

SENDCo

James Marks Academy Trust

Roman Fields, 11 BOX Lane

Hemel Hempstead, Hertfordshire HP3 0DF

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* Self-disclosure form
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* Child Protection Statement

Dear Candidate

A unique and exciting opportunity has arisen to become a SENDCo in the recently formed James Marks Academy Trust, with the opportunity to access meteoric career progression, for the right candidate. If you want to work in a supportive environment that offers unrivalled personal and professional satisfaction, due to the incredible outcomes our vulnerable pupils achieve (academically, personally and socially), you simply need to apply, because you won’t be disappointed. We are looking for a creative, enthusiastic individual who recognises the importance of building strong relationships with all stakeholders.

This post is available due to our current expansion plans. Our current provision (Roman Fields) will be joined in September 2023 by a new Special Free School for pupils with high anxiety and mental health issues for whom a ‘traditional SEMH school would be deemed inappropriate.’

We are looking for an outstanding SENDCo with a passion and vision for inclusive education, with the ability to impact on the lives of the pupils at Roman Fields in the first instance, and the wider trust when the second site opens.

If rapid promotion isn’t your goal and you want to focus on becoming an exceptional SENDCo, we will still have a post on either our Hemel (advertised role) and Welwyn site (from Sept 2023) due to our expansion. We simply want to hear from exceptional leaders, with a passion to engage and support pupils.

Roman Fields website, which contains stakeholder and independent (Ofsted/National Autistic Society) feedback and exam results, demonstrates just how much our pupils can achieve in the right climate. We have an exceptionally stable staff body with retention rates that really are amongst the very best. Please look at our website and come and visit if you are in two minds about making an application. I can assure you, potential candidates, for all advertised vacancies, deicide to proceed with their application after a visit.

Roman Fields site is within close walking distance to the main Hemel Hempstead train station and offers generous amounts of parking in our large, beautiful grounds.

Roman Fields prides itself on the quality of relationships throughout the organisation. As an academic provision, we seek to inspire curiosity and a love of learning.  We are therefore committed to ensuring that learning is engaging and involves discussion, debate and the kinds of challenges that fire the imagination.

What we offer is the opportunity to make a real difference and join a successful, established team committed to ensuring that what we offer is the very best. Our website contains countless genuine comments from parents and pupils, independent Ofsted and the Autism Accreditation reports which we believe best demonstrate the ethos and approach of the school.

We would ask that you return the completed application form (compulsory), DBS Declaration (compulsory) and Equal Opportunities Form (optional) by the closing date, either by emailing it to mandy.crow@romanfields.herts.sch.uk or posting it to Mandy Crow, Roman Fields, Boxmoor House, 11 Box Lane, Hemel Hempstead, Herts. HP3 0DF. Please note we do not accept CVs.

Roman Fields is committed to safeguarding and promoting the welfare of children and pupils and expects all staff and volunteers to share this commitment. All appointments are subject to our pre-employment checks which include an enhanced DBS check, receipt of two satisfactory safeguarding references and interview.  In addition, a prohibition order check and a pre-employment medical questionnaire will be carried out.

Please feel free to call me at any time to discuss this post further and/or arrange a visit.

Kind Regards

Trevor Orchard

Head Teacher**Advert Description – SENDCo**

Roman Fields
Boxmoor House
Hemel Hempstead
Herts
HP3 0DF
Tel: 01442 256915
Website: www.**romanfields**.herts.sch.uk

**Pay**: MPS/UPS

**Allowance:** SEN2 plus TLR

**Start Date**: September 2022.

**Location:** Hertfordshire, initially based at Roman Fields

**Contract:** Permanent

Are you ambitious? Do you strive to be the very best SENDCo and want to progress your career within a growing trust, serving complex pupils?

Have you the ability to lead others and take on additional responsibility as we expand?

Do you believe that all pupils can become effective learners in the right setting?

Are you able to form the very best of relationships with all stakeholders?

Does your knowledge and experience give you the credibility to work with and support other professionals?

If so, we would love to hear from you.

We are Ofsted ‘outstanding’ and holders of the National Autistic Society’s ‘Excellence Award,’ presented to just one school/provision nationally; we also hold their ‘advanced’ status. We have a new free school which will join the trust in September 2023 to serve ‘those pupils with high anxiety and mental health issues for whom a traditional SEMH school would not be inappropriate’.

The immediate role would involve supporting pupils on our existing site, all of whom have EHCP, with 85%, holding a primary autism diagnosis.

For the ambitious; when the trust expands you will need the confidence to be able to manage one, or more, assistant SENDCos and a variety of highly skilled professionals from health and social care, leading the multi –disciplinary team. You will, of course, be remunerated accordingly.

If you are less ambitious, but are still passionate and care, please still apply. This is ultimately a SENDCo role initially; the Executive SENDCo role will come to fruition at a later date and you may, or may not, choose to apply for it. What we offer now is the very best SENDCo role, with the opportunity to join a fantastic group of colleagues and perform in a role that will provide an immense amount of personal and professional satisfaction.

We need someone who has the highest of expectations for our pupils, believes in forming strong relationships and has a deep understanding of the challenges that pupils with additional needs face.

Working closely with all external and internal professionals to ensure pupils have the support they need to achieve personally, socially, emotionally and academically.

An application pack and further details are available from Ms. Mandy Crow, Head Teacher’s PA: 01442 256915 or email mandy.crow@romanfields.herts.sch.uk, or alternatively on our website www.romanfields.co.uk, where the application pack can be downloaded.

Closing date for applications is close of business on Mid-night Monday 2nd May 2022. Candidates are welcome to call and speak to the Head Teacher and/or arrange to visit the school site. Please use contact details above to make arrangements.

Please address your covering letter of interest and application to: mandy.crow@romanfields.herts.sch.uk

Applications Close: Mid-night on Monday 02rd May 2022

Interviews: Week Commencing Monday 09th May 2022

For more information and to apply online: [www.teachinherts.com](http://www.teachinherts.com/)

**ROMAN FIELDS PROVISION**

**JOB DESCRIPTION**

JOB TITLE: Special Educational Needs & Disability Coordinator (SENDCo)

REPORTS TO: Head Teacher

SALARY RANGE: MPS/UPS + SEN2/TLR

HOURS: 1265

DATE: September 2022

**PURPOSE OF JOB**

* To provide strategic leadership of the provision for our pupils, all of whom have SEN to ensure that these pupils make excellent progress
* To lead, manage and effectively deploy staff and resources
* To lead, monitor and evaluate the development of learning and teaching strategies for pupils with SEN
* To ensure that staff are provided with relevant information and training relating to the support of these pupils
* To lead on raising standards of pupil attainment and achievement with SEND pupils of all ability profiles
* To ensure that paperwork relating to pupils with SEN meets statutory requirements
* To maintain appropriate relationships with parents and with relevant external organisations
* To take a full role within the school community as a Middle Leader
* To provide tuition and learning opportunities for pupils to support their curricular, personal, social, emotional and behavioural development
* To access suitable course accreditations to support the progression and opportunities of each pupil
* To provide effective teaching and learning
* The ability to teach low level through to GCSE and/or A-Level

**KEY RESPONSIBILITIES**

**ACCOUNTABILITY**

* Ensure that there is a strategic overview across the provision which maximises pupils’ potential
* To deliver the provision’s SEND policy
* To monitor and evaluate the quality of teaching in interventions of pupils
* To monitor the effectiveness of interventions for pupils by outcome
* Lead and manage a small team, working directly with pupils and ensure they are effectively deployed
* Ensure that the Senior Leadership team and the Trust Board are informed about current good practice and legislation relating to SEND and inclusion and that policies and practices relating to SEND are up to date
* Liaise effectively with staff across the provision, including pastoral, attendance and behaviour support teams, to ensure high quality support
* Lead on the development and implementation of inclusion practice throughout the provision and liaise with teachers across the provision including delivering appropriate training when necessary
* Ensure that Educational and Health Care Plans (EHCPs) and other relevant documentation relating to pupils are regularly reviewed with pupils, parents and other agencies and ensure recommendations are implemented
* To ensure that exam concessions for pupils are carried out and implemented
* Prepare for statutory assessments and ensure that all pupils with a statement of education have an annual review

**LIAISON**

* Leadership and Trust Board
* Subject Leaders
* Pupils
* Parents
* Other teaching and support staff
* Trust Board
* Local Education Authority representatives
* External agencies.

Working Time

* This is a full-time post

**MAIN DUTIES AND CORE ACCOUNTABILITIES**

* To analyse and respond to consultations.
* To monitor and manage CLA.
* To oversee access arrangements for pupils.
* To plan and prepare lessons, teach as assigned, included the setting and marking of work
* To teach consistently high-quality lessons as highlighted by the Teaching Standards
* To assess, record and report on the progress and attainment of pupils
* To monitor learning and teaching and academic progress of pupils and lead appropriate intervention where required
* To apply specialist methods of teaching and to participate in arrangements for further training
* To effectively identify deployment of classroom support
* Work in accordance with the provision’s procedures and encourage good practice regarding punctuality, behaviour, standards of work and homework
* To contribute towards reviewing, developing and refining schemes of work for departments
* Update professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology in general and in the curriculum areas taught in
* To prepare pupils for public examinations and to participate in all necessary routines associated with them

**RECORDING AND ASSESSMENT**

* To monitor and evaluate pupil progress and provide assessment and feedback in line with the provision and department policy
* To organise and evaluate the tracking of pupils’ progress and use information to inform learning and teaching
* To provide or contribute oral or written assessments, reports and references as required for individual pupils

**LEADERSHIP**

* To support the development and implementation of the vision and strategic direction of the provision, reflecting its education and moral aspirations and values
* To provide strategic leadership of the provision for pupils with SEND across the provision
* To lead and manage the SEND team
* To lead the process of monitoring and evaluation of SEND in line with agreed policies and procedures, including evaluation against quality standards and performance criteria - To seek/implement modification and improvement where required
* To implement internal QA systems within SEND regarding tracking of pupil attainment, achievement, experience and support
* To pay due regard to the provision’s equality policy
* To promote the general progress and well-being of individuals and provide guidance as necessary
* To participate in staff meetings which relate to curricular, guidance, administrative and organisational issues

**PASTORAL CARE**

* To communicate and consult with parents of pupils and with other appropriate persons and bodies outside the provision, as appropriate
* To participate in meetings arranged for the purposes described
* To promote the general progress and well-being of individuals
* To identify and celebrate pupils’ attainment and achievement in all aspects of provision life
* To attend parent/carer evenings, information evenings and other events

**SAFEGUARDING**

* Be keenly aware of responsibility for safeguarding children
* Comply with the provision’s safeguarding policy to ensure the welfare of children and pupils
* To support safeguarding issues relating to SEND pupils and ensure that the Senior Designated Person (and Safeguarding team) are informed of concerns

**OTHER DUTIES AND RESPONSIBILITIES**

* To play a full part in the life of the provision’s community, to support its distinctive mission and ethos to encourage staff and pupils to follow this example
* To contribute to the review of provision policies as appropriate
* To provide support for the pupils’ emotional and social needs by encouraging and modelling positive behaviour
* To manage own record keeping in respect of individual pupil’s development, progress and attainment as appropriate
* To assist with the general pastoral care of the pupils
* To attend relevant meetings and participate in training opportunities and performance development as required
* To participate in agreed schemes of teacher appraisal, to include all aspects of in-service training in liaison with the provision’s professional tutor
* To develop links with the Trust Board, LEAs and neighbouring provisions/schools
* To comply with provision policies and procedures regarding Health and Safety, equal opportunities, race equality, conduct and dress
* To attend training as and when necessary
* To undertake any other duties as may be reasonably required
* To participate in administrative and organisational tasks related to the duties described above

**LINE MANAGEMENT**

Shared management/supervisory responsibility for other identified staff in conjunction with the Head Teacher/Deputy Head/Assistant Head. Duties will include induction, deployment, training, mentoring and performance development/management.

**REVIEW OF DUTIES**

The specific duties attached to any member of staff are subject to annual review and may, after discussion, be changed.

**EQUALITY**

Be aware of and support difference and ensure that the provision’s equality and diversity policies are followed.

**HEALTH AND SAFETY**

Be aware of, and comply with policies and procedures relating to child protection, health and safety, confidentiality and data protection and report all concerns to the appropriate person.

**DISCLOSURE AND BARING SERVICE**

The post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offences Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service as part of Hertfordshire County Council’s pre-employment checks. Please note that additional information referring to the Disclosure and Barring Services is in the guidance notes to the application form.

**ADDITIONAL INFORMATION**

The post holder is required to contribute to and support the overall aims and ethos of the provision. All staff are required to participate in training and other learning activities and in performance management and development as required by the provision’s policies and practices.

\*\* The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may, from time to time, be necessary\*\*

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have read, understood and accept the responsibilities of SENDCo/Teacher at Roman Fields Provision.

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_

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| **ROMAN FIELDS SPECIAL EDUCATIONAL NEEDS & DISABILITY COORDINATOR (SENDCo)** |
| **PERSONAL SPECIFICATION** |
| Education & Qualifications | * Education to degree or equivalent level + QTS
* Evidence of recent professional development
 | * Evidence of further professional study in the area of SEND
 |
| Specialist Knowledge & Skills | * Outstanding teacher with evidence of successful teaching in a secondary school
* Outstanding knowledge and understanding of the range of complex needs experienced by youngsters who find it challenging to access the normal school curriculum
* Up to date knowledge of curriculum and assessment, the development of literacy across the curriculum and changes to the code of practice
* Ability to use data and strategic information to raise pupil attainment
* ICT Competency
* Knowledge and understanding of safeguarding issues
 | * Understanding of SEND funding
* Knowledge, understanding and commitment to inclusion
 |
| Leadership and Management | * Ability to set clear expectations, to demand high standards and to hold others to account
* Positive attitude towards change; innovative and self-reflective
* The ability to plan and prioritise, to complete tasks efficiently and on time and to work with detail
* The ability to motivate and enthuse colleagues
* Excellent communication and interpersonal skills
* Ability to chair meetings effectively and delegate
* Good negotiating skills and the ability to diffuse situations
* Resilient when faced with complex situations.
 | * Excellent presentation skills with the ability to lead training
* Experience of leading a small team of teachers and support staff
* Experience of working with a variety of SEND in a variety of different contexts
* Experience of partnership working with parents
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| Relevant Experience | * Recent experience as a SENDCo
* Recent experience of leadership and management in the area of SEND
 | * Successful experience of leading a significant ‘new initiative’
* Experience of partnership working
 |
| Additional Requirements | * Commitment to continuous improvement
* Commitment to meeting the needs of all pupils
* Sense of humour, presence, drive, passion and flexibility
* Able to work independently and as part of a team
* Approachable and sensitive to the needs of others
* Openness and willingness to address and discuss relevant issues
 | * Willingness to make a significant contribution to the wider life of the school
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**APPLICATION FORM – TEACHING POST**

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| POST |  | SCHOOL SERVICE |  |
| Please ensure you return this form on or before the date and time stated in the advertisement. |
|  |  |  |  |  |  |  |
| Personal Details |  |  |  |  |  |
| First Name |  |  |  |  |  |  |
| Surname |  |  |  | Title |  |  |
| Home Address |  |  |  |  |  |  |
| Town/City |  |  | Country |  | Post Code |  |
| Telephone |  |  | Mobile |  | Email |  |
| Teacher Ref No. |  |  |  |  |  |  |  | NI No |  |  |  |  |  |  |  |  |  |
| Permission to work in the United Kingdom (UK) |
| Are there any restrictions on your rights to work in the UK? (TICK AS APPLICABLE)  | YES |  | NO |  |
| IF YES PLEASE PROVIDE FURTHER INFORMATION |  |  |  |  |

PLEASE NOTE: PERMISSION TO WORK WITH A PREVIOUS EMPLOYER OR IN A PREVIOUS POST IS NOT TRANSFERABLE

**Qualifications, Training and Statutory Induction Period**

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| **DETAILS OF TEACHING QUALIFICATIONS OBTAINED OR IN PROGRESS** |
| Name of college, university or other institutions, location | Inclusive dates Month & Year | Degree/PGCE/Other | Grade/Class (or state if still in progress) | Main Subject and age range |
| From | To |
|  |  |  |  |  |
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| **QUALIFIED TEACHER STATUS (QTS) OR QUALIFIED TEACHER LEARNING AND SKILLS (QTLS) STATUS** |
| Please provide the date when QTS or QTLS was, or is expected to be awarded: |
| QTS DATE | QTLS DATE |

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| **DETAILS OF DEGREES/DIPLOMAS AND ANY OTHER QUALIFICATION OBTAINED OR IN PROGRESS** |
| Name of college, university or other institution, location | Inclusion dates Month & Year | Type of Degree/course title | Grade/Class (or state if still in progress | Main Subject |
| From | To |
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| **SECONDARY SCHOOL(S) OR EQUIVALENT** |
| Name of school/college location | Examinations passed |
| Date | Subjects (with Grades) |
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| **NQT INDUCTION PERIOD** |
| If you gained QTS after 7 May 1999, have you completed the statutory NQT Induction Period? |
| **YES** |  | **NO** |  | **PARTIALLY** |  |  |  |

 |
| **DETAILS OF ANY RELEVANT SHORT COURSES ATTENDED IN THE PAST FIVE YEARS** |
| Date | Course Title | Provider |
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**Employment history**

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| **DETAILS OF CURRENT OR MOST RECENT EMPLOYMENT** |
| Name and Address of employer | Position Held | Full/Part time | Inclusive dates Month & Year | Reason for leaving (if applicable) |
| From | To |
|  |  |  |  |  |  |
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| **PAYSCALE/OR GRADE AND CURRENT SALARY. ALSO INDICATE ANY ALLOWANCE(S) AWARDED AND LEVEL OF PAYMENT** |
|  |  |  |  |  |  |
| TYPE OF PAYSCALE/OR GRADE | CURRENT  |
|  |  |  |  |  |  |
| **PREVIOUS EMPLOYMENT, VOLUNTARY WORK OR OTHER ACTIVITIES** |
| Please complete with most recent employment/other activities first; detailing gaps between employments/other activities, e.g. Bringing up family, time spent travelling, periods of unemployment etc. Please include any voluntary work or school-based work experience. |
| Employer/Organisation | Nature of Business | Position Held | Full/Part time | Inclusive dates Month & Year | Reason for leaving |
| From | To |
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LEISURE ACTIVITIES

Please state briefly what your main leisure interests are, particularly where these are relevant to the work for which you are applying:

**Personal statement in support of application**

In this section you are asked to detail how your knowledge, skills and experience, or any other factors, relate to the criteria listed on the person specification and job description. This section is very important and enables you to demonstrate any successes or impact evidence you have to support your application.

**Referees**

Please list referees who can comment on your skills and abilities to carry out the duties of the post for which you are applying. One of these must be your current line manager/last employer. If your employer is/was a school, the referee provided must be the Head teacher. Our normal practice is to take up references prior to interview.

REFEREE 1. CURRENT OR MOST RECENT EMPLOYER

|  |  |
| --- | --- |
| NAME | ADDRESS |
| STATUS | NAME OF EMPLOYER |
| TELEPHONE | EMAIL |

|  |  |  |
| --- | --- | --- |
| May we contact prior to interview?  | Yes |  |

REFEREE 2.

|  |  |
| --- | --- |
| NAME | ADDRESS |
| STATUS | NAME OF EMPLOYER |
| TELEPHONE | EMAIL |

|  |  |  |
| --- | --- | --- |
| May we contact prior to interview?  | Yes |  |

**Declaration of criminal offences**

The school is required give you the opportunity to voluntarily declare all cautions, bind overs, pending prosecutions, spent and unspent convictions. You will be provided with a self-declaration form by the school shortly. All posts in schools are exempt from the Rehabilitation of Offenders Act 1974. If you are appointed, you

will be required to complete a disclosure application that will be sent to the Disclosure & Barring Service (DBS). The existence of a criminal background does not automatically mean that you cannot be appointed but it may do so.

The DBS now offers an update service which keeps DBS certificates up to date and allows employers to make an online check, with an applicant's consent. This applies where the type and level of check are identical and in the same workforce area (e.g. schools).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Please confirm if you currently subscribe to the update service: | YES |  | NO |  |

**Declaration**

Do you have a close relationship with, and/or are you related to, anyone in school or a governor?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| YES |  | NO |  | (TICK AS APPROPRIATE) | IF YES, STATE DETAILS |

I confirm that I am not barred, either totally or to a limited extent, from work involving regular contact with children, young people, or other vulnerable people, nor subject to any prohibitions, sanctions, conditions, restrictions or disqualifications in relation to my employment/work imposed by the Secretary of State or a

Regulatory body.

In accordance with the Data Protection Act 1998, I agree that information I have provided may be held and used for personnel reasons.

I understand that an offer of appointment will be subject to satisfactory references, DBS clearance, proof of identity and right to live and work in UK, medical checks and relevant qualifications.

I understand that failure to disclose any relevant information, or the provision of false information, could result in the withdrawal of any offer of appointment, or my dismissal without notice at any time in the future, and possible criminal prosecution.

I hereby declare that information given on this form is complete and accurate.

|  |  |
| --- | --- |
| NAME | SIGNATURE |
| DATE |

You will be asked to sign this at interview which then makes it a legal document.

**Childcare (Disqualification) Regulations 2009**

The Department for Education (DfE) has revised its Statutory Guidance "Keeping Children Safe in Education".

This update requires schools which provide care for pupils under the age of 8, to ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.

A person may be disqualified through

1. having certain orders or other restrictions placed upon them
2. having committed certain offences
3. living in the same household as someone who is disqualified by virtue of 1 or 2 above (this is known as disqualification by association)

**Upon appointment an education setting may, therefore, require you to sign a declaration confirming that you are not disqualified under those Regulations from working in schools.**

|  |  |  |
| --- | --- | --- |
| **How did you find out about this job?** |  | (PLEASE TICK OR STATE AS INDICATED) |
| Advertisement on Teach in Herts website |  |  | Other (Please Specify) |
| Advertisement on the TES website |  |  |  |
| Advertisement in Times Education Supplement |  |  |

**Additional information**

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All employees at Roman Fields Provision will require an Enhanced DBS Check

**Declaration of a Disclosure & Barring Service Enhanced Disclosure**

1. Under the Protection of Children Act 1999 and the Criminal Justice and Court Services Act 2000 it is an offence for anyone either convicted of a Schedule Four offence, or on the Barred List, or on the Department of Health (DoH) or National Assembly of Wales lists to apply for work with pupils. It is also an offence for anyone knowingly to employ such a person in such a capacity, either on a voluntary or paid basis.
2. The School meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, and is a Registered Body within the Disclosure & Barring Service (DBS) for the purposes of obtaining access to criminal record checks for employment and voluntary appointments. In accordance with the Bureau’s Code of Practice a copy of the school’s Policy on the Recruitment of Ex-Offenders is attached, and a copy of DBS’s Code of Practice is available on request.
3. Following a risk assessment, the School considers that because the post you are applying for is a position of trust the successful applicant for the post will be required to agree to an Enhanced DBS check before the appointment can be confirmed. This Disclosure will contain details of all convictions on record, including those which are defined as ‘spent’ under the Rehabilitation of Offenders Act, and details of any cautions, reprimands or warnings held on the police national computer.
4. Difficulties which may occur following this Disclosure can be reduced if details of your criminal record, if any, are declared on initial application. You are therefore requested to complete the declaration overleaf and return it with your application.
5. A criminal record will not necessarily be a bar to employment at the School. If you have declared a criminal record and this is believed to bar you from the post you will be advised. If you have a criminal record, and you are shortlisted for interview, it will be discussed with you at the interview. If you are selected for and offered the post, subject to a Disclosure Check by the DBS, and the subsequent Disclosure reveals a criminal record which you have not declared or significant discrepancies between your Declaration and the DBS Disclosure, this may lead to the offer being withdrawn in accordance with the attached policy.

**Policy Statement on the Recruitment of Ex-offenders**

1. As an organisation using the Disclosure & Barring Service (DBS) to assess applicants’ suitability for positions of trust, James Marks Academy Trust complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of a conviction or other information revealed.
2. Roman Fields School is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.
3. The School actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcomes 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.
4. 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.
5. Where a Disclosure is to form part of the recruitment process, we require all applicants to provide details of their criminal record at an early stage in the application process. We guarantee that this information will be kept confidentially in the Director of Finance & Administration’s office.
6. We ensure that all those in Roman Fields School who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders e.g. the Rehabilitation of Offenders Act 1974.
7. We make every subject of a DBS Disclosure aware of the existence of the DBS Code of Practice and make a copy available on request.
8. We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.
9. Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences.

**Confidential Criminal Record Declaration Enhanced Disclosure**

**\*** Delete as appropriate

Do you have any convictions, cautions, reprimands or final warnings that are not ‘protected’

As defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)?

 YES/NO\*

If yes, please give details of offences, penalties and dates below:

Do you have any cases pending against you? YES/NO\*

If yes, please give details below:

Have you ever been the subject of an investigation or enquiry by the police or a statutory protection agency following an allegation made against you about the abuse or neglect of a child or vulnerable adult?

YES/NO\*

If yes, please give details below:

Are you aware of any reasons why you would be considered unsuitable to work with children?

 YES/NO\*

I confirm that the information I have given on this form is correct and complete, and that I understand that any misleading statements may be sufficient reason for cancelling any agreements made. I confirm that in the event that I am selected for the post I shall agree to an Enhanced Disclosure Check by the DBS, and that the offer of the post would be conditional on a satisfactory outcome from this check.

Signed ………………………………………………………..

Name.……………………….………………………………..

Date …………………………………………………………..

**Equal Opportunities Monitoring Form**

James Marks Academy Trust is committed to promoting equality and fairness. Your job application will be assessed on merit and you will receive equal treatment regardless of your gender, age, disability, sexual orientation, religion or ethnic origin.

We would appreciate it if you would complete this form to enable us to monitor the effectiveness of our Equal Opportunities Policy.

Telling us the following information about yourself is your decision and is voluntary. Information given will be separated from your application before it is assessed and will be used for HR, statistical and monitoring purposes only. It will be held by HR as confidential although it will be possible to link this information to other information about you.

|  |  |
| --- | --- |
| Position applied for |  |

|  |  |
| --- | --- |
| Gender - please state |  |

|  |  |
| --- | --- |
| Do you consider yourself to have a disability? |  Yes/No |
| If yes, please give details |  |

|  |  |
| --- | --- |
| Sexual Orientation – heterosexual, bisexual, same-sex, other - please state |  |

|  |  |
| --- | --- |
| Religion or Belief - please state |  |

**Ethnic Origin**

|  |  |
| --- | --- |
| **White**BritishIrishAny other White background, please state |  |
| **Mixed**White and Black CaribbeanWhite and Black AfricanWhite and AsianAny other Mixed background, please state |  |

|  |  |
| --- | --- |
| **Asian or Asian British**IndianPakistaniBangladeshiAny other Asian background, please state |  |

|  |  |
| --- | --- |
| **Black or Black British**CaribbeanAfricanAny other Black background, please state |  |

|  |  |
| --- | --- |
| **Chinese or** **other ethnic group**ChineseAny other ethnic group, please state |  |

**CHILD PROTECTION POLICY STATEMENT**

James Marks Academy Trust is a local authority funded alternative provider for those pupils who struggle in education, or have been out of education for some time. 70% of our cohort is autistic and we have recently been awarded our autism accreditation for the third time.

* In all its functions and activities, the provision is fully committed to the following statements and beliefs:
* The welfare of the pupil is paramount;
* All children without exception have the right to protection from abuse;
* All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately; and
* All the governors, staff and volunteers have a responsibility to report concerns. Regarding the Child Protection Policy, the term ‘child’ applies to all pupils at Roman Fields School.

The policy applies to all employees of James Marks Academy Trust and to onsite alternative providers and is considered in the recruitment, training and monitoring of all personnel at the school. The person with overall responsibility for Child Protection issues is the Child Protection Officer; Mr Ashley Purser. In developing and implementing this policy, Roman Fields School will pay particular attention to the Children Act and the ‘Working Together to Safeguard Children’ document. The school will also consider local procedures and the advice of organisations such as the DfES and the NSPCC and will act upon advice from the Social Services and the police.

**Thank you for your interest in our provision and we hope to hear from you.**

**Please do not hesitate to contact us should you have any queries.**

**By Post: Roman Fields, Boxmoor House, 11 Box Lane, Hemel Hempstead, Herts. HP3 0DF**

**Email: admin****@romanfields.herts.sch.uk**

**Tel: 01442 256915**