

**Rotherfield Primary School**

Rotherfield Street, London, N1 3EE

Tel: 020 7226 6620

Email: [admin@rotherfield.islington.sch.uk](mailto:admin@rotherfield.islington.sch.uk)

[www.rotherfieldprimaryschool.co.uk](http://www.rotherfieldprimaryschool.co.uk)

Executive Headteacher: Abi Misselbrook-Lovejoy

Head of School: Joanna Jones



**Rotherfield**  
Primary School

# **Rotherfield Primary School**

## **HLTA Leading Behaviour and Pastoral Care**

### **RTH/432**

**Closing Date: Midnight, 25th September 2019**

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Primary School

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Dear Applicant,

I am delighted that you are interested in joining the team here at Rotherfield!

The role of Behaviour Lead is crucial in ensuring that our vulnerable pupils get the support they need to stay learning! In this role you will work alongside teaching staff, support staff across all year groups, giving advice to staff on strategies to implement, working directly with pupils in pastoral interventions, and working positively with parents.

This role is advertised due to the maternity leave of the current post holder. This will be a fixed term contract for 12 months, starting mid/late October. This role is line managed by the Assistant Headteacher SEND/Pastoral.

This pack provides some more detailed information and will hopefully give you a good insight into the school's ethos. Rotherfield is a happy, dynamic school with high expectations of its pupils. It serves a diverse, inner London community and works with a wide range of partners.

We need staff who will thrive on a challenge, enjoy working as a team and who will not be scared of trying new ways of doing things. **To work here you will need to be passionate about improving the life chances of pupils and their families. For our children an excellent education will make a defining difference in their lives- and it is essential that we recruit staff who share our commitment.**

You will find a friendly and committed staff who really believe in our children and their ability to positively affect children's lives. You can expect from us a school committed to your professional learning, a supportive leadership team.

I would love you to visit us and get a sense of what Rotherfield is all about. Please call the office and make an appointment. I am also happy to discuss applications over the telephone.

Yours sincerely

Abi Misselbrook-Lovejoy  
Executive Headteacher

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### **Information about the school**

**You can find more information about our school from:**

**<http://www.rotherfieldprimaryschool.co.uk/>**

Rotherfield is a vibrant, two form entry school, with Nursery, serving a diverse community in Islington. Rotherfield is situated just off Essex Road in Islington, with good transport links.

Rotherfield is a four storey Victorian building. In the corner of our playground we have kitchen garden beds and fruit trees making our fabulous 'edible garden'. Produce from the garden is used in our curriculum kitchen which was funded and runs in partnership with Jamie Oliver's Better Food Foundation. The school has recently refurbished its EYFS playground and also gets to use some greenspace land opposite the school as an extra playground and outside learning space.

We were rated good at our last inspection (February 2018) and are working hard to continuously improve. Rotherfield is at an exciting phase in its development. We are in a partnership with another Islington School (Newington Green). Our Executive Head works across both schools, and we work closely in partnership with 19 other Islington Schools through a collaborative network called Futurezone.

We have a team of specialist staff working across both schools- computing, Spanish, art, parental engagement and music. Our pupils enjoy a rich curriculum. This year we launched Rotherfield Out and About- which ensures all our pupils get access to great cultural enrichment activities through the year.

Rotherfield has such a wonderful committed staff. It is a lovely friendly place to work that really is part of the local community.

The very best way to find out if Rotherfield is right for you is to come and visit us! This will give you a real sense of what it would be like to work here. Our Executive Headteacher or Head of School are always delighted to show candidates around and talk informally about posts available.

## Why do staff work here?



### Lucy

I joined Rotherfield nearly 4 years ago as a Year 2 teacher and I have hugely enjoyed my time here. Throughout that time I have worked with a variety of excellent support staff and the relationships between staff are friendly and positive, making it a happy place to work.

Having previously worked in Barnet, which is very well respected for its borough support, I was unsure what to expect from Islington. But it has been a fantastic borough to work in. We have regular network meetings where staff from the same year groups gather to discuss and share good practise, as well as supportive visits from borough experts which I know has helped me develop as a teacher.

The children I have taught have always been excited and enthusiastic to learn and through my teaching I feel like I'm having a positive impact on their lives. Children come from a huge range of cultures and backgrounds which makes it an interesting and dynamic environment to teach in.

In my time at Rotherfield I have led the school in 'Art and Environment' as well as now leading 'cooking' which is very high profile at the school. 3 Teaching assistants are trained to cook with small groups of children in the afternoons so that all children who leave Rotherfield have a strong understanding of how to live healthily as well as preparing their own food safely. My role as Art and environment co-ordinator has allowed me to lead some exciting projects that have made the school environment a stimulating and engaging place for children, parents and staff alike. Examples are the recent regeneration of the library, a large playground mural and the stairwell art project where huge panels of wood were painted and designed by children to serve as a permanent display.

Recent changes in timetable have had a really positive impact on learning and I know that other changes are planned to ensure that children at Rotherfield are given an excellent education that equips them well for life.



**Ciara**

I came to Rotherfield as an NQT about 10 years ago and think so highly of the place that I have not wanted to leave!

The school's location in the dynamic borough of Islington means that it is an interesting and diverse area to live and work in.

In my time at Rotherfield, I have been able to develop professionally through leading a range of subjects including Music, PE and Maths; ultimately becoming part of the Senior Leadership Team, firstly as an Assistant Head and now in my current role as Interim Deputy Head.

The school has a very special community feel, and has become a home away from home for me. There is great parental involvement through the Friends of Rotherfield; a friendly and hard-working staff and a supportive governing body who really care about the school.

Most of all, the children are wonderful and I consider it a privilege to work at Rotherfield Primary School.

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# Rotherfield

Primary School

## HLTA leading Behaviour and Pastoral Care

**Salary Grade Range:** Scale SO2, spine point 27 to 29

**Actual Salary:** £29,134.51 - £30,193.43 per annum

**Hours:** Full Time 35 hours per week (8.30-4.30), Term Time Only

**Contractual Status:** Fixed Term 12 months (maternity cover)

**The Executive Headteacher and Governors at Rotherfield Primary School would like to recruit for an HLTA leading Behaviour and Pastoral Care starting October 2019.**

The role of HLTA will have a major impact on the children's lives through delivering high quality behaviour and pastoral intervention, and supporting vulnerable children and their families. We are looking for someone who can:

- ❖ Lead behaviour across the school, working with all staff to support the use of the school's behaviour system, and continue to develop warm relationships between staff, pupils and parents
- ❖ Communicate with parents, staff and Governors about behaviour
- ❖ Evidence a reduction in exclusion and withdrawal through designing and implementing bespoke emotional and behavioural interventions
- ❖ Be the lead professional for children on your case-load who need support
- ❖ Support the Lunch Lead in securing high quality play and lunch provision that supports positive relationships and behavior
- ❖ Be part of the school's pastoral team ensuring that actions are taken for pupils we are concerned about

In return we can offer you:

- A school committed to your professional learning/development
- A vibrant and creative place to work
- A school at the heart of its community

Rotherfield is a vibrant and welcoming school, within the London Borough of Islington. Visits to the school are actively encouraged - please contact the school office to arrange a time on **0207 226 66 20**

**Closing date for applications:** Midnight on Wednesday 25<sup>th</sup> September 2019

**Interviews held:** Week beginning 30<sup>th</sup> September 2019

Please apply online at <http://jobs.islington.gov.uk/disciplines> following the jobs link. If you need any assistance, please email [schoolsrecruitment@islington.gov.uk](mailto:schoolsrecruitment@islington.gov.uk) quoting reference RTH/432.

**Rotherfield Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Successful candidates will be required to complete an enhanced DBS disclosure.**

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**POSITION:** Higher Level Teaching Assistant

**GRADE:** Scale SO2, spine point 27 to 29

**HOURS OF DUTY:** 35 hours

**RESPONSIBLE TO:** Assistant Headteacher

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### **PURPOSE OF THE JOB**

To monitor the implementation of the behaviour policy and share this information with the pastoral team. To agree specific actions with the pastoral team arising from behaviour data and implement agreed programmes for individuals, groups or whole classes. To implement specific targeted programmes of teaching or intervention as through liaison with the Assistant Head Teacher which will be usually focused on behavioural or pastoral needs. To manage play staff to ensure high quality break and lunch play, that supports children's development and pastoral needs.

To complement teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies. To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources.

### **Main Duties**

#### **Planning**

1. Plan and prepare lessons with teachers/TAs, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
2. Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.
3. Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with schools' policies and procedures.

#### **Teaching and Learning**

4. Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes. This will be usually focused on leading pastoral sessions arising from information about issues in classes.
5. Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.
6. Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.



7. Support the teaching of the curriculum through whole class support and group support and assist pupils to access the full curriculum. Be familiar with lesson plans, individual targets and learning objectives, especially in the area of pastoral or behaviour support or intervention.
8. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop. This may include developing specific programmes of intervention with the Assistant Head for pupils with specific pastoral needs or targets.
9. Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.
10. Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others. Encourage colleagues at all levels to use the school policies for behaviour.
11. In accordance with arrangements made by the headteacher, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present, in line with regulations and guidance under Section 133 of the Education Act 2002 and STPCD 2003.
12. Organise and safely manage the appropriate learning environment and resources including playground spaces, and equipment which promote children's enjoyment and positive play
13. Promote and reinforce children's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance
14. Assist the class teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first language.
15. Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

### **Monitoring and Assessment**

16. With teachers evaluate pupils' progress through a range of assessment activities.
17. Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
18. Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement, specifically in relation to behaviour and pastoral progress.
19. Assist in maintaining and analysing records of pupils' progress.
20. Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.
21. Support the teaching staff with reporting pupils' progress and achievements at parents' meetings which are usually held outside school hours.
22. To monitor data within the school behaviour system, following up information with teachers and other staff. To share data with pastoral team, and use data to agree actions for work with pupils.

### **Mentoring, Supervision and Development**

23. Manage other teaching assistants/play staff and undertake recruitment, induction, appraisal, training and mentoring for other teaching assistants.
24. Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking formal training.

25. Support and guide other less experienced teaching assistants/play staff' work in the classroom/playground when required and lead training for other teaching assistants/play staff.
26. Contribute to the overall ethos, work, aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

### **Behavioural and Pastoral**

27. Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
28. Understand and implement school child protection procedures and comply with legal responsibilities.
29. Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
30. Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children.
31. Provide physical support and maintain personal equipment used by the children at the school.
32. Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
33. Assist teachers by receiving instructions directly from professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.

### **Other**

34. Any other duties required by the class teacher, Assistant Head Teacher Deputy headteacher, or the headteacher, which is within the scope of this post.
35. At all times carry out duties with due regard to the school's Health and Safety policy.
36. To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.

# Rotherfield Primary School

## PERSON SPECIFICATION



**POSITION:** Higher Level Teaching Assistant

**GRADE:** Scale SO2, spine point 27 to 29

**HOURS OF DUTY:** 35 hours

**RESPONSIBLE TO:** Assistant Headteacher

The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties in the job description.

| EDUCATION & EXPERIENCE  |
|---|
| <ol style="list-style-type: none"><li>1. Meet HLTA standards or equivalent qualification or experience.</li><li>2. Hold relevant qualifications at a level equivalent to at least NVQ level 3.</li><li>3. Demonstrable levels of numeracy &amp; literacy equivalent to GCSE (A-C) or NVQ Level 2 (or by test).</li><li>4. Attend induction training; training as appropriate and training relevant to the post, including behaviour management and Child Protection training.</li><li>5. Training in relevant learning strategies e.g. literacy.</li><li>6. A minimum of two years' experience of working with children (either paid or unpaid capacity) preferably in an education setting.</li><li>7. Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.</li></ol> |
| KNOWLEDGE & UNDERSTANDING   |
| <ol style="list-style-type: none"><li>8. Knowledge of the requirements of the national literacy and numeracy strategies.</li><li>9. Knowledge &amp; understanding of the National Curriculum</li><li>10. Understanding of behaviour management strategies.</li><li>11. Understanding of First Aid procedures.</li></ol>   |
| SKILLS  |
| <ol style="list-style-type: none"><li>12. Effective oral and written communication skills.</li><li>13. Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts.</li></ol>   |

14. Good organisational and time management skills.

15. Sound IT skills to support learning and maintain electronic information systems.

#### **ABILITIES**

16. Able to form and maintain appropriate professional relationships and boundaries with children and young people.

17. Ability to organise, lead and motivate a team.

18. Ability and willingness to work constructively as part of a team

19. Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy.

20. Ability to organise the classroom activities e.g. preparing and setting out resources.

21. Ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for T&L.

22. Ability to deal with sensitive information in a confidential manner.

23. Ability to help children and young people to transfer their learning to other parts of their lives.

24. Ability to provide a good role model to young pupils.

25. Ability to work in partnership with parents and teachers.

26. Ability to use own initiative and work flexibly.

#### **OTHER**

27. Willingness to attend school training sessions.

28. Empathy with young people facing barriers to their learning.

29. A commitment to helping young pupils achieve, through education and learning.

30. An understanding of and a genuine commitment to Equal Opportunities.



## Rotherfield Primary School

### How to Apply

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|          |  |
|----------|--|
| POSITION | HLTA leading Behaviour and Pastoral Care |
| SCHOOL   | Rotherfield                              |
| GRADE    | Scale SO2                                |

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#### **Application Deadline**

Completed application forms must be received by **Midnight on Wednesday 25th September 2019**. Please note that late applications will not be accepted.

- Please apply online at <http://jobs.islington.gov.uk/disciplines> following the jobs link. If you need any assistance please email [schoolsrecruitment@islington.gov.uk](mailto:schoolsrecruitment@islington.gov.uk) quoting reference **RTH/432**.

Please note that we only accept online application forms. CV's and hard copy applications will not be accepted.

#### **Completing your application**

Candidates are asked to complete all the standard information required on the application form, and to submit a supporting statement, addressing all of the criteria identified at application stage.

#### **Visits**

Visits to the school are welcome and encouraged. Please contact the school office on 0207 226 6620.

#### **Selection process**

The selection process may have a combination of tasks, activities, assessment tools and interview. However, further information will be provided to the candidates shortlisted for interview.

#### **References**

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

## **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](http://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.