

# SENCO

Applicant Brief May 2023

## *Welcome from Duncan Roberts, Headteacher*

Dear Applicant,

Thank you for your interest in the post of **SENCO**. It's an exciting time to join us on our journey to raise standards of education in the communities we serve.

We serve over 3000 children from the ages of 2 all the way through to 18. All of our schools are located within a few minutes' drive of each other, and have worked closely together for many years. This context gives us a unique opportunity to shape a child's journey from infancy all the way through to university or a high quality alternative. This is a huge privilege and a responsibility we take very seriously in our seven schools, who share a common commitment to improving outcomes and raising aspirations for all students.

Our mission is to provide a cradle to career education that allows our children to enjoy lives of choice and opportunity. By the age of 18, we want every child to have the option of university or a high quality alternative. This means that we aim for life changing personal and academic outcomes, with no child left behind.

To achieve this, we know that students, staff and our schools themselves must strive for continual improvement, and to be 'better, every day'. Our people are our greatest resource and we will only be able to deliver on our promise of 'success and respect for all' by attracting and developing the very best.

Our work is underpinned by our core values of Equality, Integrity and Resilience. In our schools, teachers spend time ensuring that each child is known and cared for. We aim to create environments where our children are happy, inspired and eager to attend each day. We firmly believe in the value of scholarship, and aim for every child, no matter what their background, to be given the ambition, and the practical tools, to succeed academically, giving them the basis from which any career or academic goal is achievable.

I hope this pack gives you a flavour of the BLP MAT. I very much look forward to meeting you and working with you to ensure that we provide a transformational education for the young people in our care.

Please do get in touch to arrange a visit or to have an informal conversation about the role.

**Aidan Sadgrove**

**CEO**

Brigshaw Learning Partnership

## *The Brigshaw Learning Partnership - Background*

**We serve communities in Outer East Leeds and have for over a decade collaborated to ensure all children can enjoy lives of choice and opportunity.**

In 2010, the schools formed a Co-operative Trust, committing themselves to working with and for each other, underpinned by co-operative values. In 2016 our schools cemented this collaboration through the formation of the BLP, a Multi-Academy Trust of 7 schools educating over 3000 children in East Leeds.

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We are immensely proud of our reputation for being a highly inclusive Trust. We believe that with the right combination of love, structure and high expectations, all children can achieve, regardless of their socio economic status, background or any barriers they may face.

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***We aim to establish great schools that develop knowledge, character and cultural capital to prepare children to play an anchor role in our community.***

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### *Our Values*

- **Equality:** we are one team with one goal, unapologetically ambitious for all in the belief that every child can achieve, regardless of their background or socio economic status. We work with each other and for each other.
- **Resilience:** We give 100% effort. We don't make excuses or give up when it's hard, embracing challenges as opportunities for growth. We know success is achieved incrementally.
- **Integrity:** we are open about our successes and areas for growth and take responsibility to become better, every day.

### *Our strategic anchors*

- **Aspirational Culture:** love, structure and high expectations for all
- **Building great teachers:** high impact school improvement, CPD and instructional coaching
- **Powerful cradle to career curriculum:** knowledge rich, raises aspirations and builds cultural capital
- **Highly effective support systems:** allow school leaders to focus on improving the quality of education and culture in their schools

## ***Our schools***

We are one team with one goal, committed to our vision to provide a transformative education from 2-18. We serve 3000 children and young people. Approximately 1600 children aged 3-11 attend our six primary schools, spread across the villages that make up our locality. The majority of our primary students attend our secondary phase, Brigshaw High school. This presents a unique opportunity for us to cohere a powerful cradle to career journey for our children and communities. Our schools are:

**Allerton Bywater** – 433 pupils serving the village of Allerton Bywater

**Brigshaw High School** – 1400 pupils

**Kippax Ash Tree** – 341 pupils serving the central part of the village of Kippax

**Kippax Greenfield** – 164 pupils serving the western side of Kippax

**Kippax North** – 244 pupils serving the northern side of Kippax

**Methley** – 427 pupils serving the village of Methley

**Swillington** – 178 pupils serving Swillington village

Two local church schools are associate members of the BLP, ensuring all children within our community have access to the same offer, whichever school they attend.

All trusts will say they face an ‘exciting’ future, but in the case of the BLP it has never been clearer.

## ***Brigshaw High School – Current Context***

**This is a 'snapshot' view of Brigshaw High School. We hope it will give you a flavour of our vision, values and some of our current priorities.**

Brigshaw is a thriving, popular school, occupying a large, attractive campus between Kippax and Allerton Bywater. Pupils come to us from these two “villages”, as well as from Great and Little Preston, Swillington, Micklefield, Methley, Woodlesford, Garforth and the outer Leeds suburbs. About 25% attract Pupil Premium funding. There are currently 1393 pupils on roll, including 203 in the Sixth Form. Our planned admission limit is 240 per year and we are once again oversubscribed in Year 7 for 2020; enrolling 272. On September 1<sup>st</sup> 2016 we converted to Academy status alongside five of our partner primary schools as part of The Brigshaw Learning Partnership. Having worked together for several years as a very successful Trust, this conversion has been a natural progression. Our new status is helping attract additional school improvement resources and we are actively seeking further challenge and scrutiny for ourselves to help us raise achievement.

Pupil achievement and attainment remain at the heart of what we do. We are committed to maintaining a balanced curriculum offer and insist on consistently good teaching. Post-16 outcomes are still good and retention is high. The number of 16-18 leavers in education, employment and training is regularly one of the highest in the city. This reflects the excellent work done by our transition staff as well as the solid grounding our curriculum provides in preparation for life beyond Year 11. Most of our Year 13 leavers go on to their first choice universities, including Cambridge and Oxford. In autumn 2020 30% of our leavers began a degree in a Russell Group university.

We are a “resourced school” for pupils with physical disabilities and our excellent inclusive practices have meant that pupils with a very wide range of special and additional needs come to Brigshaw from further afield through parental preference. They believe their child will succeed and thrive here. We believe that our effectiveness as a school should be judged on the basis of how we support our most vulnerable children as much as our most able.

We have made significant improvement and progress without sacrificing Brigshaw's traditional qualities: all staff who work at Brigshaw are asked to commit to supporting students to “Be the Best you can Be”; because you matter. Caring for our pupils as individuals, and providing a supportive learning environment allows young people freedom to develop ‘Respect For Learning’, develop themselves as successful learners, and encourages them to explore opportunities beyond their immediate surroundings. We are fortunate to have superb facilities to support our children in this mission.



Our most recent Ofsted Report (June 2019) judged us as a good school. Ofsted noted:

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*“There’s something really special here”*

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HMI Ofsted

- Highly effective leadership... all highly ambitious for staff and pupils
- Resolutely committed and determined to embed a ‘**culture of excellence**’ across the school.
- Pupils are “proud... of their school and ... appreciate the recent changes”.
- Pupils’ attitudes to learning are strong... they actively participate in and support their peers with their learning.
- Governors and trustees know the school well... they are realistic and reflective...they are extremely effective in their roles.
- Parents and carers are supportive.
- Sixth-form leadership is a strength of the school and, consequently, the sixth form is good.

However, we are not complacent. We believe that pupils can make faster progress. There is still more we can do to further raise attainment. Current priorities in our School Improvement Plan are centred on raising achievement at all levels and ensuring all students are stretched; developing improved outcomes through our Vertical Tutoring and House System; and developing and consolidating partnerships. Under-pinning these objectives is an over-arching commitment to personalising learning and encouraging student leadership and parent/carers engagement at all levels of our work.

We are also keen to support other ways of helping children and young people learn and develop. We are committed to looking outwards and actively seek international perspectives. We have strong links with schools in many countries including Holland, Poland, Latvia, Czech Republic, China, Japan France, Germany and Spain. For the London Olympics we held our own student-led Olympic event, hosting over 200 international visitors from ten countries. The last few years have built on this legacy in a variety of ways with a range of countries and events.

Much of Brigshaw’s success comes from the strong partnerships we belong to. As mentioned above, Brigshaw is part of the Brigshaw Learning Partnership. This multi-academy trust aims to support the whole community in achieving excellence for all of our young people. The work of the trust is enriching our work in many ways, from developing shared approaches to teaching and learning, to supporting vulnerable children, to developing creativity and leadership in our schools.

For a number of years, we have worked closely with our partner school, Temple Moor High School, to develop shared post-16 provision, which has led to improved choice and higher levels of recruitment, retention and performance. Our senior school leaders have played key leadership roles at an area and city-wide level, and Brigshaw has been involved in a number of regional and national projects.

Brigshaw has undergone a number of quite profound changes during the past few years - building a ‘learning culture’, changes in the curriculum and timetable structure, and most recently in our conversion to an academy as part of a multi academy trust. The debate surrounding these developments has always been conducted in a

constructive, congenial atmosphere, typifying the good personal relationships in the school. Brigshaw is a friendly, welcoming place in which to work and to learn. Staff work very hard, and co-operatively, to provide a stimulating and successful learning environment.

We agree with Ofsted that ours is a good school with outstanding features and still has much scope for improvement. We also believe that it is a unique and exceptional place to work, to learn, and to grow, and that to be associated with Brigshaw as a pupil, a parent, carer, a colleague, a governor, or as a member of our community is a very great privilege indeed.

The Brigshaw Learning Partnership and Brigshaw High School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS clearance and pre-employment checks will be undertaken before an appointment is confirmed.

May 2023

Dear Applicant,

**Re: SENCO**

Thank you for showing an interest in the above post, I enclose some information to help you should you decide to apply.

Please complete the online application form that can be found on the Brigshaw Learning Partnership website.

Further information about the school, including a map, can be found on our website, [www.brigshaw.co.uk](http://www.brigshaw.co.uk) and on our Academy Trust website [www.brigshawlearningpartnership.com](http://www.brigshawlearningpartnership.com)

I would draw your attention to the sheet within the pack which outlines the requirements of the Asylum and Immigration Act 1996 and the relevant document required, if you are invited for interview.

The closing date for applications is **Sunday 21 May 2023 at 23.59** and interviews will be held on a date to be confirmed. Unfortunately, although we appreciate the time you have spent completing the application form, it is not possible for us to respond to all unsuccessful applicants. Therefore, if you do not receive a response to your application within four weeks of the closing date, please assume that on this occasion, your application has been unsuccessful, however I wish you well in your future job-hunting.

I look forward to receiving your application if you decide to apply.

Yours sincerely

Mr D Roberts  
**Headteacher**

## **Advert**

### **SENCO**

**Salary:** Competitive

**This is a full time permanent position**

**Start:** September 2023

We are looking to appoint an outstanding and talented **SENCO** to join our successful team from September 2023. This is an opportunity to be part of this growing and successful subject team which supports students to achieve their potential at KS3, KS4 and KS5.

Brigshaw High School is a very successful and inclusive 11-19 comprehensive school of over 1400 students serving communities across outer east of Leeds. The school has outstanding teaching accommodation and sporting facilities and strong learning and community partnerships.

On 1st September 2016 Brigshaw converted to an Academy status as part of the Brigshaw Learning Partnership, a multi-academy trust consisting of ourselves and five other primary schools.

Brigshaw High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Details can be obtained from the school by telephone 0113 2878900, e-mail [office@brigshaw.com](mailto:office@brigshaw.com) or downloaded from our website [www.brigshaw.com](http://www.brigshaw.com)

**Closing Date: Sunday 21 May 2023 at 23.59**

**Interview Date:** To be confirmed

**PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL BRIGSHAW LEARNING PARTNERSHIP POLICIES.**

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY <b>ENHANCED</b> DISCLOSURE BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RECHECKING AS REQUIRED FROM TIME TO TIME BY THE BLP.
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Issues arising from references will be taken up at interview; all appointments are subject to satisfactory reference.

***Job Title: SENCO*****Salary: Competitive*****Responsible to: Assistant head of Inclusion – Brigshaw Learning Partnership*****Overall purpose of the post:**

The SENCO is responsible for the implementation and monitoring of the Special Educational Needs and Disabilities (SEND) policy and ensuring that school meets its statutory guidelines for SEND. Develop positive relationships with parents, local authority and multi-agencies that actively support SEND students ensuring that each student is encouraged, supported and has a full learning experience.

***Main duties and responsibilities:*****Responsible For:****Assisting the Assistant Head Inclusion in:**

- Leading SEND provision within the school to establish outstanding practice
- Line management of staff members within the SEND team including the allocation and monitoring of work, appraisal and training
- To manage and develop an appropriately challenging and inspiring curriculum for pupils whose SEND limit their access to the mainstream curriculum offer in accordance with the school's policy and in collaboration with subject leaders
- To ensure good and outstanding levels of engagement and progress of students
- To act as a key point of contact to provide excellent customer service to internal and external stakeholders, dealing with sensitive and complex information
- Work closely with parents and carers to ensure that students needs are met and that the schools ethos is promoted, explained and understood. Ensure that parents know that their thoughts and opinions about their children are listened to and valued

**Strategic Direction and Planning****Assisting the Assistant Head Inclusion in:**

- Strategically leading the SEND team, supporting a whole school strategic responsibility and quality assurance processes in such a way as to meet national and school based targets
- Strategically leading, developing and implementing whole school SEND
- Ensuring that the quality of learning and teaching for SEND pupils is consistently good or outstanding within the mainstream and specialist settings
- Preparation, monitoring and reviewing of policies, annual SEND information report, evidence-based reports and department plans for the governing body, staff committees and other external agencies
- Production of detailed costings, as appropriate, to inform whole school planning
- Actively promoting compliance with policies and procedures relating to safeguarding, child protection, health, safety and security, the Public Sector Equality Duty, inclusion, confidentiality and data protection, reporting all concerns to an appropriate person

## **Teaching and Learning**

- Develop positive working relationships with SEND students, understanding and responding to their needs to enable the role to be undertaken successfully
- Promote excellence in teaching and learning to ensure all pupils develop their potential
- Exemplify the skills of teaching and learning typified by lead professionals, acting as a coach, training staff and ensuring that best practice is shared
- Developing, review and modify Schemes of Work and ensure that they are used to enable the maintenance and development of high standards of learning and teaching
- Assist in the monitoring of pupils' work and the classroom practice to ensure high standards are maintained
- Develop and maintain an up-to-date knowledge and understanding in the subject area and in education in general to ensure best practice is adopted and information is disseminated to colleagues
- Assist in ensuring that the delivery and development of the curriculum is effective in meeting the needs of all pupils through quality first teaching
- Support a programme of trips, visits and activities to enrich learning and teaching
- Undertake an appropriate programme of teaching in accordance with the duties outlined in Teachers' Standards
- Supporting the role of parents in students' learning and contributing to/lead meetings with parents to provide constructive feedback on student progress/achievement
- Act as form tutor, as required, carrying out the duties expected

## **Leadership and Management of staff**

### **Assisting the Assistant Head Inclusion in:**

- Ensuring the School's SEND register and student records are maintained accurately and that effective systems are in place to screen for, identify and meet needs of identified pupils and that these are co-ordinated, monitored, evaluated and reviewed in line with the graduated approach
- Organising and monitoring the review process and the development of SEND Learning Plans for pupils and other necessary administration
- Securing Statutory Assessments, access arrangements and Funding for Inclusion (FFI)
- Coordinate and lead on annual reviews of EHCP's and other multiagency meetings, ensuring all relevant paperwork is submitted within statutory timescales
- The recruitment process, and induction, support and monitoring of new staff and initial teacher training students
- The development, motivation and appraisal of members of staff to ensure clear expectations of their roles and high performance standards are achieved and maintained
- Responding to day to day operational requirements such as the coordination of specific provision, deployment of staff, specialist equipment/aids and resources to support individuals with SEND
- Identifying and coordinating the SEND training needs of self and others, ensuring that they are appropriately met, and that all staff are active in their own personal and continuous professional development
- Coordinating the contribution of external agencies in order to ensure the best and most appropriate support for students with SEND
- Raising awareness amongst all staff relating to SEND and act as teacher consultant, offering guidance on suitable choices of Teaching and Learning methods

## **Pupil Progress**

- Ensure that individual pupil progress is regularly tracked, assessed, recorded and reported to inform future teaching and plan early interventions where necessary
- Monitoring of pupil progress and achievement against their targets particularly defining and implementing intervention programmes
- Ensure that students with SEND engage in extracurricular activities alongside student that do not have SEND

## **Resources**

- Contribute to the management of the school's financial and physical resources

Contribute to the management of learning spaces and ensure that all learning and office areas are properly cared for and used creatively and appropriately

## ***Other duties***

- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- To be committed to the safeguarding of pupils and staff across the trust and to act in accordance with trust policies at all times, ensuring a high standard of professionalism
- Contributing to the overall ethos/work/aims of the school

These duties are neither exclusive, nor exhaustive and the post holder will be required to undertake other duties and responsibilities which the CEO or Trust Board may determine.

This job description may be amended at any time in consultation with the postholder.

**THE BRIGSHAW LEARNING PARTNERSHIP IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN. THIS POST REQUIRES ENHANCED DBS DISCLOSURE AND THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, PRE-EMPLOYMENT HEALTH CHECK AND SUPPORTIVE REFERENCES BEFORE AN OFFER OF APPOINTMENT IS MADE, AND WILL ALSO BE SUBJECT TO RECHECKING AS APPROPRIATE**

**Career development:**

- Access and support to follow middle or senior leadership programmes from the outset e.g. NPQML, Teaching Leaders; Yorkshire Leadership Community, PIXL leadership programmes, Red Kite TSA, Leading Learning Partnership, Chartered College of Teaching...

**We offer:**

- Outstanding career development
- Bespoke support
- Guaranteed visits to other establishments to view and share best practice
- A team of experienced and supportive SLT and staff
- Effective technology
- A focus on teaching and learning

***Top ten reasons to work at Brigshaw High School***

1. We have great students! Excellent student behaviour for learning means that you will be able to deliver outstanding lessons
2. A career development coach to enable you to become ready for middle / senior leadership in three years with the opportunity to gain the National Professional Qualification for Middle Leadership (NPQML) or equivalent
3. Access to professional development through the Red Kite Teaching School Alliance
4. A weekly CPD induction plan to establish you in school
5. Leaders who walk the talk
6. Senior leaders who teach and understand the demands of the role
7. Leadership with moral purpose
8. Passionate staff who always want the best for our students
9. A well-resourced and recently built school site with extensive community and school links
10. An exciting and fast paced, oversubscribed 11-18 school that is going from strength to strength

## Person Specification – SENCO

	Essential Attributes	Desirable Attributes
<b>Qualifications</b>	<p>Qualified Teacher Status</p> <p>Honours Degree</p> <p>A National Award for SENCO as required by SEN Code of Practice 2014 or a willingness to gain this qualification</p>	
<b>Professional Development</b>	<p>Knowledge of current educational practice and issues</p> <p>Evidence of continuing professional development</p>	<p>Take responsibility for their own professional development</p> <p>Knowledge of current educational research</p>
<b>Skills</b>	<p>High level of written, oral and communication skills</p> <p>Recent successful experience as a qualified SENCO or of working within an established SEND/Inclusion Team</p> <p>Proven experience in the delivery of high quality education</p> <p>Ability to communicate effectively orally and in writing to a range of audiences</p> <p>High level of organisational and planning skills</p> <p>An excellent classroom practitioner</p>	<p>Able to offer expertise in a specific subject or area</p> <p>Commitment to an involvement in extra-curricular activities.</p> <p>Evidence of sharing in and contributing to the corporate life of the school.</p> <p>Safeguarding Trained</p>

	<p>Work effectively as part of a team, relating well to colleagues, pupils and parents</p> <p>Ability to demonstrate a commitment to equality of opportunity for all pupils</p> <p>Ability to investigate, solve problems and make decisions</p> <p>A commitment to social justice and advocacy for SEND students and their families</p> <p>Management of people and resources</p> <p>Able to use own initiative and motivate others</p> <p>Ability to demonstrate high level ICT skills in personal and educational situations</p> <p>Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them</p> <p>Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure</p>	
<b>Knowledge and Understanding</b>	<p>Knowledge of the provisions of national strategies, i.e. Literacy, Numeracy and ICT</p> <p>Effective use of ICT to support learning</p> <p>Any statutory curriculum requirements and the requirements for assessment,</p>	<p>The implications of the Code of Practice for Special Educational Needs for teaching and learning</p>

	<p>recording and reporting of pupils' attainment and progress.</p> <p>Full working knowledge of relevant policies/codes of practice/legislation</p>	
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<b>Leadership</b>	<p>As the lead professional in the classroom show an ability to advise and support other staff</p> <p>Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support; devolving responsibilities and delegating tasks where appropriate</p> <p>Plan, allocate, support and evaluate work undertaken by other staff in the classroom</p>	Lead professional development through example and support
<b>Disposition and Attitude</b>	<p>Positive and optimistic attitude towards School Improvement and Inclusion</p> <p>Open-minded and receptive to new ideas, approaches and challenges</p> <p>Places high priority on effective team working and works easily and comfortably in a team environment</p>	<p>Commitment to an involvement in extra-curricular activities.</p> <p>Evidence of sharing in and contributing to the corporate life of the school.</p>
<b>Other Conditions</b>	<p>Registered with Teaching Agency</p> <p>School operates a no smoking policy</p> <p>Agreement to the Governing Body undertaking an Enhanced Criminal Records Bureau Disclosure</p>	

## ***Requirements of The Asylum and Immigration Act 1996***

In order to comply with the requirements of the Asylum and Immigration Act and to confirm your eligibility to work in the UK you will be required to produce one or more of a statutory list of documents. A photocopy will be taken of the documentation before your interview and will be destroyed in the event that you are unsuccessful in your application. If you are appointed the photocopy of the document confirming your identity will be placed on your personal file.

### **The documents that you may use are listed below:**

- United Kingdom passport
- European Economic Area passport
- National Identity Card
- United Kingdom residence permit

### ***OR***

An official document with a National Insurance Number

### ***PLUS***

### **One of the following:**

- A full birth certificate from the United Kingdom, Channel Islands, Isle of Man or Ireland
- A letter from the Home Office
- An Immigration Status document endorsed by the Home Office

The original document will be returned to you as soon as soon as it has been photocopied.

## Application Process and Safeguarding Requirements

Making an Application	Interview and Selection Process
<p><b>Application form</b></p> <p>If you wish to be considered for this post please complete the online application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment please state the reasons why (e.g. gap year, career break, unemployed, etc). The person specification, provided with the details of the post, lists the essential and desirable criteria against which each application will be assessed at each stage of the Recruitment and Selection Process.</p> <p>You will note that we require details of two referees, one of which must be your current or most recent employer.</p> <p>CVs are <b>not</b> accepted as part of the application process.</p> <p><b>Supporting information</b></p> <p>This section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet.</p>	<p>Those candidates who meet all the requirements for the post will be short listed and details of the interview programme will be confirmed in writing.</p> <p>As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.</p> <p>Under the Disability Discrimination Act 1995 and 2005, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail.</p> <p>We will consider any reasonable adjustments under the terms of the Disability Discrimination Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.</p> <div data-bbox="903 1346 1316 1480"> <hr/> <p><b>Induction and Continuous Professional Development</b></p> <hr/> </div> <p>The head teacher and governing body are committed to ensuring your well-being and continuous professional development in this role. On appointment the appropriate Line Manager will discuss an appropriate induction programme with you that will help familiarise you with the culture of the school, local practices, policies and expectations.</p> <p>You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications.</p>

<b>Pre-employment checks</b>	<b>School Policies</b>
<p><b>References</b></p> <p>If you are short listed, we will normally take up references <b>before</b> the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children.</p> <p>Copies of references or references that are addressed “to whom it may concern” will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.</p> <p><b>DBS &amp; Disqualification checks</b></p> <p>Employment at this school is subject to an enhanced check with children’s barred list through the Disclosure and Barring Service. Employment is also subject to a childcare disqualification check. All such checks must be satisfactory before we confirm any offer of appointment.</p> <p>Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are ‘spent’. All posts at this school are regarded as such. However, spent and/or unspent convictions may not necessarily make you unsuitable for appointment. Please ensure you complete the Criminal Record Declaration Form and submit this alongside your completed application form.</p> <p><b>Prohibition checks (Teaching posts only)</b></p> <p>Prior to confirming an offer of employment, the school is required to make a mandatory check to ensure a new employee does not have any prohibitions, sanctions and restrictions that might prevent the individual from taking part in certain activities or working in specific positions. The check is undertaken by the school using the Teacher Services, DfE Secure Access Portal.</p>	<p><b>Child Protection</b></p> <p>This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.</p> <p><b>Whistle Blowing</b></p> <p>We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Therefore our policy is to ensure that all staff are made aware of their duty to raise concerns about any inappropriate attitude or actions of colleagues.</p> <p><b>Code of Conduct and Personal Behaviour</b></p> <p>The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well-being of all its employees and pupils.</p> <p>The head teacher and governing body regard everyone working at our school as a role model to our pupils. As such employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children.</p> <p><b>Equal Opportunities</b></p> <p>We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect.</p> <p>We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.</p> <p><b>Full details of all these policies are available in school.</b></p>

### **Validation of Qualifications**

All short listed candidates will be asked to bring original certificates of relevant essential qualifications for the role to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

### **Right to Work in the United Kingdom**

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

### **Medical Assessment**

A satisfactory medical assessment will be required for newly appointed staff before we confirm any offer of an appointment.

## The Brigshaw Learning Partnership Schools Map



Kippax Ash Tree Primary School



Kippax North Primary School



Kippax Greenfield Primary School



Allerton Bywater Primary School



Swillington Primary School



Methley Primary School



Brigshaw High School

