



Frederick Bremer School

Respect. Responsibility. Integrity

Address: Siddeley Road, Walthamstow,
London E17 4EY

Headteacher: Ms Jenny Smith

Website: www.bremer.org.uk

Information Pack

Role:

Teaching Assistant



Ofsted
GRADED
GOOD

December
2015

"This is a GOOD School"

Leadership and Management **GOOD**
Teaching, Learning and Assessment **GOOD**
Personal development, behaviour and welfare **GOOD**
Outcomes for pupils **GOOD**



Job Role: Teaching Assistant

Thank you for showing an interest in this post at Frederick Bremer School. We appreciate that applying for a new position is not taken lightly, and the decision about this post is as much about it being right for you as well as for us. You will find information regarding this post in this pack, and more general information about the school on our website. You are also encouraged to visit the school prior to interview, and you can also request a phone conversation with the Headteacher beforehand.

Frederick Bremer School is an exciting school to join. We have amazing pupils, who are hugely ambitious for themselves and curious about the world around them. We are a committed and dedicated staff body, who are very supportive. We are all committed to community education, and to ensuring that the young people of our community have the best possible educational opportunities. As a result, the school is a dynamic community to be part of.

The Post – All staff are fully committed to our pupils experiencing a fully inclusive secondary school experience that prepares them for their next steps into further education, employment or training; as such the vast majority of the support we provide is within mainstream lessons providing academic support for teaching and learning. In addition to this you will contribute to providing a range of clubs, enrichments opportunities and academic interventions that allow all our pupils to be supported at all unstructured times; before school, during breaks, lunch and after school

The Department – You will work in a dynamic and supportive environment with positive and creative colleagues who are committed to ensuring our students make excellent progress. There is a culture of personal development and colleagues actively engage in their own continuing professional development. **There is a clear structure for progression and various opportunities to progress to HLTA where you could lead on specific areas of need such as Autism, ADHD and Dyslexia. In addition to this there is also a clearly defined route into teaching where appropriate.** All members of the department work widely across the school in subject areas and colleagues are supportive and appreciate of the work of the SEND department.

Frederick Bremer School



The School

Frederick Bremer School is an exciting, dynamic and innovative school where all staff and pupils are encouraged to be 'the very best they can be'. We are judged as a good school across all areas, and are on a journey on moving to outstanding. Our vision and values are at the heart of our practice, and you will need to share our commitment to ensure every pupil is not only academically successful but is also equipped with the skills, qualities and attributes to be a successful 21st century citizen.

Our school is truly representative of our local community. We are incredibly diverse, and no ethnic group is more than 18% of the school population. Over 50% of pupils are eligible for Pupil Premium, and we have all socio-economic groups of the local area represented. We have two thirds boys to girls (the impact of 3 girls' schools in the Authority), but it is not apparent that girls are a minority group.

Our school is a community hub. Our 75% of pupils live less than 1 mile from the school gates. Our parents, Governors and pupils are proud to be members of the Frederick Bremer community. Our school is used extensively by the local community outside school hours. As Ofsted stated in 2013, this is 'truly a harmonious community' where we all 'just get along', and reiterated in 2015 by stating 'Relationships are positive and the strong community spirit leads to pupils working very well together'. Our school values (outlined on the next page) are embedded in the school, and our diversity is our strength.

Our pupils are a pleasure to work with; they are ambitious for themselves and their community. We are now ready to move to the next, outstanding, stage of school improvement here, and it is an opportunity for an ambitious individual to make a significant contribution to this journey.

This is an exciting time to join Bremer. We have brilliant pupils, a very supportive staff and Governing body and great parents. If you are looking to join a school which is on a rapid trajectory of improvement, and also to develop your skills as an outstanding teacher, then this is an exciting opportunity for you.

We look forward to receiving your application.

Jenny Smith
Headteacher

Michelle Hegarty
Chair of Governors



Frederick Bremer School - An Outstanding Community

where we all **share** and model our values of 'Respect, Responsibility and Integrity' and are always 'the best we can be'



Frederick Bremer School Expectations Because we challenge, care and commit:

1. **Learning** comes first
2. **Respect** yourself and respect each other, and use only positive language
3. **Follow instructions** of all staff at once, and at all times
4. **Be on time**: learning starts within **90 seconds** of the bell
5. Move around the school **purposefully, safely and quietly**: keep hands, feet, and objects to yourself

Start as soon as possible

**Position: Teaching Assistant -
ASC/SEN**

**Salary: SC4 £19,917 - £21,984 (pro rata)
(OLW)**

Pupil Roll: 900

Pupil Age range: 11-16 yrs

Co-educational

Ofsted December 2015

"The quality of teaching is increasingly strong and pupils are making rapid progress."

"Outcomes in 2015 were the best achieved over the last four years. This placed the school in the top 25% of all schools nationally."

"Pupils enjoy being a part of the strong inclusive school community and have confidence in each other."

Do you want to make a difference? Do you love working with children? Are you a creative, enthusiastic, energetic and committed team player? If so, we have the position for you!

At Frederick Bremer we are looking for just that. Our SEN Department, noted as an Area of Excellence by Challenge Partners, is built around supporting the needs of children with both Autistic Spectrum Condition (ASC) and children with Special Educational Needs (SEN) as well as children with physical difficulties both within our Resourced Provision for children and across the school. The support provided by our SEN team ensure that pupils can achieve their best, irrespective of any barriers they face.

Our school is situated within the heart of Waltham Forest and has excellent transport links. Wood Street over ground is a 10 minute walk from the school, with Walthamstow Central underground a 20 minute walk away but offers an excellent bus service just outside of the station. Frederick Bremer staff have discounted access to both our local Kick Boxing Gym and Better Gym at our local leisure centre. The school is close to Stratford Westfield shopping centre and the Olympic Park. Walthamstow village also offers a vibrant, trendy setting for many restaurants.

At Frederick Bremer staff have access to comprehensive CPD programme and structured career progression routes. Teaching Assistants are often inspired to train for their teaching qualification, see recent quote *"The students of FB have inspired me to go for the teaching qualification. The staff have been extremely supportive"*.

The school is currently looking for Teaching Assistants to assist the teacher within the classroom. They need someone to build strong relationships with the students and colleagues, bring new ideas to the table and to track the progress of the children within the class.



Working alongside our pupils is both exciting and rewarding; this role would suit those who are committed to ensuring a high quality education for all pupils and would be an ideal opportunity for a candidate who has a long-term interest in pursuing a career in teaching.

The post holders will work under the guidance of our SENCO, ASC Managers and HLTAs within an agreed system of supervision, to implement agreed work programmes with individuals/groups in or out of the classroom. This will include liaising with teaching staff about the needs of the pupils, supporting in the classroom. Ensuring pupils are able to access the schemes of learning and will include the management or preparation of resources or delivery of specific programmes.

The successful candidates will have relevant qualifications and/or experience of working with children with ASC/SEN, the ability to work constructively as part of a team, understanding classroom roles and responsibilities, resilience and flexibility to respond to the varying demands of the school day and the pupils' needs. A commitment to CPD and training is also essential.

The successful candidates will be required to work term time plus additional days during the school holidays and/or (on occasion) at after school events. The number of days is dependent on length of continuous service.

You are welcome to contact the SENCO, Claire Binns or the ASC Managers, Angela Bolton for any further information or to visit the provision in advance.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Offer of a position is subject to receiving satisfactory references and an Enhanced DBS Check.

Please visit the school's website www.bremer.waltham.sch.uk for further details about this post and to download an application form, job description and person specification or e-mail recruitment@bremer.waltham.sch.uk

The closing date is at **12pm on 25th February 2019**. Completed application forms should be e-mailed to recruitment@bremer.waltham.sch.uk or posted for the attention of Nosheen Niazi. Interviews are scheduled to take place on w/c 25th February 2019.

TEACHING ASSISTANT JOB DESCRIPTION

Job Title: Teaching Assistant				
Line managing: <ul style="list-style-type: none">Not Applicable		Reporting to: <ul style="list-style-type: none">HLTA and/or Assistant SENCO		
Hours: <ul style="list-style-type: none">36 hours per week - Term time only + 5 additional days during school holidays				
Job Purpose: To work under the guidance of the SENCO/HLTA/teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve regular communication with the teacher to ensure a clear understanding the learning needs of specific pupils as well as supporting the whole planning/assessment cycle and the management/preparation of resources. Staff may also work with groups occasionally during the short-term absence of teachers.				
<u>Specific responsibilities for all teaching assistants:</u>				
Area	Relevant Standards	Band 1 Teaching Assistant (Induction Phase)	Band 2 Teaching Assistant (Post Induction)	Band 3 HLTA
PROFESSIONAL PRACTICE		SC4: Point 18 - 19	SC4: Point 20 - 21	SO1: Point 29 - 31
	(1.5), (2.1), (2.3), (2.4), (3.1), (3.2), (3.3), (3.4), (3.5), (3.6), (4.5), (4.6)	Many – but not all – aspects of teaching / support over time are good	All aspects of teaching / support over time are good	Many aspects of teaching / support over time are outstanding
PROFESSIONAL OUTCOMES	(1.5), (2.2), (2.4), (3.1), (3.4), (3.5), (4.1), (4.5)	With appropriate additional support, most pupils progress in line with school expectations	Most pupils engage with leaning and make progress in line with school expectations without additional support	Significant numbers of pupils demonstrate an engagement with learning and achieve progress which exceeds school expectations
PROFESSIONAL RELATIONSHIPS	(1.2), (1.4), (1.5), (2.4), (4.1), (4.2), (4.3), (4.4), (4.5)	Positive working relationships established with pupils, colleagues and parents	These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.	Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges



PROFESSIONAL DEVELOPMENT	(1.5), (2.1), (2.3), (4.3), (4.4), (4.5)	Develops professional practice in line with advice from more experienced colleagues	Takes a proactive role in identifying areas for professional development and accessing advice	Proactively leads the professional development of others in a way which leads to improved outcomes for pupils
PROFESSIONAL CONDUCT	(1.1), (1.3), (1.4), (3.2), (3.6), (4.4)	Professional conduct meets the expectations set out within the Teaching Assistant Standards.	Professional conduct meets and often exceeds the expectations set out within the Teaching Assistant Standards.	Professional conduct meets the expectations set out within the Teaching Assistant Standards and positively influences others everyday

Specific Responsibilities - to ensure positive outcomes for pupils across all areas of the school:

Support for Pupils	<ul style="list-style-type: none"> • Liaise with the SENCO/Assistant SENCO/HLTA to identify areas of need and assist in the development of strategies to support all areas of pupil's learning and development. • Take an active role in the development and implementation of pupil profiles, EHC plans and PSPs. • Develop and use specialist skills and experience to support pupils with specific needs. • Support pupils consistently whilst recognising and responding to their individual needs • Establish productive working relationships with pupils, acting as a role model and setting high expectations • Promote the inclusion and acceptance of all pupils both within and outside the classroom • Encourage pupils to interact and work co-operatively with others and engage all pupils in activities • Promote independence and employ strategies to recognise and reward achievement of self-reliance • Provide feedback to pupils in relation to progress and achievement • Liaise with parents and relevant external agencies to ensure best practice for targeted pupils.
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Support for Teaching	<ul style="list-style-type: none"> • Work with the teacher to establish an appropriate learning environment using specialist knowledge and strategies relating to targeted pupils. • Work with the teacher in lesson planning, evaluating and differentiating lessons/work plans as appropriate, including meeting at least once per half-term to ensure best practice for targeted pupils. • Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives. • Undertake marking of pupils' work and accurately record achievement/progress. • Assist with the recording of achievement/progress in lessons/activities and take responsibility for keeping and updating records as agreed with the teacher. • Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence. • Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour • Liaise sensitively and effectively with parents/carers as agreed with the teacher and participate in feedback sessions/meetings with parents with, or as directed. • Administer and assess routine tests including support with invigilation and provision of Exam Access arrangements for examinations/tests. • Provide general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc
Support for the Curriculum	<ul style="list-style-type: none"> • Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs • Implement local and national learning strategies e.g. literacy, numeracy, KS3, and make effective use of opportunities provided by other learning activities to support the development of relevant skills • Support the use of IT in learning activities and develop pupils' competence and independence in its use • Help pupils to access learning activities through specialist support and by running small group interventions before, during or after school • Determine the need for, prepare and maintain general and specialist equipment and resources

Frederick Bremer School



Support for the School	<ul style="list-style-type: none"> • Proactively support the implementation of school policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. • Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop to be the best they can be. • Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils. • Attend and participate in relevant meetings, training and performance appraisal processes as required. • Recognise own strengths and areas of expertise and use these to advise and support others. • Provide appropriate guidance and supervision and assist in training and development of staff as appropriate. • Undertake planned supervision of pupils during out of school hours learning activities. • Assist with the delivery of and supervise pupils on visits, trips and out of school activities as required.
Other	<ul style="list-style-type: none"> • Actively participate in a planned cycle of line management • Effectively complete all other duties which the Headteacher may request.
<p><i>This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.</i></p>	

Person Specification

	Evidence of Quality	Method of Assessment*
Qualifications		
Minimum Grade C/4 at GCSE in Maths and English (or equivalent level 2 qualification)	Essential	A
Relevant qualifications or experience with pupils with special educational needs	Desirable	A
Relevant continued professional development	Desirable	A
Experience		
Relevant experience in a school in a similar position or a desire to develop a career in education	Essential	A/I
Experience delivering one to one or group work with pupils with social educational needs	Desirable	A/I
Skills, Knowledge and Understanding		
Ability to use ICT effectively	Essential	A/I/T
Specialist skills in curriculum or learning areas	Desirable	A/I
Working knowledge of relevant policies/codes of practice and awareness of relevant legislation	Desirable	A/I
Working knowledge and experience of implementing National Curriculum and other relevant learning programmes/strategies	Desirable	A/I
Understanding of principles of child development and learning processes	Essential	A/I
Ability to improve own practice and knowledge through self-evaluation	Essential	A/I/T
Understanding of inclusion and equal opportunities and how these relate to opportunities for stakeholders	Essential	A/I
Personal Qualities		
Ability to relate well to children and adults	Essential	A/I/T
Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	Essential	A/I
Resilience	Essential	A/I
Flexibility to respond to the varying demands of the school day and the pupils' needs	Essential	A/I
Other Requirements		
A commitment to on-going personal development and willingness to undertake appropriate training.	Essential	A/I
Appointment to the post is subject to a satisfactory enhanced DBS check	Essential	A



This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions, which would be regarded as spent for other purposes.	Essential	A
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* A - Application Form I - Interview T – Test/Presentation

How to Apply for this Position

To apply please complete the enclosed application form. Your completed application form should address and evidence the selection criteria detailed in the Person Specification.

Closing Date: **12 noon – 25th February 2019**

Interviews: **Week commencing 25th February 2019**

Completed application forms may be returned in electronic format to:
recruitment@bremer.waltham.sch.uk

If you would prefer to submit a paper application form, please return to:

Ms Nosheen Niazi
Recruitment Coordinator
Frederick Bremer School, Siddeley Road,
Walthamstow,
London E17 4EY



Safeguarding Summary

This summary sheet is for all staff working, volunteering or officially visiting the school including those on supply or other short contracts (even if for only a day). Ensuring such staff read this sheet contributes to the school's commitment to safeguarding and promoting the welfare of pupils. All of us should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

We are committed to embedding a culture of vigilance in everything we do.

As an adult in this school you have a duty of care towards all pupils. This means you should act at all times in a way that is consistent with their safety and welfare. Be alert to signs and indicators of possible abuse (a checklist is available from Reception as part of the Safeguarding Policy and summarised below). If you have a concern about a child, particularly if you think s/he may be suffering or at risk of suffering harm, it is your responsibility to share the information promptly with the Designated Member of Staff for Child Protection (Ben Lyon) or the Deputy Lead (Deborah Davies). In the absence of a designated member of staff you should report to the Head teacher (Jenny Smith).

The following is not an exhaustive list but you might become concerned as a result of:

- seeing a physical injury which you believe to be non-accidental
- observing something in the appearance of a pupil which leads you to think his/her needs are being neglected
- witnessing behaviour which gives rise to concern
- a pupil telling you that s/he has been subjected to some form of abuse

In any of these circumstances you should write down what you observed or heard, date and sign the account and give it to the designated teacher.

If a pupil talks to you about (discloses) abuse you should:

- Stay calm
- Do not communicate shock, anger or embarrassment
- Reassure the child. Tell him you are pleased that he is speaking to you
- Never enter into a pact of secrecy with the child. Assure him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why
- Tell her/him that you believe them. Children very rarely lie about abuse; but he may have tried to tell others and not been heard or believed
- Tell the child that it is not his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information



- Listen and remember
- Check that you have understood correctly what the child is trying to tell you
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected
- Do not tell the child that what he experienced is dirty, naughty or bad
- It is inappropriate to make any comments about the alleged offender
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.

You are not expected to make a judgement about whether the child is telling the truth. If the behaviour of another adult in the school gives rise to concern you should report it to the Head teacher.

Remember: share any concerns, don't keep them to yourself.



Jenny Smith
Head Teacher



Ben Lyon (DHT)
Designated Safeguarding
Lead



Stephanie Shaldas
(SAHT) Shadow
Safeguarding Lead



Deborah Davies
Deputy Safeguarding
Leader

I can confirm that I have received and read a copy of the 'Safeguarding Summary for all staff'.

Name:		Date:	
Signature:		Staff Contact:	
Reason for Visit:			

Please ask Reception if you need further information or wish to read the full
Safeguarding Policy.



Please Read Carefully

Asylum and Immigration Act 1996 Section 8 Prevention of Illegal Working

Section 8 of the Asylum and Immigration Act 1996 requires all employers in the United Kingdom to make basic document checks on every person they intend to employ. By making these checks, employers can be sure they will not break the law by employing illegal workers.

On 1 May 2004, the Government introduced changes to the types of document that an employer will need to check to avoid employing illegal workers.

You will be required to provide one of the documents from List 1 or 2 documents in the combination as stated in List 2.

List 1	
•	A passport showing that the holder is a British citizen, or has a right of abode in the United Kingdom.
•	A document showing that the holder is a national of a European Economic Area country or Switzerland. This must be a national passport or national identity card.
•	A residence permit issued by the Home Office to a national from a European Economic Area country or Switzerland.
•	A passport or other document issued by the Home Office which has an endorsement stating that the holder has a current right of residence in the United Kingdom as the family member of a national from a European Economic Area country or Switzerland who is resident in the United Kingdom.
•	A passport or other travel document endorsed to show that the holder can stay indefinitely in the United Kingdom, or has not time limit on their stay.
•	A passport or other travel document endorsed to show that the holder can stay in the United Kingdom; and that this endorsement allows the holder to do the type of work you are offering if they do not have a work permit.
•	An Application Registration Card issued by the Home Office to an asylum seeker stating that the holder is permitted to take employment.
There is no need to provide documents from List 2 if you have provided a document in the list above.	



List 2	
First Combination	
A	A document giving your permanent National Insurance Number and name. This could be a: P45, P60, National Insurance card, or a letter from a Government agency.
Along with one of the following documents listed in sections B-H:	
B	A full birth certificate issued in the United Kingdom, which includes the names of the holder's parents; OR
C	A birth certificate issued in the Channel Islands, the Isle of Man or Ireland; OR
D	A certificate of registration or naturalisation stating that the holder is a British Citizen; OR
E	A letter issued by the Home Office to the holder which indicates that the person named in it can stay indefinitely in the United Kingdom, or has no time limit on their stay; OR
F	An Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the person named in it can stay indefinitely in the United Kingdom, or has no time limit on their stay; OR
G	A letter issued by the Home Office to the holder which indicates that the person named in it can stay in the United Kingdom, and this allows them to do the type of work you are offering;
H	An Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the person named in it can stay in the United Kingdom, and this allows them to do the type of work you are offering.
Second Combination	
A	A work permit or other approval to take employment that has been issued by Work Permits UK.
Along with a document issued by Work Permits UK, you should also provide one of the following documents listed in Sections B-C:	
B	A passport or other travel document endorsed to show that the holder is able to stay in the United Kingdom and can take the work permit employment in question; OR
C	A letter issued by the Home Office to the holder confirming that the person named in it is able to stay in the United Kingdom and can take the work permit employment in question.
Please note: it is a requirement that we keep a photocopy of the original documents if you are successful in your application.	

Workers Registration Scheme			
If you are a national from one of the following countries who joined the European Union on the 1 May 2004, you will need to register with the Home Office when you commence employment and a copy of your Registration Certificate will be kept on your personal file.			
Czech Republic	Latvia	Slovakia	Hungary
Estonia	Lithuania	Slovenia	Poland
Nationals from Cyprus or Malta will not be required to register.			

Important Note for All Applicants

Policy Statement on Recruiting Ex-Offenders And Safekeeping of Disclosures

The policy objective of London Borough of Waltham Forest on disclosure information is:

- To ensure that disclosure information is used fairly in the recruitment process to prevent discrimination against **staff, volunteers, service users, potential employees and ex-offenders** on the basis of conviction or other details.
- To maximise the protection for children in Waltham Forest schools and other vulnerable people against those who might wish to harm them.

To achieve our policy objectives and to comply with the Disclosure and Barring Service (DBS) Code of Practice under Section 122 of the Police Act 1997, London Borough of Waltham Forest, as a Registered Umbrella Body for Disclosure, undertakes to implement the following general provisions.

General Provisions on Disclosure Policy

1. Recruitment Process

London Borough of Waltham Forest will carry out risk assessments for each position and encourage managers to adopt an open mind in recruitment decisions. In making recruitment decisions our managers will:

- Assess the nature and relevance of the offence, the potential risks involved in employing the offender, and how these could be sensibly and effectively managed.
- Focus on a person's abilities, skills, experience and qualifications.
- Consider the nature of the conviction and its relevance to the job in question.
- Identify the risks to our business, customers, clients and employees.
- Recognise that having a criminal record does not always mean a lack of skills,
- Note that high-quality training, leading to qualifications is available in prison
- State the level of Disclosure applicable to any posts that requires a Disclosure
- Discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.



- Ensure that where a Disclosure is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent under separate, confidential cover, to a designated person within your school and we guarantee that this information will only be seen by those who need to see it as part of the recruitment process.
- Only ask about "unspent" convictions as defined in the Rehabilitation of Offenders Act 1974, unless the nature of the position allows London Borough of Waltham Forest to ask questions about your entire criminal record.
- Include in application forms or accompanying materials a statement to the effect that a criminal record will not necessarily be a bar to obtaining a position. Where a Disclosure is required, all application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.

2. Recruitment of Ex- Offenders

Unless the nature of the work demands it, ex-offenders will not be asked to disclose any convictions 'spent' under the Rehabilitation of Offenders Act 1974. Having an 'unspent' conviction will not necessarily bar an individual from employment. This will depend on the circumstances and background of the offence(s).

London Borough of Waltham Forest meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, therefore all applicants for positions of trust who are offered employment will be subject to a criminal record check from the Disclosure and Barring Service before the appointment is confirmed. This will include details of cautions, reprimands or final warnings, as well as convictions.

3. Declaration of Convictions

Applicants will be actively encouraged to declare any convictions, or any other information that may be relevant, at an early stage in the recruitment process. **Failure to declare a conviction, caution or bind-over may, however, disqualify an applicant from appointment, or result in summary dismissal if the discrepancy comes to light.**

4. Training

We ensure that all those in London Borough of Waltham Forest who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

5. Storage & Access

Disclosure information is never kept on an applicant's personnel file and is always kept separately and securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.



Documents are kept in lockable and non-portable storage containers. Keys or combinations for such storage units are **only** available to named individuals. Access to rooms containing storage containers are restricted to staff engaged in recruitment work.

No photocopy or other image of the Disclosure is retained, nor is any copy of the contents made or kept. However, records will be kept of the date of a Disclosure, the name of the applicant, the type of Disclosure, the post in question, the unique number issued by the Bureau and the recruitment decision taken, as well as a written record of the names to whom disclosure information has been revealed.

6. Handling

In accordance with section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom Disclosures or Disclosure information has been revealed and we recognise that it is a criminal offence to pass this information to anyone who is not entitled to receive it.

There may be circumstances where a recipient of Disclosure information is asked to reveal details of a Disclosure to a third party in connection with legal proceedings for example, in a case submitted to an Employment Tribunal. In such instances London Borough of Waltham Forest will inform the Bureau of any such request **immediately and prior** to the release of any information.

7. Usage

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

8. Retention

Once a recruitment (or other relevant) decision has been made, Disclosure information is kept for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints.

If, in very exceptional circumstances, it is considered necessary to keep Disclosure information for longer than six months, we will consult the DBS about this and will give full consideration to the Data Protection and Human Rights of the individual subject before doing so.

London Borough of Waltham Forest will not keep any photocopy or other image of the Disclosure or any copy or representation of the contents of a Disclosure. However, we will retain the top part of the Disclosure certificate as proof of having received the document once the six-month retention period has elapsed. This contains the details of the applicant along with a reference number known to the DBS, but does not contain details of any convictions. (*References in this section to Disclosures include relevant non-conviction information supplied by the police but not included on Disclosures.*)



9. Disposal

Once the retention period has elapsed, we will ensure that any Disclosure information is immediately destroyed by secure means, i.e. by shredding, pulping or burning. While awaiting destruction, Disclosure information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack).

10. Lost Disclosures

If Disclosure information (or information contained within the Disclosure) is lost, the Bureau will be informed immediately. The Bureau will consider whether to issue a replacement, if this is requested.

11. Availability of Policy

A copy of London Borough of Waltham Forest's Policy on employing people with criminal records is included in recruitment material. We make every subject of disclosure aware of the existence of London Borough of Waltham Forest's full disclosure policy and handling of disclosures and the DBS code of practice. These will be made available to staff, potential employees and service users on request.

12. Assurance checks

London Borough of Waltham Forest will implement internal audit checks on the disclosure process and co-operate with the Disclosure and Barring Service in respect of any compliance enquiries and related matters.



Equal Opportunity Policy Statement

Good government really matters. In Waltham Forest we recognise the impact that Council activities can have on the quality of life of the people and communities that we serve. It's our job (in partnership with others) to protect the environment; improve public health; support the vulnerable; educate for life; improve the quality of homes people live in; develop the economy of the area; promote and foster choice and democracy.

What we do can make a real difference in the life of the people we serve. We are determined to be a modern Council working with the community for the community – and equality of opportunity is at the heart of our thinking and effort.

- Equal opportunity in service delivery means that we recognise the different and equivalent needs of the individuals and communities we serve and that we aim to meet them in a fair, objective and open way.
- Equal Opportunity in employment means offering genuine equivalent treatment to our staff across the whole range of our employment and recruitment practices.
- Our aim is to enable all our employees to make their distinctive contributions to the benefit of the people of Waltham Forest.
- Therefore the Council is determined (and enthusiastic) about developing a working culture that is fair and inclusive. Sadly, prejudice, whether conscious or unconscious is still a matter of fact in society as a whole. We don't underestimate the power of the influences which work against equality of opportunity in organisations, institutions and individuals.
- But we believe that a commitment toward equality and diversity is right for society, right for the Council, right for staff, right for customers, and right for our communities. We will regularly review the effect of our employment practices to make sure that they are appropriate and that they work the way we intend. We will encourage our staff and partners to welcome diversity, respect each person's individuality and value their creativity. We expect our managers to champion our values, challenge prejudice and role-model appropriate behaviour.
- We will take stock of our progress regularly, using a variety of measures. We will ask our staff, customers, suppliers and partners what they think. We are committed to improving our performance, and people's perception of it, consistently over time.

Employment with Disabilities

The Council has been awarded the Disability Symbol, commonly known as the "Two Ticks". To encourage more applicants from people with disabilities we operate a Job Interview Guarantee scheme. This means if you meet all the essential criteria for the job you are applying for we will invite you for an interview.