





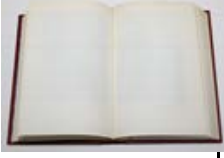


Head of School Application Pack

Hadleigh High School
Ipswich, Suffolk

Excellence Through Collaboration

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Dear Applicant

Thank you for your interest in the role of Head of School within our Trust. This role has become vacant due to the Hadleigh Headteacher achieving her ambition of securing a new role in another County supporting a very wide range of schools catering for the education of young people aged 2 to 24

This vacancy offers an exciting opportunity for a leader with energy, passion, drive and vision to build on the schools many strengths whilst also working to shape the Trust for the good of our students and staff.

At the centre of our vision is the strap line 'Excellence through Collaboration' and we are seeking applicants with an ethos of collaborative working.

The successful candidates will need to command respect through being an excellent practitioner in the classroom, through being highly motivated and motivational and possessing all the necessary skills and qualities demanded of such a position.

You will find both the Trust and the school extremely welcoming and you will be supported by teams of talented and committed staff.

As you seek to determine your own future I wish you every success in your application

Sarah Skinner

CEO

South Suffolk Learning Trust

Excellence Through Collaboration

About South Suffolk Learning Trust

We are on a mission!

We are a newly established Trust that is committed to providing the best possible education for our students to enable them to 'be the very best they can be'.

We now have an exciting opportunity to build our Leadership Team to help us reach our potential.

South Suffolk Learning Trust was established in June 2017 from three like minded successful High Schools; Claydon, East Bergholt and Hadleigh. Since our establishment we have now received an Academy order for Claydon Primary school to join the Trust and this will happen in July 2018. This is an exciting development and we aim to grow our Primary Hub alongside our Secondary Hub.

Whilst it is early in our development we have cross school working groups both at leadership and subject level and this is very much part of our ethos whereby our improvement will be enhanced by schools working closely together.

'Excellence through Collaboration'

Our vision for the Trust is to provide an excellent education for the young people in our learning community through highly effective collaboration, based upon mutual challenge and support.

All learners in our Trust will be challenged and supported to be the best that they can be and develop into responsible citizens with a passion for lifelong learning.

We believe that developing the attributes below in all members of our learning community is essential in achieving our vision:

- Resilience
- Creativity
- Integrity
- Respect, tolerance and empathy
- A positive attitude and passion for learning
- Excellent communication skills
- The expertise to collaborate
- The confidence to learn independently

Excellence Through Collaboration

We believe our keys to success include:

1. Ensuring our schools move from 'good' to 'outstanding'
2. Achieving Teaching School status for Claydon
3. Gaining 'academy sponsor' designation
4. Marketing strategy and development of brand to support improved reputation and growth
5. Building on the leadership programmes developed at Hadleigh

Each school retains its own Local Governing Body and the successful applicant would work with the governors as well as the CEO to develop the school yet further. Support and challenge will be at the heart of supporting the Head of School to achieve the very best for the students.

We have a Trust website www.SSLT.org.uk though I would be the first to admit there is a limited amount of information on this site as it is an area for development. It will however give you access to Trust wide policies, audit accounts and further information on the Members and Board.

Making an application for Headship is a big step and I would like you to have all your questions answered. Please do not hesitate to make contact with either myself or the Headteacher at Hadleigh High School if you would like to chat.

Contact details

Sarah Skinner (CEO)	07971052948	(day time/evenings or weekends)
Caroline Gibson (HT)	01473 820941	(work hours)
	07515192258	(evenings)

Hadleigh High School

Hadleigh High School has been very successful over the last few years and many innovative changes have helped maintain high standards.

In November 2015, Ofsted summarised the school stating 'Leaders have established a sustained culture of improvement across the academy. Achievement overall rose significantly in the most recently published examination results, and current progress of students is stronger still. Students participate well in their learning; they are keen to please their teachers, and their positive approach to their education is a key strength of this academy.'

The main strategies which have enabled these achievements are: -

- A positive ethos. Expectations are high, success is celebrated, the pastoral system is effective and the physical environment is supportive of learning.
- The focus is very much on pupil learning. Data is used for setting realistic but challenging targets for individuals. Regular feedback is provided, the curriculum is differentiated, children with special educational needs are supported and more able pupils are extended.
- The school is innovative: the learning power offered by ICT has been enhanced and the school has developed some original approaches to staff training and development.
- Quality Assurance systems are effective: the environment is data-rich and performance management for staff has rolled into regular subject reviews.
- The school has worked hard at gaining and maintaining the commitment of parents to learning through good communications.
- The Governors and Leadership Team provide clear strategic direction and focus. However, the world in which our school exists is changing radically as the new economy begins a process of transforming not just jobs but lifestyles and communities. Our response to the environment challenge must be to acknowledge that we live in a new age in which:
 - learning is embedded in all organisations (not just school)
 - there is a growing belief that public and private partnerships are positive and productive
 - new providers exist, individual, corporate, value driven
 - new forms of knowledge creation exist
 - there is increasing polarisation of access and opportunity

OUR PURPOSE

- To ensure for our community: achievement and fulfilment through learning

OUR VALUES AND ASPIRATIONS

Vision

- Learning and growing together; each playing our part in changing the world for the better

Values

At Hadleigh High School we:

- enjoy and value learning
- value courtesy and good manners
- take pride in our appearance and respect the school code
- behave responsibly and considerately
- are happy to ask for and give help and support
- work diligently and to the best of our ability at all times
- never give up in pursuit of our goals
- are courageous enough to take risks and accept the consequences
- demonstrate tolerance, empathy and understanding in all that we do
- celebrate success in all of its forms
- believe we can make a positive difference to the world

All of our interactions are rooted in mutual respect and challenge brings out the best in us

OUR COMMITMENT

- To develop people
- To be outward looking
- To be learner focused
- To encourage personal responsibility
- To enhance self-management
- To be innovative and creative

OUR CURRICULUM POLICY

At Hadleigh High School, every learner is entitled to a curriculum that is rich and varied, motivating and inspiring, which enables every individual to do their best and achieve at the highest possible standard.

We promote the view that learning should be challenging, enjoyable and rewarding.

We believe that each student should experience a curriculum which is broad, balanced and coherent.

The School

Our school is a community mixed comprehensive and serves Hadleigh and its local village communities. Several of the villages have fairly affluent housing and there is also a large area of affordable housing with some pockets of poverty. Approximately 8% of pupils are from military families, based at Wattisham.

Attainment on entry from catchment area pupils is slightly above the LA average based on KS2 results. There is little significant difference in attainment across the cohorts on entry. Current Year 11 are expected to achieve our best ever outcomes.

The number of pupils with statements of special educational need is above the national average. Our SEN Audit funding put us in the top few schools in Suffolk.

There is a very low percentage of pupils from minority ethnic groups and only a handful of pupils for whom their first language is not English, with a small number of

children currently in care.

We are improving our buildings and resources every year. We have a floodlit astro-turf pitch, and have recently made an investment in our ICT infrastructure.

Several of our staff are Lead Practitioners in Suffolk and help other schools where specific subject teaching has been identified as a weakness. We have strengthened our community links through our shared plan involving outreach work with our feeder primary schools.

We also work closely in partnership with the South West Ipswich and South Suffolk partnership of schools. This is a unique collaboration of nine schools, three special schools, two colleges and other institutions including training providers

Currently, approximately 15% of the school population comes from out of catchment as a result of parental preference. A recent building programme allowed the PAN to rise to 168. We operate a six form entry.

In July 2011 we converted to academy status. In June 2017 we joined with Claydon and East Bergholt high schools as a partner in the South Suffolk Learning Trust - a cross phase multi-academy trust.

Premises

The School has c.750 pupils on roll. The accommodation comprises: an Gymnasium, a Sports Hall, Graphics, Design Technology and Food areas, two Art rooms, three Information Technology suites, six Science Laboratories, a Music Room with six practice rooms, a Drama Hall, an 'Inclusion Room' (to support learners disengaged with the curriculum) and a purpose built Learning Resource Centre, as well as many high quality general subject classrooms.

Staff

At present we have 50 FTE of the teaching staff. They are supported by an excellent team of support staff. The school has been a member of the Suffolk staff "Well-Being" project and supports staff as individuals through its Performance Management policy. Our staff absence and staff turnover reflect our excellent retention and CPD strategies.

We operate a system of "Enrichment Days" throughout the year and "Enrichment Week" in the summer. These days/weeks involve a change of timetable, which results in cross-curricular LORIC (Leadership, Organisation, Resilience, Initiative and Communication) skills-based projects as well as lots of residential and daytime trips and visits.

Hadleigh High School prides itself in the support and advice given to its pupils with regard to the curriculum and future careers. We have good links with Careers Advisers, which allow us to do this.

Pupil Care, Guidance and Voice

All teachers join our team of Form Tutors. The Form Tutor is the basis of personalisation in the school, developing constructive relationships with each pupil. Considerable emphasis is placed on pastoral care. The work of the Form Tutors is

supported and co-ordinated by the Year Learning Leaders. A member of the Senior Leadership Team is allocated to each year group. The Leadership Team member and Year Learning Leader follow the year group through their five years at Hadleigh.

Mentoring: -

- A peer mentoring system is in place.
- Year 8 pupils and Year 10 Prefects act as mentors in Year 7 forms to assist younger pupils with day to day life at school.

Pupil Voice: -

The Student Union organises charity days and launches pupil-led initiatives

Pupil Responsibilities: -

School Leadership Team
Prefect Leaders
Prefects - senior
Prefects - junior
Student Union Form Representatives
Sports Prefects

Extra-curricular

As part of our extended schools provision, there is a wide range of activities after school. These include sports teams and practices, school bands, choir and dramatic productions as well as revision provision. There is also a regular programme of school journeys and visits such as trips to theatres, museums and other places of interest in support of the curriculum. The school day commences at 8.30am and finishes at 2.50pm with most voluntary activities taking place after school until 4pm. Late buses are provided on three evenings per week.

Peripatetic instrumental tuition is available for strings, brass, percussion and woodwind instruments.

Local Education Authority

The school receives regular visits from our Educational Welfare Officer, School Nurse and an Educational Psychologist and can call on other specialist help when needed.

Governors

The Governing Body has fully engaged governors who support in monitoring the improvement of the school. Our governing body also has a link governor who is a trustee for the South Suffolk Learning Trust.

The school enjoys a good reputation in the locality and is held in high regard by parents as a caring school with high standards of pupil behaviour and of examination results. This was confirmed by the latest Ofsted inspection.

The Governors enjoy an open and positive relationship with the teaching and management teams of Hadleigh High School. Governors have a wide range of

backgrounds and are able to deliver their role of 'critical friend' to encourage the school to progress and succeed.

Excellence Through Collaboration

Head of School Job Description



South Suffolk Learning Trust – Job Description

Job Title:	Head of School		
School:	Hadleigh High School		
Responsible to:	CEO	Salary Range:	L22 – L27
Additional:	Regular travel may be required.	Term:	Permanent

JOB PURPOSE

The core purpose of this role is to lead and manage the school providing vision and direction. The Head of School is responsible for ensuring the provision of high quality teaching, learning and care across the school. They are also responsible for ensuring high standards and high expectations from pupils, staff and all other stakeholders.

The Head of School is the role model for all students, teachers and staff. They must understand the key values of the school, its history and lead a plan for the future to continue to strive for excellence.

Responsible directly to the CEO the Head of School will work with the Local Governing Body, school leadership team and Trust Leadership group to provide strategic leadership, vision and management of the school and have responsibility for the highest quality of education for students.

JOB SUMMARY

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document, which should be read in conjunction with this document. We believe it is essential that the whole learning community understands clearly that you are called the Headteacher for the school, however for newly appointed Heads of School there will be an adapted Job Description to that of existing Headteachers.

The key differences are as follows:

- Direct line management by the CEO
- Operational management of the school budget, the CEO will have strategic budget management responsibilities
- The CEO, with the Head of School will lead on strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability
- School policies will be written and adapted with the CEO
- Governance training will be the remit of the CEO

There is an expectation that all Headteachers and Heads of School appointed to the Trust could be asked to work in any of our academies or schools.

Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world- class education for all students.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students, staff, trustees, key internal and external stakeholders, parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on your own scholarship, expertise and skills, and that of those around you.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the Trust's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the Trust's vision and drive the strategic leadership, empowering all students and staff to excel.
7. A commitment to collaborative working and a willingness to contribute to Trust wide developments

Students and Staff

1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on student' outcomes.
2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

Systems and Process

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the local governing body to understand its role and deliver its functions effectively.
5. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
6. Provide best practice and CPD for all schools within the Trust as appropriate
7. Contribute to Trust wide reporting on outcomes, targets, developments and school improvement strategies

The Self-Improving School System

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of it.

Strategic Direction and Shaping The Future

1. Have overall responsibility for the operational management of the school, whilst contributing to developing and shaping the Trust
2. Shape a strategic plan for the school, underpinned by sound financial planning, that identifies priorities and targets to ensure pupils achieve high standards and make progress in line with the School Improvement Plan.
3. Work with the Governing Body and other key stakeholders to maintain a shared vision and future strategic plans which will inspire and motivate pupils, staff, parents and the wider community.
4. Ensure that strategic planning takes account of the diversity, values and experience of the school and local community.
5. Be aware of external factors, trends and changes in the medium to long-term future that could have an impact on the school.

Statutory Requirements:

1. To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher
2. To meet the professional duties in accordance with, and subject to, the National standards of excellence for Headteachers, as Head of School.
3. To seek to achieve any performance criteria, objectives or targets agreed with or set by the Trust Board/School's Governing Body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document
4. To promote and safeguard the welfare of all children and young people within the School, by ensuring that the School's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively

General

1. To participate in wider Trust meetings and working groups as required
2. To hold responsibility for all areas of delegated authority in the Trust Scheme of Delegation.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and the post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

SSLT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

Signed:

Date:

Head of School Person Specification

TRAINING AND QUALIFICATIONS	Essential	Desirable	Source: A – Application I – Interview R – References
Qualified Teacher Status	*		A
Degree or equivalent	*		A
National Professional Qualification for Headship		*	A
Evidence of commitment to Continual Professional Development including recent participation in a range of relevant in-service training	*		A/I
SAFEGUARDING			
Understanding of responsibilities of the Head of School in ensuring compliance with Health and Safety Legislation	*		A/I/R
Clear commitment to and understanding of Child Protections matters, Safeguarding Legislation and practice	*		A/I/R
SCHOOL LEADERSHIP AND MANAGEMENT			
Effective Leadership experience at Deputy Head, Assistant Head or SLT level in a Secondary School	*		A/I/R
Secure understanding of strategies for staff performance management, pay and progression	*		I
Evidence of strategic planning to raise standards for school improvement	*		A/I/R
Experience of successful implementation of strategies for raising achievement and ensuring effective teaching and assessment	*		A/I
Evidence of embracing and leading change	*		A/I
Have experience of multiagency working to support vulnerable children and families, and to promote excellent attendance	*		A/I
EXPERIENCE OF TEACHING			
Promote high standards of pupil behaviour and attitudes to learning	*		A/I
Evidence of effective classroom practice including the application of new technologies	*		A/I
As a teacher to be accountable to the school systems of teacher assessment	*		A/I
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING			
Ability to communicate and translate a shared vision into practice	*		A/I
Understanding the complexity of accountability required of a Head of School	*		I

Understanding of school budget management and financial accountability	*		A/I
Ability to provide a balanced curriculum to enable all students to achieve their full potential	*		A/I
Confidence in accessing, analysing, interpreting and synthesising information demonstrating high order analytical skills to make informed judgements	*		A/I/R
The use of data to establish benchmarks and set targets for improvement	*		A/I
Drive improvement and challenge underperformance	*		A/I
Have an understanding of national policy, curriculum and assessment developments and the statutory and legal framework within which a school operates, including the Ofsted Inspection Framework	*		A/I
Understanding roles of MAT structures and Local Governing Body	*		A/I
Experience of leading/coordinating professional development opportunities		*	A/I
PERSONAL SKILLS AND ABILITIES			
Highly approachable, has presence and enjoys being visible to staff, students and parents			I/R
Ability to relate to, and a genuine enthusiasm for, the development of young people	*		A/I/R
Strong commitment to raising standards	*		A/I/R
Ability to be inspirational, resilient, and good humoured when working under pressure	*		A/I/R
Self-motivated and excellent organisational skills and the ability to prioritise workload effectively	*		A/I/R
Outstanding communication skills to a range of audiences	*		A/I/R
Confidence to delegate management tasks, trust those responsible and monitor their implementation	*		I/R
Able to ensure resources are deployed to the maximum benefit of staff and students	*		A/I/R
Ability to collaborate effectively with other partners and build and maintain good relationships with all stakeholders, including the local community	*		A/I/R
Committed to securing equality, ensuring inclusion, addressing diversity and access throughout the school	*		A/I/R
Ability to inspire and develop leadership in others	*		A/I/R
Competent user of ICT	*		A/I/R
Imaginative, motivational and ability to retain a sense of humour	*		I

How to apply.

If you feel you have the qualities to meet the challenge of Head of School and would like to apply for this post within our Trust we ask you to complete the following;

- Application Form
- Letter of application - no longer than two sides of A4 outlining your experiences as a leader and your vision for taking the school forward

The closing date for applications is **11th May 9am**. Please send completed forms and letter to Heather Bunting, either by email to heather.bunting@ebhigh.org.uk or by post to East Bergholt High School, Heath Road, East Bergholt, CO7 6RJ. There is also a post box inside reception at the school should you wish to hand deliver outside of school hours.

If you would like to look round the school prior to application please contact Sarah Skinner on; ceo@SSLT.org.uk or by telephone on 07971052948, or through Heather Bunting at East Bergholt on 01206 298200 Ext 122

Please do not contact the school directly.

The dates and times for looking round the school are as follows;

Tuesday 24th April, Wednesday 2nd May and Tuesday 8th May.

The times and format for all visits will be to meet the CEO and Chair of Governors at 8.30am, have a tour of the school from 9am and then have time to ask any further questions with the CEO at approximately 9.45.

Interview dates

Hadleigh High School - 21st and 22nd May

Applicants will hear whether they are invited to interview by email or telephone shortly after the closing date. A programme will then follow.

Safer Recruitment

As a Trust we are fully committed to safer recruitment practices and as such the following information explains our application and recruitment process.

1. General

South Suffolk Learning Trust (SSLT) is committed to ensuring the best possible environment for the children and young people in its care. Safeguarding and promoting the welfare of children and young people is our highest priority.

The School aims to recruit staff that share and understand our commitment and to ensure that no job applicant is treated unfairly by reason of a protected characteristic as defined within the Equality Act 2010.

All queries on the School's Application Form and recruitment process must be directed to Heather Bunting at East Bergholt High school

2. Application Form

Applications will only be accepted from candidates completing the relevant Application Form in full. CVs will not be accepted in substitution for completed Application Forms.

Candidates should be aware that all posts in all schools involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Applicants will receive a Job Description and Person Specification for the role applied for.

As the job for which you are applying involves substantial opportunity for access to children, it is important that you provide us with legally accurate answers. Upfront disclosure of a criminal record may not debar you from appointment as we shall consider the nature of the offence, how long ago and at what age it was committed and any other relevant factors. Please submit information in confidence enclosing details in a separate sealed envelope which will be seen and then destroyed by the CEO. If you would like to discuss this beforehand, please telephone in confidence to the CEO for advice.

Please disclose any unspent convictions, cautions, reprimands or warnings. Please note that the amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.

The successful applicant will be required to complete an online Disclosure Application from the Disclosure and Barring Service ("DBS") for the post. Additionally, successful applicants should be aware that they are required to notify the school immediately if there are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration including 'by association' i.e. they live in the same household (or someone is employed in their household) as someone who has unspent cautions or convictions for a relevant offence (please see a list of the relevant offences set out here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/384712/DBS_referrals_guide_-_relevant_offences_v2.4.pdf).

The 'by association' requirement also applies if you live in the same household as or someone is employed in your household who has been disqualified from working with children under the Childcare Act 2006.

The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 AND to those who are directly concerned in the management of that childcare.

The school takes its responsibility to safeguard children very seriously and any staff member and/or successful candidate who is aware of anything that may affect his/her suitability to work with children must notify the school immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive. He/she must also notify the school immediately if he/she is living in a household where anyone lives

or works who has been disqualified from working with children or from registration for the provision of Childcare.

Staff and/or successful candidates who are disqualified from childcare or registration, including 'by association', may apply to Ofsted for a waiver of disqualification. Such individuals may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the CEO for more details.

Failure to declare any convictions (that are not subject to DBS filtering) may disqualify you for appointment or result in summary dismissal if the discrepancy comes to light subsequently.

The Trust has a legal duty under section 26 of the Counter-Terrorism and Security Act 2015 to have 'due regard to the need to prevent people from being drawn into terrorism'. This is known as the Prevent duty. Schools are required to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Accordingly, as part of the recruitment process, when an offer is made the offer will be subject to a Prevent duty risk assessment.

If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure.

If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children. Where you have no previous employment history, we may request character references which may include references from your school or university.

You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if you have been appointed, and a possible referral to the police and/or DBS.

3. Invitation to Interview

Applicants will be short-listed according to the relevance and applicability of their professional attributes and personal qualities to the role. Short-listed applicants will then be invited to attend a formal interview at which his/her relevant skills and experience will be discussed in more detail.

The interview will be conducted in person and the areas which it will explore will include suitability to work with children.

All candidates invited to interview must bring documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas etc). Where originals or certified copies are not

available for the successful candidate, written confirmation of the relevant qualifications must be obtained by you from the awarding body.

All candidates invited to interview must also bring with them:

- A passport or full birth certificate
- A current driving licence including a photograph;
- A utility bill or financial statement issued within the last three months showing the candidate's current name and address;
- Where appropriate any documentation evidencing a change of name;
- Where the candidate is not a citizen of a country within the European Economic Area or Switzerland, proof of entitlement to work and reside in the UK.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

Candidates with a disability who are invited to interview should inform the School of any necessary reasonable adjustments or arrangements to assist them in attending the interview.

4. Conditional Offer of Appointment: Pre-Appointment Checks

- Any offer to a successful candidate will be conditional upon:
- Receipt of at least two satisfactory references (if these have not already been received);
- Verification of identity and qualifications including evidence of the right to work in the UK;
- A satisfactory enhanced DBS check, a check of the Barred List maintained by the DBS;
- For a candidate to be employed as a teacher, a check that the candidate is not subject to a prohibition order issued by the Secretary of State;
- For a candidate who has lived or worked outside the UK a check using the NCTL Teacher Services' System that a candidate is not subject to any teacher sanction or restriction;
- Verification of professional qualifications;
- Verification of successful completion of a statutory induction period (for teaching posts - applies to those who obtained QTS after 7 May 1999) where relevant;
- Where the successful candidate has worked or been resident overseas, such checks and confirmations as the School may consider appropriate so that any relevant events that occurred outside the UK can be considered;
- Satisfactory medical fitness;

If you are undertaking a leadership role, evidence that you have not been prohibited from participating in the management of independent schools.

It is the School's practice that a successful candidate must complete a pre-employment health questionnaire. The information contained in the questionnaire will then be held by the School in strictest confidence. This information will be reviewed against the Job Description and the Person Specification for the particular role, together with details of any other physical or mental requirements of the role i.e. proposed workload, extra-curricular activities, layout of the School.

The School is aware of its duties under the Equality Act 2010. No job offer will be withdrawn without first consulting with the applicant, considering medical evidence and considering reasonable adjustments.

5. References

We will seek the references referred to in section 4 above for shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications, before interview. If you do not wish us to take up references in advance of the interview, please notify us at the time of submitting your application.

All referees will be asked if the candidate is suitable to work with children.

The School will compare any information provided by the referee with that provided by the candidate on the application form. Any inconsistencies will be discussed with the candidate.

6. Criminal Records Policy

The School will refer to the Department for Education ("DfE") document, 'Keeping Children Safe in Education' and any amended version in carrying out the necessary required DBS checks. The School complies with the provisions of the DBS Code of Practice, a copy of which may be obtained on request or accessed here:

<https://www.gov.uk/government/publications/dbs-code-of-practice>.

7. Retention and Security of Records

The School will comply with its obligations regarding the retention and security of records in accordance with the DBS Code of Practice and its obligations under its Data Protection Policy.

8. Policy on the Recruitment of Ex-Offenders

The School will not unfairly discriminate against any candidate for employment on the basis of conviction or other details revealed. The School makes appointment decisions on the basis of merit and ability. If an individual has a criminal record this will not automatically bar him/her from employment within the School. Instead, each case will be decided on its merits in accordance with the objective assessment criteria set out below.

All candidates should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if they have been appointed, and a possible referral to the police and/or DBS.

Under the relevant legislation, it is unlawful for the School to employ anyone who is included on the lists maintained by the DBS of individuals who are considered unsuitable to work with children. In addition, it will also be unlawful for the School to employ anyone who is the subject of a disqualifying order made on being convicted or charged with the following offences against children: murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence.

It is also unlawful for the School to knowingly employ someone who works in the relevant settings and is disqualified from providing childcare under the Childcare (Disqualification) Regulations 2009, whether by association, or otherwise.

It is a criminal offence for any person who is disqualified from working with children to attempt to apply for a position within the School. The School will report the matter to the Police and/or the DBS if:

- the School receives an application from a disqualified person;
- is provided with false information in, or in support of an applicant's application; or
- the School has serious concerns about an applicant's suitability to work with Children, In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check, the School will consider the following factors before reaching a recruitment decision:
- whether the conviction or other matter revealed is relevant to the position in question;
- the seriousness of any offence or other matter revealed;
- the length of time since the offence or other matter occurred;
- whether the applicant has a pattern of offending behaviour or other relevant matters;
- whether the applicant's circumstances have changed since the offending behaviour or other relevant matters;
- in the case of disqualification from providing childcare, whether the applicant has or is able to obtain an Ofsted waiver from disqualification; and
- the circumstances surrounding the offence and the explanation(s) offered by the convicted person.

If the post involves regular contact with children, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted at any time of any the following offences: murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence, serious class A drug related offences, robbery, burglary, theft, deception or fraud.

If the post involves access to money or budget responsibility, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted at any time of robbery, burglary, theft, deception or fraud.

If the post involves some driving responsibilities, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted of drink driving.