



Rotherfield
Primary School



**Higher Level Teaching Assistant with
Specialism in Music**

**Newington Green
& Rotherfield Primary School
RTH/229**

Closing date: Midnight, Sunday 9th December 2018



Rotherfield
Primary School

CONTENTS



Advertisement

Job Description and Person
Specification

School Information

How to Apply

Guidance Notes

Policy on Recruitment and
Employment of Ex-Offenders





Dear Potential Music Specialist,

Thank you for your interest in working across Newington Green and Rotherfield Primary Schools.

We are schools working in partnership to improve the life chances of pupils in our care, through delivering a rich curriculum and strong pupil outcomes.

Newington Green have had a Music Specialist for many years, and we have developed a specialist music space for the teaching and development of the subject. Specialist Music provision was new to Rotherfield in September 2018, and we are sad that Simon is changing role to manage other commitments.

At Rotherfield we have exciting plans for the development of a teaching space suitable for music.

In this role you will be joint line managed by the Heads of School at NG and RF. You will work with other specialist colleagues in a team across the 2 schools, so you will find our schools supportive, but vibrant and challenging places to work.

There are the following staff across both schools: Home School Worker, Spanish Specialist, Computing Specialist, Art Specialist and Executive Head.

I would really love to have a chat with you about music in our schools. Our staff and children really love music and we need someone to develop music who loves it as much as us!

Please do not hesitate to call me for a chat if you want to find out more!

Best wishes,

Abi

Executive Head



Rotherfield
Primary School

Higher Level Teaching Assistant with Specialism in Music

Salary Range: SO2, spine point 32 - 34

Actual Salary: £28,127 - £29,600 per annum

Full-time 35 hours, Term Time Only

Permanent

We are looking for a candidate to undertake cover for teachers (PPA) whilst developing children's skills in music across both schools. Your working week will be split across both schools.

The role of HLTA will have a major impact on the quality of Teaching and Learning. We are looking for someone who:

- **Has strong behaviour management skills- so that they can work independently across age groups and schools**
- **Has had a least one year's experience of working with primary school age pupils**
- **Has had experience of leading whole classes in music learning**

In return we can offer you:

- Schools committed to your professional learning/development
- A vibrant and creative place to work
- Schools at the heart of their communities

Visits to the schools are actively encouraged please contact the school offices to arrange a time. Our Executive Head, Abi is happy to talk to any candidates about the role, please contact the schools to arrange a discussion.

The successful candidate will be required to work 35 hours per week (8.30-4.30) for 195 days when the schools are open.

Please apply online at [http://jobs.islington.gov.uk/following the jobs link](http://jobs.islington.gov.uk/following%20the%20jobs%20link). If you need assistance please email us at schoolsrecruitment@islington.gov.uk quoting RTH/229.

Closing date for applications: Midnight, Sunday 9th December 2018

Selection held: Week beginning 17th December 2018

Rotherfield and Newington Green Primary Schools committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. An enhanced DBS (Disclosure and Barring Service) with barred list check is required for all successful applicants.

JOB DESCRIPTION

POST TITLE: **HIGHER LEVEL TEACHING ASSISTANT (LEVEL 5)**

GRADE: **SO2**

DEPARTMENT: **Schools**

RESPONSIBLE FOR: **Specialist subejct**

REPORTING TO: **Head of Schools**

PURPOSE OF THE JOB

All aspects of the job description is to be carried out within a system of supervision by qualified teachers, to be determined by schools prior to employing Level 5 higher level teaching assistants.

To complement teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies.

To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources. Also to supervise whole classes occasionally during the short-term absence of teachers.

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

Main Duties

Planning

1. Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
2. Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.
3. Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with schools policies and procedures.

Teaching and Learning

4. Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes.

5. Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.
6. Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.
7. Support the teaching of the National Literacy Strategy, e.g. by delivering the ALS, ELS, FLS and Progress units to groups of pupils, support the teaching of the National Numeracy Strategy and assist pupils to access the full curriculum. Be familiar with lesson plans, IEP targets and learning objectives.
8. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
9. Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.
10. To promote the safeguarding of children
11. Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others
12. In accordance with arrangements made by the headteacher, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present, in line with regulations and guidance under Section 133 of the Education Act 2002 and STPCD 2003.
13. Organise and safely manage the appropriate learning environment and resources
14. Promote and reinforce children's self esteem and independence and employ strategies to recognise and reward achievement of self-reliance
15. Assist the classteacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first language
16. Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

Monitoring and Assessment

17. With teachers evaluate pupils' progress through a range of assessment activities.
18. Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
19. Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
20. Assist in maintaining and analysing records of pupils' progress.

21. Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.
22. Support the teaching staff with reporting pupils' progress and achievements at parents meetings which are usually held outside school hours.

Mentoring, Supervision and Development

23. Manage other teaching assistants and undertake recruitment, induction, appraisal, training and mentoring for other teaching assistants.
24. Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking formal training.
25. Offer mentoring support and guidance for older pupils undertaking work experience activities within secondary schools.
26. Support and guide other less experienced teaching assistants' work in the classroom when required and lead training for other teaching assistants.
27. Contribute to the overall ethos, work, aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

Behavioural and Pastoral

28. Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
29. Understand and implement school child protection procedures and comply with legal responsibilities.
30. Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
31. Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children.
32. Provide physical support and maintain personal equipment used by the children at the school. Administer medication as agreed.
33. Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
34. Supervise pupils in the playground and plan and organise play time activities.
35. Assist teachers by receiving instructions directly from professional or specialist support staff involved in the children's education. These may include social workers, health

visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.

Other

36. Any other duties required by the class teacher, Deputy headteacher, or the headteacher, which is within the scope of this post.
37. At all times carry out duties with due regard to the school's Health and Safety policy.
38. To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.

PERSON SPECIFICATION

HIGHER LEVEL TEACHING ASSISTANT (LEVEL 5)

The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties in the job description.

EDUCATION & EXPERIENCE
<ol style="list-style-type: none">1. Meet HLTA standards or equivalent qualification or experience.2. Hold relevant qualifications at a level equivalent to at least NQF Level 3.3. Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C) or NVQ Level 2 (or by test).4. Attend induction training; NLS,NNS, ALS, ELS, FLS training as appropriate and training relevant to the post, including behaviour management and Child Protection training.5. Training in relevant learning strategies e.g. literacy.6. A minimum of two years' experience of working with children (either paid or unpaid capacity) preferably in an education setting.7. Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.
KNOWLEDGE & UNDERSTANDING
<ol style="list-style-type: none">8. Knowledge of the requirements of the national literacy and numeracy strategies.9. Knowledge & understanding of the National Curriculum including the literacy and numeracy strategies.10. Understanding of behaviour management strategies.11. Understanding of First Aid procedures.
SKILLS
<ol style="list-style-type: none">12. Effective oral and written communication skills.13. Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts.14. Good organisational and time management skills.15. Sound IT skills to support learning and maintain electronic information systems.
ABILITIES

<p>16. Able to form and maintain appropriate professional relationships and boundaries with children and young people.</p> <p>17. Ability to organise, lead and motivate a team.</p> <p>18. Ability and willingness to work constructively as part of a team</p> <p>19. Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy.</p> <p>20. Ability to organise the classroom activities e.g. preparing and setting out resources.</p> <p>21. Ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for T&L.</p> <p>22. Ability to deal with sensitive information in a confidential manner.</p> <p>23. Ability to help children and young people to transfer their learning to other parts of their lives.</p> <p>24. Ability to provide a good role model to young pupils.</p> <p>25. Ability to work in partnership with parents and teachers.</p> <p>26. Ability to use own initiative and work flexibly.</p>
OTHER
<p>27. Willingness to attend school training sessions.</p> <p>28. Empathy with young people facing barriers to their learning.</p> <p>29. A commitment to helping young pupils achieve, through education and learning.</p> <p>30. An understanding of and a genuine commitment to Equal Opportunities.</p>



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

Rotherfield is a vibrant, two form entry school, with Nursery, serving a diverse community in Islington. Rotherfield is situated just off Essex Road in Islington, with good transport links.

Rotherfield is a four storey Victorian building. In the corner of our playground we have kitchen garden beds and fruit trees making our fabulous 'edible garden'. Produce from the garden is used in our curriculum kitchen which was funded and runs in partnership with Jamie Oliver's Better Food Foundation. The school has recently refurbished its EYFS playground and also gets to use some greenspace land opposite the school as an extra playground and outside learning space.

We were rated good at our last inspection (February 2018) and are working hard to continuously improve. Rotherfield is at an exciting phase in its development. We are in a Soft Federation with another Islington School (Newington Green). Our Executive Head works across both schools, and we work closely in partnership with 17 other Islington Schools through a collaborative network called Futurezone.

We have the following staff working across both schools: Home School Worker, Music Specialist, Art Specialist, Spanish Specialist and a Computing Specialist.

<http://futurezone.org.uk/>

The very best way to find out if Rotherfield is right for you is to come and visit us! This will give you a real sense of what it would be like to work here. Our Executive Headteacher or Head of School are always delighted to show candidates around and talk informally about posts available.

Why do staff work here?



Lucy

I joined Rotherfield nearly 4 years ago as a Year 2 teacher and I have hugely enjoyed my time here. Throughout that time I have worked with a variety of excellent support staff and the relationships between staff are friendly and positive, making it a happy place to work.

Having previously worked in Barnet, which is very well respected for its borough support, I was unsure what to expect from Islington. But it has been a fantastic borough to work in. We have regular network meetings where staff from the same year groups gather to discuss and share good practise, as well as supportive visits from borough experts which I know has helped me develop as a teacher.

The children I have taught have always been excited and enthusiastic to learn and through my teaching I feel like I'm having a positive impact on their lives. Children come from a huge range of cultures and backgrounds which makes it an interesting and dynamic environment to teach in.

In my time at Rotherfield I have led the school in 'Art and Environment' as well as now leading 'cooking' which is very high profile at the school. 3 Teaching assistants are trained to cook with small groups of children in the afternoons so that all children who leave Rotherfield have a strong understanding of how to live healthily as well as preparing their own food safely. My role as Art and environment co-ordinator has allowed me to lead some exciting projects that have made the school environment a stimulating and engaging place for children, parents and staff alike. Examples are the recent regeneration of the library, a large playground mural and the stairwell art project where huge panels of wood were painted and designed by children to serve as a permanent display.

Recent changes in timetable have had a really positive impact on learning and I know that other changes are planned to ensure that children at Rotherfield are given an excellent education that equips them well for life.



Ciara

I came to Rotherfield as an NQT about 10 years ago and think so highly of the place that I have not wanted to leave!

The school's location in the dynamic borough of Islington means that it is an interesting and diverse area to live and work in.

In my time at Rotherfield, I have been able to develop professionally through leading a range of subjects including Music, PE and Maths; ultimately becoming part of the Senior Leadership Team as an Assistant Head.

The school has a very special community feel, and has become a home away from home for me. There is great parental involvement through the Friends of Rotherfield; a friendly and hard-working staff and a supportive governing body who really care about the school.

Most of all, the children are wonderful and I consider it a privilege to work at Rotherfield Primary School.

www.newingtongreen.co.uk

Newington Green is a vibrant, two form entry school, with Nursery and two year old provision, serving a diverse community in Islington. The majority of pupils are of minority ethnic origin with Turkish, Somalian and Bengali being the largest ethnic groups in the school. The school has approximately 50% free school meals entitlement and over 25 languages spoken as first languages in the homes of its pupils.

The school had a multimillion pound refurbishment to the main, and 2 subsidiary buildings. The quality of the learning and working environment is now exceptional. Classrooms have bespoke storage, we have a cookery suite, performance hall, gym hall, dining hall, art studio, Spanish Studio, Music Studio, Parent hub, conference suite and group rooms for each year group. All of our playgrounds have also been redeveloped and the quality of the spaces is fantastic for learning and playing.

On our website you will find many of our school policies. In particular the Learning Policy, Behaviour Policy and Marking and Feedback Policy will help give you an idea of how we work and our expectations here.

We are a school working hard towards being outstanding. We were rated good at our last inspection and in some areas we already demonstrate outstanding practice, such as in pastoral support and child protection.

You will find the school improvement priorities on our website. These priorities link to all staff appraisal objectives and will give you a flavour of what we are currently developing this academic year.

In 2016 we began a partnership with Rotherfield Primary School. In this partnership we share staff and resources with the aim of securing the best provision for our

pupils. We have the following shared staff across both schools: Executive Head, Attendance and Parental Engagement lead, Spanish Specialist, Digital Leader, Music Specialist, and Art and Design Specialist.

The very best way to find out if Newington Green is right for you is to come and visit us! This will give you a real sense of what it would be like to work here. Our Executive Headteacher is always delighted to show candidates around and talk informally about posts available.

Why do staff work here?

Donna



Before I had even finished a tour of the school I knew that Newington Green was where I wanted to work. This was back in May 2011 and my original feeling still applies. The feeling of 'coming home' when I first began working at the school was built on the strong community feel and the supportive nature of the school; pupils, staff and parents.

My role at that time was as an HLTA (Higher Level Teaching Assistant) working specifically with pupils across phase 2 individually, in groups or as a whole class and working with the TA team across this phase.

Over the years my role has been allowed to grow and develop as I did, building on my skills and nurturing them through targeted support and training. This has culminated in my current position in Newington Green as the ICT lead, providing ICT and Computing across the whole school community. The resources which support

this, and the use of technology across the curriculum, are constantly being upgraded, an essential feature in our ever changing world.

Every morning though, even though changes are occurring all around us, I still consider myself privileged to be working with the pupils, staff and parents of Newington Green and long may that continue.



Cheska

I joined the team at Newington Green in 2013 and since then I have developed a wealth of professional skills. Previously, I have led science across the school which has given me the opportunity to work with all members of staff providing feedback, support and training as well as providing training across the borough of Islington. I enjoyed the chance to share ideas and good practice with other leaders as well as implementing these in my own school setting.

In 2015, I was given the opportunity to attend the 'Developing Middle Leaders' course. Shortly after completing this, I achieved the role of Assistant Headteacher and Maths leader at NGPS.

Working at Newington Green has allowed me to develop both as a teacher and leader. Having such a strong and supportive team around me, I have recognised my strengths and been able to work effectively to ensure my practice is always of a high standard.



How to Apply

Thank you for your interest in this post.

Please apply online at <http://jobs.islington.gov.uk/disciplines> following the jobs link.

Your application must be submitted on-line no later than **Midnight, Sunday 9th December 2018**

In addition, please note the following:

- CVs will not be accepted.
- References will be sought for short listed candidates prior to the interview date.
- For support staff, this post is subject to a period of 6-month probationary period. This also applies to candidates coming from Local Government.

Should you have any queries please email us at schoolsrecruitment@islington.gov.uk quoting reference **RTH/229**.

Yours sincerely

Schools HR Department, Islington Council

Guidance for candidates applying for a job with schools

Before you submit your application form, please read it thoroughly and ensure all sections have been completed legibly and fully and you have addressed all the criteria listed in the person specification.

General

The application form plays a crucial part in the selection process, both in deciding whether you will be invited to an interview and at the interview itself. It is vital that you complete the form as fully and accurately as possible. We will not make any assumptions about your experience, knowledge, skills and abilities to do the job.

Read the advertisement, job description, person specification and other accompanying information carefully before you start. All parts of the application form must be completed. Failure to provide information requested may lead to your application being rejected.

Personal Details

Complete this section fully and clearly. If you do not know your national insurance number, you can obtain it from your Inland Revenue National Insurance Contributions office or DWP office and they'll tell you what to do. All successful applicants will be required to produce documentary evidence of their eligibility to work in the UK*. Verification of identity is required before confirmation of appointment.

*A copy of the Asylum and Immigration Act 2006 is available from Schools Human Resources team including a list of the accepted documents.

Relatives and Other Interests

If this applies to you, please give the name of the employee, the department/school that they work in and the relationship (e.g. husband, daughter).

Education, Qualifications and Training

Ensure you give all the information requested, including dates, establishment where you studied and make clear the level of any examinations e.g. GCSE, GCE 'O' Level or 'A' Level or equivalents etc. and the grades you obtained. Also include here any skills training you have had. You will be required to produce original documentary evidence of any qualifications relevant to the job, and these will be detailed on the Person Specification. Proof of qualification is required before the appointment is confirmed.

Employment record

Please list in chronological order, starting with your current or most recent job including employment other than teaching. You have to list details of employment since leaving full-time education. Failure to provide full account of your employment record may lead to your application being rejected.

Gaps in Employment

If there are any periods of time that have not been accounted for in your application, e.g. periods spent raising a family or extended travel, please give details. Please ensure that there are no gaps in the history of your education, employment and other experience.

Personal Statement

This statement is an important part of the application form. This is where you should describe your experience, skills and abilities. You must demonstrate competence in all areas listed in the Person Specification by giving short examples. Describe how you match the requirements of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information given is well organised, relevant and brief. You may find it helpful to list each person specification requirement as a separate heading to explain how you meet that requirement.

If you do not send us this statement, you will not be considered for short listing. CVs are not accepted.

References

All appointments are subject to verification of employment and suitability of the candidate for the post applied for. References may be taken up immediately after shortlisting. Please note:

- It is your responsibility to ensure that all named referees, including Parish Priests, where applicable, have consented to providing a reference.
- You must provide the **professional email address** for references coming from an employer.
- One reference must be from your present or most current employer and references should cover the last 5 years.

- If your last post did not include working with children, a reference will be sought from the employer by whom you were most recently employed to work with children.
- We reserve the right to approach any of your previous employers for a reference.
- Candidates for Headship are advised to seek a reference from their Local Authority.
- Schools/Colleges of a Religious Character are permitted, to give preference to applicants who are practising Catholics. Therefore, it is recommended that one referee should be your Parish Priest/the Priest of the Parish where you regularly worship, if applicable. Most Senior Leadership posts require you to be a practising Catholic and, therefore, one referee must be your Parish Priest/the Priest of the Parish where you regularly worship.
- If you are successful, a further post-offer reference will be requested, seeking information on attendance and sickness records.

All offers of appointment depend on receiving references satisfactory to the school. You must give two referees that have had managerial/supervisory responsibility for you, one of whom must be your current/most recent employer. If you have not worked before, give the name of someone who can comment on your ability to do the job, e.g. a teacher or tutor. Further advice on who is suitable as a referee is available from HR. The school reserves the right to ask for substitute or additional referees, if the one you have provided is not deemed to be suitable.

You may ask to see these references, however, some of the information may relate to a third party, e.g. authorship. This type of information cannot be disclosed to you unless:

- the third party has consented for it to be released, or
- your right to know this information and its source outweighs the right of privacy of the third party.

Disclosure & Barring Service / Rehabilitation of Offenders Act 1974

The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013 provides that certain spent convictions and cautions are "protected" and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website, DBS filtering guide.

All school-based jobs are exempt from the provisions of the Rehabilitation of Offenders Act as the work brings employees into contact with children who are regarded by the Act as a vulnerable group. Therefore you will be required to declare any convictions, cautions, reprimands and final warnings that are not "protected" (i.e. filtered out) as defined by the Rehabilitation of Offenders Act.

If you have been shortlisted and invited for an interview, you will be required to give full details of your criminal record, also be able to discuss any details with the selection panel as part of your interview. This information will remain strictly confidential and will only be seen by those responsible for the recruitment decision. The information will be shredded in line with our policy on the handling and storage of information relating to criminal record disclosures. Disclosure of a criminal record will not necessarily debar you from employment with Islington Schools, this will depend upon the nature of the offence(s), frequency and when they occurred.

The application for an enhanced disclosure with barred list information will be verified before your first day of work. Please read the policy on the recruitment and employment of ex-offenders. If you have any queries, please call Islington Human Resources helpdesk on 0207 527 2875.

Additional Information for people considered to have a disability under the Equality Act

If this applies to you, please let us know the help you require and we will ensure that reasonable adjustments are made where possible.

Declaration

It is a condition of your employment that you comply with the prevailing data protection legislation in force from time to time. You must also comply with the Council's data protection and connected policies, which can be obtained from the school office, and all rules, systems, instructions and requirements laid down by the school under the security rules.

Equal Opportunities Monitoring Information

All job applicants are expected to complete the monitoring details of the form in order to assist us in complying with statutory requirements. All successful applicants are expected to support the policy actively. Copies are available from Islington Schools Human Resources on 0207 527 2875.

Policy on the recruitment and employment of ex-offenders



Background

London Borough of Islington uses the Disclosure & Barring Service (DBS) to help assess the suitability of applicants and volunteers for positions of trust. We do this in compliance with the DBS's Code of Practice (copies are available from Islington Schools Human Resources or on the internet at www.direct.gov.uk). This policy on the recruitment of ex-offenders is made available to all applicants and volunteers to jobs that require a disclosure.

Policy

The Code of Practice requires us to treat all our job applicants and volunteers who have a criminal record fairly and not to discriminate unfairly against staff and applicants on the basis of a criminal record or other information revealed by a disclosure.

London Borough of Islington is committed to equality of opportunity for all staff. A diverse workforce benefits and adds value to the services we provide. We will be proactive in removing barriers that deny equality to people based on race, gender, disability, ethnic origin, religious beliefs, sexual orientation, age or offending background. Having a criminal record will not necessarily bar you from working for Islington Schools. This will depend upon the nature of the position you have applied for and the background of your offences.

During the application process

When you apply for a job with Islington schools you will be informed if the job you are applying for is subject to a criminal record check. If it is, you will be asked about any criminal record you may have. You should include details of all cautions, reprimands, warnings and convictions. This information is kept confidential and is only seen by those who need to see it as part of the recruitment process. We select applicants for interview based upon their skills, experience and qualifications. A failure to disclose a criminal record (including all cautions, reprimands, warnings and convictions, spent or otherwise) at the application stage will normally lead to the withdrawal of any subsequent job offer.

If you are offered a job at Islington Schools

The job offer will be made subject to satisfactory completion of a criminal record and other checks such as references, medical fitness for the post and any other essential requirements for the post.

All employees/advisers involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences, or will seek appropriate advice before making a decision. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

In the event of the successful candidate having a criminal record, the candidate will have the opportunity of discussing the disclosure with a service manager. As a minimum, the following will be taken into account when deciding whether to confirm the appointment:

- ✓ Whether the conviction or information was disclosed during the application stage;
- ✓ Whether the conviction or information revealed is relevant to the job;
- ✓ How long ago the offence(s) took place;
- ✓ The candidate's age at the time of the offence(s);
- ✓ The number and pattern of offences;
- ✓ Any other relevant circumstances.

All staff/advisers in a position to make recruitment decisions are trained to identify and assess the relevance and circumstances surrounding a criminal record or will seek appropriate advice before making a decision. No decision will be made until your explanation and the above issues have been considered.

Appeal

You should appeal to the DBS if you believe that the disclosure information is not accurate. Islington Schools Human Resources will decide whether the nature of the inaccuracy is such that a decision on whether to appoint should be postponed until the appeal is completed.

Policy on handling disclosure information

All disclosure information is kept securely and will only be seen by those who need to use it to carry out their duties. After a period of six months, it is securely disposed of. The disclosure forms are never kept on personal files.

Islington Schools Human Resources has a policy statement on the secure storage, handling, use, retention and disposal of Disclosures and Disclosure information which is available from Islington Schools Human Resources on request.