



Assistant Headteacher
- Director of Lower School and SEND
Supporting Information

Our School

Harrogate Grammar School is a renowned state 11-18 mixed comprehensive school rich in history, dating back to 1903. With over 2000 students and 260 staff at our school, our reputation for excellence is widely recognised and we have an absolute commitment to ensuring that all our young people benefit from what the school has to offer. Every child really does matter and we work hard to encourage students to be the best that they can be.

We have a clear set of values and through living these on a daily basis, it makes our school a special place in which to learn.



In addition to our strong culture, we are committed to providing excellence through a curriculum – inside and outside of the classroom – that is both broad, balanced and well sequenced. A strong and effective partnership with parents underpins the work we do in school. Our absolute commitment to 'excellence for all' and our track record of impressive examination results at GCSE and A Level, makes us one of the highest performing comprehensive schools in the country.

High performing does not mean exclusive and we are very proud of the achievements of all our students, from those with complex needs on the SEN/D register to those that will be leaving us for top universities. We expect all staff to be committed to equality of opportunity and to be passionate about ensuring that at our school every child matters.

We want all our students to become kind, healthy, knowledgeable and productive individuals who go on and make a profound contribution to society. We are very proud of the outstanding progress our young people make from whatever their starting point.

Continued investment in the school site over recent years has provided us with some superb facilities whilst retaining the distinctive character and charm of our original buildings. Facilities include: a state of the art multi-use lecture theatre/performance space, extensive playing fields including a £500K Astro-turf pitch, newly refurbished Science laboratory blocks and next year the start of a further school extension costing £1.6 million.



Our Senior Leadership Team

The job of leading a high performing school of almost 2000 students is a complex and challenging one and requires a real team effort. Our team are really serious about helping every child achieve success and delivering on our core purpose of 'excellence for all'. There is an expectation that all members of the Senior Leadership Team (SLT) will do their all to support the wider life of the school and attend school events and activities.

The SLT invest in their own professional development seizing opportunities to gain a wider perspective and bring new ideas to the team. This can mean attending conferences, visiting other schools or even international visits to view educational practices. Once a year we 'retreat' for a short residential to reflect together and plan our strategy for the future; we all value this time and how it helps us keep moving the school forward.

For this role, leading the lower school and SEND, we are looking for a talented, committed and positive person to further develop our school.

Red Kite Learning Trust



As founding members of the Red Kite Learning Trust, the Trust provides a supportive structure for individual schools to work in partnership to share administrative functions, to gain economics of scale in purchasing and operational functions, and most importantly to help ensure all young people can achieve success.

The Trust was formed in 2015 with Harrogate Grammar School being one of the three founding schools; the others being Oatlands Junior School and Western Primary School in Harrogate. The aim is to work together to ensure Excellence for All. From 2016 - 2018, the Trust has welcomed more schools joining: in Harrogate, Rossett Acre Primary School and Coppice Valley Primary and in Leeds: Crawshaw Academy, Temple Moor High School, Austhorpe Primary, Colton Primary, Whitkirk Primary, Temple Newsam Halton, Temple Learning Academy and Meadowfield Primary.

We are seeing the benefits for young people by working more closely together, collaborating, gaining insight and expertise and sharing the specialist skills and knowledge at our school

The success of our schools is dependent on the quality, talent and commitment of our staff, which is why we strive to recruit the people who share our values and vision.



Red Kite Alliance

The Red Kite Alliance is a partnership of secondary, special and primary schools, collaborating to help each other improve the outcomes for young people and ensuring all our young people have the opportunity to achieve their potential. This school-led approach brings benefits to all the schools involved and helps Harrogate Grammar School continue to develop and improve. Our students benefit from the Alliance's work as it impacts directly on the quality of teaching they receive.

As a Teaching School, we have a lead role in the Alliance and work with other schools to train and develop new teachers. Our Teaching School helps us to keep pace with national developments and places us at the very forefront of teaching practice. We deliver outstanding training for school staff within the Alliance, at every stage of their careers, including a full range of school leadership development opportunities.

Red Kite Teacher Training

Red Kite Teacher training offers school-based routes into teaching through a large partnership of primary, secondary and special schools based in and around Harrogate, Leeds and Skipton. We work with the University of Leeds also as a strategic partner, supporting our initial teacher training provision. Based at Harrogate Grammar School is School Centred Initial Teacher Training (SCITT) who annually have c. 120 primary and secondary trainees. SCITT is only one of the several different routes into teaching that we offer. We offer also an Assessment Only route for professionals already employed in a school and are a Regional Training Centre for the Future Teaching Scholars programme, a new and exciting route in to teaching for those entering their first year at University.

Regional Maths and Computing Hubs

The work of our Teaching School has been further enhanced and extended with the addition of our Maths Hub, covering the Yorkshire Ridings region. The Hub is one of only 37 designated nationally. Harrogate Grammar School has also successfully been awarded official Computing Hub status, covering North Yorkshire, Leeds and Wakefield. Both Hubs have the aim of developing and spreading excellent practice for the benefit of all students in primary and secondary schools.

Further Information

For further information, please visit the following websites:

<http://www.harrogategrammar.co.uk>

<http://www.rklt.co.uk/>

<http://www.redkitealliance.co.uk>

<http://www.redkiteteachertraining.co.uk>

<http://www.yorkshireridingsmathshub.co.uk>

The Post Specification on the following pages describes the expectations for the role.



Harrogate Grammar School, part of the Red Kite Learning Trust, is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment.

Post Title: Assistant Headteacher – Director of Lower School and SEND

Salary Grade: L13 – L17

Contract Type: Permanent

Working Hours: Full Time

Responsible to: Deputy Headteacher – Progress and Pastoral

General Description: To take responsibility for the progress and pastoral care of students in Years 7, 8 & 9, including supporting the transition process between Lower School and Upper School. Whole school overall responsibility for SEND.

Special Conditions of Service: Requirement to pass a DBS check

Requirement to occasionally work outside of school hours, and off school premises as required by the school

1	Main Tasks/Responsibilities: In addition to those set out for teachers:
1.1	To support the short, medium and long term agreed aims, expectations and values of the school working with the Senior Leadership Team, Governors and other stakeholders.
1.2	To lead and drive achievements of the lower school pupil cohort and associate staff.
1.3	To lead and have overall responsibility for learning support so that all children with SEND and the needs of vulnerable children are met.
1.4	To be a role model to colleagues in the school in all aspects of the post, in line with the school's values, dress, punctuality and attendance.
1.5	Assist in the formulation and review of the aims and objectives for the school.
1.6	Contribute to and establish policies through which the school objectives can be achieved.
1.7	Manage Year Managers 7-9, SEND team and identified Faculty staff and resources appropriately in order to achieve objectives.
1.8	Assist in the leadership, implementation and review of the school's self-evaluation framework.
1.9	Support and uphold the school's policies on behaviour, discipline and bullying.

1.10	To lead and inspire the school community, creating a culture and climate where high achievement is an expectation for all.
1.11	Be committed to equality of opportunity for students and staff.
1.12	To work with the Headteacher(s) in making and developing external relationships in support of the school and promoting a positive image of the school in the community.
1.13	To support and aid the development of staff across the school, contributing and leading development activities.
1.14	Manage the budgets for specific areas of the school's activity.
1.15	Set a good example in terms of working in accordance with the school values and our core purpose of excellence for all.
1.16	Attend and participate in open evenings and student performances and other after school activities as requested with reasonable notice.
1.17	Participate in staff training.
1.18	Attend team and staff meetings.
1.19	Monitor the quality of provision through formal and informal processes including learning walk and other QA methodologies.
1.20	Contributing positively and sensitively to the needs of staff.
1.21	Supervising students at lunchtimes, before and after school as required.
1.22	Supporting the PTA and the Governing Body in their work with the school.
1.23	Deputising for other members of the SLT as necessary.
2	Specific Responsibilities as Director of Lower School and SEND
2.1	Monitor, track and take action on student progress to ensure effective intervention is in place.
2.2	Ensure the highest standards in terms of uniform and behaviour.
2.3	Ensure that the pastoral care for students in KS3 is outstanding in all aspects.
2.4	Monitor specific vulnerable groups of students in the Lower School, in coordination with the wider teams, and ensure they make appropriate progress.
2.5	Ensure attendance and punctuality is outstanding.
2.6	Ensure that the provision for KS3 is appropriate and meets the needs of students and parents.
2.7	Ensure the needs of all students, including the least and most able, are met via the curriculum.
2.8	Manage in-year admissions arrangements including those arising from the 'in year fair access panel'.
2.9	To be a Designated Safeguard Lead for the Lower School working with the DSLs.

2.10	Write and update school policies as delegated by the Headteacher.
2.11	Lead and manage the work of the KS3 Year Managers to ensure they meet all the requirements of the role.
2.12	Be responsible for the effective organisation of student voice activities for KS3 including annual student surveys, year councils and the relationship with The Senate.
2.13	Ensure effective working with external agencies in support of young people, including the LA, Social Services, Health Service etc.
2.14	Ensure the progress, attainment, attendance and behaviour of students in KS3 are monitored, evaluated, acted and reported on to SLT and the Governing Body on a half-termly basis.
2.15	Ensure that students in the Lower School have access to a range of additional activities and experiences that promote their enjoyment and achievement within the school community.
2.16	Ensure that through your leadership the school's values and expectations are communicated clearly to students, staff and parents.
2.17	Be jointly accountable for the quality, delivery and results of the curriculum in KS3.

Person Specification: E Essential, D Desirable

3	Experience:	
3.1	Experience of more than one Secondary school.	D
3.2	Successful experience of raising standards at middle management level.	E
3.3	Successful experience of managing whole school improvement in a Secondary school.	E
3.4	Successful experience of monitoring and developing teaching and learning.	E
3.5	Successful experience of leading, motivating and monitoring other members of staff.	E
3.6	Successful experience of curriculum development.	D
3.7	Successful experience of quality assurance.	D
3.8	Experience of managing students with challenging behaviour.	E
3.9	Experience of successfully leading training and development activities for school staff.	D
3.10	Experience of planning and evaluating alternative curriculum arrangements for students.	E
3.11	Experience of working with, and leading SEND and vulnerable students in a leadership capacity.	E

4	Qualifications/Training	
4.1	Degree level qualification and qualified teacher status.	E
4.2	Recent leadership training.	D
4.3	SENCO qualification.	D
5	Knowledge:	
5.1	Up to date knowledge of education related issues 11-18.	D
5.2	Up to date knowledge of Ofsted evaluation criteria.	D
5.3	Detailed knowledge of pedagogical practice in relation to Teaching and Learning.	D
5.4	Thorough understanding of best practice in raising student attainment.	D
5.5	Knowledge of current guidance and regulations in relation to inclusion.	D
5.6	Knowledge and understanding of requirements regarding safeguarding.	D
6	Aptitudes:	
6.1	Skilled classroom practitioner.	E
6.2	Highly effective communication skills.	E
6.3	Competent in ICT including knowledge and application of Management Information Systems.	E
6.4	High level of skill in dealing with issues relating to student behaviour and motivation.	E
6.5	Ability to be able to forge and maintain educational partnerships externally.	E
6.6	Ability to analyse performance data and propose improvements, implementing actions as desired.	E
7	Characteristics:	
7.1	Passionate belief in the ability of every student to achieve.	E
7.2	A clear educational vision and sense of direction.	E
7.3	Good organisational skills and high levels of self-motivation.	E
7.4	Energy, self-confidence and the ability to 'give more' when the occasion demands it.	E
7.5	Ability to work under pressure and to meet deadlines.	E
7.6	Good sense of humour and the ability to maintain a sense of perspective in all situations.	E
7.7	Record of good attendance and punctuality.	E
7.8	Ambitious for self and students.	E

7.9	A demonstrable commitment to the wider life of a school.	E
8	Safeguarding and Promoting the Welfare of Children and Young People:	
8.1	Has appropriate motivation to work with students.	E
8.2	Ability to maintain appropriate relationships and personal boundaries with students.	E
8.3	Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline.	E



Staff Benefits: Pay & Reward

Teachers Pay Scales & Portability of Pay

As a Trust we have applied the highest level of increase available to our Teaching Staff under the national pay recommendation each year.

One of the flexibilities of being a Multi Academy Trust, means that we have been able to consider and adopt these preferential terms for our staff, but still working within the framework of the School Teachers' Pay & Conditions Document. The Trust applied to Main Pay Scale Pay Points, Upper Pay Scale, TLRs, and Leadership points a 2.75% increase as of September 2019.

We offer a comprehensive range of reward package options to our new staff to facilitate your transfer to our school. Whether you are an NQT just starting your teaching career, or an experienced teacher seeking to further develop within a highly skilled team offering leadership potential, our school as part of the Trust can offer you a range of superb opportunities.

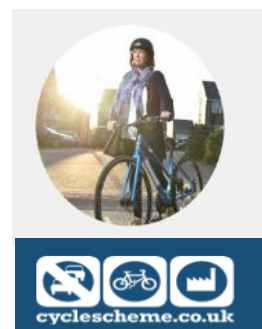
Please discuss with us the options available, including provision for relocation support via up front salary payment, and consideration for portability of pay (up to UPS3) with our HR Team.

In accordance with the national terms, it is not possible to guarantee portability of pay level or post threshold status on appointment. However, salary levels may still be matched if the Headteacher believes it is appropriate. Although there will be greater freedom to determine starting salaries, all decisions will be fair to existing and new staff and are likely to be modelled on progression as if worked at a Trust School and against the Trust's current salary scales.

Reward Package & Additional Benefits

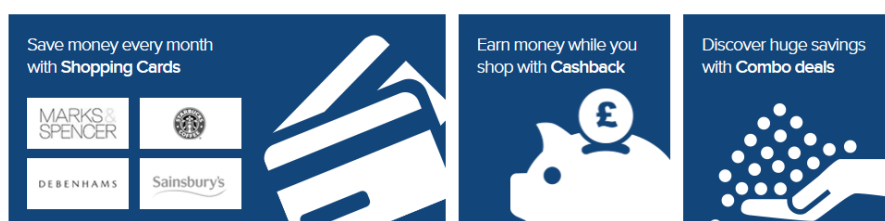
We offer a comprehensive package of reward including our 'Employee Benefits Programme' which provides a range of options including Salary Sacrifice for our Cycle to Work scheme, allowing staff to:

- Benefit from huge savings on the cost of a new bike and/or safety equipment up to the value of £2000
- Spread the cost over a year and save on Income Tax and National Insurance contributions
- Choose from over 500 brands from over 2000 partner stores across the UK



Many more benefits are available, from an online rewards portal, in areas such as:

- Shopping
- Family
- Automotive
- Financial & Professional
- Gifts
- Home & Garden
- Sport, Health & Beauty & Travel



The Trust is focussed on further enhancing the Reward offer for all our staff and we hope to deliver additional benefits during 2019/2020 aligned to the suggestions from our whole staff team.

How to Apply

We are confident that Harrogate Grammar School and our Trust offer an outstanding environment in which to both work and learn. We are situated in a beautiful spa town, regularly voted one of the happiest places to live and work in Britain.

If this sounds like a place that you would enjoy working in, we hope you will apply and come and see for yourself what is on offer. We actively encourage informal school visits, if you would like to find out more about any aspect of the role, our reward package, or book a school visit, please contact our MAT HR Team in the first instance: email recruitment@rklt.co.uk or telephone: 01423 535222.

To access our **online application form*** please visit: <http://www.rklt.co.uk/vacancies/>

A reminder the closing date is **9am, Wednesday 22 January 2020**

We hope that after considering all the information provided you will decide to make an application.

*Technical guidance is available via the "Live Chat" feature within the application form, or via the helpline: 0844 800 9376.

Whatever the outcome of your application, we thank you for the interest you have shown in our school and we wish you well for your future career.

For further supporting information please see the following documents below:

- HGS Recruitment Process Guidelines
- HGS Ex-Offenders Policy
- For our [Aims & Expectations please follow this link](#)

Recruitment Process Guidelines



Red Kite Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

APPLICATION FORM (On-Line process)

Your application form plays an important part in your selection - it is the only basis for considering your initial suitability for the post. Please read the instructions on the online application form carefully before completing it. You must complete all parts of the form.

Look carefully at the post specification. This outlines the duties of the post and the minimum knowledge, skills and experience we require. You should show clearly in your application how your knowledge, skills and experience are relevant to the requirements of the post.

Rather than simply repeating your career history, look at the skills and experience required by the job and provide evidence that you possess them, preferably by giving specific examples.

Relevant skills may have been gained other than through paid employment, so consider also any private, social, leisure, voluntary and domestic responsibilities you have where relevant skills have been developed.

Please check the closing date and allow time to submit your application through the school website. If you are called for interview, you will be asked to sign a paper copy of your application to ensure the declaration requirements are complete

DISABLED APPLICANTS

If you are a disabled person and may not be able to meet some of the job requirements because of your disability, please specify this in your application. If you meet all other criteria, you will be short-listed and we will discuss with you if there are ways in which the post can be modified to meet your needs.

EQUAL OPPORTUNITY EMPLOYER

Red Kite Learning Trust is an equal opportunity employer committed to the elimination of discrimination throughout its employment practices. Selection criteria procedures will be reviewed frequently to ensure that individuals are selected and treated on the basis of their merits and abilities. All information is treated in confidence and personal information submitted as part of the Equal Opportunities questions will not form part of your application; the shortlisting panel do not have access to this information.

REHABILITATION OF OFFENDERS

The post you are applying for requires you to have a Disclosure & Barring Service check and you will be required to disclose full details of your criminal history prior to your interview. Having a criminal record is not necessarily a bar to obtaining a post. This information may be discussed with you at

your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly. Failure to disclose this information will result in any offer of employment being withdrawn.

A DBS check will be carried out for successful applicants – this check for disclosure of criminal history will include spent convictions, pending prosecutions/current court proceeding and police enquiries. In the event of employment, any failure to disclose such convictions will normally result in dismissal by the Trust. Any information given will be completely confidential and will be considered only in relation to this application.

We have a written policy on the recruitment of ex-offenders, which is made available to all Disclosure applicants at the outset of the recruitment process.

CANVASSING

You must not try to influence any current employee or member of the school governing body or Trust, to act in your favour as this will disqualify you. If you are related to a current employee, governor or Trust member, you must indicate this in the relevant section of the application form.

REQUIREMENTS FOR REFERENCES

At least one of the references should be your current employer. If you are not currently working with children, but have previously done so, then you must include a referee from the last post where you worked with children. If you have not been in recent paid employment, referees should be appropriately qualified to provide confirmation of your suitability for employment. Referees will normally be contacted before interview where possible. You should be aware that your referees will be asked if, in relation to you, they are aware of any Child Protection allegations or issues of a similar nature.

SHORT-LISTING & INTERVIEWS

Applicants who meet the requirements will normally be short-listed for interview, however, places for interview will need to be limited to a manageable number. In addition, the School may conduct tests and/or written exercises in appropriate circumstances and you may be asked to undertake such exercises as part of the selection process.

At the interview, the panel will ask questions which are intended to allow you to expand on your application and to demonstrate how you meet the requirements of the post. This is also your opportunity to ask questions relating to the job. You will also be asked for your views on the importance of safeguarding children and provide evidence of your suitability to work with young people through your responses to interview questions.

SALARY SCALES & INCREMENTS

Administrative, Professional, Technical & Clerical (APT & C) Grades relating to Operational Staff – Progression on the salary scale is by annual increment until the maximum within the grade is reached, subject to at least 6 months' service in the grade and a satisfactory performance review and levels of attendance by that date.

Teachers – The terms of the relevant year's Pay and Conditions Document will apply.

PRE-APPOINTMENT CHECKS

Permission to Work in the UK

Please note that we can only consider applications from EU citizens and those holding valid UK visas.

At Interview - Under the Asylum and Immigration Act 1996 the School must ensure that you have permission to work in the United Kingdom. No offer of employment can be made without verification of proof of identity. You will need to submit one of the original documents included in List 1 below, or two original documents specified in List 2 below:

List 1

- A passport showing that the holder is a British citizen, or has a right of abode in the United Kingdom
- A document showing that the holder is a national of a European Economic Area country or Switzerland. This must be a national passport or identity card.
- A resident permit issued by the Home Office to a national from a European Economic Area country or Switzerland.
- A passport or other travel document endorsed to show that the holder can stay indefinitely in the United Kingdom or has no time limit on their stay.
- A passport or other travel document endorsed to show that the holder can stay in the United Kingdom; and that this endorsement allows the holder to do the type of work you are offering if they do not have a work permit.
- An Application Registration Card issued by the Home Office to an asylum seeker stating that the holder is permitted to take employment.

List 2

- First Combination of two documents
 - o A document giving the person's permanent National Insurance Number and name. This could be a P45, P60, National Insurance card, or a letter from a Government agency.
 Plus one of the following documents
 - o A full birth certificate issued in the United Kingdom, which includes the names of the holder's parents; OR
 - o A birth certificate issued in the Channel Islands, the Isle of Man or Ireland; OR
 - o A certificate of registration or naturalisation stating that the holder is a British citizen; OR
 - o A letter issued by the Home Office to the holder which indicates that the person named in it can stay indefinitely in the United Kingdom, or has no time limit on their stay; OR
 - o An Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the person named in it can stay indefinitely in the United Kingdom, or has no time limit on their stay; OR
 - o A letter issued by the Home Office to the holder which indicates that the person named in it can stay in the United Kingdom, and this allows them to do the type of work that you are offering; OR
 - o An Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the person named in it can stay in the United Kingdom, **and** this allows them to do the type of work that you are offering.
- Second Combination of two documents
 - o A work permit or other approval to take employment that has been issued by Work Permits UK
 Plus one of the following documents
 - o A passport or other travel document endorsed to show that the holder is able to stay in the United Kingdom and can take the work permit employment in question; OR
 - o A letter issued by the Home Office confirming that the person named in it is able to stay in the United Kingdom and can take the work permit employment in question.

Qualifications

At Interview - Evidence of qualifications relevant to the post and proof of Qualified Teacher Status (if applicable) will also be required. We can only accept original certificates. If you cannot produce original documents or certified copies, written confirmation of your relevant qualifications must be obtained from the awarding body.

Proof of Identity

At Interview - In accordance with *Keeping Children Safe in Education*, we must see proof of your identity and evidence your name, date of birth, address and see some form of photographic identity.

At Appointment - In accordance with Safer Recruitment guidelines designed to protect young people, we will check your suitability to work with children. You will need to undertake an Enhanced Disclosure via the Disclosing and Barring Service (DBS), involving completing an electronic

application for this purpose and provide original supporting documents. A copy of the DBS Code of Practice can be made available on request.

Medical Clearance

At Appointment - Verification of your medical fitness is required and again you will be asked to complete a form. You will not be able to start work, for insurance purposes, until medical clearance has been received.

It is not our practice to inform applicants that they have been unsuccessful in being called for interview. If you do not receive an invitation to interview, we thank you for your interest in the post.

Policy Statement on the Recruitment of Ex-Offenders



Red Kite Learning Trust, is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

- As an organisation using the Disclosure & Barring Service (DBS) to assess applicants' suitability for positions of trust, Red Kite Learning Trust complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. They undertake not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- Red Kite Learning Trust is committed to the fair treatment of their staff, potential staff or users of their services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.
- We have a written policy on the recruitment of ex-offenders, which is made available to all Disclosure applicants at the outset of the recruitment process.
- We actively promote 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.
- A Disclosure is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a Disclosure is required, all application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.
- Where a Disclosure is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is provided through our E-Application Form, which is viewed by a designated person within the Red Kite Learning Trust; we guarantee that this information is only seen by those who need to see it as part of the recruitment process.
- Unless the nature of the position allows Red Kite Learning Trust to ask questions about your entire criminal record we only ask about the "unspent" convictions as defined in the Rehabilitation of Offenders Act 1974.
- We ensure that all those in Red Kite Learning Trust who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.
- At interview, or in a separate discussion, we ensure 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 the withdrawal of an offer of employment.
- We make every subject of a Disclosure aware of the existence of the DBS Code of Practice and make a copy available on request.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.
- Having a criminal record will not necessarily bar you from working with us; this will depend on the nature of the position, the circumstances and background of your offence/s.