



Supporting Information

Teacher of Geography

Fixed Term 1 Year (initially)
Salary in line with National Pay Scales



“This is a GOOD School”

“...leaders, teachers and associate staff
are sharply focused on securing the best
possible outcomes for pupils”

Ofsted November 2015



Welcome

Thank you for taking an interest in this important role through the Red Kite Learning Trust, based at Crawshaw Academy.

This is an exciting time to be working for the Trust; the successful candidate will play an important role in shaping the future of this rapidly improving academy. More information on development opportunities through the Alliance and Trust are available through the websites:

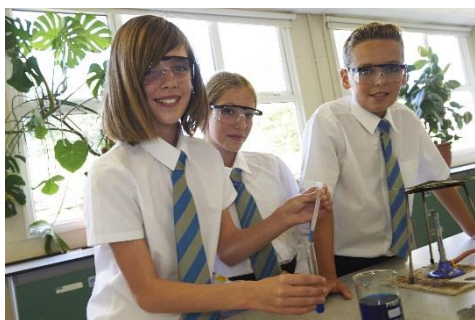
<http://www.redkitealliance.co.uk/cpd--leadership/> and <http://www.rklt.co.uk/about/>

Key to this role is the opportunity to shape the future of this rapidly improving academy. Our students have huge potential and we want to inspire them to aim high and develop in them the confidence and determination to be successful learners and members of society.

I have had the privilege of leading Crawshaw Academy since September 2014. In that relatively short time I have observed a school with massive potential, a school in which the staff care immensely for their students, where parents are highly supportive and one which has a clear vision for outstanding education. Outcomes in 2016 were again vastly improved and we have firm foundations to make rapid progress.



We are a mixed 11-18 Academy with a comprehensive intake; the majority of whom live in the Pudsey Area. The proportion of students supported by the pupil premium is average as is the proportion of students supported at school action plus or with a statement of special educational needs. We have strong links with the Pudsey Community and work in partnership with Priestthorpe School and Pudsey Grange field at Post-16 level.




To ensure all students have the opportunities to achieve their full potential we have recently restructured our pastoral and curriculum organisation. On the curriculum side we now have an established faculty based structure with Programme Leaders and Assistant Programme Leaders supporting the Faculty Leader in their drive for excellence. We are developing this further in the core areas, introducing Executive Head of Department roles, to

further strengthen the leadership of these important areas.

The C.R.A.W.S.H.A.W. acronym below captures our aspirations for everybody involved with the academy. These aspirations are the starting point for all improvement planning and decision making. We want our students to develop these attributes to ensure that, in addition to outstanding examination results, they are ready to lead happy and successful lives. These aspirations are inclusive of our staff and our wider community as only by working together will we achieve the best possible outcomes for all our young people.



 The Crawshaw Community This means displaying the following attributes:			 We will, for example:
C onsiderate	Being respectful of others		<ul style="list-style-type: none"> • Be welcoming, understanding and accepting of others. • Treat people as we would like to be treated. • Be polite to adults and peers.
R esilient	Not being afraid of failure		<ul style="list-style-type: none"> • Be determined and finish tasks started. • Learn to take positives from mistakes made. • Be creative in finding new ways to succeed.
A spirational	Setting ourselves challenging targets		<ul style="list-style-type: none"> • Always aim to be the best we can be. • Support and inspire others to be the best they can be. • Be willing to try new experiences and meet new people.
W ise	Showing good judgement		<ul style="list-style-type: none"> • Reflect on our own performance objectively and fairly. • Find solutions and avoid conflict with others. • Ask, and answer, questions to deepen understanding.
S afe	Making good choices		<ul style="list-style-type: none"> • Be responsible. • Listen and follow instructions. • Be a role model in school and in our local community.
H ealthy	Making choices to improve our minds and bodies		<ul style="list-style-type: none"> • Choose the food and drink we consume sensibly. • Actively participate in physical activities and other clubs. • Welcome challenges both physical and mental.
A ssured	Confidence in decisions		<ul style="list-style-type: none"> • Remain calm even when criticised. • Take the initiative and lead others. • Present ideas and be actively engaged in questioning.
W ork Ready	Being aware of, and prepared for, the world of work		<ul style="list-style-type: none"> • Understand the value of work. • Work independently and together to succeed. • Pursue our dreams and goals.

We are looking for staff who have a drive and determination to ensure that our students are given the very best opportunities to succeed. They will be passionate about improving the life chances of our young people and have a clear vision on how to secure improvement through our Crawshaw Community standards.

For additional information please take a look at our website www.crawshawacademy.org.uk

If you feel you have the skills, knowledge and experience to make a difference at Crawshaw and the wider Trust, we would welcome an application. If you have any questions or would like to visit the school I would be extremely pleased to talk with you.

Adam Daly
Principal
June 2017

Redefining the future for people and places

Working in partnership towards a shared vision that places students' learning, environments and local communities at the centre of our approach. Together we can transform learning and life chances to ensure every single student is given the opportunity to succeed and change the future, our future.



Values

Taking pride in what we do

All our work and activities are undertaken with care and done to the best of our abilities

Doing the right thing

Making a positive difference in all we do and with all whom we meet

Everyone has a voice

Listening and encouraging integrity and openness. We value all people and their views and we treat people as we, ourselves would want to be treated – with respect

Bringing better to life

Believing we can all do better through asking questions, thinking differently, seeking innovative solutions and creating ideas that add value

7 Guiding Principles

Crawshaw at the heart of the local community.

Providing outstanding opportunities for everyone associated with the academy and delivering a lasting legacy for each individual, their families and the community.

Inclusivity first.

Accepting students of all abilities and backgrounds. Reducing disadvantage in our community by closing the gap through inspirational teaching and outstanding enrichment opportunities for all students regardless of ability, social background and cultural diversity.

Fulfilling everyone's potential.

Helping all our students realise their full potential by raising aspirations, boosting self-esteem and growing the confidence to aim high and achieve well.

Employability as a core.

Developing work ready students with the skills, knowledge, expertise and character aligned to the needs of employers in a global world, which will prepare them for future success in further and higher education as well as employment.

Equipped to be positive citizens.

Developing active citizens with a sense of moral purpose who will contribute positively to their local community, wider society and by leading successful economically independent lives.

Meeting the need for local skills.

Improve wellbeing in the local Community by delivering the vocational and academic skills needs required to ensure that individuals and cohesive local communities thrive.

The first choice for parents.

Improving the learning and well-being of all children in the Community by actively supporting our learners' families.



Our Commitment to You

Our People Vision is for all staff to enjoy being part of a caring and progressive learning community where there is a passion to be the best we can be.

To be the best we can be we have to hold ourselves to account and continually review our practice to drive standards and improvements in our pupil achievement, quality of teaching, behaviour and safety of pupils and leadership and management. We have to grow strong leaders for now and the future as well as focusing on core people activities.

To support us in the next stage of our development to be the best we can we need to attract the best talent to work with our people leaders in raising standards and driving change. Our commitment to you is to develop you by providing the support and development in this role to enable you to showcase your capabilities. We will also work with you to understand your future aspirations and ambitions and how we can facilitate these.

Information on the Humanities Department

Geography is one of four subjects taught within a dynamic and successful Humanities Faculty. Geography is currently led by a Programme Leader and taught by four other specialist staff, three of which hold SLT positions in school and the other being part-time. All the dedicated Geography classrooms are situated together and are well-equipped with smart boards and projectors. The Department also has access to a designated Humanities suite of 32 computers and a bookable trolley of 16 laptops. Geography results are consistently strong in the context of the school with 26% of our students gaining an A or A* at GCSE last year.

Geography is taught across all year groups and remains a popular option at both GCSE and A Level. At KS3, students are taught in three or four 60 minute lessons per fortnight depending on the year group. A variety of topics are delivered to stimulate student interest in a range of Geographical themes and concepts with topics including Awesome Africa, Dangerous World, Powerful Planet and Extreme Weather. The department aims to deliver an exciting but purposeful curriculum to all students regardless of ability to prepare them for the rigorous demands of the new GCSE course. At KS4, Geography is one of the most popular option subject in school with the new AQA Geography course being delivered. The time allocation for Geography students at GCSE is six 60 minute lessons per fortnight. At post-16, students are given the choice of being examined at AS (one-year course) or A Level (two-year course) with most students staying on for the 2 years. The students are taught the AQA course with nine hours delivered at Y12 and eight hours at Y13.

There are a number of fieldwork opportunities available to students including two compulsory day-visits at GCSE to York and Hornsea investigating tourism and coastal management respectively. Furthermore, a four-night residential to Sorrento, Italy is open to students that select Geography at GCSE with visits to Pompeii, Mt Vesuvius and the Isle of Capri being the pick of the many highlights. At A-level, we currently offer a two-night residential to the Cranedale Centre in North Yorkshire with the focus being on Water & Carbon Cycles in Dalby Forest and Changing Place at Scarborough. In addition to this, there are two further separate visits at Y13 which includes micro-climate survey in Leeds. There are a number of exciting extra-curricular activities at KS3 including an upcoming Year 8 visit to WYG offices in Leeds, but we are seeking to expand our opportunities further.

Further Information:

For further information about our Humanities Faculty please visit our website:

<http://www.crawshawacademy.org.uk/Faculties/Humanities/>





Crawshaw Academy, as part of the 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.

Post Title: Teacher of Geography

Salary Grade: Salary is in line with National Pay Scales

Contract Type: Fixed Term, 1 year (initially)

Working Hours: Full Time

Responsible to: Programme Leader

1	Duties as Teacher
1.1	It is the duty as a teacher to maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.
2	Teaching & Learning
2.1	To manage student learning through effective teaching in accordance with the Faculty's schemes of work and policies.
2.2	To develop students' literacy, numeracy, ICT capability and other key skills such as those of working with others, planning their own learning and problem solving. In particular, to help students become confident and independent learners.
2.3	To inspire in students a love for learning by acting as a role model and showing enthusiasm for the subject.
2.4	To ensure continuity, progression and cohesiveness in all teaching.
2.5	To use a variety of methods and approaches to match curricular objectives and the range of individual student needs, and ensure equal opportunity for all students.
2.6	To set home learning work regularly, (in accordance with the Academy home learning policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning.
2.7	To work with SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
2.8	To work effectively as a member of the Faculty team to improve the quality of teaching and learning.
2.9	To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
2.10	To use positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.

2.11	To keep up to date with developments in teaching methods and to constantly seek to improve their quality of teaching.
3	Monitoring, Assessment, Recording, Reporting & Accountability
3.1	To be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.
3.2	To contribute towards the implementation of TLSPs as detailed in the current Code Of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
3.3	To assess students' work systematically to use the results to inform future planning, teaching and curricular development.
3.4	To be familiar and comply with Academy and statutory assessment and reporting procedures; to prepare and present informative, helpful and accurate reports to parents; to attend parental consultation evenings.
3.5	Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the Academy policy.
4	Subject Knowledge & Understanding
4.1	To have a thorough and up to date knowledge and understanding of the National Curriculum programmes of study, specifications for examination courses and relevant assessment criteria.
4.2	To keep up to date with research and developments in pedagogy and the subject area and to constantly seek to improve the quality of their teaching.
5	Professional Standards & Development
5.1	To be a role model to students through personal presentation and professional conduct.
5.2	To arrive in class, on or before the start of the lesson and to begin and end lessons on time.
5.3	To cover for absent colleagues according to the national workload agreement.
5.4	To cooperate with the employer in all matters concerning Health & Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
5.5	To be familiar with the Academy's Staff Handbooks and the Department handbook.
5.6	To support and implement all the Academy's policies, eg those on Equal Opportunities, Health & Safety, Citizenship, Literacy, Numeracy and ICT.
5.7	To establish effective working relationships with professional colleagues and associate staff.
5.8	To strive for personal and professional development through active involvement in the Academy's performance management procedures.
5.9	Willingness to be involved in extra-curricular activities such as making a contribution to after-Academy clubs and visits.
5.10	To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
5.11	To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.
5.12	To undertake any reasonable task as directed by the Faculty Leader.

5.13	To be aware of the role of the Governing Body of the Academy and to support it in performing its duties.
5.14	To be familiar with and implement the relevant requirements of the current SEN Code of Practice.
5.15	To consider the needs of all students within lessons (and to implement specialist advice) especially those who: <ul style="list-style-type: none"> - Have SEN - Are gifted and talented - Are not yet fluent in English.
6	Pastoral
6.1	Every subject teacher will be expected to have pastoral responsibilities.

Person Specification: E Essential, D Desirable

7	Experience	
7.1	Demonstrate excellent teaching skills.	E
7.2	Ability to teach all age and ability levels including wider Humanities subjects at Key Stage 3.	E
7.3	Subject expertise in ICT.	D
7.4	Experience of more than one Academy.	D
8	Qualifications/Training	
8.1	Degree level qualification in related subject.	E
8.2	PGCE or relevant experience.	E
9	Knowledge	
9.1	Up-to-date knowledge of curriculum related issues 11-19.	E
9.2	Detailed knowledge of pedagogical practice in relation to Teaching and Learning.	D
9.3	Thorough understanding of best practice in raising student attainment.	D
9.4	Knowledge of current guidance and regulations in relation to inclusion.	D
10	Aptitudes	
10.1	Skilled classroom practitioner.	E
10.2	Highly effective communication skills.	E
10.3	Ability to form good working relationships & influence others.	E
10.4	Ability to work within and contribute to an effective team.	E
10.5	Capacity to evaluate and improve.	E
10.6	Willingness to try out new ideas and to contribute to the development of department strategies.	E
10.7	Keenness to continue and improve upon professional development.	E
10.8	High level of skill in dealing with issues relating to student behaviour.	E

10.9	Ability to contribute to wider Academy life.	E
11	Characteristics	
11.1	Passionate belief in the ability of every student to achieve.	E
11.2	A clear educational vision and sense of direction.	E
11.3	Good organisational skills and high levels of self-motivation.	E
11.4	Energy, self-confidence and the ability to 'give more' when the occasion demands it.	E
11.5	Ability to work under pressure and to meet deadlines.	E
11.6	Good sense of humour & ability to maintain a sense of perspective in all working conditions.	E
11.7	Record of good attendance and punctuality.	E
12	Safeguarding and Promoting the Welfare of Students	
12.1	Has appropriate motivation to work with students.	E
12.2	Ability to maintain appropriate relationships and personal boundaries with students.	E
12.3	Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline.	E

This really is a great place to work and learn and the post would be ideal for you if you are forward looking, energetic and looking to develop your leadership experience. In return we can truly offer a range of opportunities to extend your Professional Learning and Development. We understand the importance of securing the right role and we believe that our school and wider Trust will not disappoint you!



How to apply:

Whether you're an NQT starting your teaching career, or an experienced teacher perhaps relocating, returning from a career break, or simply seeking a new challenge, we are delighted to offer this superb opportunity based at Crawshaw Academy.

We hope that after considering all the information provided you will decide to make an application. If we can help in providing any other information you might need, please do contact the HR officer at Crawshaw Academy: Sue Noble:

sue.noble@crawshawacademy.org.uk

Support is also available through the Trust's HR Team via email

recruitment@harrogategrammar.co.uk or telephone on 01423 535641.

To access our online application form please visit the Red Kite Learning Trust website:

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

If you would like to informally discuss the role with the Principal ahead of applying, or arrange an appointment to visit the school at a mutually convenient time, please contact the HR Officer/team in the first instance – contact details are shown above.

A reminder the **closing date is Monday 26 June 2017 at 9am.**

Shortlisted candidates will be contacted shortly after the closing date.

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.



Recruitment Process Guidelines



Crawshaw Academy, as part of the 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 School. 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, to act in your favour as this will disqualify you. If you are related to a current employee or a governor, 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 and 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.

Salary Scales and Increments

Administrative, Professional, Technical & Clerical Grades – 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.

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

Pre-Employment Checks

Eligibility 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 Safeguarding Children and Safer Recruitment in Education Guidelines Jan 2007, 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



Crawshaw Academy, as part of the 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.

In accordance with the Disclosure and Barring Service Code of Practice this policy is made available to all job applicants at the outset of the recruitment process. The DBS Code of Practice is available at <https://www.gov.uk/government/publications/dbs-code-of-practice>

- As an organisation which uses the Disclosure and Barring service, the Governing Body of the school complies fully with the DBS 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. A DBS check will therefore be carried out before appointment to any job at the school 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 on all protected grounds and in relation to all history of offending.
- 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 competencies, qualifications and knowledge.
- Application forms and recruitment information will contain a statement that job applicants will be required to disclose their criminal record if they are invited to interview and a DBS check will be carried out if they are offered the job. 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 job 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 job 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, e.g. the Rehabilitation of Offenders Act 1974.
- Having a criminal record will not necessarily bar you from working at the school. This will depend on the nature of the position and the circumstances and background of your offences.

(Source www.disclosures.gov.uk)