



HARROGATE
GRAMMAR SCHOOL
EXCELLENCE FOR ALL



Teaching & Learning Assistant - SEN 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.

This does not mean that working at HGS is not challenging however, we do strive to be the very best at what we do and 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 and second best is simply not good enough.



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, Italy, Uganda, Sri Lanka and China ensure our students learn a lot about the world beyond Harrogate.

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", a state of the art multi-use lecture theatre/performance space, which 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 to have secured funding allowing the replacement of a 4 laboratory Science block and preparation room, which opened in the Autumn 2016 term, and refurbishment of a further two laboratories planned towards the end of this academic year.

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 six leading secondary schools as strategic partners as well as four universities, a special school and thirty five primaries.

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. The work of the Teaching School has been enhanced and extended with the addition of Maths Hub status, one of only 32 designated nationally.

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, and Crawshaw Academy who joined the Trust on 1st March 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.

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.

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 fifteen leading secondary schools, a special school and twenty 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 26,000 students, with circa 1500 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.

Learning Support Faculty

The Learning Support Faculty is highly regarded. The Faculty Leader, who is also the Special Educational Needs Co-ordinator (SENCO), is responsible for ensuring that 'additional needs' are identified as early as possible so that appropriate assessment, advice and provision can be implemented without delay. The impact of any advice or intervention is carefully monitored and kept under review whilst the full involvement of young people and their families is at the heart of everything we do at every stage in the process. There is a diverse range of 'additional needs' found within the school.

The Faculty Leader is supported by a strong team of highly qualified specialist teachers and teaching and learning assistants (TLAs) whose experience and bespoke training enable them to deliver high quality and high impact support and intervention. This includes a behaviour specialist, trained counsellors, as well as specialists in dyslexia, dyspraxia and autistic spectrum condition. Every teaching assistant has a strong link with an academic faculty which allows them to develop expertise within subject areas. Also, TLAs are attached to pastoral year groups and are part of the House System, thereby ensuring that they are fully involved in all aspects of school life.

We work closely with our external professional partners from Education, Health and Social Care as well as consulting voluntary agencies and specialist charities such as the National Autistic Society. This collaborative, multi-agency approach ensures that our assessments, advice and interventions are well-informed by experts in each field.

There is a modern and welcoming Learning Support Base which consists of a suite of rooms, smaller tutorial areas and a specialist literacy area. At break and lunchtime we operate a 'safe haven', on a referral basis, for vulnerable students who may find unstructured time overwhelming or for those who need support with social interaction skills.

We are a vibrant, dynamic and forward-looking Faculty, committed to ensuring the success of our young people who have additional needs. Through carefully tailored and closely monitored provision, we aim to support and enhance the inspirational teaching and learning that is characteristic of the school in its quest to ensure 'excellence for all'.

SEN

Students with Special Educational Needs and/or disabilities (SEND) are highly valued at Harrogate Grammar School. Our aim is to empower our students and develop the confidence they need to create and manage a life of their choosing.

Research evidence tells us that young people with SEND do best in schools where expectations are high for all students. Our most recent tracking data illustrates that students at HGS who have SEND make excellent progress and achieve above expected levels at GCSE and A Level but there is no room for complacency. We constantly strive to do more to strengthen our capacity to respond to an increasingly diverse range of individual learning needs and to close the attainment gap.

The school is committed to the early identification of special educational needs so that action can be taken as quickly as possible. Support is based on a careful evaluation of individual need and our strategy is to develop breadth in provision that involves varied approaches to address pupils' specific needs.

Whilst the Co-ordinator of Learning Support is responsible for planning the range, type and intensity of actions that are taken to meet a child's needs, close partnership with parents is central to the process. The views and wishes of the student are taken into account wherever possible, depending on his/her age, maturity and understanding, and all provision is kept under regular review.

For most students, extra help will be provided within the classroom, managed by the subject teacher but drawing on information and advice provided by the Learning Support team. Our specialist teachers and highly qualified teaching and learning assistants are dedicated to working closely with subject teachers to unlock the potential of our most vulnerable learners.

Timetabled support is flexible to respond to the changing needs of individuals and groups of students and the majority of support offered is in class to enable students to continue to learn alongside their peers. Where extra help involves spending some time outside the ordinary classroom, it will still be in the context of the inclusive curriculum.

There is a learning support dimension to every aspect of school life and it is very important to us as a school to ensure that students with SEND are considered at every point in our planning.

Further information

For further information about Harrogate Grammar School, our faculties, the Red Kite Learning Trust, Teacher Training, or the wider Red Kite Alliance, please visit the following websites:

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

<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:** Teaching & Learning Assistant – Alternative Provision for students with Social and Emotional Difficulties
- Salary Grade:** Band 5, SCP 12-16 £16,123 – £17,772 FTE per annum
- Contract Type:** Established - Full Time, Term Time, plus Training days plus flexibility for events as necessary
- Working Hours:** 37 hours per week – to be worked flexibly for the needs of the Faculty/school. There is a requirement for the post-holder to work flexibly in order to support the Faculty Leader in after school meetings and events. Also you may be required to supervise twilight sessions for students accessing the curriculum out of main school hours. Some holiday working would be expected to prepare for upcoming terms/years.
- Responsible to:** Faculty Leader Learning Support
- General Description:** This role is designed to support the school's graduated response to meeting the needs of students who face challenges with social and emotional aspects of learning.
- An opportunity to really make a difference for our students, you will be crucial in helping to deliver outstanding alternative provision. We currently offer alternative provision across a range of areas such as outdoor pursuits, horticulture, horse riding and stable management, sport and fitness, home cooking skills and creative studies including art and design, textiles, technology, drama and music.
- Interest and experience in any of the areas above plus flexibility and willingness to contribute across several areas would be welcomed.
- Special Conditions of Service:** No smoking policy, including e-cigarettes.
Requirement to occasionally work outside of school hours and off school premises as required by the school.

1	Duties
1.1	Supporting the learning process with advice from teaching or other appropriate staff
1.2	Providing, with appropriate guidance and supervision limits, educational, emotional and physical support to students
1.3	Providing feedback, as requested, to teachers or other appropriate person to support the planning and evaluation of the learning process in respect of groups and individual students
1.4	Supervision of groups and individual students as required
1.5	To promote the inclusion and acceptance of all students within the classroom and in a withdrawal setting

1.6	Assist students to reintegrate back into mainstream lessons through close liaison with subject teachers
1.7	To support students consistently whilst recognising and responding to their individual needs
1.8	To work with colleagues to establish an appropriate learning environment
1.9	To encourage students to interact and work co-operatively with others and engage all students in activities
1.10	Enable student learning via bespoke work, care and support programmes established through the guidance of the Faculty Leader who oversees alternative provision
1.11	Assist in the implementation of appropriate behaviour management strategies, in particular working within the school's Positive Achievement Policy
1.12	Ensure SMART targets are developed to track student progress
1.13	To establish productive working relationships with students, acting as a role model and setting high expectations
1.14	Where appropriate, to liaise sensitively and effectively with parents/carers within your role/responsibility and participate in feedback sessions/meetings with parents
1.15	Liaise closely with pastoral staff including form tutors and year managers
1.16	Work closely with the wider team of teaching and learning assistants
1.17	Assisting with supervision over some break times
1.18	Preparation of materials and resources to be used to improve outcomes for students, including clerical duties
1.19	Participate in relevant training as appropriate, including attendance at Faculty Meetings and other development opportunities
1.20	To be aware and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
1.21	To be aware of and support differences and ensure all students have equal access to opportunities to learn and develop
1.22	Use a range of assessment tools to set a baseline for developing social and emotional skills of students
1.23	Use the school's SEMH framework 'Reach Programme' to ensure a consistent approach
1.24	To contribute to the overall ethos/work/aims of the school
1.25	Work collaboratively across the team of staff who contribute to alternative provision;
1.26	To attend and participate in whole school training + other learning activities as required
1.27	Attend "assess, plan, do, review" meetings and ensure accurate documentation/ record keeping
1.28	To undertake supervision of students out of hours learning activities which fall within the remit and hours of the post
1.29	To take part in the Appraisal process employed at the school
1.30	Willingness to be involved in extra-curricular activities such as making a contribution to after-school or lunchtime clubs and visits and support off-site provision as necessary

Person Specification : E Essential, D Desirable

2	Experience	
2.1	Working in a classroom environment	D
2.2	Experience of working with children and young people with Special Educational Needs particularly those with social, emotional and mental health difficulties.	D
2.3	An understanding of the strategies that can be used to reduce the barriers to learning	D
2.4	Proven track record of successfully working with young people in a work/voluntary setting	D
2.5	Experience in the desired areas of the Curriculum	D
3	Qualifications/Training	
3.1	Childcare Qualification at Level 2 (or equivalent).	D
3.2	Appropriate first aid training	D
3.3	GCSE Grade C or equivalent in English and Maths.	E
4	Skills & Knowledge	
4.1	Demonstrable IT skills and ability to use them as part of the learning process	E
4.2	Excellent written and verbal communication skills	E
4.3	Confidence to support expressive lessons such as Performing Arts	E
4.4	Good understanding of child/young person's development and learning processes	E
4.5	Understanding of individual children and young peoples' needs	E
4.6	Working knowledge of relevant policies, codes of practice and legislation	D
4.7	Use of other equipment technology – printer, photocopier	E
4.8	Working knowledge of national curriculum and other relevant learning programmes/strategies	D
4.9	Ability to relate well to children and adults	E
4.10	Work constructively as part of a team, understanding classroom roles, team roles and responsibilities and your own position within these	E
4.11	Problem solving	E
4.12	Organisational/administrative	E
4.13	Forward thinking	E
4.14	Ability to work positively and effectively with young people.	E
5	Aptitudes	
5.1	Confidentiality	E
5.2	Discretion and judgement	E
5.3	Communicate effectively with staff, students and parents	E

5.4	Work under pressure	E
5.5	Organise and develop effective administration systems, particularly record keeping	E
5.6	Engender trust and respect from students and colleagues	E
5.7	Prioritise and plan to ensure completion of tasks	E
5.8	Take initiative and work independently	E
5.9	Engagement with all relevant policies/codes of practice and legislation	E
5.10	Take responsibility for personal CPL needs	E
5.11	Evaluate achievements and deliver improvement	E
6	Characteristics	
6.1	Excellent attendance record	E
6.2	Sense of humour	E
6.3	Committed to achieving success	E
6.4	Willingness to undertake additional training in this are such as ELSA (Emotional Literacy Support Assistant)	E
6.5	Willingness to be flexible and work to meet the best interests of the school	E
6.6	Self-motivated and optimistic	E
6.7	Team worker	E
7	Safeguarding and Promoting the Welfare of Students	
7.1	Has appropriate motivation to work with students	E
7.2	Ability to maintain appropriate relationships and personal boundaries with students	E
7.3	Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline.	E

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).

** Please be advised that the school is closed for Summer holidays and will reopen on 4th September 2017. The HR team will have limited/no access to email and the online application system during this period to respond to queries. If you do have a question regarding either the role, the Trust, or with your application, please email (as above) and we will respond as soon as possible.*

A reminder the **closing date is 9:00 on Tuesday 29th August 2017.**

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



Harrogate Grammar School, as part of the 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
 - o 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.



HARROGATE
GRAMMAR SCHOOL
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Policy Statement on the Recruitment of Ex-Offenders

Harrogate Grammar School as part of the 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)