



**APPLICATION PACK
FOR
HEADTEACHER
(Leadership spine: ISR L9 – L15)**

Dear Applicant,

Thank you for your interest in this post.

Before you complete the application form, please read our application pack carefully. This pack contains vital information about the position you are applying for, the school, the application process and guidance on the recruitment of ex-offenders.

The application form can be downloaded from the school's website, or you can email a request and we will send it to you, either electronically or, on request, in hard copy. Please read all the relevant information before you complete your application form. Once completed, you should return the completed application form to:

Human Resources Team

**ACES Academies Trust
Hinchbrook School
Brampton Road
Huntingdon
Cambridgeshire PE29 3BN**

or email it to recruitment@acesacademiestrust.co.uk

You must address all the relevant selection criteria stated in the person specification throughout your application form. Please use the letter of application to support your application by addressing key points.

In addition, please submit a document of no more than 2 sides of A4 explaining *your vision for 21st Century curriculum provision, within the context of Cromwell Academy.*

The deadline for applications is **noon on 20th February 2018** and the interviews will be held on **Wednesday 28th February and Thursday 1st March.**

Please note that if you return your application electronically, it is not necessary to follow it up with a paper copy as well. If you are invited for an interview, we will ask you to sign a copy of your application then.

Please DO NOT send us your CV as it is not going to be considered.

If you wish receipt of your application to be acknowledged, please make sure that you advise us in your email or enclose a stamped self-addressed envelope with your returned application.

Short-listing for the post will take place shortly after the closing date and you will be notified of the outcome in due course.

We welcome applications from all sections of the community and we carry out diversity monitoring in order to help us monitor our recruitment processes and establish whether we offer real equality of opportunity for our prospective and existing staff. The personal information requested in our monitoring form (via our website) will help us to ensure that our policies and practices are fair and effective. The monitoring form will not form part of the selection process and the information provided will be treated in strictest confidence and processed in accordance with the Data Protection Act 1998. Relevant contents may be verified prior to shortlisting but will not then be used for selection purposes.

We will make sure, whenever possible, that the application process is adapted to suit the needs of applicants who have a condition that gives them rights under the Equality Act 2010. If you have difficulties or are unable to complete the application form because of a DDA condition, please contact us as soon as possible to discuss in confidence.

In the meantime, if you have any queries or you experience problems with accessing the relevant documents, please do not hesitate to contact the Principal's PA on 01480 375675 or recruitment@acesacademiestrust.co.uk

Thank you for your interest in working for our Trust.

ACES HR team

CROMWELL SCHOOL – From the CEO (Part of the ACES Multi-Academy Trust)

Thank you for your interest in Cromwell Academy.

Cromwell Academy is a one-form entry primary school, which feeds into Hinchingsbrooke School and is situated on the Hinchingsbrooke estate.

The catchment area for the school comprises supportive families interested in education. It became an Academy in 2014 and, since 1st January 2018, has become sponsored by Hinchingsbrooke School as, together, they have set up a new Multi-Academy Trust, called ACES.

A Aspiration C Creativity E Excellence S Success

(The branding and website for the ACES Trust is in development and we expect it to launch around Easter.)

This is a particularly exciting time to consider leading this school, as we are in the very early stages of developing our MAT and there are plenty of opportunities to help shape the future direction of our work together.

We are lucky in ACES to have the support of our sponsor, Brian Message, and you can read more details about him and his hopes for the Trust later in this document. Similarly, a copy of the vision, values and aims of the Trust is included later.

We are seeking to appoint an ambitious, knowledgeable and passionate primary leader to act as an outstanding role model and team player. As the first primary school in the Trust, there is every opportunity for the person appointed, not only to lead the school to excellence, but also to influence and develop best primary practice across the Trust as it grows.

Turning now to the school itself:

The school's stated vision is 'Committed to Achieving' and from the current documentation, some of which is copied below, you will be able to get a flavour of the values and vision within the school at the present time.

Cromwell Academy: Our Aims & Values

At Cromwell Academy we all strive:

- to build strong relationships and work in partnership to develop children who feel comfortable, safe, confident and valued;
- to ensure every child has an equal opportunity to succeed and achieve;
- to develop independent lifelong learners;
- to create memorable experiences for the whole community.

At Cromwell Academy we pride ourselves on working closely with parents/carers, so that our children receive an outstanding education and develop an enthusiasm for life-long learning. Importantly, we believe that all of our children at Cromwell Academy have potential and that it is our goal to unlock it together.

As an Academy, we are given the freedom from following the National Curriculum (except English, Mathematics and Science) and this therefore gives us the unique opportunity to define learning that prepares our remarkable young people for their future.

Central to our vision for learning is to promote a desire in our children to be the best they possibly can be and to prepare them for the future by developing, not only their personal and academic skills, but also a sense of responsibility and respect for themselves and others.

Successful learning depends upon children feeling safe, happy, confident and valued within a stimulating learning environment; they need to experience compassion, humour, understanding and empathy. Children can then build on their talents and use them to enhance learning for others.

We believe that every child has a talent for something and deserves the opportunity to develop it! Ambition should be built on dreams and should only be limited by imagination, not by the fear of failure. We want our children to embrace challenges and not shy away from them, to learn from experiences as well as developing a knowledge of facts, so that they are being prepared for adulthood and life, as well as the next stage in their educational journey.

A stimulating and dynamic curriculum is essential to achieving these aims. One that they can embrace, enjoy and in which they can immerse themselves, so that they develop an eagerness for more. This intrinsic motivation and love for learning then leads them to work harder and to achieve.

It is our vision and hope that, as our children move on to the next stage of their education, they have begun to develop their self-awareness, and the skills of self-motivation, self-discipline and self-regulation which help to grow their self-confidence which, in turn, supports their sense of self-worth. In this way they are equipped for the challenges of the future and are *'committed to achieving'*.

The next Headteacher

Whatever you may read, either here or on the website, there is no substitute for visiting the school and seeing at first-hand what a positive and well cared for school it is. All the staff are fully committed to the school and looking forward to helping the school to flourish. The school had an Ofsted inspection in May 2017 and it was graded as 'Requires Improvement' in all categories, except personal development, behaviour and welfare, which was judged to be 'Good'.

Following a rather difficult period after the inspection, when they lost their previous Headteacher, much has been achieved by the Acting Headteacher, with support from both Hinchingsbrooke School and an external 'Academy Challenge Partner'. With the right leadership, this school should return to a secure judgement of 'Good' relatively quickly.

A review of key processes such as performance management and the collection and analysis of progress data has already been undertaken and new, robust systems are emerging. Most crucially, the staff has engaged in a review of learning and they have begun to develop a common understanding of what makes learning successful. This is in the early stages and work in this area will need to continue.

Part of the aspiration of the ACES Trust is to develop innovative, cross phase curriculum initiatives and to promote similar approaches to teaching and learning between Cromwell and Hinchingsbrooke, which together, will remove some of the barriers typically associated with primary/secondary transition.

The Trust offers support to Cromwell School in HR, Finance, ICT and Premises, so much of the 'back office' work of the Headteacher is taken care of, though of course, the decision making still rests with the Headteacher. This enables the Headteacher to concentrate on the most critical aspects of the role, namely, what is happening in the classrooms. The development of outstanding teaching and learning, innovative and aspirational curriculum initiatives and the staff development that goes along with this, is the first priority. You will get every support from me as the CEO, and the Trust, to help you to focus on this as you embark on your role as Headteacher.

Cromwell Academy children 'love their school' and many are very talented young people who enjoy sharing their skills and talents with the staff, their peers and the community. As a child in Year 4 commented recently, "My school is just brilliant."

The newly constituted governing body, under the guidance of the CEO and Trust Directors, will be a great source of support for the newly appointed Headteacher.

We are a dynamic organisation committed to developing all of our staff and we welcome strong applications.

If you have any questions, or would like to visit before deciding whether to apply, we would welcome an enquiry and to meet you. For a copy of the full Ofsted report and additional information, please refer to the school website: www.cromwellacademy.org



Andrew Goulding
CEO of the ACES Academies Trust (ceo@acesacademiestrust.co.uk)

Paul Hull
Chairman of the local governing body

SCHEDULE OF APPOINTMENT

Advertisement appears	TES / EPM / Eteach 26 th January, 2 nd & 9 th February 2018
Closing date for applications	Tuesday 20 th February at noon
Interviews	Wednesday 28 th February and Thursday 1 st March 2018

Preliminary enquiries and visits are welcome – please do not hesitate to contact us if you have any questions about the post or would like to visit the school.

**Contact: Mrs Debbie Warner 01480 375675
dw@hinchbk.cambs.sch.uk**

FURTHER DETAILS:

Whole school figures for 2017 /2018 (Autumn Term)

NOR: 182

SEN 9%	FSM 6%	PP 18%	BME 29%	EAL 17%	Number of children excluded 0	No of days of fixed term exclusions 0
Overall attendance 97%	Authorised Absence 1.9%	Unauthorised absence 0.9%	Persistent absence 2.75%	No. of managed moves 0	No. with open EHAs 0	

KS2 pupil performance data.

KS2 OUTCOMES 2017

	Writing		Reading		Maths		GPS		RWM	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
SCHOOL	86%	32%	91%	41%	77%	27%	86%	45%	73%	9%
Cambs	73%	14%	73%	25%	72%	23%	75%	31%	59%	8%
National	76%	18%	71%	29%	75%	22%	76%	28%	61%	9%

KS2 OUTCOMES for groups 2017

	No of pupils	Writing		Reading		Maths		GPS		RWM	
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Boys	14	79%	21%	93%	43%	79%	29%	79%	43%	71%	14%
Girls	8	100%	50%	88%	38%	75%	25%	100%	50%	75%	13%
EAL	3	67%	0%	100%	0%	100%	0%	67%	33%	33%	0%
SEND	2	50%	0%	100%	50%	0%	0%	50%	0%	0%	0%
PP	1	100%	0%	100%	0%	100%	0%	0%	0%	100%	0%

Current judgements:

	Date	Leadership & Management	Teaching Learning & Assessment	Personal development, Behaviour and Welfare	Outcomes for Pupils	Early Years
Last Ofsted	May 2017	Requires improvement	Requires improvement	Good	Requires improvement	Requires improvement
Current judgement	Jan 2018	Good	Moving towards Good	Good	Requires improvement	Moving towards Good

Special educational Needs and Disabilities

No of EHCPs by year	2016- 17	Sept 2017	other categories by year	K		N		LAC		EAL	
				2016-17	Sep 2017	2016-17	Sep 2017	2016-17	Sep 2017	2016-17	Sep 2017
Reception	0	0	Reception	0	1	25	15	0	0	6	0
Year 1	1	0	Year 1	2	0	24	25	0	0	5	6
Year 2	0	0	Year 2	2	2	25	25	0	0	6	5
Year 3	2	0	Year 3	4	2	22	25	0	0	5	6
Year 4	0	2	Year 4	2	4	25	22	0	0	2	5
Year 5	1	0	Year 5	5	2	26	25	0	0	7	2
Year 6	0	1	Year 6	3	5	19	26	0	0	3	7
Total	4	3	Total	18	16	163	163	0	0	34	31

ACES ACADEMIES TRUST - Vision, Values, Aims and Objectives

Our values

We believe that it is important for a partnership of academies to be built on trust, openness and challenge.

We are a mutually supportive organisation, which values freedom of expression, tolerance and an appreciation of diversity. We are ambitious for our pupils, staff, academies and communities and we value professionalism and partnership working within a framework of appropriate accountabilities, so that our communities can have confidence in the Trust.

We have the highest expectations of ourselves, the teams working across our academies and our students.

The **ACES MAT** has a shared local vision to raise aspiration and achievement for the communities we serve. We focus on the raising of standards, by sharing staff expertise and utilising additional resource gained through the sponsor's connections with a range of businesses across Europe and the US. New staff are employed by the Trust to work where most needed and we aspire to enhance recruitment and retention, through our curriculum innovation and approach to staff development.

The schools in the Multi-Academy Trust develop a common set of values and expectations and work closely together using rigorous QA systems, monitoring and evaluative processes followed by timely and decisive action, in order to secure improvement.

The **ACES Trust** uses the mantra of ***Aspiration, Creativity and Excellence to create Success***. This seeks to ignite the imaginations of young people, kindle ambition and fuel the creative energy of communities, so that our students achieve excellence and become responsible global citizens. They will develop the ability to apply themselves with resilience, to think creatively, to question and reason, and to argue rationally, so they are equipped to take their places in the world. Tolerance, compassion and respect are central in all schools.

The Trust wishes to secure high standards and good capacity before seeking growth. The Directors of the Trust will consider carefully the capacity for growth through a process of due diligence.

Schools joining the Trust can expect to be supported in their areas of greatest need and have access to an enriched educational experience. They will be closely monitored and there will be opportunities for staff to develop professionally by sharing their strengths across the Trust. The due diligence arrangements, prior to joining the Trust, will identify priorities for improvement.

The objectives of the **ACES Trust** are to:

- promote **aspiration** for all;
- use **creativity** as a vehicle for enrichment and improvement;
- achieve **excellence** in all areas, leading to better outcomes and **success** for students;
- develop skills for life and employment in our students;
- be flexible, visionary and responsive to emerging needs;
- be outward facing, actively engaging with and accessing external expertise;
- provide more efficient and effective services at a reduced collective cost.

Academies within our trust are expected to promote the objectives of **ACES** by:

- encouraging creative and curious minds;
- facilitating independent learning;
- providing opportunities for personal expression and creativity;
- providing each child with the life skills to maximise their chance of success;
- enforcing high standards of behaviour and promoting mutual respect;
- focusing on improving progress and achievement for all;
- pursuing excellence in pedagogical practice;
- ensuring that every child is actively engaged in learning, has a sense of purpose and develops self-motivation, self-respect, self-regulation and self-worth.

What is a sponsor?

Not all multi academy trusts have a sponsor.

The ACES Academy Trust is delighted to have Brian Message as its sponsor.

The role of sponsor is not to add personal finance to the trust but to add value to the overall direction, effectiveness and performance of the trust.



Within our trust Brian Message has a number of clear functions:

- to be the chair of the board of trustees;
- to work with the Chief Executive Officer to establish the vision for the trust and the year on year priorities;
- to work as a champion and advocate for the trust in all areas but especially in the interface between ACES and the business community;
- to bring the skills of a successful businessman to the trust and in particular to encourage the trust to take a global perspective whilst remaining true to its local community.

Who is our sponsor?

Brian is an experienced and successful businessman having operated in many fields but primarily within the music industry. Since 1995 he has been a partner in Courtyard Management; the organisation which manages Radiohead. He was the co-founder in 2002 of ATC, an umbrella business set up to manage established and emerging musical acts. Brian still leads ATC, the business now representing many acts through its London and Los Angeles offices. Between 2009 and 2014 he was the chair of the Music Managers' Forum, the world's largest trade organisation for artist management.

In addition to music Brian has been a director of a number of growth companies including Stephen Webster Jewellery and The Fine Burger Company. In 2016 he helped launch the fashion business, The Vampire's Wife and recently became its chairman.

On a personal note, he has been married for almost 20 years, has 5 children and lives in North London. He was educated at a secondary comprehensive school in Hereford and graduated with a 2:1 in Geography from Southampton University. Upon leaving Southampton, he worked for 4 years at Arthur Andersen where he qualified as a chartered accountant.

Why has the sponsor chosen to work with ACES Academy Trust?

Working as the sponsor of ACES allows Brian the opportunity to bring his skills from the world of business, in particular that of change management, into the education sector and to improve the experience and outcomes for both young people and for the teams who work in schools.

His particular interest in schools comes from a belief that technology will have an increasingly significant impacts on both schooling and the ever-changing job market.

Given this, he believes that we need to help young people make better informed choices about their futures and help them be aware of all routes to fulfilling their post school potential. Much of Brian's work is in the field of identifying, developing and nurturing talent. This is directly applicable to the

education sector in terms of students and their paths through and out of formal education. It is equally applicable to recruitment and retention within schools and ACES sees the growth of its own future leaders as being a core function.

Having identified a desire to work with schools in a MAT, Brian viewed a number of opportunities across the East of England. The Cambridgeshire area is easily accessible from both his work and home in London but, most importantly, he identifies with the potential recognised by school leaders in this area and their ambition for what this opportunity represents for their communities.

As someone who works globally, Brian is clear that one of his key roles is to examine what is developing and working internationally, with a view to bringing what is relevant into the local community in order to contribute to the future successes of our young people.

Having been successful in his own areas, Brian is keen to use his skills and experience to benefit schools in the Huntingdonshire area with a clear expectation of success. This is not a vanity project for him, but a real opportunity to create an interface between the worlds of education and business, with a strong focus on improving the outcomes and life chances of young people.

What skills does the sponsor bring to ACES?

Within his field Brian is recognised as a skilled manager of change; this will often involve taking a non-conventional approach to a problem. As part of the team behind Radiohead, Brian was instrumental in the journey that saw the band self-release their seventh album “In Rainbows” in 2007. The band became the first superstar artist not to renegotiate and extend their contract with their record label. Instead, they opted to be free agents in order to sell their music directly to fans through their website. This is now fairly common across the industry and has given artists more freedom in terms of how, when and with whom they release music. Brian’s role in this was to create an alternate vision of how the industry could operate and, once calculated risks had been properly researched, planned for and minimised, to help execute a plan. The ability to look at problems from a fresh perspective and to encourage people to take risks, makes him an excellent asset in terms of setting an ambitious direction for ACES and in helping to plan strategies to achieve these ambitions.

Between 2009 and 2014 Brian was the Chair of the Music Managers Forum. Recognising that the previous leadership of this group had become stale and was focused too much on outdated business models, with the support of the management community, he replaced the board, became the new chairman and moved the function of the group into new 21st century practices. His role was to encourage funding and sponsorship for the group (provided by Google and Spotify) and also to build a new team without losing the momentum of an existing organisation. The experience of this has given Brian a clear sense of what can be achieved by refocusing an organisation and developing a team around a new set of priorities. At the outset of ACES, the ability to bring disparate groups together under a common, agreed purpose, is essential to our initial success and long term potential.

The idea of team building has been central to all of Brian’s work. He is currently the Chairman of ‘The Vampire’s Wife’, a fashion company formed in 2016. His role has been to take the ideas of Susie Cave and Alex Adamson and to help them build this into a successful business. Again, the strategy has been non-conventional with sales being focused on the high margin, direct to consumer market. By disrupting the traditional wholesaler and retailer model the company has quickly created a reputation as an exciting and innovative brand business. Through the mentoring of management teams with little experience in business, Brian has been able to give them the confidence and sense of ambition to succeed and to take calculated risks. ACES is keen to establish a unique reputation for standards, innovation and ambition. Such experience will bring a sense of what is possible to schools and leaders within the trust.

ATC also offers an innovative model of how the music industry can function more effectively. In a more conventional model, artists would have a manager operating virtually in isolation. ATC became one of the first management agencies to set up an umbrella organisation bringing managers together to share

facilities and share support services. This model of sharing common structures and support to allow a clear focus on the front end of the business, is an approach that Brian is keen to bring to his work as part of ACES. Where rationalisation can be found this has the potential for cost savings and the releasing of greater resource to focus on the classroom experience for young people.

Brian is a chartered accountant by training and this remains a particular strength in all areas of his work. He has a high level of comfort with large and complex budgets (including those much larger than the proposed MAT budget). As a trust we take great comfort in the probity of his skills as a financial manager. His skills range from long term financial planning and accounting through to innovative models of development finance such as crowd funding. There is no doubt that the current climate of education funding is complex and leaves all schools with challenges. The skills of this sponsor will allow ACES to get maximum return from the funding it does receive and also to access other forms of funding and sponsorship where needed.

What does the sponsor want to achieve?

The success of ACES will be measured by sustained improvements in outcomes for students. Brian and ACES also aspire to create a MAT, which focuses on the whole child and, in particular, on the qualities of aspiration, creativity and excellence, which we believe are critical success factors in terms of employability.

ACES MAT aims to stand out from others. The MAT should have the capacity to deliver quality, initially on a small scale, but with clear aspirations for future growth. We hope to create a MAT, which offers something which is better and different from existing organisations, in terms of the models it uses and the range of experiences upon which it draws. By using innovative solutions, which are seen globally, we aspire to give ACES a strong reputation within the local, national and international communities. The first priority is to enhance the culture of excellence and capacity in the founder schools (other areas for future growth are outlined elsewhere). Part of this is the recruitment and retention of high quality staff. This will be encouraged with a high profile given to CPD and also creating opportunities for internal promotion and career development.

Brian is adamant that 21st century schools need to explore more innovative use of technology to support all of its functions. If a school is spending 70-80% of its budget on staffing, then the opportunity to use technology to empower change and also to perform routine functions must be taken. ACES would seek to put the creative use of new and emerging technology at the forefront of the student experience.

As a cross phase MAT, we have the opportunity to help share the focus and direction of the 5-18 journey with families. This would include clear transition support across the phases and a strong focus on the transition into post 18 training, study or employment through up to date and appropriate information, advice and guidance.

Alongside curriculum innovation and improving the student experience, ACES would be looking to appoint a Business Development Officer to source funding and to liaise with local and national businesses. One of the functions of the sponsor is to create an environment like that of pencil.org in New York, which provides a focused forum for business and schools to come together to support work which is of mutual benefit. In Brian Message, ACES has a sponsor with the outlook and capacity to create an innovative working model, which brings the worlds of business and education together to improve the experience and outcomes of young people in the area.

EQUALITY AND DIVERSITY¹

The Directors of ACES Academies Trust are committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief. (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.

SAFER RECRUITMENT²

ACES fully recognises the responsibility it has under section 175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Through their day-to-day contact with students and direct work with families, staff at the schools have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Social Care via the Cambridgeshire Direct Contact Centre (Designated Person for Child Protection to refer).

Our Safeguarding and Child Protection policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at the school.

PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

The Trust will operate safer recruitment practices including ensuring appropriate Disclosure and Barring Service checks and reference checks are undertaken according to the DfE document 'Keeping Children Safe in Education' (July 2015).

Any allegation of abuse made against a member of staff will be reported straight away to the Principal. In cases where the Principal is the subject of an allegation, it will be reported to the Chair of Governors.

The Trust will consult with the Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Keeping Children Safe in Education (part 4) and the school's Personnel Manual from EPM Ltd.

The Named Senior Officer will advise on all further action to be taken. Please note that the Principal or Chair of Governors should not seek to interview the child/ren involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.

The Trust will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

The Trust will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents/carers as advised within the Local Authority's Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries with all children, especially those with a disability or who are deemed vulnerable. All staff will have read and signed to confirm they have read the DfE Keeping Children Safe in Education (September 2016, part 1) and Working Together to Safeguard Children (March 2015).

The Trust will ensure that staff and volunteers are aware that sexual relationships with students aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of trust). Staff will also be made aware as part of Induction about how to report inappropriate sexualised behaviours to the Headteacher/Principal or Designated Person to follow up with Social Care teams. Staff who

¹ Extract from our Equality policy 2012

² Extract from the School's Safeguarding and Child Protection policy dated January 2016

work within a school have a duty of care to model appropriate social behaviours and to ensure that the professional role of trust is not abused.

RECRUITMENT OF EX-OFFENDERS³

In accordance with the Criminal Records Bureau Code of Practice this policy is made available to all Disclosure applicants at the outset of the recruitment process. The full CRB Code of Practice is available at www.disclosure.gov.uk.

- As an organisation which uses the Disclosure and Barring Service (DBS), the Governing Body of the school complies fully with the CRB Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all job applicants will be subject to a criminal record check from the DBS before the appointment is confirmed. This will include details of convictions cautions and reprimands, as well as 'spent' and 'unspent' convictions. A criminal record will not necessarily be a bar to obtaining a position.
- We are committed to the fair treatment of applicants, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.
- We 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 will only be requested from the DBS for those positions where a Disclosure is required. All application forms and recruitment information will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.
- We encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. This information should be sent under separate, confidential cover. The information will only be seen by those who need to see it as part of the recruitment process.
- 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 withdrawal of an offer of employment.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.
- We ensure that people at the school who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, eg the Rehabilitation of Offenders Act 1974.

Having a criminal record will not necessarily bar you from working in the Trust. This will depend on the nature of the position and the circumstances and background of your offences.

³ From the School's Policy statement on Recruitment of Ex-Offenders December 2010