



History Teacher

Information to Candidates

CONTENTS

1. Letter from the Principal
2. Advert
3. Application Process
4. Job Description
5. Person Specification
6. About George Green's School
7. Curriculum Offer
8. Organisation of the School Day
9. Staffing Profile
10. Continual Professional Learning
11. Governing Body
12. Financial Details
13. Site and Buildings
14. Results Summary
15. Key School Data
16. Ofsted
17. Recruitment of Ex-Offenders

Dear Applicant

History Teacher

George Green's School is an exciting, dynamic and successful school in Tower Hamlets in inner London. Last year, we were in the top 20% of schools nationally for progress and have been awarded an SSAT Educational Outcomes Award for student progress. In March 2017, we were judged 'good' by Ofsted; we are now aiming for outstanding.

The ethos at George Green's School is supportive and friendly. However, there is also a sense of urgency about raising achievement: our school motto is 'Aspiration Equality Excellence' which supports our vision to become an exceptional school. We want to employ the very best teachers and support staff as our students deserve nothing less.

If successful, you would be joining a very hard working and talented staff who have the utmost commitment to the learning and achievement of all students. Staff training and development are excellent to provide all the support needed for effective classroom practice. Staff at all levels work collaboratively to provide the highest quality education for our young people. Ofsted stated, 'There has been a significant focus on ensuring the teachers are given training that improves their skills in the classroom. As a result, teaching is good and staff morale is high'.

The leadership team are visible, approachable and proactive. They provide excellent strategic leadership as well as day-to-day support for staff and students. Governors are supportive and they play a large part and work in full partnership with the leadership team and other staff. Similarly, we have a very strong middle leadership team who work together and share good practice. We provide exceptional training and development opportunities to staff at all levels including middle leadership training for existing and aspiring middle and senior leaders.

There is an expanding Sixth Form of around 150. We have been delivering the International Baccalaureate Diploma since September 2008 and have also adopted the IB Careers Related Programme. In 2015, we were in the top 20 state schools for IB results in the country; all the other schools above us were grammar schools. We also have a Business School with A levels in business and finance related subjects. We will shortly be switching to a wholly A Level programme as students say they want more flexibility.

George Green's School is a voluntary controlled school supported by the George Green's Trust; it is an inclusive, community school in every sense of the word and we do our very best to give students and their families all the support they need. We are a Rights Respecting School and we know this is helping us to raise attainment for all. We have exceptional support for our students: we have on-site student social workers, a Safer Schools Partnership Police Officer, and a family therapist to help support our most vulnerable students. In addition, many other voluntary and statutory organisations work with us to provide support to vulnerable students and their families. Business and enterprise links are particularly strong. There is also a wide range of extra-curricular activities and out of school learning opportunities.

George Green's School welcomes applications from strong and committed teachers and support staff who possess drive and ambition. If you want to be part of our success story, you will need to demonstrate a willingness to learn and be proactive about your own professional development and that of others as we only want the best.

I hope you will feel suitably excited and encouraged to submit an application by the closing date 9am, Wednesday 2nd May 2018.

The following information about the school can be found on our website:

- Application form
- Information about the School

Shortlisted candidates will be asked to teach a lesson, as part of the interview process. They will also have a full tour of the school and be given an opportunity to meet staff and students.

We arrange the lesson to be taught with you prior to the interview and give you relevant information about topics covered and about students. Obviously teaching and learning are the main priorities in the school and it is important we ensure that all our potential teachers are skilled in their craft.

Please return your completed application form and letter by email to the HR Manager-Husna Bibi: hbibi@georgegreens.com or by post. If you are posting your application, please do so in plenty of time or deliver your application by hand. Please note that if you do not hear from us within two weeks of the closing date, then your application has been unsuccessful on this occasion. I am sorry that we cannot reply personally to all applications.

We look forward to hearing from you.

Kind regards

Ms Jill Baker
Principal

Advert



WE ARE A 'GOOD' SCHOOL (Ofsted March 2017)

History Teacher

Inner London Allowance

We seek to appoint an ambitious and highly motivated teacher with a real passion for learning and teaching, to join our successful Humanities Faculty from September 2018.

This is an exciting opportunity to take a teaching role in a school that has made rapid improvements over the last three years and confidently expects to continue to do so. Having been judged good by Ofsted in March 2013, we were emphatically confirmed as good and still improving in March 2017.

Our school motto, 'Aspiration Equality Excellence' is at the heart of everything we do. Inclusion and equality are very important to us.

We are a school that looks ahead, plans for and embraces change. We expect and look forward to candidates who seek an active role in taking the school forward at this exciting time.

Application pack and form available to download from either the TES website or the school's own website www.georgegreens.com.

Closing date: 9am, Wednesday 2nd May 2018

George Green's School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff, external agencies and volunteers to share this commitment. Any appointment is subject to an enhanced DBS Check.

Application Process

All the details you need are available on the school website. We would prefer applicants to use the online facility to complete applications and return via email to the HR Manager hbibi@georgegreens.com. However you may download, print, and complete the application by hand if you wish. Please be aware that should you choose to do this you will need to allow plenty of time when using the postal service. Below are details of how to complete the application electronically.

- 1) Completed the application form, you should keep a copy for your own reference.
- 2) You may attach any other documents as additional information i.e. personal statement.
- 3) Send the application form and any other attachment via email to: hbibi@georgegreens.com.

Job Description

Main Scale Teacher

In a time of rapid educational and administrative change, job descriptions cannot be prescriptive. It may be that some alteration is necessary as circumstances dictate and new needs arise. This job description is additional to the basic duties outlined in the latest School Teachers' Pay and Conditions Document in accordance with the School's policies and under the direction of the Principal. A summary of the key accountabilities is included below. The School is managed through a network of inter-related teams.

1. TEACHING

- 1.1 Plan work in accordance with faculty schemes of work and National Curriculum programmes of study.
- 1.2 Liaise with relevant colleagues on the planning of units of work for collaborative delivery.
- 1.3 Work in collaboration with Teaching Assistants, Special Educational Needs, EAL Team and others as appropriate.
- 1.4 Take account of students' prior levels of attainment and use them to set targets for future improvements.
- 1.5 Set work for students absent from school for health or disciplinary reasons.
- 1.6 Maintain good discipline by adherence to the advice given to staff in the staff handbook and elsewhere.
- 1.7 Set high expectations for students' behaviour by establishing a purposeful working atmosphere in accordance with the school's behaviour code.
- 1.8 Set appropriate and demanding expectations for students learning, motivation and presentation of work.

2. ASSESSMENT, RECORDING & REPORTING

- 2.1 Maintain notes and plans of lessons undertaken and records of students' work.
- 2.2 Mark, monitor and return work within a reasonable and agreed time span providing constructive oral and written feedback and clear targets for future learning as appropriate.
- 2.3 Carry out assessment programmes (e.g. reports) as agreed by the School, Department or Faculty.
- 2.4 Complete student records of achievement in line with policy and as specified in the published calendar.
- 2.5 Participate in student review day to keep parents informed as to the progress of their child.
- 2.6 Be familiar with the Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Individual Education Plans for students.

3. PASTORAL WORK

- 3.1 Undertake responsibility for a tutor group as required including tutor/student interviews.
- 3.2 Be the first point of contact for parents of students in the tutor group.
- 3.3 Monitor (and set targets for) the social and academic progress of individuals in the tutor group.
- 3.4 Take responsibility for delivery of the part of PSHE programme to one or more tutor group as appropriate.
- 3.5 Promote good attendance and monitor in accordance with the school's attendance policy.

4. PROFESSIONAL STANDARDS

- 4.1 Support the aims of the School to promote an "Inclusive learning community".
- 4.2 Treat all members of the community, colleagues and students, with respect and consideration.
- 4.3 Treat all students fairly, consistently and without prejudice.
- 4.4 Set a good example to students in terms of appropriate dress, standards of punctuality and attendance.
- 4.5 Promote the aims of the school by attendance at and participation in events such as open evenings, options evenings and the like (as appropriate to responsibilities).
- 4.6 Support the ethos of the School by upholding the Code of Conduct, uniform, PFL rules, etc.
- 4.7 Take responsibility for own professional development and participate in staff training and development.
- 4.8 Reflect on own practice as well as the practices of the School with aim of improving all that we do.
- 4.9 Read and adhere to the various policies of the School as expressed in the School Development Plan, the staff handbook, subject team/year team documentation, etc.
- 4.10 Participate in the development and management of the School by attending various team and staff meetings.
- 4.11 Undertake duties as prescribed within School policies.
- 4.12 Ensure that all deadlines are met as published in the School calendar.
- 4.13 Undertake professional duties that may be reasonably assigned to them by the Principal (e.g. cover, etc.).
- 4.14 Be proactive and take responsibility for matters relating to health and safety.

5. SAFEGUARDING

"The School as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the school on its behalf".
(Ref: Safeguarding Children and Safer Recruitment in Education 2007).

The postholder will be required to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection and safeguarding procedures adopted by George Green's School. Any safeguarding and child protection issues must be acted upon immediately by informing the Designated Child Protection Leads.

The postholder will support and promote the school's values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with difference faiths and beliefs.

Person Specification

1. Qualification
QTS status.
2. Knowledge and Understanding
<ul style="list-style-type: none"> • A clear and well-thought out understanding of current educational issues, theory and practice. • Have a detailed knowledge of the relevant aspects of the students' National Curriculum and other statutory requirements. • Have a secure knowledge and understanding of their specialist subject(s). • Understand progression in their specialist subject(s). • Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in their specialist subject(s).
3. Planning and setting expectations
<ul style="list-style-type: none"> • Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught. • Set appropriate and demanding expectations for students learning and motivation. Set clear targets for students learning, building on prior attainment. • Identify students who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Individual Education Plans (IEPs). • Plan effectively to meet the needs of students with a range of abilities in a mixed ability setting.
4. Teaching and managing student's learning
<ul style="list-style-type: none"> • Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time. • Use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources. • Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
5. Assessment and evaluation
<ul style="list-style-type: none"> • Assess how well learning objectives have been achieved and use this assessment for future teaching. • Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress. • When applicable, understand the demands expected of students in relation to the National Curriculum and Key Stage 4 courses.
6. Student achievement
<ul style="list-style-type: none"> • Secure progress towards student targets by using appropriate assessment for learning strategies.
7. Relations with parents and the wider community
<ul style="list-style-type: none"> • Know how to prepare and present informative reports to parents/carers. • Recognise that learning takes place outside the school context and provide opportunities to develop students understanding by relating their learning to real and work-related examples. • Understand the need to liaise with agencies responsible for students' welfare.
8. Managing own performance and professional development
<ul style="list-style-type: none"> • Understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach. • Understand their professional responsibilities in relation to school policies and practices. • Set a good example to the students they teach in their presentation and their personal conduct. • Evaluate their own teaching critically and use this to improve their effectiveness.
9. Managing and developing staff and other adults
<ul style="list-style-type: none"> • Establish effective working relationships with professional colleagues including, support staff and beginning teachers.

10. Managing resources

- Select and make good use of textbooks and other resources.
- A whole hearted commitment to implement the School's Equal Opportunities and Inclusion Policies.

11. Other attributes considered desirable at George Green's School

- A record of excellent attendance and punctuality.
- Excellent written and oral communication skills, including appropriate ICT skills.
- The ability to work, and contribute, effectively within departmental and Year-based teams.
- The ability to work actively and effectively with parents, governors and other stakeholders.
- Flexibility and a willingness to be involved in the life of George Green's School.
- The ability to use own initiative and motivate others.
- A commitment to teaching and lifelong learning, and a willingness to continue to further own learning through continuing professional development.
- Commitment to implement the School's Equal Opportunities Policies.
- A developing range of successful teaching strategies.
- A secure knowledge of the importance of data as a means both to measure and to extend progress.
- A high level of organisational and planning skills.
- The ability to create a stimulating visual environment for the classroom.
- The ability to create a dynamic learning environment which values everyone equally.
- A commitment to the vision of George Green's School.
- An awareness of equal opportunities issues generally and specifically how they relate to this area of work.
- A willingness to be a life-long learner.

About George Green's School

George Greens' School was founded 184 years ago by George Green, a local businessman and philanthropist. The site on which the school now stands – and a number of other properties in the area - are owned by the charitable trust, established by George Green. The trust uses the income that derives from its properties to support enrichment opportunities for students attending the school.

The school has also, over more recent years, enjoyed very good financial and other support from the many businesses operating out of nearby Canary Wharf – and from the many community organisations with which it has partnered.

At the time the school moved to its current site in 1976, it was very much smaller than it is today and much of the current building did not exist. Over the years, however, with the numbers of prospective Year 7 parents putting George Green's as their first preference regularly outstripping the numbers of places available, the school took the decision to embark on a building programme - which not only increased its overall capacity but also maximised disabled access.

A number of years ago now, George Green's also welcomed into the school a number of students with complex and additional needs, from a local special school, which was closing – ensuring, through judicious use of the additional funding made available at the time, that these students were and remain fully integrated into the daily life of the school.

The school was also in the vanguard of the movement to provide Extended Services to students and the wider local community beyond the normal parameters of the school day – and in seeking to partner with local businesses, community and other groups. The school now works with a very wide range of partners to provide a range of services to both students and the wider community, both within the school day and out of hours. (See later for fuller details.)

For several years until very recently, the school also delivered Youth Services for the Isle of Dogs – during which time it consistently outperformed all annual targets within the local authority. Having outsourced it for some years, Tower Hamlets decided to return all aspects of Youth Service provision to centralised management. That notwithstanding, the school remains wholly-committed to fostering existing community partnerships - and developing new ones wherever it can.

Curriculum Offer

The details of the current offer are as follows:

Key Stage 5

In addition to the largely bespoke courses for students with Complex Special Needs, the school offers a range of courses at Levels 2 and 3, as follows:

Level 3

The school currently offers a range of courses linked to the International Baccalaureate Programme, as follows. However, from September, these will run for Year 13 only, with A level courses again beginning to be the main level 3 offer.

Level 2

- Btec Business
- English GCSE (Resit)
- Maths GCSE (Resit)

Level 1

- Btec Business
- Btec Hospitality

Key Stages 3-4

The main features of the 2018-2019 offer will be :

- Quality time for core subjects in both KS3 and KS4 (c10 periods per fortnight)
- Literacy Catch Up programme in KS3, timetabled against humanities
- Oracy programme in KS3 following the School 21 model
- Strong expressive arts element in KS3
- KS3 assessment model utilising new GCSE grades in Ebacc subjects and a 'badges' system in other subjects
- 7 periods a fortnight for options subjects in KS4, 3 options for all
- Ebacc currently not compulsory for any student, however, almost all choosing at least one Ebacc subject from option blocks
- Bespoke intervention programme for students in KS4 focused on English, maths and science
- Semi-bespoke provision for students with complex special needs
- Alternate KS4 pathways for vulnerable students or those at risk of becoming disaffected

However, please note that from September 2019 onwards, Key Stage 3 will comprise Years 7-8 only and Key stage 4 Years 9-11.

Organisation of the School Day

The school currently operates a 58-period two-week timetable, with 50 minute sessions mostly organised in double lessons, 50 minutes for lunch, a morning break of 20 minutes and registration sessions at the start and at the very end of the day. The day currently starts for students at 8.45am and finishes at 3.20pm – followed by after-school clubs and Period 7 for Year 11. The Sports Trust delivers community sports activities from 4.30 to 10 every evening.

Staffing Profile

The school has a teaching staff of 91 with a support staff of 76.

SLT

- The current SLT staffing model allows for the following:
 - Headteacher
 - 3 Deputy Heads
 - 4 Assistant Heads
 - School Business Manager
 - HR Manager
- However, the Deputy Head (Student Well-Being) having taken up a headship from January 2018, we are currently running, as an interim measure only, with just 2 deputy heads but with 2 additional interim AHTs.

Year Leadership

- Each of Years 7-11 is led by a Year Leader (teacher), with Years 12-13 together being led by an AHT.
- All year leaders have access to quality administrative and other support.

Teaching & Learning

- Subject teams operate on similar lines to what would be found in most secondary schools – ie a Faculty & Department structure

Support Staff

- The support staff mainly operates in teams that will be familiar to most schools – Premises, ICT Services, Central Support (Admin), Attendance, Data & Exams, Finance, Human Resources, TA Team plus an Interventions Team, which supports students identified as 'vulnerable'.

CPL (Continuing Professional Learning)

Our commitment to ensuring all staff members receive the best possible training is a high priority for the school. CPL takes place every other Wednesday in a scheduled session at the end of the day between 2.15pm and 4.30pm. Students finish earlier than usual on this day. Whilst the school continues to make selective use of high quality external courses, it provides much of the CPL available to staff in-house: we have established whole school training, faculty based training and a separate programme to cater for more individual needs. Our staff training has played a critical role in recent improvements and is highly valued by staff.

Governing Body

The Full Governing Body currently meets six times per year and is served by three committees, each comprising a mix of governors and school staff. Governors carry out their full range of statutory responsibilities, utilising their skills and experience to provide support to the school and, where appropriate, constructive challenge. There are 20 governors in total drawn from the Trust, Local Authority, Community, Parents and Staff.

Financial Details

- Tower Hamlets historically has funded its schools extremely well, in comparison even to many other London boroughs.
- The school finances are currently healthy.
- However, the strong likelihood is that, in common with most schools, we will at some point in the future have to weather cuts to our income – at which point, again in common with other schools, we will need to find ways of managing our resources even more efficiently.

Site and Buildings

We are fortunate to be situated in a prime location on the banks of the River Thames, enjoying stunning views of Greenwich to the rear. We benefit from many good facilities, particularly our Sports and Performing Arts facilities - which include a new Astro Turf pitch and a working theatre - and our Hydro Pool.

Under Building Schools for the Future, £13 million was made available to the school, which was put to good use, refurbishing all parts of the building. However, it remains a difficult building/site to manage in a number of respects.

We have, however, recently received confirmation that the LA has earmarked funding to provide us with an additional 6th Form Block, which will also enable us to re-house the MFL department, which currently working out of porta-cabins, which will then be de-commissioned.

In addition to the main school buildings, the school also owns a number of the enclosed arch spaces, which sit under the old viaduct that runs through Millwall Park, just across the road from the school. These spaces are currently leased to the Island Sports Trust - of which George Green's is a partner – which is applying for lottery funding to develop them as a community centre.

Results Summary

Key Stage 4

	2014	2015	2016	2017 Provisional
Prior attainment	26.7 Sig-	27.1	26.7 Sig-	To be added

		(26.6 School data) Sig-		
Progress 8	-0.47	-0.21	+0.32	Not yet available
Attainment 8	4.1 (grade D)	4.55 (grade C-)	4.99 (grade C)	4.49 tbc
E&M threshold	44%	54%	54/55%	56% tbc
Ebacc	15% (89% of entries)	12% (83% of entries)	17% (62% of entries)	20%

Key Stage 5

- Our sixth form results improved again in 2017.
- Our pass rate and APS for IB (International Baccalaureate) are in line with the worldwide average at 31 up from 30 last year.
- At A level, 96% students attained A*-E compared to 93% in 2016, with 71% attaining A*-C.
- 70% of students attained an A/A* in one or more of their qualifications.
- We had a 100% pass rate on the IBCC course.
- All our sixth form BTEC students achieved at least a pass.

Key School Data

- The proportion of students eligible for free school meals is significantly higher than national. (GGS 73.1% National 28.9).
- The proportion of students from ethnic minority groups is almost three times the national average. (GGS 82.9 National 28.2). The main group is Bangladeshi at 55%; the second largest group is White British at 17.1%.
- The school deprivation indicator is higher than national average (GGS 0.37 national 0.20) The local community is one of extremes. The borough has proportionately more people on low incomes than the Greater or Inner London averages, and significantly more people on high incomes than the Greater London average (LBTH Local Economic Assessment). Canary Wharf and some nearby housing is affluent whereas the immediate local community where our children live is very deprived.
- The % stability of students is lower than national (91.6). (Three-year trend 86.4 85.9 86.7)
- The % of students who speak English as their second language is more than four times the national average (National 15.7 GGS 75.4)
- KS2 prior attainment Sig- in every year group (Y7 tbc, Y8 27.9, Y9 27.2, Y10 27.6, Y11 26.9)
- The proportion of students with SEN is higher than national. (15.4% SEN Support; 4.9% EHC/statement;) We have the equivalent of a small special school with students with complex needs 4.7%. EAL 74.3% significantly above national

Ofsted Data

Main Headlines

- Teaching overall is good and staff morale is high.

- Pupils' progress in many subjects, including in English and mathematics, is significantly above the national average. However, within Science, there is inconsistency in the quality of teaching, learning and assessment.
- Disadvantaged pupils make better overall progress than other pupils nationally. Progress for the most able overall is also above national average. However, progress for the most able disadvantaged remains below that of other most-able pupils nationally.
- Leaders and governors do not yet evaluate the impact of funding on how outcomes for most-able disadvantaged pupils are improving sufficiently rigorously.
- In relation to pupils requiring additional support, staff members understand pupils' individual needs well and successfully personalise the curriculum to meet them.
- Whilst pupils who have more general support needs make better progress than other pupils nationally, those with EHC plans as yet do not.
- Pupils on academic courses in the sixth form, including those eligible for free school meals, mostly achieve above their aspirational targets. Progress for students completing vocational courses improved in 2016. Students re-taking English and mathematics make progress that is typically above national averages, including the proportions that move on to gain a C grade or higher.
- Pupils, including students in the sixth form, have a wide range of opportunities to celebrate their differences. 94% of pupils who completed the Ofsted survey strongly agreed or agreed that the school encourages respect and equality.
- All safeguarding arrangements are fit for purpose. Records are detailed and of a high quality and the curriculum to teach pupils about how to stay safe is age-appropriate.
- The vast majority of the 105 pupils who completed Ofsted's pupil survey and all those who spoke to inspectors, feel safe in school.
- Most parents who replied to Parent View, Ofsted's online questionnaire, felt that their children were safe in school and were well looked after. One parent commented, 'my son is in Year 10 and has thrived beyond expectations'.

What the school needs to do to improve further

- Ensure that outcomes in science improve more rapidly, by ensuring that all teachers consistently challenge pupils in their learning, particularly the most-able.
- Strategically monitor the progress of the most able disadvantaged pupils, ensuring that pupil premium funding is used effectively to improve their progress at key stages 3 and 4

Recruitment of Ex-Offenders

1. Equal Opportunities Policy Statement

- 1.1 This policy should be read in the context of George Green's School's policy statement on equality and diversity.
- 1.2 George Green's School wishes to make it clear that having a criminal record will not necessarily bar anyone from employment. This decision will depend on the nature of the post, and the circumstances and background of the offence(s).

2. Recruitment of ex-offenders

- 2.1 George Green's School is committed to the fair treatment of its staff and potential staff. As an organisation using the Disclosure and Barring Service (DBS) to assess applicants' suitability for

positions in the School, George Green's School complies fully with the DBS Code of Practice and undertakes to treat all applicants for posts fairly.

- 2.2 George Green's School undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- 2.3 George Green's School has a statutory duty to request a Disclosure for all positions in the School. All posts in George Green's School are exempt from the Rehabilitation of Offenders Act 1974 and the School is entitled to ask questions about a candidate's entire criminal record, including 'spent' convictions and cautions, reprimands, warnings and bind-overs.
- 2.4 All applicants called for interview are encouraged to provide their criminal record at an early stage in the process. This information should be sent under separate, confidential, cover to the Principal, who guarantees that this information is only seen by those who need to see it as part of the recruitment process.
- 2.5 George Green's School undertakes that all staff involved in recruitment and selection will be trained appropriately. They will also be made aware of relevant legislation pertaining to the employment of ex-offenders.
- 2.6 At interview, or in a separate discussion, opportunities will be pursued to ensure that all necessary evidence is collected upon which selection decisions can be fairly based. This will include the relevance and circumstances of offences.
- 2.7 Failure to reveal information which is directly relevant to the post will lead to a subsequent withdrawal of any offer of employment.
- 2.8 George Green's School makes every subject of a DBS aware of the existence of the DBS Code of Practice and will make a copy available on request.
- 2.9 George Green's School will undertake to discuss any matter revealed in a Disclosure with the person seeking the post before any decision is made to withdraw a conditional offer of employment on the basis of the Disclosure.