

Saint
John's
college school

Co-educational Independent Day and
Boarding School for children aged 4-13
in the heart of Cambridge



Digital Content Assistant

Application Pack

May 2023



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About Us

Set in the heart of Cambridge, St John's College School is an independent co-educational school (460 children aged 4-13), which traces its roots to the Seventeenth Century when it was founded by St John's College for the education of the Choristers of the College Choir. It is described by the Good Schools Guide as "a joyous place that's buzzing".

The School has long enjoyed and deserved a national reputation for the exceptional quality of education and care it provides. The school focuses on fostering the aptitudes and nurturing the growth of each child. St John's has been awarded national Best Prep School and national Best Prep School Head awards in the Tatler Schools Awards. Its teaching has been rated 'inspirational' by the Independent Schools Inspectorate and it is the first of the very few to have achieved the coveted 'exceptional' grade for children's attainment.

At St John's, we believe in a childhood filled with affection, in which children know that they are known and valued, in which they learn to trust themselves and each other, in which they find and express their voice, discover the difference they can make for themselves and others, learn to think for themselves, to question, to collaborate, to be independent, to own and take charge of their learning and their lives.

A curriculum that believes in children draws from them the highest and the deepest levels of attainment. Our children's achievement is described by inspectors as 'exceptional'. Though we are not selective in our Kindergarten, our children are on average at the 85th percentile on national tests of ability before they leave. Our exam results are outstanding and on average our 56 leavers gain around 26 scholarships to the strongest schools. Up to one-third of our past pupils in due course gain Oxbridge places each year, more than in the most academically selective of schools: our children continue to be exceptional learners.



The School's commitment to academic excellence is matched by its belief in the importance of the 'non-examined' subjects of Art, Drama, Music, DT, Computing and Sport, all of which are specialist taught. Be it in Ancient Greek or Debating, Advanced Computing Club, a host of choirs and instrumental ensembles, an array of Drama productions, or team and individual sports coaching of all kinds, extra-curricular activities encourage the children to develop their skills and enthusiasm.

The School has an excellent teaching staff, who give generously of their time and interests to the children. At the heart of the School's success and the children's growth is the School's commitment to the children's social and emotional development through its 'Emotions for Learning' (E4L) curriculum which starts in Kindergarten. In the pastoral life of the School, care of and respect for others are fostered. Encouragement, fun and kindness are emphasised, relationships between staff and children are relaxed and friendly and the School gives the highest priority to its pastoral care for the children. Overall, we seek to care for each child's individual needs, aptitudes and excellences.

Education at its best is a deep act of care. If we care, then we will notice. If we notice, then we will act on a child's behalf. If we act for each child, then each of our children will grow best, will achieve best, will become their best selves. To be known, to be noticed, to be valued, to be cared for: fundamental things for all of us, these are the essentials of a good childhood and they are at the heart of the St John's way.



Teaching Arrangements

The School aims for class sizes no greater than 20, although this may increase to no more than 22 in some year groups. They are co-educational throughout the School. In the two classes per year group in Kindergarten to Year 2, children are taught predominantly by their Form Teacher, assisted throughout by a Teaching Assistant, with Music, Drama and PE taught by subject specialists.

At the First Form (Year 3) stage, there is an intake of up to 16 more children and three classes are formed by combining the existing children with the new intake. The First and Second Form (Years 3 & 4) classes are taught by their Form Teacher for the core subjects. A degree of classroom assistance continues and extension and enrichment groups are formed on a flexible basis according to the children's needs. Subject specialist teaching is provided in varying degrees according to the particular interests and talents of the Form Teacher. Music, Art, Drama, Computing, DT, Science/STEM, French and PE may all be specialist taught in the First and Second Forms.

The pupils move to the Senior House site in the Third Form (Year 5), remaining within their previous class groupings. There is setting in Maths and English and enrichment groups are offered as appropriate, and Latin is introduced. A Tutor system operates, whereby a team of tutors, with a Pastoral Head of Year, is responsible for the pastoral care of the children. Each tutor has no more than 10 pupils in his or her care.

From the Fourth Form (Year 6), all subjects are specialist taught. For the final two years, setting is introduced in all examined subjects. Drama, Art, Computing, DT, Music and PE all retain their specialist taught status and timetabled status in a School which is committed to a broad and fulfilling curriculum.



Flexible Learning

Our youngest children are full of questions, rich with curiosity. We work to preserve and strengthen their questioning and thinking skills. From the earliest age, we give them the essential tools, knowledge and understanding but we aim to give them more. Our Flexible Learning programme of developments incorporates child-led independent learning, creative and critical thinking, digitally enhanced learning, philosophy, emotions for learning, compassion and loving-kindness teaching, as well as outdoor learning which benefits from the recent addition of a landscaped forest garden. An Enrichment programme has been implemented with our 9 to 13 year olds every Thursday afternoon to explore projects such as our Sustainability developments, as well as cross-curricular work in computing, the arts, design technology, maths and science and to give space to My Mind (incorporating mindfulness, study skills, Tai Chi, PSHEE and philosophy as a foundation for the skills necessary for critical thinking, self-management of learning and management of self). The aim is to foster children's ability to possess their own learning, to engage their innate curiosity and creativity and to encourage them to connect with feeling to themselves and their world.

Our education is about the whole child. Our children become independent learners and creative thinkers prepared to question, with their curiosity very much alive. They get the best from themselves and achieve very highly within and beyond the classroom. We aim for our children to develop a real generosity of spirit, who will know and care about how to get the best for others, and who will do well when they are with us and when they are long beyond our shores.

Admission

Entry to the School at the 4+ stage is by registration and parental interview. There is no formal assessment of children at this stage other than to ensure that a child is ready for a School environment. Two-thirds of the School's intake is thus non-selective. At 7+, the intake is selective only in so far as we seek to ensure that a child will cope with the demands of our strong academic curriculum and, as such, seek to answer the question 'will this child be happy here?' Overall, then, the pupil population is of mixed ability though by the time the children leave the average attainment on standardised tests is around the 85th percentile nationally.

Destination Schools

Children leave us for a wide range of Schools at 13+, proceeding via Common Entrance, Scholarship or other examinations. Our leavers often gain between 20 and 30 scholarships each year.

Safeguarding

The School fully recognises the contribution it makes to Safeguarding and Child Protection as set out in the Safeguarding and Child Protection Policy.

Our approach to the care of our children aims to ensure that they will feel secure, and that they will be able to talk and to feel that they will be heard. The PSHEE curriculum supports discussion of relationships, trust and personal space and includes various aspects of the Cambridgeshire 'Personal Safety' programme. While this formal curriculum is important, the culture of the School, the strength of the tutorial system and the positive relationships formed between children and teachers all strengthen not just our overall care but also the likelihood both that our children may feel able to confide in us and that we will ourselves be aware of causes for concern. Our day-to-day contact with the children means that we are well placed to observe outward signs of abuse.

We have three fully trained designated safeguarding leads led by the Deputy Head. All staff, including visiting instrumental teachers and individual needs teachers, catering and maintenance staff and administration staff and volunteers, receive training and this training is regularly updated for all staff.

Keeping Children Safe in Education (2018) requires all School staff to pass on information which gives rise to a concern about a child's welfare, including risk from non-accidental injury, neglect, emotional or sexual abuse, to the Head and/or the designated safeguarding leads. The School will seek, as appropriate, to discuss any concerns with parents, and where possible seek their consent for any referral to the County Social Care Department. However, this can only be done where such discussion and agreement-seeking will not place the child at increased risk of significant harm.

The School ensures that the criminal background of applicants for vacant posts is checked in accordance with statutory guidance. In all such matters, the School is bound by and willingly complies with its legal obligations.

Introduction to the Safeguarding Policy

St John's College School fully recognises the responsibility it has under section 157 (Section 175 for State Schools) of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children. With regard to the provisions we make for safeguarding and safer recruitment, the School takes into account the nature, age range and other significant features of the School including specifically, EYFS pupils, pupils who board, as well as choristers.

The Safeguarding and Child Protection Policy has been drawn up having regard to Disqualification under the Childcare Act February 2006.

This responsibility is more fully explained in the statutory guidance for Schools and colleges "Keeping Children Safe in Education" (September 2018, including Prevent). All staff have read at least Part 1 and Annex A of this guidance. All staff must sign to say they are aware and understand their duties and responsibilities under part one of this document. Staff will be required to read every new edition of Keeping Children Safe In Education. The Designated Safeguarding Lead will ensure all staff are made aware of any changes or updates to the guidance. All staff will then be expected to read and sign to say they have read and understood the changes.

Staff must read the above document together with What to do if you're worried a child is being abused: Advice for practitioners March, 2015 and Working Together to Safeguard Children (July 2018) which refers to the non- statutory advice Information Sharing (July 2018).

The Safeguarding & Child Protection policy also has due regard for Prevent Duty Guidance: for England and Wales (March 2015) supplemented by the non- statutory advice and a briefing note The Prevent duty: Departmental Advice for Schools and Childcare providers (June 2015) and The Use of Social Media for On-line Radicalisation (July 2015).

Through their day-to-day contact with pupils and direct work with families, staff at the School have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Social Care via the Cambridgeshire Direct Contact Centre. If at any time there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately. The School is aware that if a crime may have been committed, the matter should be reported to the police immediately.

The Safeguarding & Child Protection policy sets out how the School's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the School and to ensure that the policy is fully implemented. Our policy applies to all staff, volunteers and contractors, paid and unpaid, working in the School including governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the School and its governors.

It is important to note that safeguarding is everyone's responsibility and that anyone can make a referral to children's social care if necessary.

Our policy is consistent with the Peterborough and Cambridgeshire Local Safeguarding Children Board (LSCB) procedures.

Please refer to the full Safeguarding and Child Protection Policy and other policies available on our website (<https://www.sjcs.co.uk/policies>).



The Senior House site itself has been completely redeveloped in recent years with bespoke classrooms, an outstanding library, a DT and computer control and graphics facility, two Science labs, a Drama studio, Music facilities, a multi-sports court, changing areas and excellent staff facilities. It also contains other specialist facilities such as the Chapel, Theatre and Gymnasium.

The whole School has been networked as part of an ICT development plan which has, for some years, placed St John's at the forefront in this area.



The Setting

The School is located in leafy Grange Road, a short walk from the centre of Cambridge and the College, at the heart of which sits the Chapel, home to the internationally renowned College Chapel Choir. The School site has undergone significant rebuilding or redevelopment in the last few years to ensure the facilities, layout and fabric of the buildings fully support the delivery of the School's ethos.

The School occupies two sites, Byron House and Senior House, some 200 yards apart, across Grange Road from the extensive playing fields owned by and shared with St John's College. At Byron House, the Junior Department houses about 120 pupils (about 40 per year in two co-educational classes) aged 4-6 and is also home to about 120 pupils (in three co-educational classes per year) in the 7-8 age range. The Senior House site houses boys and girls aged 9- 13 (approximately 230 pupils in all).

Byron House provides outstanding newly designed facilities for 4-9 year olds, including specialist Music, Art/DT, Computing facilities, a Junior Library, Drama/Assembly Room, a Hall/Stage/Dining Room/Gymnasium, Individual and Small Group Teaching rooms. The new Forest Garden has been planned around a new circular teaching space and the Kindergarten enjoys Forest School Fridays in this specially designed spacious outdoor area.

A self-contained Boarding House is a short walk away from Senior House and accommodates up to 40 boys and girls, twenty of whom are the Choristers.



Job Description

The School communicates its ethos to prospective parents and prospective pupils in writing via its website, a suite of annual publications, its social media accounts and direct correspondence. The Digital Content Assistant will be responsible for writing copy for all of these, working with Teaching staff, Senior Managers, parents and pupils to gather content, prior to submitting copy to Director of Operations for review. A true 'wordsmith', the Digital Content Assistant will relish the opportunity to repeatedly convey the School's ethos and aims to its key stakeholders with interesting and engaging text which reflects the house style across the various platforms set out below.

Website

The School's bespoke website (www.sjcs.co.uk) is divided into three main areas: public-facing pages which seek to describe the school to prospective parents and their children; internal pages geared to delivering information to current parents efficiently and succinctly; staff pages to be used as reference points for forms and policy documents. The School has full control over the content of the site and daily system administration of the site is carried out by the Information Systems Administrator.

The site is currently undergoing a rebuild to update the technology platform on which it sits. The web development agency which has been commissioned to carry out the work will also lead a project to redesign and revitalise the content of public pages, improving the navigation and user experience. After go-live, the School intends to commission the agency to produce termly SEO audits and the Digital Content Assistant will be responsible for implementing the recommendations from these SEO audits, for example by reorganising page content, increasing keyword counts on landing pages and creating new feature content.

The Digital Content Assistant will work closely with the Marketing Officer and the Director of Operations in generating new content which cross-references content shared in the School's publications, news articles and social media platforms, always maintaining the house style and will ensure content always supports and demonstrates the School's ethos and aims.

A sample of some of the specific responsibilities is shown below:

- Assist the Director of Operations in the administration of the public pages of the website to keep them current, relevant and a true reflection of the ethos of the School and its key strengths.
- Using copy and images generated in print publications to create feature content.
- Assist in the editing and sharing of 'thought leadership' content from the Head to exploit the School's innovative approach to child well-being, creativity, community and academic attainment and specific strengths in the arts, music and sport.
- Implement recommendations from the SEO analytics reports to improve the customer journey, increase engagement and boost the number of completed calls to action
- Maintain the catalogue of key words, hashtags, alt attributes and meta data tags for use across the website and social media to promote SEO
- Administer content tagging and manage page attributes to promote SEO.
- Promote the cross-referencing of the School website on external sites to support SEO.

Digital Content Assistant - Overview

The Admissions and Marketing Department is led by the Director of Operations, reporting to the Head. Its core aim is to represent the ethos of the School to prospective parents and pupils to best effect, attracting them to the School to make an enquiry and guiding them through the Admissions process, ensuring that the School remains as full as possible at all times. The department is looking to expand to be able to use digital tools to reach a greater number of prospective parents, increase the number of enquiries and improve their customer journey.

The new role of Digital Content Assistant will report to the Director of Operations and will work closely with the Registrar and the Marketing Officer in the Admissions and Marketing team. The Digital Content Assistant will contribute to the implementation of the Marketing Strategy by curating, improving and broadening the communication of School's brand on its website, in social media, in written communications and publications.

A skilled copy writer and communicator and experienced social media user, the Digital Content Assistant will have the skills and passion to understand and communicate the School's ethos in the 'house style' to attract the target market, implementing the recommendations from the School's subcontractor marketing agency for search engine optimisation and ultimately increase the number of enquiries the School receives, including for chorister places in the College's world-rekknowned choir.

It is important to note that as this role is new and the School implements the Marketing strategy, the specific duties which fall to the Digital Content Assistant may be subject to change. The balance of responsibilities may also be affected by the particular strengths that each of the members of the team are able to contribute and the successful applicant will demonstrate a willingness to be flexible and contribute to the team.



Social Media

The School has used Twitter extensively as its main social media platform for some years, with content produced and edited by the Marketing Officer. The School's Facebook page is a more recent addition and the department's objective is now to grow the School's use of other platforms (e.g. Instagram and LinkedIn). With proven experience in a previous digital marketing role, the Digital Content Assistant will contribute creativity, passion and enthusiasm to create copy for social media which complements the photography produced by the Marketing Officer and communicates the School's ethos. The Digital Content Assistant will have the skills to understand and communicate the School's brand, set it apart from its competitors and ultimately boost the number of enquiries received. A more detailed indication of what will be involved is set out below:

- Liaising with the Marketing Officer, use content creation and editing software to write and create interesting and high quality content which reflects the School's ethos and is aimed specifically at prospective parents to boost the number of admissions enquiries for specific year groups, demographics and geographic areas, making use of new technologies and social media functions as they arise;
- Working within a budget, administer the School's advertising on social media and use the School's Google Analytics and Tag Manager accounts to provide regular reports to monitor the success of the School's advertising and reach with prospective parents;
- Working with the Marketing Officer, assist the Registrar and Director of Operations in the creation and implementation of a social media content plan, with a focus on content specifically aimed at prospective parents;
- Record and report on statistics of the topics covered against the content map to ensure the proper breadth and frequency of coverage is being achieved.
- Working with the Marketing Officer, assist in the setting up of the School's Instagram and LinkedIn profiles, helping to maintain the School's brand identity, message and content across all platforms;
- Working with the Marketing Officer, set up and administer social media scheduling tools (e.g. Buffer) to schedule and monitor the publishing of content to the School's social media platforms.
- Assist with administration of the School's Mailchimp account and the creation of targeted emails and newsletters to key stakeholders, e.g. nurseries and feeder schools;
- Update all social media platforms with as many links back to the School's website as possible to promote SEO and drive traffic to enquire and complete calls to action.
- Keep abreast of the latest technologies and suggest changes and improvements to the School's digital marketing plan;
- Report on regular analysis of competitors, their digital marketing presence and messaging and tactics

Other duties

This job description is not exhaustive and the successful applicant will wish to play a full role in the life of the School and its community, providing assistance when requested in other areas, including cover for absent colleagues.

Publications

The School has an excellent reputation for the diet of annual publications it produces in-house using the Adobe Creative Suite. Its two main publications, 'Highlights' and 'The Eaglet' are explained in some detail below but it is important to note that the Digital Content Assistant will work closely with the Marketing Officer and Director of Operations on the production of many other publications (e.g. explanatory guides such as 'Kindergarten' and 'Play-based Learning' as well as leaflets, editorials, adverts, press releases, etc.).

- [Highlights](#) - An annual magazine, (square format and between 52-60 pages), published at the end of the Summer Term, 'Highlights' seeks to set out the latest developments and notable achievements of the year as well as reiterate fundamentals of the School's core philosophy. While the School does not publish a prospectus as such, the Highlights magazine fulfils many of the key functions of a prospectus with the additional bonus of being more up to date and able to respond to and celebrate key highlights of the year. The Digital Content Assistant will work with the Director of Operations and Marketing Officer on the page plan and will liaise with the teaching staff to gather initial content and edit it to form a cohesive publication with a common thread and clear and consistent voice which runs through the whole of the text. It is envisaged that the Highlights magazine chapters will lend themselves to being published as independent feature content on the website and will be used to enrich the user experience and boost SEO.
- [The Eaglet](#) - The children's yearbook (A4 format and 180 pages), unlike Highlights which is written by staff and edited by the Marketing team, 'The Eaglet' is written by the children with text being a combination of articles written to a theme as set by the page plan and the collection of children's verbal comments which aim to illustrate thoughts, feelings and reactions in a more approachable format. The Eaglet also showcases a larger range of photographs from across the School as well as a large variety of artwork and poetry in the 'Inspiration' section. The Digital Content Assistant will work with the staff to capture the articles and comments from the children, editing them into a first draft for review.

Person Specification

Overall, the successful candidate will be able to demonstrate some or all of the following:

- A genuine commitment to education and to the distinctive education offered by St John's;
- Proven experience in a communications and digital marketing role is essential;
- Previous experience in school admissions and marketing and a recognised marketing or social media qualification will be an advantage;
- Excellent writing skills, with a good command of written and spoken English and grammar, and the ability to proofread with an exceptional attention to detail;
- Excellent communication skills, both verbal and written, to promote the ethos of the school to all enquirers and uphold the School's brand;
- A detailed understanding of social and digital media, content creation and scheduling tools is desirable as is an interest in continually learning about new marketing and social media trends;
- Experience of implementing SEO recommendations;
- A portfolio of marketing communications and digital marketing work;
- The ability to think creatively and generate new, varied and interesting content;
- The ability to identify the audience and tailor communications which will attract the target market;
- A genuine understanding of parents' feelings and concerns when they are considering a school for their child;
- Proficient use of IT (e.g. Adobe Creative Suite, MS Office, Word and Excel in particular) and the ability to learn to use new software (training in proprietary software packages will be provided);
- The ability to work independently and also in close co-operation with others in a team;
- The ability to work within tight deadlines;
- Versatile, dynamic, and flexible with a 'can-do' attitude;
- Resilient and able to cope with the rigours of a busy department;
- The ability to stay calm under pressure;
- The discretion, sensitivity and diplomacy to deal appropriately with confidential information with regard to children and families;
- A thorough understanding, or the willingness to gain a thorough understanding, of the issues and procedures relating to the safeguarding and welfare of the pupils in the care of the school.

Terms of Employment

It is anticipated that the Digital Content Assistant will work approximately 34 weeks per year (term time), plus an additional 8 weeks outside of term time, pro rata, according to the needs of the School and as directed by the Director of Operations. Wherever possible the schedule of weeks worked outside of term will be such that the Digital Content Assistant, Marketing Officer and Registrar will provide some cover for each other during holiday periods.

The post is part-time, 15 hours per week. The working schedule will be set by the Director of Operations. In addition, as for all staff, the Digital Content Assistant can expect to be called upon to work outside of these hours for example, to cover for absent colleagues or attend staff meetings or training after school.

Salary

The annual part-time salary will be in the range of £9,200-£11,200 (pro rata based on a full time equivalent range of £23,000-28,000) dependent on skills and experience. The full time equivalent salary is based on 37.5 hours worked per week for 47.6 weeks per year (34 weeks term-time work, 8 weeks non-term-time work and 5.6 weeks paid holiday).

Salaries are divided into 12 equal instalments and are paid monthly by direct credit to a nominated bank account on the 28th day of each month (or the nearest prior working day), with the exception of December, when payment is made on 20th December (or the nearest prior working day).

The salary is reviewed annually and adjusted in September in line with salary awards to the School's non-teaching staff. The next salary review will be in September 2023.

Lunch and parking are provided free of charge.

Probationary Period.

The probationary period will be six months.

Pension Scheme

Support staff are invited to join the Scottish Widows pension scheme. The minimum pension contribution from an employee is 2% of salary while the School will contribute 6%. Support staff who do not wish to join the Scottish Widows scheme outlined above will be, if eligible, automatically enrolled in the National Employment Savings Trust (NEST) pension scheme. The minimum employee contribution is currently 5% of salary, and the maximum school contribution is 3%. This is subject to change in accordance with legislation.

For members of staff who join the Scottish Widows pension, St John's College School operates an entirely optional salary exchange scheme. Anyone wishing to take advantage of this should complete the relevant request form in writing. Salary exchange for pension can be increased, decreased or stopped at any time on receipt of a written instructions. Salary exchange cannot be applied retrospectively.

Anyone considering joining either of the schemes above, or taking advantage of salary exchange is advised to seek independent professional advice before making a decision.

For further information about your pension options, please contact the Finance Office.



The Application and Recruitment Process

Application Form

- The School will only accept completed Application Forms from candidates. CVs will not be accepted in substitution.
- All posts in the School involve some degree of responsibility for safeguarding children and this post in consequently exempt from the Rehabilitation of Offenders Act 1974. All convictions, cautions, reprimands or final warnings that are not “protected” in line with current legislation must be declared.
- The successful applicant will be required to obtain an Enhanced Disclosure and Barring Service Certificate.
- The School will seek references on all shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications prior to interview. References will be verified by telephone.
- 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, your previous employer in this instance will be asked about these 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, although he/she may answer ‘not applicable’ if your duties have not brought you into contact with children or young people.
- 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 selected and possible referral to the Police and/or the Disclosure and Barring Service.

- All candidates invited to interview must also bring with them:
 - A passport
 - A current driving licence or a birth certificate
 - A utility bill or financial statement showing your current name and address. This must be less than three months old. If these are not available, a Council Tax bill or P60 from the previous 12 months is also acceptable.
 - Any evidence of a change of name, where appropriate

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

Conditional Offer of Appointment: Pre-Appointment Checks

Any offer of a post will be conditional upon the following:

- Receipt of at least two satisfactory references
- Verification of identity, qualifications and career history
- A check of the Children’s Barred List held by the Disclosure and Barring Service, if applicable
- A satisfactory Enhanced DBS Certificate
- Verification of eligibility to work in the UK
- Verification of professional status, such as QTS, NPQH
- For teaching posts, verification of the successful completion of the statutory Induction period (applies to those who obtained QTS after 7 May 1999)
- For teaching posts, a clear check of the DfE’s Prohibited Teachers List (UK and EU)
- For relevant posts, a completed self-declaration regarding Disqualification from Childcare
- For relevant posts, a clear check of the Section 128 Directions list (Prohibition from Management)
- A medical self-declaration of fitness to carry out the required duties.
- For volunteers, a check with the school community that there are no concerns
- Satisfactory completion of the probationary period

Invitation to Interview

- If you are invited to interview, this will be conducted in person and will explore your skills and experience as well as your suitability to work with children.
- All candidates invited to interview must bring original documentation confirming any educational or professional qualifications that are necessary or relevant for the post. Where originals or certified copies are not available, written confirmation of the relevant qualifications must be obtained from the awarding body.

Applications

A letter of application (preferably handwritten) should be sent with a fully completed application form (see ‘The Application and Recruitment Process’ opposite) to Mr Alex Loria, Director of Operations, St John’s College School, 75 Grange Road, Cambridge CB3 9AB (recruitment@sjcs.co.uk) along with a portfolio providing examples of a range of marketing experience.

Long-list candidates will be invited to attend a first round interview. If successful, candidates will be asked to complete a skills assessment. Short-listed candidates will be invited to the School for a second round interview, including a tour of the school, safer recruitment interview and the final interview itself. All reasonable interview expenses will be reimbursed by the School.

St John’s College School is committed to safeguarding and promoting the welfare of children.

Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

All appointments are subject to a criminal background check and proof of qualifications in accordance with the requirements of the Children Act.

WARNING

Where a candidate is:

- Found to be on the Children’s Barred List, or the DBS Certificate shows that s/he has been disqualified from working with children by a Court; or
- Found to have provided false information in, or in support of his/her application; or
- The subject of a serious concern as to his/her suitability to work with children

These facts will be reported to the Police and/or the Disclosure and Barring Service.

Disclosure and Barring Service

Filtering rules for Criminal Record Check Certificates

In line with current legislation, the following filtering rules now apply to all Disclosure and Barring Service (DBS) checks:

For those aged 18 or over at the time of the offence:

An adult conviction will be removed from a DBS certificate if:

- 11 years have elapsed since the date of conviction; and
- It is the person’s only offence, and
- It did not result in a custodial sentence

Even then, it will only be removed if it does not appear on the list of offences which will never be removed from a certificate. If a person has more than one offence, then details of all their convictions will always be included.

An adult caution will be removed after 6 years have elapsed since the date of the caution – and if it does not appear on the list of offences relevant to safeguarding.

For those under 18 at the time of the offence:

The same rules apply as for adult convictions, except that the elapsed time period is 5.5 years.

The same rules apply as for adult cautions, except that the elapsed time period is 2 years.

Please note:

- The term ‘Caution’ includes reprimands and warnings.
- A conviction is a determination of guilt by a court in relation to a specific offence. Multiple offences, whether arising from different occasions or from a single event, and in relation to which a court on one or more occasions reaches a determination of guilt, are to be treated as multiple convictions for filtering purposes.

Source: DBS Filtering Rules for Criminal Record Check Certificates, v 2.2

Policy on Recruitment of Ex-Offenders

As an organisation assessing applicants’ suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), St John’s College School (SJCS) complies fully with the code of practice and undertakes to treat all applicants for positions fairly.

SJCS undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.

SJCS can only ask an individual to provide details of convictions and cautions that we are legally entitled to know about. Where a DBS certificate at either standard or enhanced level can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended, and where appropriate Police Act Regulations as amended).

SJCS can only ask an individual about convictions and cautions that are not protected.

SJCS 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.

This policy on the recruitment of ex-offenders is made available to all DBS applicants at the start of the recruitment process.

SJCS actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.

An application for a criminal record check is only submitted to DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that an application for a DBS certificate will be submitted in the event of the individual being offered the position.

SJCS ensures that all those in SJCS who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. SJCS also ensures 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.

At interview, or in a separate discussion, SJCS ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

SJCS undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.

Disclosure and Barring Service Checks – Policy on Information Handling

General principles

As an organisation using the Disclosure and Barring Service (DBS) checking service to help assess the suitability of applicants for positions of trust, St John’s College School complies fully with the code of practice regarding the correct handling, use, storage, retention and disposal of certificates and certificate information.

It also complies fully with its obligations under current Data Protection legislation and all other legislation pertaining to the safe handling, use, storage, retention and disposal of certificate information and has a written policy on these matters, which is available to those who wish to see it on request.

Storage and access

Certificate information is kept securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

Handling

In accordance with section 124 of the Police Act 1997, certificate information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom certificates or certificate information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Usage

Certificate information is only used for the specific purpose for which it was requested and for which the applicant’s full consent has been given.

Retention

Once a recruitment (or other relevant) decision has been made, we do not keep certificate information for any longer than is necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints.

If, in very exceptional circumstances, it is considered necessary to keep certificate information for longer than six months, we will consult the DBS about this and will give full consideration to the Data Protection and Human Rights of the individual before doing so.

Throughout this time, the usual conditions regarding the safe storage and strictly controlled access will prevail.

Disposal

Once the retention period has elapsed, we will ensure that any DBS certificate information is immediately destroyed by secure means, for example by shredding, pulping or burning. While awaiting destruction, certificate information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack).

We will not keep any photocopy or other image of the certificate or any copy or representation of the contents of a certificate. However, notwithstanding the above, we may keep a record of the date of issue of a certificate, the name of the subject, the type of certificate requested, the position for which the certificate was requested, the unique reference number of the certificates and the details of the recruitment decision taken.

Acting as an umbrella body

Before acting as an umbrella body (an umbrella body being a registered body which countersigns applications and receives certificate information on behalf of other employers or recruiting organisations), we will take all reasonable steps to satisfy ourselves that they will handle, use, store, retain and dispose of certificate information in full compliance with the code of practice and in full accordance with this policy.

We will also ensure that any body or individual, at whose request applications for DBS certificates are countersigned, has such a written policy and, if necessary, will provide a model policy for that body or individual to use or adapt for this purpose.

Publications

The School produces a range of publications each year to profile the wide range of activities, developments and achievements. Click on each publication below to view an online copy.

The Eaglet

An overview of the year, written by the children.



Kindergarten

An introduction to a child's first year at St John's.



Highlights

Achievements and developments across a range of subjects over the last year.



Poetry

An anthology of the children's poetry from Kindergarten to Form 6.



Find out more online

Please visit our website to find out more about St John's College School: www.sjcs.co.uk



Saint
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