

GREAT BADDOW

HIGH SCHOOL



Headteacher: Mrs C Lynch, BA (Hons)

RECRUITMENT PACK

Duffield Road, Chelmsford, Essex CM2 9RZ

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JOB DESCRIPTION

School:	Great Baddow High School
Department	Science Department
Job Title:	Science Teacher
Responsible to:	Assistant Headteacher: Science
Duties:	The School Teachers' Pay and Conditions Document specifies the general professional duties of all teachers. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.

The faculty

The science faculty consists of a team of twelve committed and hard-working teachers supported by five technicians. There is a wealth of experience within the science department which includes senior staff and some talented 'newcomers'.

The accommodation within the faculty consists of eleven laboratories, including three specifically designed for 'A' level work. Laboratories have been regularly refurbished as part of an ongoing process; the most recent being summer 2017.

The courses

At Key Stage 3 we use the Science Works Scheme. At GCSE we offer a range of courses to suit the students' ability. These are as follows:-

Four groups taking AQA Separate Sciences (Biology, Chemistry & Physics)
Six groups taking AQA Combined Science (Trilogy)

The exam results for our KS4 students are significantly above national expectations. Our A level courses are flourishing. At 'A' level we offer biology, chemistry and physics. Psychology and Health & Social Care are also taught within the department.

The classes

At Key Stage 3 all pupils receive three hours of teaching per week. At Key Stage 4, pupils studying the Separate Sciences have six hours a week (two hours per subject), combined science have nine hours per fortnight. 'A' level groups each receive nine hours teaching per fortnight during the AS and five hours a week at A2.

The school believes in a policy of setting pupils. Initially year 7 pupils are taught in mixed ability tutor groups for the first ½ term. They are then placed into sets based on academic performance. Setting is reviewed on a regular basis throughout Key Stages 3 and 4.

The post

The successful candidate should be able to work as a member of the team and make a positive contribution to the development of the science department and faculty as a whole. Applicants are invited to consider what they might be able to offer when writing their applications.

TEACHER

General responsibilities:

Curriculum

- 1 To prepare, teach and evaluate lessons in accordance with statutory requirements, school aims and objectives, school policies and department schemes of work.
- 2 To use a range of teaching and learning strategies and resources so that individual pupils have access to the curriculum.
- 3 To contribute to the teaching of cross-curricular themes, skills and dimensions.

Pupils

- 1 To support the school policy on behaviour, discipline and pupil welfare in the classroom. To communicate problems of a pastoral nature to the year head.
- 2 To ensure that pupils use equipment safely.
- 3 To ensure pupils' work is displayed and maintain a tidy, safe and stimulating working environment.
- 4 To liaise with the SENCO/SEN team over pupils with special educational needs and to modify teaching accordingly.
- 5 To ensure that targets outlined in a pupil's Individual Education Plan or equivalent are pursued.
- 6 To ensure that information regarding a pupil's needs or progress is passed to the relevant staff on request
- 7 To liaise with and clarify the role of any support teacher/LSA/Communication Support Worker allocated to the class.
- 8 To promote the use of the Library.
- 9 To keep a record of pupil attendance at, and punctuality to, lessons and report any notable observations to the year head.
- 10 To ensure that homework is set in accordance with the homework timetable and recorded in the pupil planner and in Show my Homework.
- 12 To set and maintain high standards of pupil work in the classroom.
- 13 To ensure that pupils abide by the school's Code of Conduct.
- 14 To ensure that pupils abide by the school's uniform code
- 15 To engender an ethos of hard work and achievement and to use the school's reward and sanctions system appropriately.

Assessment

- 1 To assess pupils' work in accordance with statutory requirements, and school and department policies.
- 2 To maintain a record of pupils' attainments. To use assessments to diagnose individual strengths and areas for improvement and to plan subsequent teaching accordingly.
- 3 To write reports on pupils and attend meetings with parents.
- 4 To assist the Head of Faculty in setting and marking internal examinations, as necessary.
- 5 To ensure that external examination requirements are satisfied, as necessary.
- 6 To recommend individual pupils for particular examination courses, as necessary.

School Duties

- 1 To undertake duties before school and at break on a rota basis.
- 2 When required, to cover lessons in accordance with the 'rarely cover' regulations.
3. To assist in the orderly start and finish of exams by supervising pupils as they move around the school near examination rooms.

General

- 1 To take reasonable care of department resources and to account for any equipment used.
- 2 To attend department meetings, CPD sessions and other meetings as appropriate to the individual role/responsibilities of the post, and assist in departmental, faculty and whole school planning and evaluation as appropriate.

- 3 To set cover work of a good quality when on known leave of absence and to seek to when ill; to mark such work and ensure that classes recognise it as valuable and relevant.
- 4 To liaise with the Head of Faculty and/or a performance manager over career and professional development.
- 5 To report anything which could endanger or threaten the health and safety of pupils or staff to the appropriate member/s of staff.

FORM TUTOR (if allocated)

The form tutor has a key role in the personal development of the pupil. S/he should ensure that each pupil is known well, that their progress is checked and followed with interest and that guidance is available when needed.

General Responsibilities:

1. To know the form group well and to establish and maintain the highest possible standards of work, behaviour and appearance.
2. To respond appropriately to any problems that may arise in the tutor group either by dealing with them and/or by referring them to the Year Head.
3. To counsel pupils and to provide guidance and advice to them on matters such as their present and further education, and option or career choices, as necessary.
4. To liaise with subject teachers in order to encourage and monitor the academic development of the pupils.
5. To communicate with parents where appropriate (in conjunction with the Year Head), including seeing parents at parents' evenings.
6. To attend assemblies in a supervisory role.
7. To register the attendance and punctuality of the pupils and to ensure the collection of absence notes, sick notes etc. by alerting support staff, and to record absence codes accurately
8. To attend year team meetings as required.
9. To ensure the proper and safe treatment of the form room and form notices
10. To monitor the correct use of the Pupil Planners at least fortnightly, referring any concerns or successes to the Year Head and to sign to planners fortnightly.
11. To assist pupils in the completion of Personal Statements, as necessary. (Year 11)
12. To complete a form tutor page on the school report.
13. To oversee Class Council meetings ensuring that information is communicated promptly and appropriately and that all pupils have the opportunity to contribute.

NOTES

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

PERSON SPECIFICATION

Post:	Science Teacher
Knowledge & Experience:	Qualified Teacher Status (E) Full knowledge of National Curriculum (E) Proven record of good classroom practice (E) Ability to teach across the age and ability range up to and including A level (D)
Skills:	Good communication skills (E) Proven organisational skills (E) Ability to motivate, inspire and encourage students (E) Excellent classroom management skills (E) Able to work to deadlines (E) Use of ICT for the tracking of student's achievement (E) Effective time management (E) Attention to detail (E)
Aptitudes:	Commitment to equal opportunities, safeguarding and inclusion (E) Commitment to excellence through evaluation and improvement (E) Enthusiastic, calm and patient (E) Sense of humour (D) 'Can do' attitude (E) Belief in our students potential (E) Commitment to teamwork (E) Flexibility (E)

Key:

- (E) = Essential
(D) = Desirable

Guidance notes for completing application pack

How to make an application

Please complete the application form in black ink or typescript. This application form and process has been designed to provide the range of information necessary for a fair and consistent approach to recruitment. We strongly advise that you carefully read all available information for this job before you start completing the form. Included in this pack are a full job description and a person specification, detailing the skills, qualifications and experience that are required for this job.

You must demonstrate in your application how you are able to fulfil the requirements of the person specification and job description for the post, as this will form the basis on which decisions are made on selection for interview.

Work permit/Evidence of permission to work in the UK (front page)

Please let us know if you are an overseas national who requires a work permit to work in the UK. You should check your immigration status, if applicable, before answering this question.

Prior to commencing employment with the school, all members of staff will be required to produce documentary evidence of permission to work in the United Kingdom. You could provide, for example, either a British passport, or a passport or national identity card from an EEA country or Switzerland; or, alternatively, a document showing your permanent UK national insurance number and your full UK birth certificate; or a work permit and your passport.

A full list of acceptable documentary evidence is available on request. An original document must be seen on or before your first day of employment.

Employment (sections 2 – 4)

Please give us full details of your complete work history over the past 10 years, or since school. This can include paid employment, voluntary work and work experience.

Education (sections 5 and 6)

Please give full details of your education, detailing schools/colleges attended and qualifications achieved, including subject, level and grade. Please also include information on any qualifications for which you are currently studying.

Qualifications (section 7)

Please include details of all professional qualifications, eg qualified teacher status (including DfES number), NNEB, AAT, City & Guilds, BTEC etc. You will be asked to provide evidence of any qualification(s) specifically required for the post.

Any other skills/training (section 7)

This could include: on the job training; IT training courses; skills training courses; apprenticeships; technical training; health and safety training etc.

Statement in support of your application (section 8)

Please use this section to explain your reasons for applying for this job. The information you include here should be directly related to the person specification and you should demonstrate clearly how your experience, skills and abilities match those required in the job. You can draw on elements from any aspect of your life, such as education, work, home or community life, as long as you focus on its relevance in comparison to the needs of this job.

References (section 9)

Please give details of two referees who can comment on your suitability to do this particular job. They can be from college, school or voluntary experience and at least one reference should be from your current or most recent employer, if applicable. However, references will not be accepted from relatives or from people writing solely in the capacity of friends. In providing the names of referees, you are agreeing that the school may ask their opinions on your character in relation to this application. These opinions, given in trust, will remain strictly confidential. Please note that it is school policy to request references prior to interview if at all possible (unless otherwise requested).

Canvassing (section 1)

Direct or indirect canvassing of county councillors, senior council employees or members of the governing body by you, or on your behalf, is strictly forbidden. Failure to disclose a family relationship to any county councillor, senior council employee or governor may lead to your disqualification.

Disclosure of criminal convictions (section 9)

All applicants will be required to disclose details of both spent and unspent criminal convictions if invited to interview. Those applicants who are appointed to posts within the school will also be required to complete an additional form to

enable a check to be made on their criminal record through the Disclosure and Barring Service (DBS) as defined by the Exceptions Order associated with the Employment of ex-Offenders legislation. Please see the attached copy of the Employment of ex-Offenders policy. The post you are applying for is subject to an enhanced criminal check. The DBS make a charge and this will be paid by the school on behalf of the successful applicant.

Candidates who are asked to complete the DBS form will also be asked to show evidence of identity eg birth certificate/passport/driving licence etc. Any information disclosed will be kept in strict confidence and used only in consideration of your suitability for the job for which you are applying. If you fail to disclose any convictions, then your employment could be subject to dismissal or disciplinary action by the school.

Data Protection Act 1998 (section 9)

All or parts of the information on this form and all other documents submitted in application may be stored on computer files and used for the purpose of administration within the school and to enable the school to meet its statutory obligations. Such use will be subject to the provisions of the Data Protection Act 1998.

Equal opportunities monitoring

The governing body are equal opportunities employers and committed to ensuring that applicants are selected for appointment on the basis of their abilities relevant to the job. Your application will therefore be considered strictly on the basis of experience, skills, aptitudes, knowledge, attainments and any other criteria necessary to undertake the duties of the post, as set out in the enclosed person specification.

As part of the application process, you will be asked to complete a recruitment monitoring information form. Completion of the form will help us ensure that our policy and procedures are effective in avoiding discrimination and promoting equal opportunities in recruitment. The information you provide will be used for monitoring and statistical data purposes only.

Should you be appointed to Great Baddow High School, this information will form part of your personal record and will continue to be used for monitoring purposes throughout the course of your employment. Such use will be subject to the provisions of the Data Protection Act 1988.

Section on disability

If you have a disability, please indicate any relevant effects of the disability and any adjustments that may help to overcome any disadvantage the disability may cause (a) if you are invited to interview and (b) you are appointed to the post.

If you answer 'yes' to any of the questions in this section, please give details on a separate sheet.

If you need to attach a continuation sheet to any section, please ensure that your initials and surname are included at the top of the page.

Closing date

The closing date for the job is on both the advertisement and the post information sheet. Please ensure that your application reaches us on the specified date, as late applications will not normally be accepted.

Medical clearance

If you are appointed, you will be asked to complete a confidential medical questionnaire and may be asked to attend an appointment with the County's occupational physician at County Hall, Chelmsford.

Asylum and Immigration Act 1996

Under the Asylum and Immigration Act 1996, we are required to ensure that all our employees have leave to enter and remain in the UK and are not subject to a condition precluding them from taking up employment. We would therefore ask you to bring with you, if invited to interview, an original document containing a national insurance number, eg P45, P46 or P60 or an old payslip and one of the following:

British birth certificate or passport
European Economic Area (or ESS) passport or identity document
passport or travel document endorsed to show that the holder is entitled to work in the UK (work permit)
certificate of registration or naturalisation as a British citizen
a letter issued by the Home Office confirming that a person has indefinite leave to enter or remain in the UK.

Contact information

If you need any help or advice in completing the application pack, please contact the HR Officer on 01245 293711. Please return the completed application pack to the address on the front of the application form.

Please note that a CV will only be accepted if accompanying a fully completed application form.

GREAT BADDOW HIGH SCHOOL

Duffield Road
Chelmsford
Essex CM2 9RZ



Telephone: 01245 265821
Facsimile: 01245 348614
Email: personnel@gbhs.co.uk
Headteacher: Mrs Carolyn Lynch, BA (hons)

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointed staff will be DBS checked without exception.

Great Baddow High School was formed in 1965. The motto around the crest, when translated from Latin, epitomises the philosophy of the school, ie always seeking higher things. We have fourteen hundred students on roll, including nearly two hundred sixth formers, together with over ninety teaching staff and over ninety support staff.

ACCOMMODATION

The school possesses first-class educational and recreational facilities, including extensive playing fields, an indoor swimming pool, a sports hall and gymnasium, a drama studio and a well-stocked library. In addition to the science laboratories, technology workshops, an electronics laboratory, home economics rooms, art studios and rooms for business studies, there are specialist rooms for all other subjects. Departments are resourced for computer-assisted learning and students have further access to computers in the networked rooms used for business studies and information technology. The curriculum is well supported by a centralised reprographic and audio-visual service.

PASTORAL CARE AND DISCIPLINE

This school has the highest aims for all its students. In order to attain these aims we expect students to work hard in all lessons; this is achieved by having good discipline with friendly but respectful teacher-student relationships.

For organisational purposes, the school is divided into year groups. Throughout the school (years 7 to 11), there is a head of year, an assistant head of year and a team of tutors for each year group. In the sixth form (years 12 and 13), there is a head and an assistant head of sixth form. The pastoral teams monitor the progress of children and respond to their varying intellectual, social and emotional needs.

The school's social, sporting and other competitive activities are organised on an inter-house basis. There are four houses: North, blue; South, yellow; East, red and West, green. Throughout the year there is a full programme of house competitions.

CONSULTATION WITH PARENTS

In order to achieve the best for our students we believe it is essential to work with parents. With this in mind we place great importance on parents receiving information about the progress of their children. The school consults with parents at least twice in each year: through meetings with students' tutors, with their subject teachers and through the report booklet. A report is issued on all students at least once a year.

THE CURRICULUM

An extensive curriculum is offered to all our students. We include the traditionally established subjects: English, mathematics, biology, chemistry, physics, French, German, geography, history, religious studies, art, music and physical education. We also include subjects that extend a student's modern academic experience: computer science, business studies, psychology, drama and theatre arts, design and technology, food and textiles.

THE SIXTH FORM

A very high proportion of students at age 16 stay on into the Great Baddow Sixth Form where a wide range of A level courses are available, including English literature, theatre studies, media studies, mathematics, business studies, biology, chemistry, physics, geography, history, art and design, music, design and technology, computer science, psychology, physical education, French and German, sociology and general studies.

Students enjoy excellent sixth form facilities with their own common room, study and social areas. Many of our sixth-formers proceed to university degree courses, including those at Oxford and Cambridge and other top institutions.

EXAMINATIONS

All students have access to all areas of the curriculum and everyone is entered for external examinations before they complete their time here. Students are prepared for examinations at GCSE, AS and A2 levels.

EXTRA-CURRICULAR ACTIVITIES

Concerts and stage productions are regular features of school life. Activities out of school are a characteristic of the school; they take place before school, at lunchtime, after school, over the whole weekend and during the school holidays. Large numbers of students take part in competitive games within and between schools. The school has had huge successes in sport both at local and national levels. Activities include trampolining, tennis, swimming, rounders, badminton, cross-country, basketball, rugby, football, netball, art, ceramics, and computers. Tuition in the full range of musical instruments is available through the Education Authority's scheme.

Every opportunity is taken for the school to contribute to the activities of the local community and students are engaged regularly in programmes of community service. A considerable number of educational visits are organised and the students are encouraged to participate in field studies.

ADMINISTRATION SERVICES

At present, there is a large main school office separated into two areas: a general office/reception and a finance/HR office, together with a student administration office.

At the moment the school office handles all the clerical support for senior management, heads of faculties and teaching staff, heads of years and other pastoral staff and takes care of all pupil services (there is a medical room and first-aider) and all reception duties.

The school has a modern computer network running SIMS modules, together with the Microsoft Office suite of programmes.

Finally, the hallmarks of a good school are:

- well disciplined students;
- a hard-working but friendly atmosphere;
- excellent standards of achievement.

At Great Baddow High School we pride ourselves on having all three. Our curriculum is designed to give children a greater breadth of knowledge and experience; we have the latest tools of technology. We develop teaching and learning styles to accommodate the need to be flexible in working with other people and we encourage students to develop a spirit of adventure and optimism to enable them to become successful adults.

Visit our website at www.gbhs.co.uk for more information about the school and our most recent OFSTED report and www.jobsatessex.co.uk for information about Essex.

EQUAL OPPORTUNITIES IN EMPLOYMENT POLICY STATEMENT

1. Statement of intent

The school recognises the value of and seeks to achieve a diverse workforce which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps to create an employment culture through its governing body, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends beyond the relationship between, and conduct of, employees and potential employees to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all and this policy complements other equalities policies within the school.

2. Objectives

The school will uphold its obligations under law and national collective agreements not to discriminate in any of its activities against employees or applicants for employment on the grounds of their sex, sexual orientation, marital status, disability, race, colour, age, nationality, ethnic origin, religion or creed. It further seeks to ensure fair treatment to all on employment matters whether or not their personal circumstances and differences are covered by these formal agreements and to consider the practicality of accommodating the particular needs of all groups.

This policy deals with matters of employment in the broadest sense, and this includes the protection of staff from harassment or discrimination by any member of the school community or other persons connected with the school.

3. Responsibilities

It is recognised that everyone influences how equality is achieved and that everyone has a responsibility to uphold the law and principles of equality of opportunity. In addition to these general responsibilities, there are other specific responsibilities.

3a) The governing body has responsibility for:

- supporting the implementation of the equal opportunities in employment policy;
- ensuring that school employment policies and recruitment documentation and practice are consistent with the non-discriminatory objectives of the policy;
- collating, analysing and monitoring policy and practice, initiating appropriate school responses to findings;
- ensuring that complaints are investigated and dealt with effectively;
- appropriate training takes place for governors and employees.

3b) The headteacher and other managers and supervisors have responsibility for:

- ensuring that the Equal Opportunities in Employment Policy is implemented in employment and management practices;
- ensuring that the policy is brought to the attention of all employees and that all staff receive appropriate training;
- compliance with the policy at a practical level through action in recruitment and selection, training and development and general management;
- encouraging good practice by people they manage and dealing appropriately with breaches of this policy;
- monitoring day to day operation of relevant policies and procedures;
- a member of the senior management team is the nominated lead on equalities issues.

3c) All employees have a responsibility to:

- act within the law on equal opportunities and a contractual duty to comply with the policy;
- take part in relevant training and to comply with measures introduced to ensure equal opportunities and non-discrimination;
- report, to their line manager, or other appropriate person, any breaches of this policy enacted against him/herself or another person.

Employment of ex-Offenders

1. Introduction

- 1.1 The School has had a policy and guidance on the recruitment of people with criminal convictions and police records since 1986.
- 1.2 Since that time there have been a number of significant developments (see paras 1.3 and 2 below) that reinforce existing safeguards in recruitment to sensitive posts and significantly widen the pool of sensitive posts for which criminal record checks may be sought. Such changes require the previous guidance to be revised.
- 1.3 The Home Office has set up a Disclosure and Barring Service (DBS) as an executive agency to exercise the powers and fulfil the responsibilities of the Secretary of State under the Police Act 1997. Its purpose is to act as a one-stop shop for accessing the Police National Computer, Department of Health (DoH) records, Department for Education and Skills (DfES) records and local police information.
- 1.4 The DBS has published a Code of Practice and accompanying explanatory guide. The School is committed to ensuring that the principles of the Code of Practice will be observed by all recipients of Disclosure information.
- 1.5 This revised policy reflects the School's continuing commitment to take all available steps to protect children and vulnerable groups within the community through good recruitment practice and through seeking relevant information on criminal, Department of Health (DoH) and Department for Education and Skills (DfES) records for:
- job applicants
 - volunteers
 - existing staff
- 1.6 The School will process Disclosure and Barring checks through Essex County Council in its capacity as an umbrella body for these purposes and has adopted this policy on the recommendation of the County Council.
- 1.7 At the same time, the School is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. To this end, the School's recruitment literature carries a statement to the effect that a criminal record will not necessarily be a bar to obtaining a position, and this policy sets out the considerations that will be taken into account when determining the relevance of a criminal record to the post.

2. Relevant legislation

- 2.1 The relevant legislation in this area and on which this policy is based is:
- the Rehabilitation of Offenders Act 1974, which makes it illegal for an organisation to discriminate against an ex-offender on the grounds of a spent conviction;
 - the Rehabilitation of Offenders Act 1974 (Exceptions) Orders from time to time enacted and in force, which exclude certain, specified posts from the ROA;
 - the Police Act 1997, which introduces new arrangements for obtaining criminal record information. These arrangements are now encompassed in the establishment of the Disclosure and Barring Service.
 - the Protection of Children Act 1999 and the Criminal Justice and Court Services Act 2000, which make it an offence for any organisation to offer employment that involves regular contact with young people under the age of 18 to anyone who has been convicted of certain specified offences, or who is included on lists of people considered unsuitable for such work held by the DfES and the DoH.

3. Background

- 3.1 Since 1986, the School's policy has been as follows:
- to undertake police checks against local and national police records through the local police force for employees and volunteers for posts and roles having 'a substantial level of access to children which may also be unsupervised and will be regular or sustained';
 - to require staff who are convicted or cautioned for any offence during their employment with the School to notify the School in writing of the offence and penalty.
- 3.2 The above provisions will continue to apply, except that access to criminal record information will now be undertaken through the DBS Disclosure process, rather than through police checks, and the pool of positions for which disclosures can be sought is now much wider (and includes all school based posts).

4. Employment of ex-offenders - existing employees

- 4.1 Disclosures will not be sought for existing employees who have previously been police checked. Existing staff for whom police checks were not available at the time of recruitment will only be asked to apply for a disclosure where there is cause for some suspicion or where they are recruited to a different post within the School for which a relevant check has not already been carried out.
- 4.2 *All School employees are, however, required to declare any convictions or cautions that arise during the course of their employment. This is set out in the statement of written particulars; this requires any caution or conviction that arises during the course of employment to be declared (see procedure para 9.1).*
- 4.3 *Where it comes to light that an employee has failed to disclose a conviction (including spent convictions for posts where the Rehabilitation of Offenders Exemption Orders apply) then that will be treated as a very serious matter.*
- 4.4 *The ACAS Code of Practice on Disciplinary and Grievance Procedures advises that criminal charges or convictions outside employment 'will not be treated as automatic reasons for dismissal. The main consideration is whether the offence is one that makes workers unsuitable for their type of work. In all cases, employers, having considered the facts, will need to consider whether the conduct is sufficiently serious to warrant instituting the disciplinary procedure....'*

- 4.5 *Nevertheless, in view of the damage the failure to declare the offence will inevitably have done to the spirit of trust and confidence between the School and the employee, it will cause their continued employment to be questioned. It is School policy that this may be treated as gross misconduct and there may be a disciplinary investigation, possibly resulting in dismissal. This is particularly the case in respect of employment involving work with vulnerable people.*
- 4.6 *In assessing the seriousness of failure to declare an offence by an existing employee, consideration will be given, firstly, to both the breakdown in trust and confidence caused by the failure to declare an offence and, secondly, to the degree of risk the conviction carries in relation to the post with regard to the factors outlined in para 6 below.*

5. Employment of ex-offenders - potential employees

- 5.1 Criminal record information will generally come to light in one of two ways: either at the point of application or through a DBS disclosure for the successful applicant to a relevant post.
- 5.2 Where there is a direct link between the offence and the job, a decision will be made with reference to this policy and advice sought from the School's HR/legal advisers as appropriate.
- 5.3 Where the relationship between the offence and the job is less obvious, the applicant will be invited to comment on the conviction or caution during the recruitment process.
- 5.4 Any decision will be made with reference to the factors outlined in para 6 below.
- 5.5 Criminal record information which comes to light through a DBS disclosure will be treated as one tool in the overall recruitment process and will only be considered in relation to applicants where an offer of employment has been made. The successful applicant will be invited to discuss this information before a final recruitment decision is made.
- 5.6 Offers of employment will not normally be confirmed until the relevant disclosure has been obtained from the DBS. An exception might be, for example, a midday meal supervisor taken on to cover a vacancy existing on that day. In this event, it is important that the employee has no substantial unsupervised access to children or vulnerable people.

6. Assessing the relevance of criminal records

- 6.1 Having an unspent conviction (or a spent conviction for posts exempted from the Rehabilitation of Offenders Act under the Exemptions Orders listed above), will not necessarily be a bar to employment. This will depend on the background and circumstances to the offence(s) and the risk assessment of such for the job in question. When considering the relevance of an offence to a particular post, the following factors should be taken into consideration:
- whether a conviction or caution is relevant to the job, eg child pornography offences would almost certainly disqualify any person required to work with children, fraud may disqualify employees from posts involving handling significant amounts of money;
 - the seriousness of the offence;
 - the length of time since the offence occurred, eg offences that occurred many years in the past may often have less relevance than recent offences. However, convictions for serious violent or sexual offences or serious offences involving substance abuse are more likely to give cause for continuing concern than, say, an isolated case of dishonesty committed when the person was young. The chance for rehabilitation must be weighed against the need to protect children and vulnerable people.
 - whether the applicant has a pattern of offending behaviour or whether the offence was a one-off - a series of offences over a period of time is more likely to give cause for concern than an isolated minor conviction;
 - whether the applicant's circumstances have changed since the offence;
 - the circumstances surrounding the offence and the explanation offered.
- 6.2 The relevance of some combinations of job and offence will be easy to establish, eg theft and money/stock handling; child pornography offences and working with children. In other cases, however, the decision may not be so clear-cut, hence the importance of discussing with the short-listed applicant or successful applicant any criminal records information that comes to light.
- 6.3 The decision on whether or not to appoint in the case of information that comes to light at the pre-employment stage must take account of the above factors.

Employment of Ex-Offenders – information for candidates

The school have a policy requiring all job applicants to declare criminal convictions which are ‘unspent’ as defined by the Rehabilitation of Offenders 1974 from time to time enacted and amended. It additionally requires declaration of ‘spent’ convictions for employment involving access to certain categories of vulnerable persons, as allowed for and defined by the Exceptions Order associated with the Employment of Offenders legislation. Further details are given in the declaration forms which will be sent to shortlisted candidates. Checks are also made against lists held by the County Council which contain information of which employers may wish to be aware prior to confirming appointments.

For staff whose normal duties involve carrying out work of any sort in an educational institution or day care premises and/or caring for, training, supervising or being in sole charge of children (under 18), checks are also made on applicants’ criminal records through the Disclosure and Barring Service (DBS). DBS checks are undertaken by the school through Essex County Council which are a Registered Body for the purposes of processing such checks.

The DBS charges for checks and this fee will be paid by the school on behalf of the successful applicant.

For relevant posts, employment will not normally be confirmed until a satisfactory Disclosure and Barring Service confirmation has been received by the employer. A previously issued Criminal Records Disclosure Certificate/Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances and you should speak to the school if you already possess a Criminal Records Disclosure Certificate/Disclosure and Barring Service Certificate.

The post you have applied for is subject to self-declaration of ‘spent’ and ‘unspent’ convictions and to an Enhanced Disclosure and Barring Service check.

Self-declarations and criminal records will be taken into account for recruitment purposes only when the conviction is relevant. Having a criminal record will not necessarily bar you from employment. This will depend on the background, nature and circumstances of your offence(s).

The school meet the requirements of the Disclosure and Barring Service and its Code of Practice in relation to the processing, handling and security of disclosure information. For posts subject to a Disclosure and Barring Service check, a copy of the school’s policy on the employment of ex-offenders is available on request. If you would like to see a copy of the Disclosure and Barring Service Code of Practice, please contact the school who will arrange for a copy to be sent to you.