience	
6.1	Experience of working with young people	E
6.2	Successful experience of raising achievement	E
6.3	Successful experience of leading, motivating and monitoring others	E
6.4	Experience of managing young people with challenging behaviour	E

7	Qualifications/Training	
7.1	Degree level or appropriate qualifications	D
7.2	Recent leadership training	D

8	Knowledge	
8.3	Knowledge of strategies relating to intervention to support positive behaviour	E
8.4	Excellent knowledge relating to monitoring and evaluating student performance	E
8.5	Understanding of best practice in raising student attainment	D

9	Aptitudes	
9.1	Highly effective communication skills	E
9.2	Ability to lead and inspire colleagues	E
9.3	Ability to form good working relationships & influence others	E
9.4	Capacity to evaluate and improve	E
9.5	Competent in ICT including knowledge & application of Management Information Systems	E
9.6	High level of skill in dealing with issues relating to student behaviour	E
9.7	Ability to analyse performance data	E
9.8	Ability to contribute to wider school life	E

10	Characteristics	
10.1	Passionate belief in the ability of every student to achieve	E
10.2	A clear educational vision and sense of direction	E
10.3	Good organisational skills and high levels of self motivation	E
10.4	Energy, self confidence and the ability to 'give more' when the occasion demands it	E
10.5	Ability to work under pressure and to meet deadlines	E
10.6	Good sense of humour & ability to maintain a sense of perspective in all working conditions	E
10.7	Record of good attendance and punctuality	E

11	Safeguarding and Promoting the Welfare of Students	
11.1	Has appropriate motivation to work with students	E
11.2	Ability to maintain appropriate relationships and personal boundaries with student	E
11.3	Has emotional resilience and versatility when working with students with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline	E

The Red Kite Learning Trust is about more than just academic success, it is about giving children and young people opportunities to develop as well rounded individuals, able to take on and contribute to the world. We hope that new colleagues will be able to help achieve this for all our young people.

You will be based at Harrogate Grammar School, providing a great place to work and learn. We understand the importance of securing the right role and we truly believe that our school will not disappoint you.

To find out more about our school please visit our website at www.harrogategrammar.co.uk
To access our online application form please visit the Red Kite Learning Trust website:
<http://www.rklt.co.uk/vacancies/>

We hope that after considering all the information provided you will decide to make an application. If we can help in providing any other information you might need, please do contact the HR team (recruitment@harrogategrammar.co.uk).

Closing Date: Monday 4th June 2018 at 9am

If you encounter a technical problem whilst completing the online form, please either use the "Live Chat" feature within the online application form, or call the helpline on telephone: 0844 800 9376.

Shortlisted candidates will be contacted shortly after the closing date.
Whatever the outcome of your application, we thank you for the interest you have shown in our school and we wish you well for your future career.

For further supporting information please see the following documents below;

- HGS Recruitment Process Guidelines
- HGS Ex-Offenders Policy
- For our [Aims & Expectations please follow this link](#)

Recruitment Process Guidelines



Red Kite Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

APPLICATION FORM (On-Line process)

Your application form plays an important part in your selection - it is the only basis for considering your initial suitability for the post. Please read the instructions on the online application form carefully before completing it. You must complete all parts of the form.

Look carefully at the post specification. This outlines the duties of the post and the minimum knowledge, skills and experience we require. You should show clearly in your application how your knowledge, skills and experience are relevant to the requirements of the post.

Rather than simply repeating your career history, look at the skills and experience required by the job and provide evidence that you possess them, preferably by giving specific examples.

Relevant skills may have been gained other than through paid employment, so consider also any private, social, leisure, voluntary and domestic responsibilities you have where relevant skills have been developed.

Please check the closing date and allow time to submit your application through the school website. If you are called for interview, you will be asked to sign a paper copy of your application to ensure the declaration requirements are complete

DISABLED APPLICANTS

If you are a disabled person and may not be able to meet some of the job requirements because of your disability, please specify this in your application. If you meet all other criteria, you will be short-listed and we will discuss with you if there are ways in which the post can be modified to meet your needs.

EQUAL OPPORTUNITY EMPLOYER

Red Kite Learning Trust is an equal opportunity employer committed to the elimination of discrimination throughout its employment practices. Selection criteria procedures will be reviewed frequently to ensure that individuals are selected and treated on the basis of their merits and abilities. All information is treated in confidence and personal information submitted as part of the Equal Opportunities questions will not form part of your application; the shortlisting panel do not have access to this information.

REHABILITATION OF OFFENDERS

The post you are applying for requires you to have a Disclosure & Barring Service check and you will be required to disclose full details of your criminal history prior to your interview. Having a criminal record is not necessarily a bar to obtaining a post. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly. Failure to disclose this information will result in any offer of employment being withdrawn.

A DBS check will be carried out for successful applicants – this check for disclosure of criminal history will include spent convictions, pending prosecutions/current court proceeding and police enquiries. In the event of employment, any failure to disclose such convictions will normally result in dismissal by the Trust. Any information given will be completely confidential and will be considered only in relation to this application.

We have a written policy on the recruitment of ex-offenders, which is made available to all Disclosure applicants at the outset of the recruitment process.

CANVASSING

You must not try to influence any current employee or member of the school governing body or Trust, to act in your favour as this will disqualify you. If you are related to a current employee, governor or Trust member, you must indicate this in the relevant section of the application form.

REQUIREMENTS FOR REFERENCES

At least one of the references should be your current employer. If you are not currently working with children, but have previously done so, then you must include a referee from the last post where you worked with children. If you have not been in recent paid employment, referees should be appropriately qualified to provide confirmation of your suitability for employment. Referees will normally be contacted before interview where possible. You should be aware that your referees will be asked if, in relation to you, they are aware of any Child Protection allegations or issues of a similar nature.

SHORT-LISTING & INTERVIEWS

Applicants who meet the requirements will normally be short-listed for interview, however, places for interview will need to be limited to a manageable number. In addition, the School may conduct tests and/or written exercises in appropriate circumstances and you may be asked to undertake such exercises as part of the selection process.

At the interview, the panel will ask questions which are intended to allow you to expand on your application and to demonstrate how you meet the requirements of the post. This is also your opportunity to ask questions relating to the job. You will also be asked for your views on the importance of safeguarding children and provide evidence of your suitability to work with young people through your responses to interview questions.

SALARY SCALES & INCREMENTS

Administrative, Professional, Technical & Clerical (APT & C) Grades relating to Operational Staff – Progression on the salary scale is by annual increment until the maximum within the grade is reached, subject to at least 6 months service in the grade and a satisfactory performance review and levels of attendance by that date.

Teachers – The terms of the relevant year's Pay and Conditions Document will apply.

PRE-APPOINTMENT CHECKS

Permission to Work in the UK

Please note that we can only consider applications from EU citizens and those holding valid UK visas.

At Interview - Under the Asylum and Immigration Act 1996 the School must ensure that you have permission to work in the United Kingdom. No offer of employment can be made without verification of proof of identity. You will need to submit one of the original documents included in List 1 below, or two original documents specified in List 2 below:

List 1

- A passport showing that the holder is a British citizen, or has a right of abode in the United Kingdom
- A document showing that the holder is a national of a European Economic Area country or Switzerland. This must be a national passport or identity card.
- A resident permit issued by the Home Office to a national from a European Economic Area country or Switzerland.
- A passport or other travel document endorsed to show that the holder can stay indefinitely in the United Kingdom or has no time limit on their stay.
- A passport or other travel document endorsed to show that the holder can stay in the United Kingdom; and that this endorsement allows the holder to do the type of work you are offering if they do not have a work permit.
- An Application Registration Card issued by the Home Office to an asylum seeker stating that the holder is permitted to take employment.

List 2

- First Combination of two documents

- A document giving the person's permanent National Insurance Number and name. This could be a P45, P60, National Insurance card, or a letter from a Government agency.

Plus one of the following documents

- A full birth certificate issued in the United Kingdom, which includes the names of the holder's parents; OR
 - A birth certificate issued in the Channel Islands, the Isle of Man or Ireland; OR
 - A certificate of registration or naturalisation stating that the holder is a British citizen; OR
 - A letter issued by the Home Office to the holder which indicates that the person named in it can stay indefinitely in the United Kingdom, or has no time limit on their stay; OR
 - An Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the person named in it can stay indefinitely in the United Kingdom, or has no time limit on their stay; OR
 - A letter issued by the Home Office to the holder which indicates that the person named in it can stay in the United Kingdom, and this allows them to do the type of work that you are offering; OR
 - An Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the person named in it can stay in the United Kingdom, **and** this allows them to do the type of work that you are offering.
- Second Combination of two documents
- A work permit or other approval to take employment that has been issued by Work Permits UK
- Plus one of the following documents
- A passport or other travel document endorsed to show that the holder is able to stay in the United Kingdom and can take the work permit employment in question; OR
 - A letter issued by the Home Office confirming that the person named in it is able to stay in the United Kingdom and can take the work permit employment in question.

Qualifications

At Interview - Evidence of qualifications relevant to the post and proof of Qualified Teacher Status (if applicable) will also be required. We can only accept original certificates. If you cannot produce original documents or certified copies, written confirmation of your relevant qualifications must be obtained from the awarding body.

Proof of Identity

At Interview - In accordance with *Keeping Children Safe in Education*, we must see proof of your identity and evidence your name, date of birth, address and see some form of photographic identity.

At Appointment - In accordance with Safer Recruitment guidelines designed to protect young people, we will check your suitability to work with children. You will need to undertake an Enhanced Disclosure via the Disclosing and Barring Service (DBS), involving completing an electronic application for this purpose and provide original supporting documents. A copy of the DBS Code of Practice can be made available on request.

Medical Clearance

At Appointment - Verification of your medical fitness is required and again you will be asked to complete a form. You will not be able to start work, for insurance purposes, until medical clearance has been received.

It is not our practice to inform applicants that they have been unsuccessful in being called for interview. If you do not receive an invitation to interview, we thank you for your interest in the post.

Policy Statement on the Recruitment of Ex-Offenders

Red Kite Learning Trust, is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

- As an organisation using the Disclosure & Barring Service (DBS) to assess applicants' suitability for positions of trust, Red Kite Learning Trust complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. They undertake not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- Red Kite Learning Trust is committed to the fair treatment of their staff, potential staff or users of their services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.
- We have a written policy on the recruitment of ex-offenders, which is made available to all Disclosure applicants at the outset of the recruitment process.
- We actively 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 is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions 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 Disclosure 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 provided through our E-Application Form, which is viewed by a designated person within the Red Kite Learning Trust; we guarantee that this information is only seen by those who need to see it as part of the recruitment process.
- Unless the nature of the position allows Red Kite Learning Trust to ask questions about your entire criminal record we only ask about the "unspent" convictions as defined in the Rehabilitation of Offenders Act 1974.
- We ensure that all those in Red Kite Learning Trust 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, eg 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 the withdrawal of an offer of employment.
- We make every subject of a Disclosure aware of the existence of the DBS Code of Practice and make a copy available on request.
- We undertake to discuss any matter revealed in a Disclosure 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 on the nature of the position, the circumstances and background of your offence/s.

(Source www.disclosures.gov.uk)