



# Headteacher Western Primary School Supporting Information



## Our School

Here at Western Primary School, we seek to develop in our children a love of learning that will last a lifetime. We are committed to providing a stimulating environment, combining high standards and a broad and rich curriculum with the understanding that every child approaches learning in a unique way.



In a happy and safe atmosphere, our children have the freedom to engage and discover with a focussed and experienced team supporting every child in striving to meet and exceed their personal goals. Educating our children with a fusion of excellence and enjoyment, Western Primary School is privileged to be part of this crucial stage of childhood, encouraging our children in '**Creating their own Success Stories**'. Our work makes a real difference to the education of our children, we value the work all our school staff do in providing an outstanding learning environment.

Western Primary School aims to create **SUCCESS** for all members of the school community through;

- Stimulating the development of knowledge, skills and understanding
- Understanding how to be an Effective Learner Forever (ELF)
- Creating equal opportunities to be successful
- Committed to the provision of a dynamic curriculum
- Educating responsible citizens of the world
- Supporting the promotion of community cohesion
- Striving to be technologically capable

Please take a look at our short video explaining more about "**Creating Success**".

At Western, incidents of misbehaviour are rare and teachers work within a well-ordered environment where excellent relationships exist between staff and children. The school uniform is worn proudly by all children and staff are expected to match this by modelling high standards of appearance and professional behaviour.

However, working at Western brings its own challenges as we strive to be outstanding in all we do. The school's ethos, driven by an excellent leadership team, has led to its reputation as one of Harrogate's flagship primaries. Over the last few years, Western has won a number of awards, including the prestigious International School Award.

Western Primary School and the Red Kite Learning Trust is about more than just academic success, it is about giving children and young people opportunities to develop as well-rounded citizens able to contribute fully to our modern world.



We hope that through this role you will be able to lead us in achieving this for all our children and young people. In return, we can offer a vast range of opportunities to extend your experience and expertise.

**This really is a great place to work and learn. We absolutely understand the importance of securing the right role and we truly believe that our school and Trust will not disappoint you.**





### Red Kite Learning Trust

The Red Kite Learning Trust was founded to provide a supportive structure for schools working in partnership to help ensure all their young people can achieve success. The Trust was formed in 2015 by three founding schools: Harrogate Grammar School; Oatlands Junior School; and Western Primary School; whose aim was (and still is) to work together to ensure Excellence for All.

The development of the Trust has steadily continued and Rossett Acre Primary School joined in November 2016, Crawshaw Academy joined in March 2017 with Coppice Valley Primary School joining in August 2017. Autumn 2018 was an exciting time for RKLT with another seven schools joining us. We welcomed Temple Moor High School, Austhorpe Primary, Colton Primary, Whitkirk Primary, Temple Newsam Halton Primary, Temple Learning Academy and Meadowfield Primary Schools.



We are seeing the benefits for young people by working more closely together and welcomed the insight and expertise that our primary colleagues have provided. We look forward to the Trust steadily developing further over the years and providing even better provision for our children. The success of our schools is dependent on the quality, talent and commitment of our staff, which is why we want to make sure we recruit the right people who can share our values and vision. Although we share systems and solutions there is still plenty of room for each school to have its own special character determined by the Headteacher working with their own Local Governing Body (LGB). The Scheme of Delegation is shared in summary and in full via our website. Please follow the link [here](#).

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*'As a member of the supportive learning community of the Red Kite Alliance, we had worked successfully in close partnership with Harrogate Grammar School and a number of local primary schools for a number of years. The next natural step in this process was the formation of a Multi Academy Trust (MAT).*

*As a founder school, we have had an input into the terms of the relationship. Therefore, entering into a MAT with the school partners we chose, was the best way to protect the autonomy of Western and our children's educational opportunities.*

*Academisation as part of the RKLT, has allowed greater freedom and flexibility to work with the most effective partners to support our children and staff as we continue to grow and develop. Becoming an academy has not been about changing everything but about asking, 'what can we do even better together to get the best for our children?'*

*Our primary focus is on providing the highest possible quality education for all our students in this ever changing world of education.'*

**Cheryl Smith, Retiring Headteacher, Western Primary School**

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### Red Kite Alliance

The Red Kite Teaching School Alliance is a partnership of Yorkshire schools and institutions across all phases, primary, secondary and special, from inner city locations to rural contexts, that have come together to share our skills, experience, talent and capacity to help improve the learning and achievement of young people across Yorkshire and the Humber. The Alliance provides nationally accredited and bespoke leadership, training, support, research and development opportunities to school staff across the region.

The Red Kite Learning Trust is proud to be part of the Red Kite Teaching School Alliance, with one of our Trust schools, Harrogate Grammar, as the lead school in the partnership. The Red Kite Teaching School Alliance which includes sixteen secondary schools, three all-through schools, a special school and twenty-eight primaries. The University of Leeds is also a strategic partner, supporting our initial teacher training provision.

Developing the work of the Red Kite Alliance (RKA) and its role in delivering on the Teaching School targets is a significant and exciting challenge. As one of the first one hundred Teaching Schools in the country, the school is at the heart of system-wide change. Our partnership provides a high quality education for over 28,000 students, with circa 1750 teachers employed in our schools. Our partner schools range from high achieving suburban academies through to inner city LA schools in more challenging circumstances. The Red Kite Alliance (RKA) has a very high profile in regional school improvement, CPL and Leadership provision, in addition to its long established involvement in Initial Teacher Training. The Red Kite Alliance ran the Red Kite School Direct Programme from 2013 in partnership with 3 local universities. The success of our Primary and Secondary led to the decision to become a SCITT (School Centred provider of Initial Teacher Training). Known as Red Kite Teacher Training, we have gone from strength to strength and this year we have over 100 trainees (52 primary and 55 secondary), many of whom will find employment within our alliance schools.

Academic Year	Total Trainees	Primary Trainees	Secondary Trainees
2013-14	27	12	15
2014-15	44	14	30
2015-16	69	19	50
2016-17	77	28	49
2017-18	96	49	47
2018-19	107	52	55

Working in partnership with the Yorkshire Leadership Community, RKA provides a full suite of leadership courses from Aspiring Leaders through to Headship and beyond. We are accredited providers of the newly reformed National Professional Qualifications enabling us to offer the NPQML (Middle Leaders), NPQSL (Senior Leaders), NPQH (Headship) and NPQEL (Executive Leaders) courses as part of our provision. The work of the Teaching School has been further enhanced and extended with the addition of our Maths Hub status, one of only 35 designated nationally.

Being part of the Red Kite Alliance provides excellent opportunities for staff to work beyond their own school, to collaborate between different partner schools, continually developing and improving their skills. Whatever the aspiration, being part of the RKA provides staff with exciting opportunities to find a rewarding and fulfilling career.



## The Vacancy

This role has arisen due to the retirement of the current Headteacher at the end of the Summer Term 2019. The Governors and the Trust are excited to make a permanent appointment which brings genuine opportunities for development within the Red Kite Learning Trust and wider Alliance.

## Staffing

The team is currently made up of 76 staff; 19 of whom are teachers which includes the Deputy Headteacher. The current SLT consists of the Headteacher, Deputy Headteacher (KS2 / Y5/6 Leader), Infant Team Leader (EYs Leader), Y3/4 Leader, KS1 Leader and the Inclusion Manager/SENCo.

The very able and experienced administration team of 6, ensure the smooth running of all aspects of administration/operational areas. A Bursar, employed part time, also provides strategic support to provide financial information for the Headteacher as well as identifying and securing funding; procurement; contract and project management along with close monitoring of the Nursery and catering businesses. We also benefit from specialist Music and PE teaching every week.

All the staff at Western are totally committed to work in the best interests of the children, with a genuine desire to **'create success stories'** on a daily basis for all members of the school community. This is a fantastic team, who are a pleasure to work with; friendly, respectful and supportive.

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## Message from the Chair of Governors

*'We are seeking a Headteacher that not only leads from the front and by example, but also motivates and cares for our well established team of excellent teachers and staff.'*

*'Our school is inclusive, nurturing and caring and we at Western pride ourselves on the fact that we allow every child to achieve the best they can, from our Early Years nursery right through to Year 6.'*

*'The successful candidate will be able to build upon the recent "outstanding" judgement, challenging themselves and others to innovate and question the status quo, whilst inspiring all of those around them with their positive outlook. They will also be able to look forward to leading a school that is made up of wonderful, talented and inspiring children, whilst having the support from the Governing Body, a very active Parents Association, and also the community of schools that form the Red Kite Learning Trust'*

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## Further information

For further information about our school, the Red Kite Learning Trust, or the wider Red Kite Alliance and our schools, please see the Appendices within this pack and visit the following websites:

[http:// western.n-yorks.sch.uk/](http://western.n-yorks.sch.uk/)  
<http://www.rkit.co.uk/>  
<http://www.redkitealliance.co.uk/>

**The Post Specification on the following pages describes the expectations for the role:**



Western Primary School as part of the Red Kite Learning Trust, is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment.

**Post Title:** Headteacher

**Salary Grade:** Salary flexible to allow the appointment of a suitably qualified, ambitious and experienced candidate to the role.  
Indicative salary range L21-25

**Contract Type:** Established

**Working Hours:** Full Time

**Responsible to:** Chair of Governors/ the Local Governing Body at Western Primary School and the CEO of the Red Kite Learning Trust

**General Description:** To provide vision, leadership and management, ensuring continual improvement and high quality standards in all aspects of the school.

**Special Conditions of Service:**

This is a non-teaching headship, leading a team of 76 staff, fulfilling all requirements of the National Standards of Excellence for Headteachers. We are committed to continuing to work with the School Teachers' Pay & Conditions Document and associated conditions of service.

No smoking policy, including e-cigarettes and vapour cigarettes.

Able to attend meetings across the Trust and Alliance as required.

1	Key Responsibilities – Leading and Managing Teaching & Learning
1.1	To set out, work towards and communicate effectively a vision of excellence for the school, which involves continuously improving the quality of teaching and learning
1.2	Ensure Teaching & Learning is led in accordance with the School and Trust's vision and values
1.3	Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and appropriate benchmarks to monitor progress in every child's learning
1.4	Ensure that learning is at the centre of strategic planning and resource management
1.5	Ensure a culture and ethos of challenge and support where all pupils can achieve success and be engaged in their own learning
1.6	Use a range of evidence, including national data and own schools performance data, to support, monitor and evaluate and improve aspects of school life, including challenging poor performance
1.7	Demonstrate and articulate high expectations and set challenging targets for the whole school community

1.8	Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation in accordance with performance management and appraisal expectations
1.9	Develop suitable quality assurance systems including school review, self-evaluation and performance management and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, trustees, parents and carers
1.10	Ensure a culture of professional curiosity as the Designated Safeguarding Lead (DSL) and whole school adherence to all statutory requirements, currently provided through Keeping Children Safe in Education.
1.11	Implement strategies that secure high standards of behaviour and attendance.
1.12	Monitor, evaluate and review classroom practice and promote improvement strategies
1.13	Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework
1.14	Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils
1.15	Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils
1.16	Build and develop the team to work as effectively and efficiently as possible whilst also securing the highest levels of staff engagement
1.17	Work as a key partner within the Trust, through such as the Executive Headteacher Board and other Trust and Alliance wide activities
1.18	Arrange for a Deputy or other suitable person to assume responsibility at any time when the Headteacher is absent from the school
1.19	Work closely with the Business Manager and wider Trust Finance team to manage the school's financial and human resources, ensuring effectiveness and efficiency in achieving the vision and goals of the school
1.20	Manage and organise the school environment efficiently and effectively to ensure it meets the needs of the curriculum and health and safety regulations
1.21	Support and uphold the school and Trust policies
1.22	Work to the Seven Principles of Public Life
<b>2</b>	<b>Key Responsibilities – Shaping the Future</b>
2.1	Work closely with the local governing body and others to ensure the school vision and strategic plan are effective and relevant to the school's development
2.2	Work within the school community to translate the School/Trust vision into agreed objectives and operational plans
2.3	Demonstrate the vision and values in everyday work and practice
2.4	Motivate and work with others to create a shared culture and positive climate
2.5	Ensure creativity, innovation and the use of appropriate new technologies and initiatives to achieve excellence
2.6	Ensure the strategic planning takes account of the diversity, values and experience of the school and its community.

<b>3</b>	<b>Key Responsibilities – Strengthening Community</b>
3.1	Develop and secure trust amongst the community and all stakeholders
3.2	Create a wholly inclusive environment
3.3	Create and maintain an effective partnership with parents and carers, to support and improve pupils' achievement and personal development
3.4	Seek opportunities to invite parents, careers and community figures, business or other organisations into the school to enhance and enrich the school and its value in the wider community
3.5	Contribute to the development of the school-led, self-improving education system through the work of the Trust and Alliance
3.6	Work with partners and agencies to ensure Every Child Matters
<b>4</b>	<b>Key Responsibilities - Developing Self and Working with Others</b>
4.1	Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
4.2	Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities
4.3	Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks
4.4	Acknowledge responsibilities, celebrate achievements of individuals and teams
4.5	Regularly review own practice, set personal targets and take responsibility for personal development
4.6	Manage own workload and support others in doing the same, to provide for good levels of work/life balance
4.7	Create a safe learning environment where colleagues feel able to contribute to ideas and practice; a supportive rather than "blame" culture

Person Specification : E Essential, D Desirable

<b>5</b>	<b>Experience</b>	
5.1	Proven successful experience in a leadership role, eg Headteacher, Interim Headteacher, or Deputy/Assistant Headteacher	E
5.2	Experience of 5.1 above throughout the Primary phase	D
5.3	Knowledge of Early Years nursery education	D
5.4	An excellent classroom practitioner with the highest expectations for the welfare and progress of all students	E
5.5	Proven commitment to inclusion for all	E
5.6	Evidence a thorough understanding of curriculum development	E
5.7	Proven experience of monitoring and improving the quality of teaching and learning	E
5.8	Proven experience of meeting the needs of all learners; raising standards	E



5.9	Proven experience of developing good working relationships with all stakeholders	E
5.10	Proven experience in the analysis of performance data for the purposes of target setting and evaluation	E
5.11	Have experience of strategic planning	E
5.12	Proven commitment to excellent and respectful behaviour from the whole academy community	E
5.13	Experience of leading, managing and co-ordinating staff through an effective team based approach	E
5.14	Experience of whole school self-evaluation and improvement strategies	E
<b>6</b>	<b>Qualifications/Training</b>	
6.1	Graduate with Qualified Teacher Status	E
6.2	Achieved NPQH	E
6.3	Up to date knowledge in subject, national policy, pedagogy, classroom management strategies, research/inspection findings and statutory requirements	E
6.4	Comprehensive knowledge of performance management requirements in an educational context	E
<b>7</b>	<b>Knowledge/Skills</b>	
7.1	Demonstrable ability to work effectively in a wide range of partnerships	E
7.2	Proven ability to lead and manage significant whole school initiatives	E
7.3	Excellent management, motivational and communication skills	E
7.4	Ability to monitor and evaluate the work of others; to offer support and intervention where necessary	E
7.5	Ability to articulate, share and translate a vision of education within the context of a primary school	E
7.6	Ability to ensure effective strategic financial planning and budgetary management to achieve best value	E
7.7	Proven skills and experience in analysing data, developing strategic plans, setting targets and monitoring/evaluating progress to lead school improvement	E
7.8	Understand and discuss local and national educational trends	E
7.9	Understand what constitutes quality in educational provision, the characteristics of effective schools, and effective strategies for raising standards and the achievement of all pupils	E
7.10	Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all students	E
7.11	A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning	E
7.12	Understand the characteristics of an effective learning environment and the key elements of successful behaviour and attendance management	E
7.13	Understand strategies for performance management, including distributive leadership and building teams to share accountability for goals and standards	E

7.14	Can collaborate and communicate with a wide range of audiences including parents, pupils, colleagues, governors, other schools and colleges	E
7.15	Commitment to the promotion of an inclusive school community	E
7.16	Ability to give and receive effective feedback and act to improve personal performance	E
7.17	Can challenge, influence, motivate and support others to attain high standards	E
7.18	Ability to develop and sustain a safe, secure and healthy school environment, ensuring an understanding of the legal issues related to managing a school	E
7.19	Ability to manage the school efficiently and effectively on a day-to-day basis including HR, Finance and Accommodation	E
7.20	Apply good practice in performance management, implementing new national standards	E
7.21	Apply the principles and practice of quality assurance systems including school review, self-evaluation, performance management and stakeholder and community involvement	E
<b>8</b>	<b>Characteristics</b>	
8.1	Ethical Leader	E
8.2	Willingness to be flexible and work to meet the best interests of the school and the Trust	E
8.3	Committed to delivering the schools vision, values and policies	E
8.4	Self-motivated and hard-working	E
8.5	Resilient	E
8.6	Team worker and able to create and maintain effective working relationships	E
8.7	Sense of humour and optimism	E
8.8	Exercises confidentiality and judgement	E
8.9	High level emotional intelligence	E
8.10	High level interpersonal & communication skills	E
<b>9</b>	<b>Safeguarding and Promoting the Welfare of Pupils</b>	
9.1	Has appropriate motivation to work with pupils	E
9.2	Ability to maintain appropriate relationships and personal boundaries with pupils	E
9.3	Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline	E



### Staff Benefits: Pay & Reward

The Trust, at September 2018, applied the highest level of increase available to our Teaching Staff under the national pay recommendation.

One of the flexibilities of being a Multi Academy Trust, means that we have been able to consider and adopt these preferential terms for our staff, but still working within the framework of the School Teachers' Pay & Conditions Document. The Trust applied: to Main Scale Pay Points (M1 through to M6) a **3.5% increase**; to the Upper Pay Scale (UPS1 to UPS3) and allowances (TLRs or equivalent) a **2% increase**; and Leadership Pay ranges a **1.5% increase**.

We offer a comprehensive range of reward package options to our new staff to facilitate your transfer to our school. Whether you are an NQT just starting your teaching career, or an experienced teacher seeking to further develop within a highly skilled team offering leadership potential, our school as part of the Trust can offer you a range of superb opportunities.

Please discuss with us the options available, including provision for relocation support via up front salary payment, and consideration for portability of pay with our HR Team.

In accordance with the national terms, it is not possible to guarantee portability of pay level or post threshold status on appointment. However, salary levels may still be matched if the Trust believes it is appropriate. Although there will be greater freedom to determine starting salaries, all decisions will be fair to existing and new staff and are likely to be modelled on progression as if worked at a Trust School and against the Trust's current salary scales.

### Reward Package & Additional Benefits

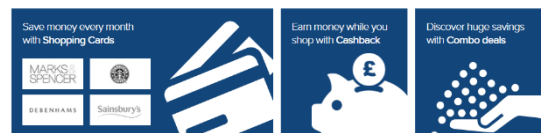
We offer a comprehensive package of reward including: your membership of our outstanding pension provision via the Teachers' Pension Scheme or Local Government Pension Scheme; our 'Employee Benefits Programme' which provides a range of options including our Cycle to Work Salary Sacrifice scheme, allowing all staff to:

- Benefit from huge savings on the cost of a new bike and/or safety equipment, supported by the Trust up to a total value of £1000
- Spread the cost over a year and make a significant saving on Income Tax and National Insurance contributions on the total salary sacrifice value
- Choose from over 500 brands from over 2000 partner stores across the UK

Many more staff benefits are available, via an online rewards portal, in areas including: Shopping, family, automotive, financial, professional, home & garden, sport, health, beauty and travel.

The Trust additionally provides personal Wellbeing Services for staff, recognising that there may be periods within our life where that additional and independent support may be needed through times of, for example: bereavement, divorce, separation, significant illness of loved ones, financial issues/difficulties, or parenting issues. We additionally support the wider day to day Health & Wellbeing of our staff, providing optional annual flu vaccinations, to help our staff team stay healthy personally, and also prevent the spread of flu amongst family, friends and more vulnerable people in society.

The Trust is focussed on further enhancing the Reward offer for all our staff and we hope to deliver additional benefits during 2019 aligned to the suggestions from our whole staff team.



## How to Apply

We hope that after considering all the information provided you will decide to make an application. As part of this, we would like you to submit a covering letter – please complete within the section “Cover Letter” of our online application form a personal statement to the following remit evidencing:

- **How you can lead Western Primary School in creating the next chapter across all areas of the school in the outstanding success story, whilst maintaining and nurturing our current vision and values.**

To access our on-line application form via the Red Kite Learning Trust, please visit:  
[www.rklt.co.uk/vacancies/](http://www.rklt.co.uk/vacancies/)

Simply select the vacancy and within the advert press the ‘Apply Now’ link to launch the form.

**School visits:** We encourage you to informally visit our school before we break for half term on 22nd February or week commencing 4th March, when the children are back in school. Please contact our HR Director, Julie Wellacott, on: wellacottj@rklt.co.uk or Tel: 01423 535222 to arrange for a visit or ask any questions you may have.

**Closing Date: Monday 11th March 2019 at 5pm**

**Selection process: Provisionally planned for 19th and 20th March 2019**

We will advise shortlisted candidates as soon as possible after the closing date.

Whatever the outcome of your application, we thank you for the interest you have shown in our school and we wish you well for your future career.

For further supporting information please see the following documents below;

- Red Kite Recruitment Process Guidelines
- Red Kite Ex-offenders Policy







## Recruitment Process Guidelines

**Western Primary School, as part of the Red Kite Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

### **APPLICATION FORM (On-Line process)**

Your application form plays an important part in your selection - it is the only basis for considering your initial suitability for the post. Please read the instructions on the online application form carefully before completing it. You must complete all parts of the form. Candidates are encouraged to complete the On-Line form.

### **Application Form (Word Document)**

If you would prefer to complete a paper application form, this can be provided by the Red Kite Learning Trust HR team upon request, please email: [recruitment@harrogategrammar.co.uk](mailto:recruitment@harrogategrammar.co.uk)

For all formats of application: Look carefully at the post specification. This outlines the duties of the post and the minimum knowledge, skills and experience we require. You should show clearly in your application how your knowledge, skills and experience are relevant to the requirements of the post.

Rather than simply repeating your career history, look at the skills and experience required by the job and provide evidence that you possess them, preferably by giving specific examples.

Relevant skills may have been gained other than through paid employment, so consider also any private, social, leisure, voluntary and domestic responsibilities you have where relevant skills have been developed.

Please check the closing date and allow time to submit your application through the school website. If you are called for interview, you will be asked to sign a paper copy of your application to ensure the declaration requirements are complete

### **DISABLED APPLICANTS**

If you are a disabled person and may not be able to meet some of the job requirements because of your disability, please specify this in your application. If you meet all other criteria, you will be short-listed and we will discuss with you if there are ways in which the post can be modified to meet your needs.

### **EQUAL OPPORTUNITY EMPLOYER**

Red Kite Learning Trust is an equal opportunity employer committed to the elimination of discrimination throughout its employment practices. Selection criteria procedures will be reviewed frequently to ensure that individuals are selected and treated on the basis of their merits and abilities. All information is treated in confidence and personal information submitted as part of the Equal Opportunities questions will not form part of your application; the shortlisting panel do not have access to this information.

### **REHABILITATION OF OFFENDERS**

The post you are applying for requires you to have a Disclosure & Barring Service check and you will be required to disclose full details of your criminal history prior to your interview. Having a criminal record is not necessarily a bar to obtaining a post. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly. Failure to disclose this information will result in any offer of employment being withdrawn.

A DBS check will be carried out for successful applicants – this check for disclosure of criminal history will include spent convictions, pending prosecutions/current court proceeding and police enquiries. In

the event of employment, any failure to disclose such convictions will normally result in dismissal by the Trust. Any information given will be completely confidential and will be considered only in relation to this application.

We have a written policy on the recruitment of ex-offenders, which is made available to all Disclosure applicants at the outset of the recruitment process.

### **CANVASSING**

You must not try to influence any current employee or member of the school governing body or Trust, to act in your favour as this will disqualify you. If you are related to a current employee, Governor or Trust member, you must indicate this in the relevant section of the application form.

### **REQUIREMENTS FOR REFERENCES**

At least one of the references should be your current employer. If you are not currently working with children, but have previously done so, then you must include a referee from the last post where you worked with children. If you have not been in recent paid employment, referees should be appropriately qualified to provide confirmation of your suitability for employment. Referees will normally be contacted before interview where possible. You should be aware that your referees will be asked if, in relation to you, they are aware of any Child Protection allegations or issues of a similar nature.

### **SHORT-LISTING & INTERVIEWS**

Applicants who meet the requirements will normally be short-listed for interview, however, places for interview will need to be limited to a manageable number. In addition, the school may conduct tests and/or written exercises in appropriate circumstances and you may be asked to undertake such exercises as part of the selection process.

At the interview, the panel will ask questions which are intended to allow you to expand on your application and to demonstrate how you meet the requirements of the post. This is also your opportunity to ask questions relating to the job. You will also be asked for your views on the importance of safeguarding children and provide evidence of your suitability to work with young people through your responses to interview questions.

### **SALARY SCALES & INCREMENTS**

**Administrative, Professional, Technical & Clerical (APT & C) Grades relating to Operational Staff** – Progression on the salary scale is by annual increment until the maximum within the grade is reached, subject to at least 6 months service in the grade and a satisfactory performance review and levels of attendance by that date.

**Teachers** – The terms of the relevant year's Pay and Conditions Document will apply.

### **PRE-APPOINTMENT CHECKS**

#### **Permission to Work in the UK**

Please note that we can only consider applications from EU citizens and those holding valid UK visas.

**At Interview** - Under the Asylum and Immigration Act 1996 the school must ensure that you have permission to work in the United Kingdom. No offer of employment can be made without verification of proof of identity. You will need to submit one of the original documents included in List 1 below, or two original documents specified in List 2 below:

#### **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 identity card.
- A resident permit issued by the Home Office to a national from a European Economic Area country or Switzerland.
- A passport or other travel document endorsed to show that the holder can stay indefinitely in the United Kingdom or has no 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.

## List 2

- First Combination of two documents
  - o A document giving the person's permanent National Insurance Number and name. This could be a P45, P60, National Insurance card, or a letter from a Government agency.
- Plus one of the following documents
  - o A full birth certificate issued in the United Kingdom, which includes the names of the holder's parents; OR
  - o A birth certificate issued in the Channel Islands, the Isle of Man or Ireland; OR
  - o A certificate of registration or naturalisation stating that the holder is a British citizen; OR
  - o 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
  - o 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
  - o 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 that you are offering; OR
  - o 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 that you are offering.
- Second Combination of two documents
  - o A work permit or other approval to take employment that has been issued by Work Permits UK
- Plus one of the following documents
  - o 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
  - o A letter issued by the Home Office confirming that the person named in it is able to stay in the United Kingdom and can take the work permit employment in question.

## Qualifications

**At Interview** - Evidence of qualifications relevant to the post and proof of Qualified Teacher Status (if applicable) will also be required. We can only accept original certificates. If you cannot produce original documents or certified copies, written confirmation of your relevant qualifications must be obtained from the awarding body.

## Proof of Identity

**At Interview** - In accordance with *Keeping Children Safe in Education*, we must see proof of your identity and evidence your name, date of birth, address and see some form of photographic identity.

**At Appointment** - In accordance with Safer Recruitment guidelines designed to protect young people, we will check your suitability to work with children. You will need to undertake an Enhanced Disclosure via the Disclosing and Barring Service (DBS), involving completing an electronic application for this purpose and provide original supporting documents. A copy of the DBS Code of Practice can be made available on request.

## Medical Clearance

**At Appointment** - Verification of your medical fitness is required and again you will be asked to complete a form. You will not be able to start work, for insurance purposes, until medical clearance has been received.

It is not our practice to inform applicants that they have been unsuccessful in being called for interview. If you do not receive an invitation to interview, we thank you for your interest in the post.



## Policy Statement on the Recruitment of Ex-Offenders

**Western Primary School as part of the Red Kite Learning Trust, is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

- As an organisation using the Disclosure & Barring Service (DBS) to assess applicants' suitability for positions of trust, Red Kite Learning Trust complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. They undertake not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- Red Kite Learning Trust is committed to the fair treatment of their staff, potential staff or users of their services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.
- We have a written policy on the recruitment of ex-offenders, which is made available to all Disclosure applicants at the outset of the recruitment process.
- We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.
- A Disclosure is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions 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.
- 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 provided through our E-Application Form, which is viewed by a designated person within the Red Kite Learning Trust; we guarantee that this information is only seen by those who need to see it as part of the recruitment process.
- Unless the nature of the position allows Red Kite Learning Trust to ask questions about your entire criminal record we only ask about the "unspent" convictions as defined in the Rehabilitation of Offenders Act 1974.
- We ensure that all those in Red Kite Learning Trust 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, eg the Rehabilitation of Offenders Act 1974.
- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to the withdrawal of an offer of employment.
- We make every subject of a Disclosure aware of the existence of the DBS Code of Practice and make a copy available on request.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.
- Having a criminal record will not necessarily bar you from working with us; this will depend on the nature of the position, the circumstances and background of your offence/s.

(Source [www.disclosures.gov.uk](http://www.disclosures.gov.uk))





## **WESTERN PRIMARY SCHOOL CHILD PROTECTION INFORMATION / INSTRUCTIONS FOR JOB APPLICANTS**

*Western Primary School is committed to safeguarding and promoting the welfare of Children and Young People and ensuring that employees are suitable persons to work with them:*

1. All applicants are requested to provide in their application, explanations for any gaps in study and/or employment history. Applicants should include in the Previous Employment section of their application form, details of any other unpaid work/experience, for example, voluntary work.
2. Applicants are advised that references should be from “suitable” referees, that is, the current or most recent employer and, where this did not involve work with children and young people, the most recent employer where the work was with children or young people. Where we consider that additional references are required, we reserve the right to request details of alternative referee(s) from the candidate. In line with DCFS Safer Recruitment and Selection Guidance, for appointment to this post, **references will be taken up prior to interview**.
3. All reference requests will specifically ask for information about the candidate’s suitability to work with children and young people and will request details of: any disciplinary procedures and the outcome of these; any allegations or concerns relating to Child Protection and/or the welfare of children and young people; details of any criminal convictions, cautions or bindovers.
4. At interview, candidates will be asked about any allegations or concerns raised against them and the outcome of these, including the details of both current and expired disciplinary sanctions. Interviewees are required to bring to interview original documents relating to identity and qualifications.
5. All appointments will be subject to a satisfactory, enhanced level DBS check, a minimum of two satisfactory references and medical clearance. **This post is exempt from Section 4(2) of the Rehabilitation of Offenders Act 1974** therefore all convictions, cautions and bindovers, including those regarded as “spent” must be declared. Any pending prosecutions, current court proceedings and police enquiries relating to you, also must be disclosed. If you have any of these, you must provide details in a sealed envelope, marked confidential, attached to your application form. Applicants are required to declare if they have been referred to or included on List 99 or PoCA List, barring or restricting work with young people or vulnerable adults. For new employees to the Red Kite Learning Trust, the appointment will be subject to satisfactory completion of a six month probationary period (Applies to school support staff posts).
6. On induction, all staff will be provided with Child Protection training, appropriate to the role, including information regarding the North Yorkshire Safeguarding Children Board’s, Local Authority’s and School’s Child Protection and Safeguarding Policies and Practice Guidance and information on expected safe working practice, standards of conduct and behaviour and disciplinary, capability and whistle-blowing procedures.

**If you would like to discuss any of the above before making an application please contact the HR Team or Chair of Governors.**