

Saint  
**John's**  

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college school

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



## Learning Support Assistant

Application Pack  
September 2021









# Learning Support Assistant

September 2021

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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.





## 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.



## 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.



## 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 Designated Safeguarding and Prevent Lead who is also 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 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 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.

In line with Keeping Children Safe in Education, safeguarding and promoting the welfare of children is defined for the purposes of this policy as: "protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes." This policy has been drawn up having regard to Disqualification under the Childcare Act February 2006 (March 2015)

This responsibility is more fully explained in the statutory guidance for schools and colleges "Keeping Children Safe in Education". 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, 2015 and Working Together to Safeguard Children 2018 which refers to the non- statutory advice Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers 2018)

This policy also has due regard for Prevent Duty Guidance: for England and Wales (April 2019) 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, all 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 Multi-Agency Safeguarding Hub (MASH). 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. Anyone can make a referral. Parental consent is not needed to make a referral. The school is aware that if a crime may have been committed, the matter should be reported to the police immediately.

The Safeguarding 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, catering staff, secretaries, administration staff 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. At all times staff should consider what is in the best interests of the child. If you make a referral please inform the Designated Safeguarding Lead as soon as possible.

Our policy is consistent with the Safeguarding Children Partnership Board 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 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 Forest Garden has at its centre a 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.



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 Role

St John's College School is seeking a Learning Support Assistant for 27 hours per week to work with a child with diabetes, who will have just transitioned to Year 5, moving from the Junior to the Senior part of the school.

This role is subject to continued funding for this provision and will be on a fixed term basis to the end of the school year initially, dependent on this funding.

There may be potential for further extension, dependent on continuation of funding.

This post involves supporting the pupil through a number of different lessons, working closely with the Class Teacher to ensure that we have the fullest possible knowledge of and understanding of the child's needs.

The post of Learning Support Assistant is a varied, demanding and rewarding one. The duties involved range from the more mundane to activities which include a high level of responsibility for the welfare and education of the child you will be working with.



Our prime aim, with the young, is to ensure that they are happy at school and that their emotional and social development is promoted and safeguarded. The Learning Support Assistant works very closely with the Class Teachers to ensure that we have the fullest possible knowledge of and understanding of each child's needs.

Children join us aged 4+ from a very wide variety of educational backgrounds and at very different developmental stages. While the curriculum they follow is quite formal in some respects, we aim to help each child to develop at an appropriate pace and, to this end, the curriculum is highly differentiated in the children's early years. It is not until the age of 7 or 8 that the demands of the curriculum become a little more uniform. To support the children in their learning, the school employs a large number of Individual Needs specialists who work with children individually or in small groups to assess and meet their particular needs. The Teaching Assistants and teachers work very closely with the Individual Needs department to ensure that all coheres in the child's best interests.

Attention to the child's needs is the main priority, in whatever form such needs may manifest themselves. While much of an assistant's time will be spent in and around the classroom, the duties involving supervising and leading the child's play are of equal importance and the school prides itself on the interest it takes in the whole life of the children at school.

## Job Description

In general terms, the Role of a Learning Support Assistant at St John's includes, but is not limited to, the following duties and responsibilities:

- To reinforce the teaching objectives to the child you are working with under the direction of the teacher in order to provide differentiation within the classroom.
- To assist the teacher in the provision of a full range of stimulating activities
- To work with the teacher in setting up practical learning situations in, for example, DT, Mathematics, Art and Craft.
- To encourage the development of language, speech, conversation and the written word as appropriate.
- To spend certain amounts of time in or out of the classroom to provide support in the development of speaking and listening, reading, writing and Maths.
- To carry out an objective from a child's individual plan.
- To hear the child read and reinforce reading skills, keeping records of the child's progress in reading and updating progress on the book bands scheme.
- To assist in promoting the physical, intellectual, emotional and social development of all the child.
- To assist with providing supervision in the temporary absence of the class teacher.
- To observe the child's play and behavior and reporting significant facts to the teacher.
- To assist the teacher in establishing good relationships with parents.
- To assist with the child's outdoor learning in all weathers.
- To attend staff meetings and year group meetings where appropriate, to share information about the child's progress and the planning of activities.

- To attend relevant courses and in-service for career enhancement.
- To prepare materials for lessons and displays.
- To ensure that classroom equipment and other school property are maintained in good order.
- To undertake simple routine repairs.
- To assist with personal care needs if required.
- To help ensure cloakroom areas are kept tidy.
- To help prepare classrooms for lessons, including setting out and tidying away equipment and materials required at the beginning and end of each day, where applicable
- To help to prepare and tidy up the classrooms before the start and at the end of each term.
- To supervise at break and lunch times under a designated role to ensure a happy playtime.
- To cover staff duties in the event of absences, if required by Administration Manager or other senior leaders.
- To undertake any routine duties or activities, over and above those described, deemed appropriate by the form teacher or Head of the Junior Department.

This job description is not exhaustive and may be amended from time to time.







## Person Specification

Our key concern is to appoint candidates who share our commitment to caring for each child. While our Learning Support Assistants are, in general, highly qualified, evidence of a genuine interest in children is of equal significance. The successful candidate is likely to offer:

- an appropriate qualification and previous experience as a Teaching Assistant.
- knowledge in this area and ideally previous experience supporting a child with learning difficulties on a 1:1 basis.
- some knowledge of the KS1 curriculum.
- a commitment to safeguarding and promoting the welfare of children and young people.
- an enthusiasm for the outdoors and a willingness to take part in learning in all weathers.
- evidence of an interest in further professional development.
- an interest and a willingness to undertake training in the use of ICT (funded by the school) both in relation to the curriculum itself and as part of a broader development of ICT skills within the educational administration of e.g. record keeping, assessment and monitoring.
- a Paediatric First Aid qualification or the willingness to undertake training in First Aid funded by the school.

In addition to the above, it is essential that the successful candidate should evidence the following qualities:

- a commitment to developing the individual talents and meeting the individual needs of each child within and beyond the curriculum.
- a commitment to the pastoral care of, and respect for, children.
- an ability to communicate with and co-operate with colleagues.
- an enjoyment in playing imaginatively and creatively with young children.

Overall, the successful candidates will wish to play a full part in a thriving and highly caring community.



## Terms of Employment

This is a fixed term position to the end of the Summer term 2022 initially and is subject to funding provision. Should funding be withdrawn, the role will cease.

### Hours

The post will be term time only. The school is in session for 34 weeks per year, in addition to which staff may be required to be available, as required, for two days before and two days after each term to prepare for and 'tidy up' after the term, and to attend any pre-term training days. Working hours will be 27 per week, spread across Monday to Friday, plus a 30 minute unpaid lunch break daily. There will need to be some flexibility with regard to when these hours are worked, according to the needs of the pupil.

There are, occasionally, times when an assistant may be asked to work outside the above stated hours without further remuneration, e.g. being available for staff meetings or training after school or for the (very) occasional Saturday morning or weekday afternoon for e.g. open days, sports days or visits of prospective pupils.

### Holiday

The employee shall be entitled to take as holiday all school holidays, except as detailed above.

The annual paid holiday entitlement for this role is 4.3 weeks inclusive of Bank Holidays. Holidays will be allocated when the School's offices are closed. No holiday is to be taken during term time. The annual holiday year runs from 1 September to 31 August. Payment for your annual leave entitlement is included within your salary.



## Salary

The equivalent annual salary for this fixed term role is £14,033 for the 27 hr/wk role..

Salaries will be divided into 12 equal instalments and will be paid monthly by direct credit to a nominated bank account and will be paid 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).

## Pension

Non-teaching 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%. This is subject to change in accordance with legislation.

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 the salary exchange scheme, is advised to seek independent professional advice before making a decision. For further information about your pension options, please contact the Finance Office.

## Probation

A three month probation period will apply to this role.



## Applications

A handwritten letter of application should be sent with a fully completed application form (see 'Application and Recruitment Process Explanatory Notes') to Mrs Karen Close, HR & Compliance Administrator, St John's College School, 75 Grange Road, Cambridge CB3 9AA. (recruitment@sjcs.co.uk)

A shortlist of candidates will be drawn up, who will be invited to attend an interview at the school, which will involve tours of the school, meetings with various members of staff and the final interview itself, which will include questions in relation to Safeguarding.

NB: Due to the current Covid-19 situation, initial interviews may be carried out via video conference.

All reasonable interview expenses will be reimbursed by the School.

**Any offer of employment is conditional upon the satisfactory completion of all of the regulatory pre-employment checks, which must be concluded prior to your first day at St John's**

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.





# 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 is 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.

## 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.

- 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

## 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).

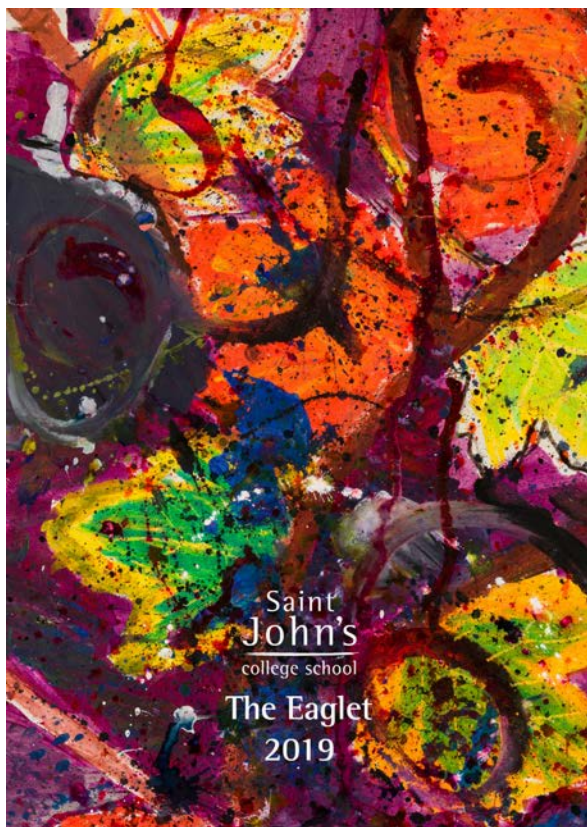
We will not keep any photocopy or other image of the certificate or any copy or representation of the contents of a certificate. However, notwithstanding the above, we may keep a record of the date of issue of a certificate, the name of the subject, the type of certificate requested, the position for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

## 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.

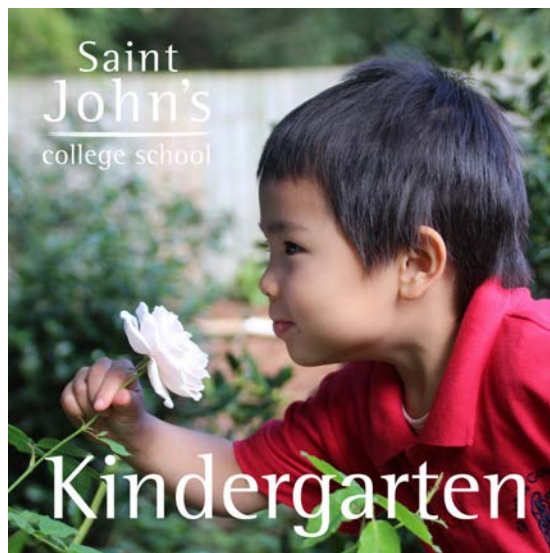


### Highlights

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

### Kindergarten

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



### 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](http://www.sjcs.co.uk)





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