



King's Group
Academies



Ringmer Community College

Achieving, Caring, Contributing



DIRECTOR OF SCIENCE
LPS L10 TO L14

JOB REFERENCE NUMBER: P/320

Ringmer Community College,
Ringmer, Lewes, East Sussex, BN8 5RB
Tel: 01273 812220
E-mail: reception@ringmeracademy.org



Post of: Director of Science for an April or September start 2017.

LPS L10 ie: £48711pa to L14 ie: £53712pa

Dear Applicant

Thank you for expressing interest in the above post. I have pleasure in sending you an information pack which includes the following:

- An application form
- A pack containing a job description and a person specification
- Information about the College
- Equal Opportunities Policy

The closing date for applications is Friday 10th February 2017 at 12 noon. The Interview will take place on Tuesday 28th February 2017.

Are you an outstanding leader with the passion and motivation to inspire young people? We require a Director of Science for an April or September start. The person appointed will be an ambitious leader with a clear vision of what an outstanding Science department will look like and will have the talent to deliver on this vision.

Primarily, the successful candidate will be an outstanding teacher of Science and be able to offer the skills and experience to teach across a range of Science subjects and key stages.

Whether you are currently in a leadership role or looking to make the next step-up in your career, this post is an excellent opportunity for you to really make a difference on your journey to senior leadership.

Ringmer Community College is a rural comprehensive with an ethos of "achieving, caring and contributing". We have a strong reputation for our inclusion and pastoral care and an improving trend of results in terms of student attainment and progress. The college has recently had a change of leadership and we anticipate exciting developments ahead working together with students, parents/carers and the wider community to build upon our strengths and make this an outstanding school.

The criteria against which you will be assessed are set out in the person specification. If these details are of interest to you, please apply by completing the application form enclosed. Please also attach a letter of application, which reflects upon the challenges of this post.

Ringmer Community College is committed to equality of opportunity. We positively welcome applications from all sections of the community.

Ringmer Community College is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake a DBS enhanced clearance.

Thank you for your interest. I look forward to receiving your application.

Yours sincerely



Mr Rob Gibson
Acting Principal



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Academies

Job Description – Ringmer Community College An Academy for a Sustainable Future



DIRECTOR OF SCIENCE

WHAT ARE THE JOB PARTICULARS?

- Salary range L10 to L14
- Accountable to the Principal
- The activities outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Principal, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

WHAT IS THE PURPOSE OF THE JOB?

- To lead the Science Team, and, under the direction of the Principal: Learning, contribute to high standards of teaching and learning and the raising of standards of achievement.
- To lead learning in Science and act as a model of good professional practice within the Science Team
- To help and support colleagues within Ringmer Community College by sharing good practice in teaching and learning
- To make a significant contribution to the vision and direction of Ringmer Community College by playing a central role as a member of the Extended Leadership Team.

RESPONSIBILITIES AND TASKS

- Lead the Science Team.
- Work under the guidance of the Principal: Learning, to support teaching and learning development across the curriculum with particular reference to Science.
- Assist the Principal: Learning in the development of teaching and learning within the School, contributing to the staff development.
- Devise and lead workshops and development activities to improve teaching and learning practice within Worthing High School.
- Lead science to prepare for OFSTED inspections.

- Participate with CPD and Performance Management processes.
- Lead best practice in the teaching of Science within the Science Team, working with colleagues to ensure excellence in Science teaching and learning.
- Support a well-planned, challenging and purposeful learning environment for students in Science.
- Support and develop, course outlines, syllabuses and schemes of work.
- Support the organisation of intervention for under achieving students.
- Make effective use of student performance data, and target-setting; and provide relevant information to staff.
- Lead and carry out policies and practices to promote positive student behaviour and achievement in Science within the framework of the managing behaviour policy.
- Plan and teach lessons in accordance with the Science programmes of study.
- Produce, up to date and informed assessment data on each student taught at regular intervals in line with school policies.
- Keep abreast of developments with subject specialism relevant to teaching and the progress of students.
- Ensure that department policies and practices are developed and implemented consistently including assessment, reporting and recording, equal opportunities and differentiation and behaviour.
- Communicate with parents when required and appropriate to discuss the progress of individual students.
- Implement school policies and practices with due regard to equal opportunities, health and safety and the welfare and learning of students.
- Attend all relevant and appropriate meetings as documented on the school calendar.
- Undertake such other duties as reasonably required by the Principal.

Other Specific Duties:

To positively engage in the performance review process and in your own professional development including induction and in-service training opportunities and appraisal. To attend and participate in staff and departmental meetings as appropriate. To make your own contribution to the community life of the College.

Adhere to all college policies.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post. Where such duties amount to more than a temporary adjustment to the main responsibilities of this job description, it will be amended accordingly. It will anyway be subject to periodic amendment whenever circumstances or appraisal processes

dictate changes in the postholder's role within the College.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

Ringmer Community College is committed to equality of opportunity. We positively welcome applications from all sections of the community.

Ringmer Community College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake a DBS enhanced clearance for this college.

This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

Date: January 2017



King's Group
Academies

Person Specification – Ringmer Community College An Academy for a Sustainable Future



Knowledge and Experience	Essential	Desirable
Qualified Teacher Status	✓	
Evidence of continuing professional development	✓	
Good Subject Knowledge	✓	
Evidence of successful teaching across the 12-16 age and ability range	✓	
Ability to raise standard of attainment with Science and across the curriculum by students' applied use of Science	✓	
Ability to use assessment to raise standards of achievement	✓	
Evidence of teaching outstanding lessons	✓	

Skills, Knowledge and Aptitudes	Essential	Desirable
Knowledge of strategies to improve Science	✓	
Ability to communicate effectively with different	✓	
Knowledge of current educational curricular issues relating to Science	✓	
The capacity to inspire and motivate others – both adults and students	✓	
Ability to use ICT both as a teaching tool and for administrative purposes	✓	

Personal Qualities	Essential	Desirable
Enthusiasm, determination and an insistence on high standards	✓	
A steely core capable of dealing with all obstacles	✓	
A sense of humour	✓	
Excellent attendance and punctuality	✓	
A willingness to learn new skills and approaches and to share the experience with others	✓	
Belief in the value of individuals and ability to challenge when this is not displayed	✓	
Display optimism and ambition for all learners and a commitment to their development	✓	
Be able to work under pressure, prioritise and manage time effectively	✓	
Be very generous and flexible with your own time	✓	
Excellent communication and interpersonal skills	✓	
Ability to motivate staff and set example of high personal standards	✓	

Other Qualities	Essential	Desirable
Candidates must be suitable to work with children, ascertained by clearance through the DBS including barred list check	✓	

January 2017



King's Group
Academies



Ringmer Community College

Information to Applicants

September 2016



Acting Principal : Mr Rob Gibson BA(Hons), NPQH

Chair of Governors : Miss Denise Kong

PA to the Principal : Miss Amanda French

Personnel and Administration Assistant – Miss Faye Harwood

Letter from the Chair of Governors

Dear Applicant

I am glad that you have chosen to think about working at Ringmer Community College.

This is an exciting time to join Ringmer Community College, as in December 2016 we came under the auspices of the Kings Group. The Kings Group Multi-Academy Trust is run by educational experts with a track record of creating schools which enable children to become the best people they can, academically and as well rounded people. This is a vision which the governors of the school are also committed to.

To give you an idea of what our school is like, we are a rural school with a catchment that covers the village of Ringmer, the smaller outlying villages, and parts of Lewes. Our maximum pupil number is 750, and our size enables teachers and support staff to be able to get to know the pupil population well. Our student body is friendly and supportive, with a strong senior student structure and pupil-run anti-bullying scheme. We have also won many awards for our work in sustainability.

Your advertised role will have its own job description, but common to all appointments, we are looking for individuals who are open and receptive to new ideas and challenges, and who are willing to "give a bit to get a bit". In return for your commitment, we offer staff development opportunities, and the chance to become part of a forward moving team which is appreciative of everyone's talents.

I look forward to receiving your application.

Yours sincerely



Denise Kong
Chair of Governors



Principal's Welcome

We are fortunate to work in an attractive area of the country which, whilst being a rural location, is close to the city of Brighton and Hove and is only a 55 minute train journey away from London. The College benefits from excellent support from parents, governors and the local community.

The college is at an exciting phase in its development. On 1 August 2011 we converted to Academy Status. We now govern ourselves via a board of Trustees and the Governing Body. Also, we now have the two specialist areas of the Arts and Technology. We are the first "National Academy for a sustainable future".

The college is attracting a lot of interest for the innovative work we are doing in the above areas and in our work in two other significant arenas. One is our Eco and Environmental work – we have a student body of over 200 Eco representatives who have recently attracted funding for a wind turbine and solar panels which are now on-site. We are one of the first 22 schools in the country to have been awarded the Rural Dimension with our specialist status. Students and staff regularly give presentations to other schools, Heads and MP's on this aspect of our work.

The other significant developments have taken place with our new support for students. We have vertically arranged Houses, with vertical mentor groups consisting of 16-18 students only per mentor. Heads of each House do not teach at all and have close links with all students, families and outside agencies to enable us to support students personal development, learning and other issues they may have. Again, this system has attracted interest nationally and senior staff and house leaders have given national presentations.

We have an excellent record for staff induction and professional development at all levels. We currently have support staff applying to become teachers and gain professional qualifications and we expect all teachers on the upper pay spine to take on a mentoring and training role within the college, helping newer colleagues to improve their practice.

The staff body here is a cohesive and supportive one and this is the main comment supply staff; trainees and leavers always comment on – how supportive and friendly the staff are here.

Even here, however, education has its challenges and all staff work hard to ensure that students set and reach individual targets. We are particularly looking for staff who will work within and be part of a strong team; who are hungry for new and exciting career opportunities and who really enjoy the challenge of realising the potential in every student. You need to be imaginative, creative in your classroom practice and willing to contribute to all aspects of college life.

If there are any questions this booklet has not answered, do contact the personnel department at the college, who will either be able to answer your questions or put you in touch with someone who can help.

Thank you for your interest in this post. We hope to hear from you soon and best wishes in the writing of your application.



Rob Gibson
Acting Principal



The Village of Ringmer

The Community College is beautifully situated about a half mile from the centre of the village of Ringmer and looks out over the South Downs. Ringmer is a large village, with a strong sense of community, situated approximately 3 miles from Lewes, with its commuter train service to London, and 12 miles from Brighton. Regular bus services run past the college, connecting it with Lewes, Brighton, Uckfield, Hailsham and Eastbourne. House prices in Brighton, Uckfield, Hailsham and Eastbourne are relatively lower than in other parts of the area.

The College

The college is housed in modern buildings with good provision for all subjects, and is surrounded by 17 acres of playing fields. It is an 11-16 comprehensive school currently providing education for 601 students.

The school changed to a Community College in September 1988 and was re-opened by the former Prime Minister Lord Callaghan, a local resident. Community College status recognised the close links the school has established with its local community. The school acts as a centre for Community Education, and its premises are used by a variety of local sports clubs for football, tennis, cricket and badminton. In 1985 the Community Swimming Association completed the building of an indoor swimming pool on the site, having raised over £250,000 to make this possible.

The college gained Academy status on 1 August 2011.

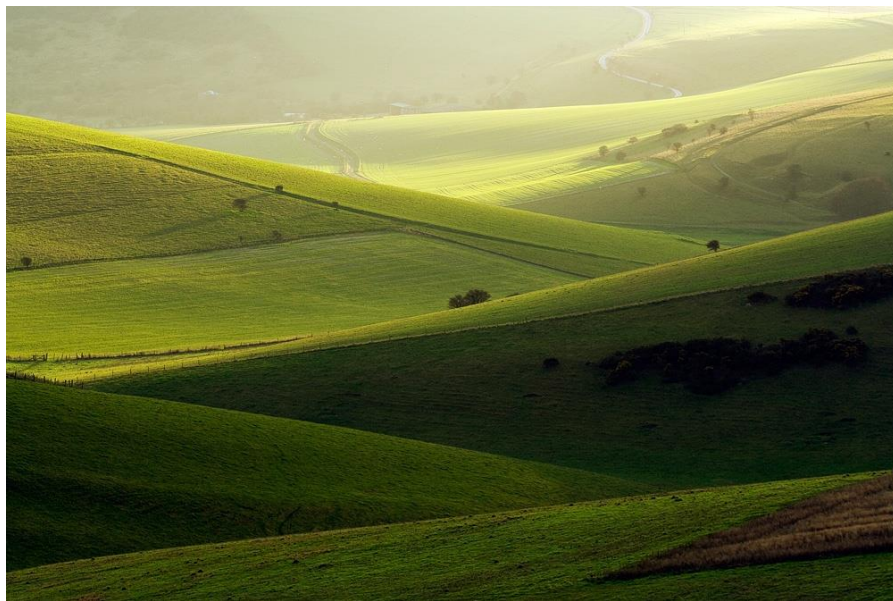
The pool is open to the college and local primary schools by day and open to swimming clubs and the general public in the evenings and weekends.

We are a Technology Specialist School, with The Arts as our second specialism and the Rural Dimension.

We give priority to environmental and STEM issues reflected by our motto "Excellence in technology.... for a sustainable future".

The Catchment Area

The catchment area centres on Ringmer and extends to the Malling estate on the outskirts of Lewes in the west and across a rural area to the east, bounded by the villages of Blackboys, Chiddingly, Berwick, Firle and Glynde. Students come from primary schools in Ringmer, Malling, Laughton, East Hoathly, Chiddingly, Blackboys and Firle, although in recent years the college has attracted about a third of its intake from many more primary schools outside its defined catchment area, as a result of parental choice.



The South Downs

The College Aims and Vision

Our Intent:

To empower young people to become independent learners and productive, confident and mature adults.

Our Ethos:

Achieving, Caring, Contributing

Our Values:

Integrity, Inclusive, Empathy

Vision:

A community of learners, who can progress, achieve and grow in culture where it is safe to take risks, where everyone values themselves and each other. A place which excites and encourages innovation, of which we are all proud to be part of.

We care for each other by ensuring that we understand and support the college's clear code of expectations. Our strong pastoral ethos is designed to support every person in our community so they feel valued members of our community and learn to care for each other. The majority of staff including a large number of support staff are Mentors and we all take this important pastoral role very seriously indeed.

Our community philosophy encourages everybody, (students, staff and parents) to take an active part in the work of the college and make a positive contribution.

Of course, we are all lifelong learners and so our maxim is for us all - students, staff, parents, adult students, youth workers, lecturers, sports coaches, whatever. As staff we have a leadership role in that process and this makes it important that we endeavour to live the ideals we espouse!



The Curriculum, Learning and Teaching

We are a 11-16 community college delivering the National Curriculum with Key Stage 3 and 4 education for students of all abilities.

It is the policy of the governors to provide every student with

A broad balanced and coherent set of educational opportunities that, whatever their individual talents and abilities, enable them to maximise their levels of achievement and to grow in confidence

We seek to engage and challenge students by providing a wide range of active learning experiences for all. This includes visual, aural and kinaesthetic activities, as well as teaching personal learning and thinking skills.

Years 7 to 9 (KS3)

In the first three years of secondary education, all students follow a common curriculum which comprises the following subjects:

Core Subjects

English
Maths
Science

Additional Subjects

Art
French / Spanish
Geography
History
Music
PE
RE
Design Technology
Food Technology
Computing
Dance
Drama
Personal, Social and Health Education



In KS3, students are taught in either mixed ability or set classes as appropriate.

Years 10 to 11

Students are offered a flexible curriculum: our courses are designed to suit all learners and interests.

Core Subjects – Years 10 to 11 (KS4)

Key Stage 4 at Ringmer Community College is built upon core subjects which ensure that all students have the formulation for knowledge and skills essential to their future. All students take exam courses in English, Maths and Science. All Students also follow non-examined courses in PE and Personal, Social Health Education which includes citizenship and philosophy and ethics.

Additional subjects – Years 10 to 11

Students study an eBacc compliant curriculum. This means all students will study a language and either History or Geography in additional to our core subjects. Additionally, they have the opportunity to study two of the following additional courses.

GCSE

- Art
- Computing
- Dance
- Drama
- Engineering
- Food
- Graphics
- Hair & Beauty
- History and Geography (to allow for students who would like to study both History and Geography)
- Music

- PE

Tech Level 1/2

- Design Technology
- IT

Extra-Curricular Activities

There are many opportunities for students to participate in extra-curricular activities. There are numerous sports teams with regular matches against other schools. Staff also run clubs after school some of which include Dance Club, Gardening Club, Drama Club, Film Club, Painting with Acrylics, Extended Learning/Homework Club, Science Club and Technology project work. There are many musical ensembles and orchestras and regular dance and drama productions.



Pastoral, Academic and Management Outline

Curriculum Management

Learning Leaders are responsible for the academic framework of the school. They maintain, promote and review schemes of work and syllabi, monitor and develop assessment of students work, ensure teaching standards are high and lively, are responsible for resources in their department, are the first point of reference for discipline problems in lessons, and promote and foster the professional development of their team. They are responsible for communication with their departmental members and the Principal, Governors, House Leaders and other Learning Leaders.

Support for Learning

Support and guidance of our students is the primary task of Mentors. Mentors are the College's direct link with parents/carers; they meet with students daily, monitor students' attainment and wellbeing and try to resolve any problems. The work of Mentors is directed by House Leaders who are the Mentors' first point of reference for more difficult matters. The team of House Leaders is led by the one of the college's Assistant Principals who is available to meet with parents/carers if additional support is required.

The happiness of every individual is an important consideration for the College. Students learn best when they feel secure and confident. The College provides a well ordered environment and a warm and open atmosphere. Students are made aware of the high expectations the College has of their behaviour and attainment, but they also know that staff care about them and will offer genuine help and support. Our aim is that all students are 'proud to belong' to Ringmer.

House Leaders lead a team of mentors and ensure that they have the support and training necessary for their pivotal role.

Senior Leadership Team

There are four members of the senior management team including the Acting Principal. They meet daily and their brief is to strategically lead the Work of the College, monitor and evaluate its work and progress and plan for the future.

The School Day

For students the timetabled day starts at 8.45am and ends at 3.20pm. Lunch is from 1.35pm to 2.20pm, and there is one 20 minute break during the morning. The timetable is based on a ten day cycle of 50 lessons, each of 1 hour. Four lessons are in the morning and one in the afternoon.

Ringmer and Sustainability

The college has a long standing reputation for its work on sustainability which has been recognised by the winning of several prestigious national awards. As a Legacy Ambassador Eco School we have set a standard that many other schools aspire to. As part of this process all staff are encouraged to act responsibly in the use of resources, energy and to lead by example in the minimisation of waste. In excess of 200 of our students are actively involved in our Eco work and substantial progress has been made by existing staff to advance this process.

All staff should consider introducing references to sustainability where appropriate in their curriculum subjects. The college has provided support for this work in the form of a dedicated member of staff.

The Uniform

All students are required to wear uniform, including a games kit. The uniform consists of a white shirt, House tie, black jumper or black cardigan, black blazer with college logo, black knee length skirt or trousers for girls and black trousers for boys, all student are required to wear black shoes. The formal standard of dress required of students has implications for how we as a staff dress.

A Non-smoking Campus

The college is a non-smoking campus for students, staff and visitors.

Induction of New Staff

All staff are given a comprehensive induction package upon joining the college, covering key aspects of the colleges aims, ethos and working practices.

All staff are encouraged to enhance their professional skills and to take responsibility for their professional development. In addition to whole staff INSET days, staff have access to an extensive Wednesday evening training programme. Four strands of training are available: a Professional Tutor strand aimed at new teaching colleagues, an ICT strand, an inclusion strand and a teaching and learning strand. Staff can also access external courses which support whole college developments or individual objectives arising from the Performance Management cycle.

NQT's enjoy a 10% time table reduction and have weekly meetings with their mentor, allowing them to reflect upon their experiences, review progress and set targets for their professional development.

Performance Management Reviews

All teaching and central services have access to an appraisal of their work.

The APR process aims to:

- Identify the strengths of staff and set targets in areas that would make them more effective
- Establish a framework of support for the individual and the college
- Enhance communication through lines of management
- Allow for the professional development of staff
- Target INSET needs

APMR's take place annually for both teaching and central services staff.

Well-Being Group

Ringmer Community College has a developing Well-being Group. All staff are allocated a Well-being Representative. There is a £5 subscription fee to cover the cost of cards and flowers.

OFSTED Inspection

Please see the last OFSTED report on the College website: www.ringmeracademy.org for further details.

Ringmer Community College
An Academy for a Sustainable Future

Equal Opportunities and Dignity at Work
October 2015

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1. Policy Statement

Ringmer Community College is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

We do not discriminate against staff on the basis of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (protected characteristics).

The principles of non-discrimination and equality of opportunity also apply to the way in which staff treat students, parents/carers, Governors, third party organisations and former staff members.

All staff have a duty to act in accordance with this policy and treat colleagues with dignity at all times, and not to discriminate against or harass other members of staff, regardless of their status.

This policy does not form part of any employee's contract of employment and may be amended at any time.

2. Who is covered by the policy?

This policy covers all individuals working at all levels and grades, including members of the senior leadership team, teachers, teaching assistants, learning mentors, support staff, trainees, part-time and fixed-term employees, volunteers, casual workers and agency staff (collectively referred to as staff in this policy).

3. Who is responsible for this policy?

The Governing Body has overall responsibility for the effective operation of this policy and for ensuring compliance with discrimination law. Day-to-day operational responsibility, including regular review of this policy, has been delegated to the Principal.

All members of the senior leadership team within Ringmer Community College ("managers") must set an appropriate standard of behaviour, lead by example and ensure that those they manage adhere to the policy and promote our aims and objectives with regard to equal opportunities. Managers will be given appropriate training on equal opportunities awareness and equal opportunities recruitment and selection best practice. The Principal has overall responsibility for equal opportunities training.

If you are involved in management or recruitment, or if you have any questions about the content or application of this policy, you should contact the PA to the Principal.

4. Scope and purpose of the policy

This policy applies to all aspects of our relationship with staff and to relations between staff members at all levels. This includes job advertisements, recruitment and selection, training and development, opportunities for promotion, conditions of service, pay and benefits, conduct at work, disciplinary and grievance procedures, and termination of employment.

We will take appropriate steps to accommodate the requirements of different religions, cultures, and domestic responsibilities. Please refer to Ringmer Community College's Flexible Working Policy.

5. Forms of discrimination

Discrimination by or against an employee is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

Direct discrimination occurs where someone is treated less favourably because of one or more of the protected characteristics set out above. For example, rejecting an applicant on the grounds of their race because they would not "fit in" would be direct discrimination.

Indirect discrimination occurs where someone is disadvantaged by an unjustified provision, criterion or practice that also puts other people with the same protected characteristic at a particular disadvantage. For example, a requirement to work full time puts women at a particular disadvantage because they generally have greater childcare commitments than men. Such a requirement will need to be objectively justified.

Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Victimisation is also prohibited. This is less favourable treatment of someone who has complained or given information about discrimination or harassment, or supported someone else's complaint.

6. Recruitment and selection

We aim to ensure that no job applicant suffers discrimination because of any of the protected characteristics above. Our recruitment procedures are reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities. Job selection criteria are regularly reviewed to ensure that they are relevant to the job and are not disproportionate. Short listing of applicants will be done by more than one person wherever possible.

Job advertisements will avoid stereotyping or using wording that may discourage groups with a particular protected characteristic from applying. We take steps to ensure that our vacancies are advertised to a diverse labour market.

Applicants will not be asked about health or disability before a job offer is made. There are limited exceptions which will only be used with the Principal's approval. For example:

- Questions necessary to establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments).
- Questions to establish if an applicant is fit to attend an assessment or any reasonable adjustments that may be needed at interview or assessment.
- Positive action to recruit disabled persons.
- Equal opportunities monitoring (which will not form part of the decision-making process).

Applicants will not be asked about past or current pregnancy or future intentions related to pregnancy. Applicants will not be asked about matters concerning age, race, religion or belief, sexual orientation, or gender reassignment without the approval of a HR Advisor (who will first consider whether such matters are relevant and may lawfully be taken into account).

We are required by law to ensure that all staff are entitled to work in the UK. Assumptions about immigration status will not be made based on appearance or apparent nationality. All prospective employees, regardless of nationality, will be expected to produce original documents (such as a passport) before employment starts, to satisfy current immigration legislation. The list of acceptable documents is available from the UK Border Agency.

To ensure that this policy is operating effectively, and to identify groups that may be underrepresented or disadvantaged in our organisation, we monitor applicants' ethnic group, gender, disability, sexual orientation, religion and age as part of the recruitment procedure. Provision of this information is voluntary and it will not adversely affect an applicant's chances of recruitment or any other decision related to their employment. The information is removed from applications before short listing, and kept in an anonymised format solely for the purposes stated in this policy. Analysing this data helps us take appropriate steps to avoid discrimination and improve equality and diversity.

7. Staff training and promotion and conditions of service

Staff training needs will be identified through regular staff appraisals. All staff will be given appropriate access to training to enable them to progress within the organisation and all promotion decisions will be made on the basis of merit.

Workforce composition and promotions will be regularly monitored to ensure equality of opportunity at all levels of the organisation. Where appropriate, steps will be taken to identify and remove unjustified barriers and to meet the special needs of disadvantaged or underrepresented groups.

Our conditions of service, benefits and facilities are reviewed regularly to ensure that they equal opportunities for all.

8. Termination of employment

We will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory.

We will also ensure that disciplinary procedures and penalties are applied without discrimination, whether they result in disciplinary warnings, dismissal or other disciplinary action.

9. Disability Discrimination

If you are disabled or become disabled, we encourage you to tell us about your condition so that we can support you as appropriate.

If you experience difficulties at work because of your disability, you may wish to contact your line manager or the college HR team to discuss any reasonable adjustments that would help overcome or minimise the difficulty. Your line manager or a member of the college HR team may wish to consult with you and a medical adviser(s) about possible adjustments. We will consider the matter carefully and try to accommodate your needs within reason. If we consider a particular adjustment would not be reasonable we will explain our reasons and try to find an alternative solution where possible.

We will monitor the physical features of our premises to consider whether they place disabled workers, job applicants or service users at a substantial disadvantage compared to other staff. Where reasonable, we will take steps to improve access for disabled staff and service users.

10. Fixed-term employees and agency workers

We monitor our use of fixed-term employees and agency workers, and their conditions of service, to ensure that they are being offered appropriate access to benefits, training, promotion and permanent employment opportunities. We will, where relevant, monitor their progress to ensure that they are accessing permanent vacancies.

11. Part-time work

We monitor the conditions of service of part-time employees and their progression to ensure that they are being offered appropriate access to benefits and training and promotion opportunities. We will ensure requests to alter working hours are dealt with appropriately under our Flexible Working Policy.

12. Breaches of this policy

If you believe that you may have been discriminated against you are encouraged to raise the matter through our Grievance Procedure. If you believe that you may have been subject to harassment you are encouraged to raise the matter with your line manager and / or a member of the college HR team.

Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Staff who make such allegations in good faith will not be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith will, however, be dealt with under our Disciplinary Procedure.

Any member of staff who is found to have committed an act of discrimination or harassment will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. We take a strict approach to serious breaches of this policy.

13. Management of Policy

The Governors and Principal have overall responsibility for the maintenance and operation of this policy. They will maintain a record of concerns raised and the outcomes. Ringmer Community College policies will be reviewed regularly and will include an evaluation for impact on workload and working hours.

The Governing Body Approved this policy on date:

Signed:

Chair of Governors

Signed:

Principal

Ringmer Community College
An Academy for a Sustainable Future

Safer Recruitment

Ringmer Community College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake a DBS enhanced clearance

Ringmer Community College

Lewes Road

Ringmer

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