



**St Luke's and
Moreland Federation**

Two fantastic, successful schools at
the heart of the EC1 community

X2 Assistant Headteachers

Moreland Primary School and Children's Centre

MRD/368

Closing Date: Noon, Tuesday 21st May 2019





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St Luke's and Moreland Federation-Islington EC1

Dear Potential Candidate,

Thank you very much for your interest. The St Luke's and Moreland Federation is a successful partnership which is going from strength to strength. Both schools are maintaining excellent educational opportunities and outcomes for children. Both schools are not standing still- there is a lot of energy and commitment on the part of both staff teams. Both schools are genuinely happy schools- you will need a good sense of humour! We work closely with local EC1 primary and secondary schools, as well as other thriving Islington schools.

Please see both school websites for information about the schools. You are also very welcome to call me or come and have a look for yourself.

Moreland school has recently had a good Ofsted with outstanding features and we are looking for people to join our team on our journey towards outstanding.

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

With best wishes,

Ann Dwulit

Executive Head teacher



HOW TO APPLY

Assistant Headteachers

Application Deadline

Completed application forms must be received by **Tuesday 21st May 2019, 12pm.**

To apply

Please apply online at <http://jobs.islington.gov.uk/> following the jobs link. If you need any assistance, please contact Schools HR at schoolsrecruitment@islington.gov.uk quoting reference **MRD/368**.

Completing your application

Please read the job description and person specification carefully. You should demonstrate on your application how you meet the requirements of the post according to your qualifications and experiences. Please ensure to address each criteria of the person specification as this will be used to assess your suitability for the post.

Selection procedure

The selection will be made by a panel of senior leaders. Candidates will be notified immediately after this has taken place. Please ensure all applicants ensure that their preferred means of urgent contact (phone, mobile phone or e-mail) are clearly identifiable from the application form, so that your confidentiality is maintained.

References

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set. In all cases at least one professional reference is required.

The post will be offered subject to satisfactory completion of pre-employment checks.

Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.

Additional

CVs will not be accepted.

For support staff, this post is subject to a period of 6-month probationary period. This also applies to candidates coming from Local Government.



St Luke's and Moreland Federation- Islington EC1

1 X Assistant Headteacher, responsible for Early Years

1 X Assistant Headteacher, responsible for SEN and Inclusion

Both posts are non class based with 50% teaching commitment

Salary: Leadership spine point 3 - 7

Actual Salary: £49,549 - £53,992 per annum

Both posts are full time 32.5 hours (1 X Permanent & 1 X Fixed term 1 year)

Required for September 2019

Do you have successful experience in leadership? Are you a creative, innovative leader with a strong commitment to inclusion and driving improvement? We are looking to appoint 2 highly skilled assistant head teachers with responsibility for Inclusion and Early years 0-5. Due to the promotion of existing Senior Leaders; and restructure of Leadership you are invited to apply for this fantastic opportunity and work as part of a dynamic and forward thinking management team at Moreland Primary School, which has been in a successful federation with St Luke's since July 2011.

Moreland is a very happy, thriving school graded a 'good' school by Ofsted in March 2016 with 'outstanding personal development, behaviour and welfare.' The children are at the heart of everything that we do and every decision that we make. The governors, leadership and staff team work collegially and we have extremely high expectations for the children and of the children. We moved into a fantastic new building in November 2016 and we are growing into being a 2 form entry school from early years upwards. In September we will be 2 form entry between Nursery and Year 2 on top of our Year 3-6 classes. We also provide year round provision for children from 0-3 in our Children's Centre.

As Assistant head teacher you will work closely with Ann Dwulit the Executive head teacher and leadership team of both schools who work together sharing expertise, resources, work load and innovation. Both staff teams are valued and feel valued and this has a positive effect upon the ethos of both schools and on the success and outcomes for children.

You are very welcome to speak to Senior Leadership and to visit Moreland.

Please apply online at <http://jobs.islington.gov.uk/> following the jobs link. If you need any assistance, please contact Schools HR at schoolsrecruitment@islington.gov.uk quoting reference **MRD/362**.

Closing date: Tuesday 21st May 2019, 12pm

Interview dates: Thursday 23rd May 2019

Moreland Primary 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.



Moreland Primary School
 Moreland Street,
 London EC1V 8BB
 Tel: 0207 253 8144
 Email: admin@moreland.islington.sch.uk

Job Description - Assistant Headteacher Moreland Primary School

Title & Grade of Post	Assistant Head Teacher Leadership Scale 3-7
Ethos	<p>To assist the Executive head teacher and leadership team in maintaining an ethos of high morale in which individuals feel valued and where personal endeavour and responsibility are fostered. To set an example of high quality performance in standards and leadership. To develop good practice within the Federation by initiating ideas, encouraging the strengths of others, empowering them to do the best they can. To lead in promoting an inclusive ethos where all pupils needs are met and they achieve well.</p>
Status of Post	<p>This is a leadership post within the Federation staffing structure, which carries with it membership of the Leadership Group. This post holder is accountable to the Executive head teacher. As Assistant Headteacher, you will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Executive head teacher.</p>
Job Purpose	<p>To lead on developing and managing children with SEN and the implementation of the school's Inclusion Policy. To work alongside the leadership team in the promotion of inclusion actively promoting effective, exciting teaching and learning practice across the school that raises the quality of inclusive teaching and learning and achievement for all pupils. To be prepared to work towards the National SENCO qualification if you do not hold it. To be on the safe guarding team and be flexible in what you do but also to demonstrate initiative to benefit the school and the team.</p>
Reporting to	<p>The post holder is responsible and accountable to the Executive head teacher in all matters expected to interact with and lead colleagues on a professional level in order to promote a mutual understanding of the federation's vision and values.</p>
Health & Safety Statement	<p>So far as is reasonably practicable, the Assistant Headteacher must ensure that safe working practices are adopted by employees and in all premises/work areas, to maintain a safe working environment, including the grounds and buildings for employees and service users. These are defined in the Health, Safety policy, Safeguarding Policies and Codes of Practice.</p>

Main Expectations of the role

1. Leading Learning and Teaching

- Maintain a high profile as an example of best and leading practice within the classroom and foster the high expectations to which the Federation consistently aspires.
- Support the vision, ethos and policies of the school which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender and ability.
- Identify and model the most effective teaching approaches for pupils with SEN/EAL and other barriers to learning.
- Support other staff to plan and differentiate teaching and learning for children with additional needs.
- Monitor teaching and learning activities to ensure they meet the needs of pupils with SEN/ EAL and emotional/ behavioural difficulties.
- Identify and teach skills that will develop pupils' ability to work independently.
- Develop effective liaison with other schools to ensure continuity of support and learning when transferring pupils with additional needs.
- Develop and maintain systems of monitoring and recording pupil progress in relation to targets set and in line with the school policy.
- Attend and lead professionals and parent meetings, keep parents informed about their child's progress and ensure positive working relationships with parents to promote pupils' learning.
- Take a leading role in ensuring more able pupils more than expected progress year on year.
- To line manage support staff who work with children in the classroom.
- Share responsibility for the analysis of key school performance data, to ensure priorities are appropriate and improvement in standards is promoted.
- Coach and work alongside teachers in the classroom and develop staff to maximise impact on effective teaching and learning.
- Through liaison and guidance, work closely with curriculum leaders and class teachers to ensure the best learning opportunities for children.
- Actively include pupils to further enhance their learning opportunities and personal development.
- Support the target setting process; including statutory procedures and targets for individuals and groups throughout the Federation.
- Implement positive strategies to promote high standards of behaviour.

- To work with outside agencies efficiently and effectively to ensure children benefit.
- Challenge underperformance and ensure effective corrective action and follow up.
- To demonstrate a commitment to positive behaviour management acting as a restorative practice facilitator.

2. Developing self and managing others

- Contribute to the positive school ethos in which every individual is treated with dignity and respect and promote safeguarding to ensure the welfare of children and young people is paramount.
- To promote the safeguarding of children.
- Make a distinctive contribution to the wider school team and continued development of the Federation of St Luke's and Moreland Primary Schools.
- Contribute to the development of collaborative approaches to learning within the schools and beyond.
- Monitor the effectiveness of colleagues' teaching and wider professional impact and report the evaluation to the Executive head teacher.
- Lead, manage and organise meetings as appropriate.
- Set high expectations for your own performance and that of others.
- Keep abreast of current initiatives and disseminate as appropriate to staff.

3. Management

- Manage the day to day activities of the delegated areas of responsibility to ensure the School meets statutory requirements in a highly effective and efficient manner.
- Develop and see-through action plans in specified areas of responsibility, in order to bring about improvements.
- Contribute to the planning process for the distribution of resources, to ensure they meet the schools identified priorities.
- Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the pupils and value for money.
- Ensure that equal opportunities for pupils and staff are effectively promoted.
- To oversee and monitor delivery against EHC Plans and chair all annual reviews.
- Be a designated person for Child Protection in the school and liaise with other agencies, colleagues and parents to ensure the safety and well-being of all pupils, in accordance with the school's safeguarding policies and procedures.

4. Securing Accountability

- Work alongside the Executive head teacher to secure improvement through Performance Management; take responsibility for the performance management of identified staff
- Support staff in understanding their own accountability, and develop approaches to its review and evaluation.
- To work alongside the leadership team to use a range of data sources to set realistic yet challenging targets for pupils, analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and intervention programmes and identify priorities for the School Development Plan.
- Contribute to the reporting of the performance of the school to parents, carers, Governors and other key partners as necessary.

5. Strengthening Community

- Support the development of the Federation within the community; strengthening partnerships with other schools and services thus enhancing community cohesion.
- Respond to an understanding of the diversity of the school communities.
- Contribute to policies and practices which promote equality of opportunity and tackle prejudice.
- Evaluate and enhance the development of a curriculum which provides pupils with opportunities to enhance their learning within the wider community.
- Promote and model good relationships with parents, which are based on partnerships to support and improve pupils' achievement, involving parents as true partners in the education of their children.



PERSON SPECIFICATION

Assistant Headteacher

Experience, qualifications and training

- Qualified teacher status
- Experience of teaching across the EYFS, KS1 and Key Stage 2
- Experience of leading SEN/ Inclusion
- Successful teaching experience for a minimum of five years.
- Hold the National SENCO Award or be willing to work towards it

Safeguarding

- Displays commitment to the protection and safeguarding of children and young people
- Has up-to-date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people
- Will co-operate and work with relevant agencies to protect children.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.

Shaping the future for the Federated schools

- Demonstrates an understanding of how to build, communicate and implement a shared vision
- Has taken a lead role in aspects of whole school improvement
- Motivated others to attain agreed goals.

Leading, Learning and Teaching

Can demonstrate the ability to:

- Show outstanding teaching differentiating effectively to include all pupils
- Get the best outcomes for children including progress and attainment
- Successfully lead on developing teaching and learning of children with additional needs
- Successfully develop the use of technology to support teaching and learning
- Support and participate in leading curriculum developments in SEN and children with EAL
- Successfully interpret data to raise standards

Developing self and working with others

Can demonstrate the ability to

- Lead and build teams
- Stretch your own professional development and that of others

- Keep fully abreast with the development of educational principles and practice
- Attain results within deadlines
- Challenge, influence and motivate others to attain high expectations.
- Commit to collaborative working in and beyond the school.
- Develop the professional qualities of resilience, determination and an ability to overcome obstacles
- Display a range of personal qualities to ensure staff have confidence in your ability to lead and manage.

Managing the Organisation

Can demonstrate the ability to

- Manage the school efficiently and effectively when required
- Implement the SEN code of practice and relevant inclusion legislation, carry out assessments, follow referral procedures, request and implement EHCPs and develop Inclusion across the school.
- Manage children's medical needs and ensure implementation of individual health care plans.
- Monitor the impact of teaching and learning including managing interventions to ensure rapid progress and value for money.
- Organise resources to attain given results within a budget
- Promote the schools and the Federation to the wider community
- Show you are a skilled team leader able to plan, organise and communicate effectively
- Lead, manage and secure change
- Respond quickly and effectively with subtlety and sensitivity when situations demand.

Securing Accountability

Can demonstrate the ability to

- Have a good working relationship with parents and other stakeholders
- Present information coherently to a range of audiences, including Governors, parents and carers
- Hold staff accountable.

Strengthening Community

Can demonstrate the ability to

- Present the schools and the Federation favourably to the communities
- Work effectively with children, families, staff and external professionals to ensure the best outcomes for children with additional needs.
- Play a lead role in the development of policies and practices with regard to improving outcomes and opportunities for pupils.
- Make a significant contribution to developing a Federation culture which takes account of the local communities
- Ensure that the learning experiences of the pupils takes account of global and environmental concerns.
- Take a lead role in the development of the Federation as a caring community
- Create and maintain an effective partnership with parents, carers and other professionals.

Personal Qualities

- Demonstrates strong interpersonal and communication skills
- Has an adaptable and flexible approach

- Desire to promote respect between children, staff, parents and governors
- A well organised person able to manage time effectively, to delegate, to prioritise and to meet deadlines
- Ability to recognise and utilise staff strengths
- Ability to build, support, motivate and work as part of a high performing team
- Ability to inspire children
- Demonstrates a high level of reliability and integrity
- Has personal impact and presence
- Has a good sense of humour.



Moreland Primary School
Moreland Street,
London EC1V 8BB
Tel: 0207 253 8144
Email: admin@moreland.islington.sch.uk

JOB DESCRIPTION

POST: EYFS Assistant Head 0-5 (non- class based/ 50% teaching commitment)

GRADE: Leadership

RESPONSIBLE TO : Executive Head teacher

PRIMARY JOB FUNCTION

The EYFS Assistant Head is primarily required to carry out the duties of a teacher, as set out in the School Teachers' Pay and Conditions Document. S/he is also required to carry out specific duties as EYFS Assistant Head, to be an effective role model for staff in all aspects, including teamwork, positive relationships with children and parents, and teaching practice and to be an advocate for learning through play.

DUTIES AND RESPONSIBILITIES

1. Manage the development of a child centre play-based provision & curriculum appropriate to the developmental needs of young children, based on observation and assessment of individual children's needs and interests and a sound knowledge and understanding of the relevant curriculum guidance (Early Years Foundation Stage) and the latest developments in policy and practice.
2. To be an outstanding model of teaching for children in the Early Years.
3. Monitor and evaluate the effectiveness of Early Years provision (0-5) for teaching and the learning and development of children through a programme of regular review, planning, assessment and INSET.
4. To have knowledge and understanding of and uphold Child Protection procedures and strategies ensuring that children are safeguarded and appropriately supervised at all times within agreed guidelines.

5. Manage and support staff in developing and maintaining the observation, assessment and planning cycle within an effective learning environment.
6. Manage in developing and maintaining appropriate positive behaviour strategies with children and staff.
7. Take a lead in developing and maintaining a partnership with parents that values their contributions and includes them in their child's education; including ensuring smooth transitions and continuity for the child and parents into, within and out of the EYFS.
8. To work collaboratively with the 0-3 Manager and Y1 teachers to ensure smooth transition between phases.
9. Promote links with other agencies, schools and the local community. Make positive relationships with, and foster teamwork amongst, members of staff, parents, governors, LEA representatives and other agencies.
10. Lead on identifying development priorities and, leading and managing development in areas of the EYFS curriculum.
11. Where appropriate, lead in-service training and advise on individual CPD opportunities for other member of staff. To be available to colleagues as a "consultant" to guide and advise on practice, ensuring the best possible development and progress for all children.
12. To take appropriate responsibility for maintaining and promoting the ethos of the School.
13. To take appropriate responsibility for maintaining the EYFS environment inside and outside.
14. Liaise with class teachers to support planning and provision for children with SEN and carry out SENCO responsibilities for children in the EYFS in consultation with the SENCO/ Inclusion Lead.
15. To ensure EYFS staff receive effective supervision in line with school policy and statutory guidance.
16. To co-ordinate assessment responsibilities for the EYFS including moderating assessments, management of data and carrying out pupil progress meetings (in conjunction with the Head of School).

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 promote the safeguarding 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 the school's customer care standards are met and adhered to.

At all times to carry out the responsibilities of the post with due regard to the school's Equal Opportunities policy.

ADDITIONAL:

- To use and assist others in the use of information technology systems to carry out duties in the most efficient and effective manner.
- To achieve agreed service outcomes and outputs, and personal appraisal targets, as achieved by the line manager.
- To undertake training and constructively take part in meetings, supervision, seminars and other events designed to improve communication and assist with the effective development of the post and post holder.
- The post holder is expected to be committed to the Council's core values of public service, quality, equality and empowerment and to demonstrate this commitment in the way they carry out their duties.
- Ensure all the services within the area(s) of responsibility are provided in accordance with the council's commitment to high quality service provision to users.
- Ensure that duties are undertaken with due regard and compliance with the Data Protection Act and other legislation.
- At all times carrying out responsibilities / duties within the framework of the Council's Dignity for all Policy. (Equal Opportunities Policy).

Reporting to: Deputy Headteacher

Signed ----- Date -----



PERSON SPECIFICATION

The person specification is a picture of skills, knowledge and experience required to carry out the job. It has been used to draw up the advert and will also be used in the short listing and interview process for this post.

You should demonstrate on your application form how you meet the following essential criteria.

Moreland School		
Designation: EYFS Assistant Head		Grade: Leadership
REQUIREMENTS		
EDUCATION and EXPERIENCE		
E1	<p>Qualified teacher status, including Early Years Foundation Stage training.</p> <p>Substantial successful experience of teaching within an Early Years Foundation Stage setting (preferably in Nursery and Reception).</p> <p>A sound knowledge of child development and early childhood education.</p> <p>Experience of curriculum leadership.</p> <p>Experience of working in a multi-cultural inner city setting and of teaching children for whom English is an additional language.</p>	<p>A</p> <p>A</p> <p>A/I</p> <p>I</p> <p>A/I</p> <p>A/I</p>
E2	A thorough understanding of and commitment to high quality play based learning inside and outside in the Early Years.	A/I
E3	The ability to lead on developing an innovative and creative, enquiry based EYFS curriculum and learning environment that provides appropriate challenge to all children and supports children to develop critical thinking skills.	A/I
E4	Ability to create and maintain an engaging, organised and purposeful environment both inside and outside that promotes independent learning and in which children can thrive.	A/I
E5	Ability to evaluate provision, observe teaching and learning and analyse data and initiate appropriate changes in response to this.	A/I
E6	Ability to support colleagues to develop their practice through	A/I

	modelling outstanding teaching and learning, effective coaching and delivering effective CPD including INSET.	
E7	Knowledge and understanding of effective assessment (formative and summative) and record keeping and its use to promote the learning and development of young children.	A/I
E8	An understanding of the importance of parental involvement in achieving good outcomes for children and the ability to successfully engage all parents in their children's learning (particularly those from hard to reach groups).	A/I
E9	Proven commitment to meeting the needs of the whole child and his/her family, particularly an understanding of the importance of the child's well-being and personal social and emotional development including age appropriate positive behaviour management strategies.	A/I
E10	The ability to plan a curriculum, which is appropriate to all aspects of children's development providing differentiated learning and which is responsive to individual children's needs and interests.	A/I
E11	Commitment to, and a knowledge and understanding of, the importance of mainstream educational inclusion for children with special educational needs and the ability to work effectively with outside agencies to meet the needs of all children.	A/I
E12	High level of communication and inter-personal skills, combined with a growth mindset, energy, enthusiasm and good humour	A/I
E13	Ability to work in a co-operative and supportive manner with the Senior Management Team and other colleagues.	A/I
E14	Evidence of commitment to fostering equality and promoting the richness of diversity through the curriculum, in relationship with parents, and in the supervision, support and leadership of staff.	A/I
E15	The ability to communicate effectively, both orally and in writing, with a range of audiences and show high levels of personal organisation.	A/I
E16	To have relevant IT skills, be willing to develop these skills as necessary and be familiar with relevant software.	A
E17	A thorough understanding of safeguarding and child protection procedures and current legislation in this area.	A/I
E18	Commitment to maintaining and developing the ethos of the School and Children's Centre as a partnership of children, staff, governors, wider professionals, parents/carers and the community.	A/I
E19	A commitment to deliver services with the framework of the school's equal opportunities policy.	A/I
E20	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	
E= Essential D=Desirable		
Assessed by: A=Application I=Interview T=Test		

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.