



DRAYTON PARK & MONTEM FEDERATED PRIMARY SCHOOLS

Class Teacher

DRA/330

Closing Date: Midnight, Thursday 25th April 2019



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Dear Candidate,

Thank you for your interest in applying for the post of teacher at Drayton Park and / or Montem. We are vibrant community schools, in the heart of Highbury and Islington. We have significantly higher than average numbers of pupils who speak English as an additional language, as well as those entitled to free school meals. Our families come from a very broad range of backgrounds and we pride ourselves on our shared commitment to each other and our schools. I care deeply about nurturing our children as individuals, ensuring all can be happy and thrive as learners and friends. At both Drayton Park and Montem we are all about learning, inclusivity and creativity.

We are advertising for full-time class teacher roles. We will also consider applications for part-time positions. A range of year groups are a possibility. NQTs are welcome to apply. There is an opportunity to apply for the maths leadership position at Drayton Park.

I came into post at Drayton Park in September 2012 and have overseen a lot of change. Ofsted visited us in May 2016 and graded us 'good' in all areas with 'Outstanding' leadership and management. Our Ofsted report captures our school well. It is on our website and I urge you to read it. You can also get a sense of who we are by following us on Twitter: <https://twitter.com/DraytonParkSch>.

I became executive head at Montem and Drayton Park in September 2017. The school received a strong Ofsted just before I came into post. Again, the report is on our website and I urge you to read it. The school is a very happy place to work, with a new, strong behaviour management system and like Drayton Park, an effective and personalised approach to developing staff.

The journey of improvement is ongoing in both settings. In Montem and Drayton Park we do school improvement in a collaborative way. Everyone from pupils through to all members of staff contribute. Our sense of team is palpable.

My key belief is that the most important thing in any school is the quality of its teaching. My job, and that of our management team, is all about helping our teachers be the best they can be. We place a strong priority on the right balance of high quality feedback and support. Our teachers work collaboratively throughout the year to develop their practice and to innovate in the classroom. So long as you are open to support and committed to developing your practice, you will thrive at Montem and Drayton Park.

Should you join us, you will be working in a phase team of three or four classes, overseen by a Phase Leader. Their role is to oversee pupil progress, support enrichment across the phase and also to support you in developing your practice. We place a high focus on helping children learn how to learn and become resilient, independent thinkers. We take an innovative approach to challenge, and rarely group children according to deterministic models of ability. We place a strong emphasis on pupil voice and have developed a school council system that has attracted national attention. Our curriculum is rich and creative, including specialist teaching in art, computing, dance and PE. We run a strong programme of special events throughout the year and our extra-curricular offer is second to none. We want

to see our pupils develop as whole people; to understand their place in the community and the wider world around them.

We place real value on partnerships; with parents, with other schools and with the wider community. For us, working with children means working with their families, providing care and support where needed and enabling parents to foster in their children great attitudes to school and learning.

Governors and I are united in our desire to see every child achieve their very best in all aspects of their development. Drayton Park and Montem are good schools, with the potential to be fantastic. I am very ambitious about our future and very excited about the potential of working with you to help make both schools great.

Visits to the schools are encouraged and can be arranged on Weds 24th or Thurs 25th April by calling or emailing either of the school offices as follows:

- Drayton Park: 020 7607 4142 / admin@draytonpark.islington.sch.uk
- Montem: 020 7272 6556 / admin@montem.islington.sch.uk

When you apply, please specify in your personal application the year groups you would like to teach in. Please also state if you have a preference for working at Drayton Park or Montem, or whether you would be happy to work at either school. We have an opportunity for a part-time position at Drayton Park. Please let us know if you are interested in this. If you are interested in the maths leadership position at Drayton Park, please also make this clear. Applications need to be received by midnight on Thursday 25th April.

I very much look forward to receiving your application,



Damien Parrott
Executive Headteacher,
Drayton Park and Montem Primary Schools



CLASS TEACHER

Salary Grade Range: Main Pay Range – Upper Pay Range

Depending on experience and skills

Salary Range: £29,664-£48,244 per annum

Contract: Full-time, Permanent

Required for September 2018

Drayton Park and Montem are federated primary schools in the heart of Islington. We are happy, vibrant and creative schools that encourage positive attitudes to learning and where staff, pupils and the wider community come together to provide the highest standards of education. In our last Ofsted (May 2016 / July 2017), we were graded 'Good' with some 'Outstanding' aspects. We are seeking full-time class teachers and a range of year groups are available. NQTs are welcome to apply. We will consider applications for part-time working too. An opportunity for maths subject leadership is also available.

You are:

- Someone who loves helping children learn.
- An excellent teacher, keen to become even better.
- Committed to supporting and including the broadest range of pupils.
- Great at collaborating with colleagues.
- Committed to following the school's policies and ethos, whilst helping us make them even better.
- Great at solving problems in positive ways.
- Good at using feedback and support to develop yourself.
- Committed to nurturing partnerships with parents and the wider community.

We offer:

- An ambitious commitment to learning for all.
- Pride in our diversity and sense of community.
- Great children who want to learn.
- Supportive management.
- A strong sense of teamwork and collaboration.
- A commitment to excellent professional development.

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- Montem: 020 7272 6556 / admin@montem.islington.sch.uk

Closing date: Thursday 25th April, midnight.

Interview dates: 29th April – 1st May.

To apply, please <http://jobs.islington.gov.uk/vacancy/1677754>. Alternatively, please apply online on www.islington.gov.uk, following the jobs link. If you need any assistance please email the HR Team at schoolsrecruitment@islington.gov.uk quoting reference number **DRA/330**

At Drayton Park and Montem School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. An enhanced DBS (Disclosure and Barring Service) with barred list check is required for all successful applicants.

SCHOOL JOB DESCRIPTION

POSITION: Classroom Teacher

GRADE: MPS/UPS, depending on experience and skills

SCHOOL: Drayton Park Primary School / Montem Primary School

RESPONSIBLE TO: Phase Leader

RESPONSIBLE FOR: Teaching a class

PURPOSE OF THE POST

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.

Members of staff should at all times work within the framework provided by the school's policy statements to fulfil the general aims and objectives of the school's Development Plan.

MAIN RESPONSIBILITIES

Relationships with children and young people

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

Frameworks

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

Communicating and working with others

- Communicate effectively with children, young people and colleagues.
- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.

- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and raising their levels of attainment.
- Have a commitment to collaboration and co-operative working.

Personal and professional development

- Evaluate their performance and be committed to improving their practice through appropriate professional development.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

Teaching and learning

- Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

Subjects and curriculum

- Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.

- Know and understand the relevant statutory and non-statutory curricula and frameworks for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

English, Maths and IT

- Know how to use skills in English, maths and IT to support their teaching and wider professional activities.

Achievement and Diversity

- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Health and well-being

Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

- Know the local arrangements concerning the safeguarding of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

PROFESSIONAL SKILLS

Planning

- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.

- Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

Teaching

- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range taught, including:

(a) use of an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion

(b) building on the prior knowledge and attainment of pupils so that they meet learning objectives and make sustained progress

(c) developing concepts and processes which enable learners to apply new knowledge, understanding and skills

(d) adapting language to suit learners, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively

(e) managing the learning of individuals, groups and whole classes effectively, modifying teaching appropriately to suit the stage of the lesson and the needs of the learners.

- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

Assessing, monitoring and giving feedback

- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

Reviewing teaching and learning

- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Learning environment

(a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.

(b) Make use of the local arrangements concerning the safeguarding of children and young people.

(c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.

(d) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.

(e) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.

(f) Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

Team working and collaboration

- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

PERSONAL RESPONSIBILITIES

- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To take responsibility for safeguarding and promoting the welfare of children.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To undertake training and professional development as appropriate.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.

PERFORMANCE STANDARDS

- To ensure that all services within the areas of responsibility are provided in accordance with the school's Commitment to high quality service provision to the customer.
- At all times to carry out the responsibilities of the post with due regard to the school's Equal Opportunities policy.
- To promote the safeguarding of children

<p style="text-align: center;">SCHOOL PERSON SPECIFICATION</p>

POSITION: MPS Teacher

GRADE: MPS/UPS, depending on experience and skills

SCHOOL: Drayton Park Primary School

CRITERIA

You must demonstrate on your application form that you meet the following essential criteria.

REQUIREMENTS - ESSENTIAL CRITERIA

EDUCATION AND EXPERIENCE

- E1. Qualified Teacher Status and evidence of appropriate subsequent in-service training.

SKILLS, KNOWLEDGE AND ABILITIES

E2. Teaching and Learning

Proven experience of high standards of classroom practice, leading to excellent learning and progress for pupils.

- E3. An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child.

- E4. Evidence of the ability to use assessment to inform your teaching and empower children with self-awareness as learners.

- E5. Evidence of the ability to successfully organise the curriculum for a class of pupils of mixed abilities, aptitudes and educational needs through planning, preparation, monitoring and assessment.

- E6. Evidence of excellent subject knowledge and of the requirements of the National Curriculum.

- E7. The ability to create and maintain a stimulating learning environment.

- E8. Evidence of good organisational skills, in particular the ability to sustain a high standard of planning and marking.

E9. Behaviour and Ethos

Evidence of the ability to maintain effective classroom discipline in a positive context and to promote well-ordered and self-disciplined behaviour throughout the school.

- E10. An understanding of behaviours for learning and the ability to develop these in children.

E11. Commitment to Excellence

Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils.

- E12. Evidence of a commitment to your own development, including a positive approach to feedback and a willingness to work with others to develop your teaching.
- E13. A commitment to following the school's policies and procedures in full, and to helping the school develop and improve them.
- E14. **Interpersonal Skills**
- Evidence of good interpersonal skills and the ability to work collaboratively as a member of a team, developing and maintaining productive relationships with all members of the school community.
- E15. The ability to work with others to risk-take and innovate, in a planned and coordinated way.
- E16. **Communication**
- Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues.
- E17. Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.
- E18. **Record Keeping**
- Evidence of knowledge and understanding of effective record keeping and its use to promote the educational and personal development of all children within the school.
- E19. **Health and Safety**
- An understanding of your responsibility as class teacher with regard to the health and safety of pupils in your care.
- E20. Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- E21. A commitment to deliver services with the framework of the school's safeguarding and equal opportunities policies.

Details of selection process

Application Deadline

Completed application forms must be received by **Midnight, Thursday 25th April 2019**.

To apply, please [click here](#). Alternatively please apply online on www.islington.gov.uk following the jobs link.

Please note that application forms should not be returned to the school.

Completing your application

Candidates are asked to complete all the standard information required on the application form, and to submit a supporting statement, addressing all of the criteria identified in the selection criteria and governors' priorities.

Visits

Visits to the schools are encouraged and can be arranged as follows:

- Drayton Park: To arrange call the school office on 020 7607 4142.
- Montem: To arrange call the school office on 020 7272 6556.

If you wish to visit the school but are unable to make any of the dates above, please still call and we will try to arrange another time.

Selection procedure

Candidates will be notified immediately after shortlisting has taken place. Please would all applicants ensure that their preferred means of urgent contact (phone, mobile phone, e-mail or fax) are clearly identifiable from the application form, so that your confidentiality is maintained.

It is our intention that the interview process will take place on **29th April – 1st May 2019**. Please note that shortlisted candidates will be given more details.

References

References will be taken up immediately after shortlisting and candidates should ensure their referees are warned of the need to respond within the timescales set. In all cases at least one professional reference is required. For candidates who are already Headteachers, it is expected that their professional referee will be the Director of Education or equivalent.

Safeguarding

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection. The post will be offered subject to satisfactory completion of pre-employment checks.

Guidance for candidates applying for a job with schools

Before you submit your application form, please read it thoroughly and ensure all sections have been completed legibly and fully and you have addressed all the criteria listed in the person specification.

General

The application form plays a crucial part in the selection process, both in deciding whether you will be invited to an interview and at the interview itself. It is vital that you complete the form as fully and accurately as possible. We will not make any assumptions about your experience, knowledge, skills and abilities to do the job.

Read the advertisement, job description, person specification and other accompanying information carefully before you start. All parts of the application form must be completed. Failure to provide information requested may lead to your application being rejected.

Personal Details

Complete this section fully and clearly. If you do not know your national insurance number, you can obtain it from your Inland Revenue National Insurance Contributions office or DWP office and they'll tell you what to do. All successful applicants will be required to produce documentary evidence of their eligibility to work in the UK*. Verification of identity is required before confirmation of appointment.

*A copy of the Asylum and Immigration Act 2006 is available from Schools Human Resources team including a list of the accepted documents.

Relatives and Other Interests

If this applies to you, please give the name of the employee, the department/school that they work in and the relationship (e.g. husband, daughter).

Education, Qualifications and Training

Ensure you give all the information requested, including dates, establishment where you studied and make clear the level of any examinations e.g. GCSE, GCE 'O' Level or 'A' Level or equivalents etc. and the grades you obtained. Also include here any skills training you have had. You will be required to produce original documentary evidence of any qualifications relevant to the job, and these will be detailed on the Person Specification. Proof of qualification is required before the appointment is confirmed.

Employment record

Please list in chronological order, starting with your current or most recent job including employment other than teaching. You have to list details of employment since leaving full-time education. Failure to provide full account of your employment record may lead to your application being rejected.

Gaps in Employment

If there are any periods of time that have not been accounted for in your application, e.g. periods spent raising a family or extended travel, please give details. Please ensure that there are no gaps in the history of your education, employment and other experience.

Personal Statement

This statement is an important part of the application form. This is where you should describe your experience, skills and abilities. You must demonstrate competence in all areas listed in the Person Specification by giving short examples. Describe how you match the requirements of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information given is well organised, relevant and brief. You may find it helpful to list each person specification requirement as a separate heading to explain how you meet that requirement.

If you do not send us this statement, you will not be considered for short listing. CVs are not accepted.

References

All appointments are subject to verification of employment and suitability of the candidate for the post applied for. References may be taken up immediately after shortlisting. Please note:

- It is your responsibility to ensure that all named referees, including Parish Priests, where applicable, have consented to providing a reference.
- You must provide the **professional email address** for references coming from an employer.
- One reference must be from your present or most current employer and references should cover the last 5 years.

- If your last post did not include working with children, a reference will be sought from the employer by whom you were most recently employed to work with children.
- We reserve the right to approach any of your previous employers for a reference.
- Candidates for Headship are advised to seek a reference from their Local Authority.
- Schools/Colleges of a Religious Character are permitted, to give preference to applicants who are practising Catholics. Therefore, it is recommended that one referee should be your Parish Priest/the Priest of the Parish where you regularly worship, if applicable. Most Senior Leadership posts require you to be a practising Catholic and, therefore, one referee must be your Parish Priest/the Priest of the Parish where you regularly worship.
- If you are successful, a further post-offer reference will be requested, seeking information on attendance and sickness records.

All offers of appointment depend on receiving references satisfactory to the school. You must give two referees that have had managerial/supervisory responsibility for you, one of whom must be your current/most recent employer. If you have not worked before, give the name of someone who can comment on your ability to do the job, e.g. a teacher or tutor. Further advice on who is suitable as a referee is available from HR. The school reserves the right to ask for substitute or additional referees, if the one you have provided is not deemed to be suitable.

You may ask to see these references, however, some of the information may relate to a third party, e.g. authorship. This type of information cannot be disclosed to you unless:

- the third party has consented for it to be released, or
- your right to know this information and its source outweighs the right of privacy of the third party.

Disclosure & Barring Service / Rehabilitation of Offenders Act 1974

The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013 provides that certain spent convictions and cautions are "protected" and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website, DBS filtering guide.

All school-based jobs are exempt from the provisions of the Rehabilitation of Offenders Act as the work brings employees into contact with children who are regarded by the Act as a vulnerable group. Therefore you will be required to declare any convictions, cautions, reprimands and final warnings that are not "protected" (i.e. filtered out) as defined by the Rehabilitation of Offenders Act.

If you have been shortlisted and invited for an interview, you will be required to give full details of your criminal record, also be able to discuss any details with the selection panel as part of your interview. This information will remain strictly confidential and will only be seen by those responsible for the recruitment decision. The information will be shredded in line with our policy on the handling and storage of information relating to criminal record disclosures. Disclosure of a criminal record will not necessarily debar you from employment with Islington Schools, this will depend upon the nature of the offence(s), frequency and when they occurred.

The application for an enhanced disclosure with barred list information will be verified before your first day of work. Please read the policy on the recruitment and employment of ex-offenders. If you have any queries, please call Islington Human Resources helpdesk on 0207 527 2875.

Additional Information for people considered to have a disability under the Equality Act

If this applies to you, please let us know the help you require and we will ensure that reasonable adjustments are made where possible.

Declaration

It is a condition of your employment that you comply with the prevailing data protection legislation in force from time to time. You must also comply with the Council's data protection and connected policies, which can be obtained from the school office, and all rules, systems, instructions and requirements laid down by the school under the security rules.

Equal Opportunities Monitoring Information

All job applicants are expected to complete the monitoring details of the form in order to assist us in complying with statutory requirements. All successful applicants are expected to support the policy actively. Copies are available from Islington Schools Human Resources on 0207 527 2875.

Policy on the recruitment and employment of ex-offenders



Background

London Borough of Islington uses the Disclosure & Barring Service (DBS) to help assess the suitability of applicants and volunteers for positions of trust. We do this in compliance with the DBS's Code of Practice (copies are available from Islington Schools Human Resources or on the internet at www.direct.gov.uk). This policy on the recruitment of ex-offenders is made available to all applicants and volunteers to jobs that require a disclosure.

Policy

The Code of Practice requires us to treat all our job applicants and volunteers who have a criminal record fairly and not to discriminate unfairly against staff and applicants on the basis of a criminal record or other information revealed by a disclosure.

London Borough of Islington is committed to equality of opportunity for all staff. A diverse workforce benefits and adds value to the services we provide. We will be proactive in removing barriers that deny equality to people based on race, gender, disability, ethnic origin, religious beliefs, sexual orientation, age or offending background. Having a criminal record will not necessarily bar you from working for Islington Schools. This will depend upon the nature of the position you have applied for and the background of your offences.

During the application process

When you apply for a job with Islington schools you will be informed if the job you are applying for is subject to a criminal record check. If it is, you will be asked about any criminal record you may have. You should include details of all cautions, reprimands, warnings and convictions. This information is kept confidential and is only seen by those who need to see it as part of the recruitment process. We select applicants for interview based upon their skills, experience and qualifications. A failure to disclose a criminal record (including all cautions, reprimands, warnings and convictions, spent or otherwise) at the application stage will normally lead to the withdrawal of any subsequent job offer.

If you are offered a job at Islington Schools

The job offer will be made subject to satisfactory completion of a criminal record and other checks such as references, medical fitness for the post and any other essential requirements for the post.

All employees/advisers involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences, or will seek appropriate advice before making a decision. 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.

In the event of the successful candidate having a criminal record, the candidate will have the opportunity of discussing the disclosure with a service manager. As a minimum, the following will be taken into account when deciding whether to confirm the appointment:

- ✓ Whether the conviction or information was disclosed during the application stage;
- ✓ Whether the conviction or information revealed is relevant to the job;
- ✓ How long ago the offence(s) took place;
- ✓ The candidate's age at the time of the offence(s);
- ✓ The number and pattern of offences;
- ✓ Any other relevant circumstances.

All staff/advisers in a position to make recruitment decisions are trained to identify and assess the relevance and circumstances surrounding a criminal record or will seek appropriate advice before making a decision. No decision will be made until your explanation and the above issues have been considered.

Appeal

You should appeal to the DBS if you believe that the disclosure information is not accurate. Islington Schools Human Resources will decide whether the nature of the inaccuracy is such that a decision on whether to appoint should be postponed until the appeal is completed.

Policy on handling disclosure information

All disclosure information is kept securely and will only be seen by those who need to use it to carry out their duties. After a period of six months, it is securely disposed of. The disclosure forms are never kept on personal files.

Islington Schools Human Resources has a policy statement on the secure storage, handling, use, retention and disposal of Disclosures and Disclosure information which is available from Islington Schools Human Resources on request.