

# Elsenham Church of England Primary School

*Learning for Life*



## Appointment of Headteacher

January 2021  
Information for Candidates



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## Appointment of Headteacher

<b>School</b>	<b>Elsenham Church of England Primary School</b>
<b>Telephone</b>	<b>01279 813198</b>
<b>Website</b>	<a href="http://www.elsenham.essex.sch.uk">www.elsenham.essex.sch.uk</a>
<b>School Group Size</b>	<b>Group 3 NOR 316</b>
<b>Salary Range</b>	<b>L16 - L24 £61,166 - £74,295</b>
<b>Start Date</b>	<b>September 2021</b>

### Selection Arrangements - The Process

Thank you for your interest in the Elsenham CE Primary School Headteacher post.

Following feedback from colleagues and previous candidates, who have told us that using the Essex schools' website to apply for posts that they are interested in is easy and fast, we would encourage you to apply for this post on-line. You can access the website from any computer, complete and save your application in full confidence that it cannot be seen or accessed until you finish your application form and press the 'Apply' button. When you apply online the Schools Recruitment Team will be sent an email automatically, and you will receive an email via the system confirming that your application has been received.

Applying online is straightforward and the first step is to create your own profile; please follow the instructions below to apply for this post:

- Click [here](#) to register and create a profile.
- When you have created your profile, please click the Apply button at the foot of the online advertisement and complete your details.
- Prior to appointment, the successful candidate will be sent an occupational health questionnaire, childcare disqualification form and criminal convictions form (SD2) which they will need to complete and return to this office.

We look forward to receiving your application; please do not hesitate to contact on 03330139835 if you have any queries.

**Closing date: 26 February 2021 Midday**

**Shortlisting date: 01 March 2021**

**Interview date: 15 March 2021**

**Please be aware that as the applicant you are responsible for ensuring that your application reaches us before the stated closing date, as late applications may not be accepted.**

## Referees

In order to comply with the guidance on safer recruitment, you are requested to provide referees in line with the following guidance:

- Existing Headteachers or Acting Headteachers currently employed in a community or voluntary controlled school are required to provide:
  - One reference from the Chair of Governors of their current school
  - One reference from the Authority
  - One reference from their previous employer if employed by them within the last 5 years.
- Existing Headteachers or Acting Headteachers currently employed in an academy, foundation or voluntary aided school are required to provide:
  - One reference from the Chair of Governors/Chair of Trustees of their current school
  - One reference from their previous employer if employed by them within the last 5 years, otherwise one from another professional.
- Existing Deputy Headteachers and others currently employed in any school or academy, are required to provide:
  - One reference from their current headteacher
  - One reference from their previous employer if employed by them within the last 5 years, otherwise one from another professional.





# ELSENHAM C. OF E. PRIMARY SCHOOL

High St, Elsenham,  
Bishop's Stortford,  
Herts. CM22 6DD

Headteacher: Mrs Linda Reid B.Ed, NPQH

Tel: 01279 813198

E-mail: [admin@elsenhamsch.uk](mailto:admin@elsenhamsch.uk)



Dear Candidate

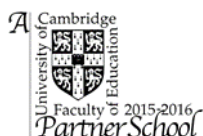
On behalf of the Governing Body, we would like to thank you for the interest you have shown in responding to our advertisement for the position of Headteacher at Elsenham C. of E. Primary School.

Our current Headteacher is retiring after almost 18 very successful years in post and a great deal has been achieved. The Governing Body is looking to recruit an equally dynamic successor, who shares our vision for excellence.

With the building projects behind us, and the transition to a two-form entry school almost complete, this is an exciting time to join our school. You will see from the enclosed pack that ours is a vibrant, caring and friendly school community. Everyone involved in our school is committed to its success, and our culture of 'Learning for Life' helps prepare our pupils for life as confident, happy and well-rounded citizens.

The Governing Body is looking to recruit a leader, who will build strong and effective relationships with children, parents and staff. We are keen to appoint someone, who will lead, and continue to develop Elsenham C of E Primary as a school for the future, whilst also retaining its place as an integral part of the village community. We share the belief that every child is unique, and that all children should be inspired to believe that they can achieve their dreams, through hard work and perseverance and our school values are underpinned by our Church of England ethos.

Our most recent OFSTED inspection report (March 2019), was highly complementary and praised the work of our school. While judging us to be "good" overall, there were outstanding judgments in the areas of effectiveness of leadership and management and early years provision as well as in the area of personal development, behaviour and welfare. We believe that the appointment of a caring and creative Headteacher will enable us to build on this successful school culture.



We are aware that it can be difficult to get a true sense of a school/or area simply from the information in this pack. We would, therefore, positively encourage you to contact the School Office on: [admin@elsenhamsch.uk](mailto:admin@elsenhamsch.uk) to arrange a visit before the closing date for applications on 26<sup>th</sup> February 2021. Such a visit will allow you to begin to understand the ethos of the school and I am sure will help you in the preparation of your application.

I hope that you share our vision and decide to apply. If this is the case, please include with your completed application form your supporting statement, which should relate closely to the personal specification.

We look forward to receiving your application and thank you once again for your interest.

Yours sincerely

*N Yeadon      S Bird*

Nick Yeadon and Simon Bird  
Joint Chairs of Governors



# ELSENHAM C. OF E. PRIMARY SCHOOL

High St, Elsenham,  
Bishop's Stortford,  
Herts. CM22 6DD



Headteacher: Mrs Linda Reid B.Ed, NPQH

Tel: 01279 813198

E-mail: [admin@elsenham.essex.sch.uk](mailto:admin@elsenham.essex.sch.uk)

Dear Applicant,

Welcome to Elsenham C. of E. Primary School. I hope this letter will provide you with a brief insight into the school as it currently is, and also give a sense of what is possible and can be built on in the future.

I feel incredibly privileged to have been the Headteacher here for almost eighteen years. During this time, there has been a significant amount of change and development. It has been hugely rewarding to see the school grow and evolve from a small village primary school with five classes, into the vibrant, supportive and collaborative learning community that it is today. The school now has thirteen classes and is well on its way to reaching its intended target of two forms of entry.

This is a fantastic opportunity for the right candidate to lead the school into the next phase of its development. With two successful Ofsted inspections recently behind us, where we narrowly missed out on the judgement of outstanding overall, the school is well poised for taking the next steps towards continuous improvement. Our school ethos is underpinned by our core Christian values and in our most recent SIAMS inspection, the school was judged to be outstanding. "This is evident in relationships, pupils' tenacity in their approach to learning and in the respect they demonstrate for people from different faiths and cultures."

This is an exciting time to join the school. There is an enthusiastic and collaborative approach to learning as well as a shared commitment to school improvement, which will provide a wealth of opportunities for your personal and professional development. Governors have a clear understanding of our school priorities and are incredibly supportive and proactive in carrying out their roles. They do all they can to support the children to achieve their potential and provide constructive challenge to the school. Improvements are sustained through an established culture of both support and accountability. "Leaders, including governors, show the highest levels of commitment to providing challenging learning opportunities for all pupils whilst also building their character."

The ethos and culture of the school is very much built around the understanding of, and participation in "Learning for Life". Children are supported to become inquisitive and resilient learners and to develop a love of learning. Children here achieve high academic standards and attainment and progress levels were within the top 20% of schools

nationally in each of the core areas of reading, writing and mathematics. There is also a strong focus on our involvement in enrichment activities both in the creative arts and in sport. They are inspired and supported to believe that they can achieve their dreams. Pupil voice is a key component of our success, with pupils encouraged to develop leadership skills in a variety of ways such as becoming a "Leader in Learning"; a member of our Worship Crew; a School Councillor or a Sports Ambassador to name a few. There is a real sense of family in school and the children do a fantastic job of supporting each other with learning, friendships and in all the new experiences that are offered to them. Younger children are delighted to learn from their older "buddies".

The staff team are excellent and work tirelessly for the benefit of the children, and each other. There is a key focus on well-being both for staff and pupils. A well-being committee, run by the staff, organises events and allows staff members to show their support for one another through small acts of kindness.

Elsenham C. of E. Primary is a wonderfully dynamic, diverse and rewarding place to work. The partnership between parents, children, staff and the governing body is a key element in the school's continuing success. Financial management is strong, and funding is used prudently to improve outcomes for pupils, with a particular focus on ensuring the pupil premium is used effectively.

A culture of partnership working with other local schools, both in Essex and across the neighbouring area of Bishop's Stortford in Hertfordshire, has also supported us to continue to evolve and improve. There is a shared spirit of collaboration and joint sense of purpose in schools working together to improve the outcomes for all of our pupils through well-established systems of mutual trust and support. Investment in partnership working is ongoing and the school is involved in developing partnership skills in association with the Educational Development Trust.

The school has excellent resources including a fantastic new building which complements the historic character of the original school building. There is a new library, food technology room and an IT room. As well as the internal fabric of the building being enhanced, significant improvements have been made to the grounds, including the installation of a purpose built infant running track and large scale imaginative play equipment.

The above is just a taste of what Elsenham C. of E. Primary has to offer. I will be sad to leave when I retire later this year. It has been a great privilege working here and being part of such a warm and outward-looking community.

The school is in a very good place and it is the perfect time for a new Headteacher to take it forward into the next stage.

I hope that whoever succeeds me will be as happy and fulfilled working here as I have been.

Yours faithfully,

*L Reid*

Linda Reid  
Headteacher  
Elsenham C. of E. Primary School



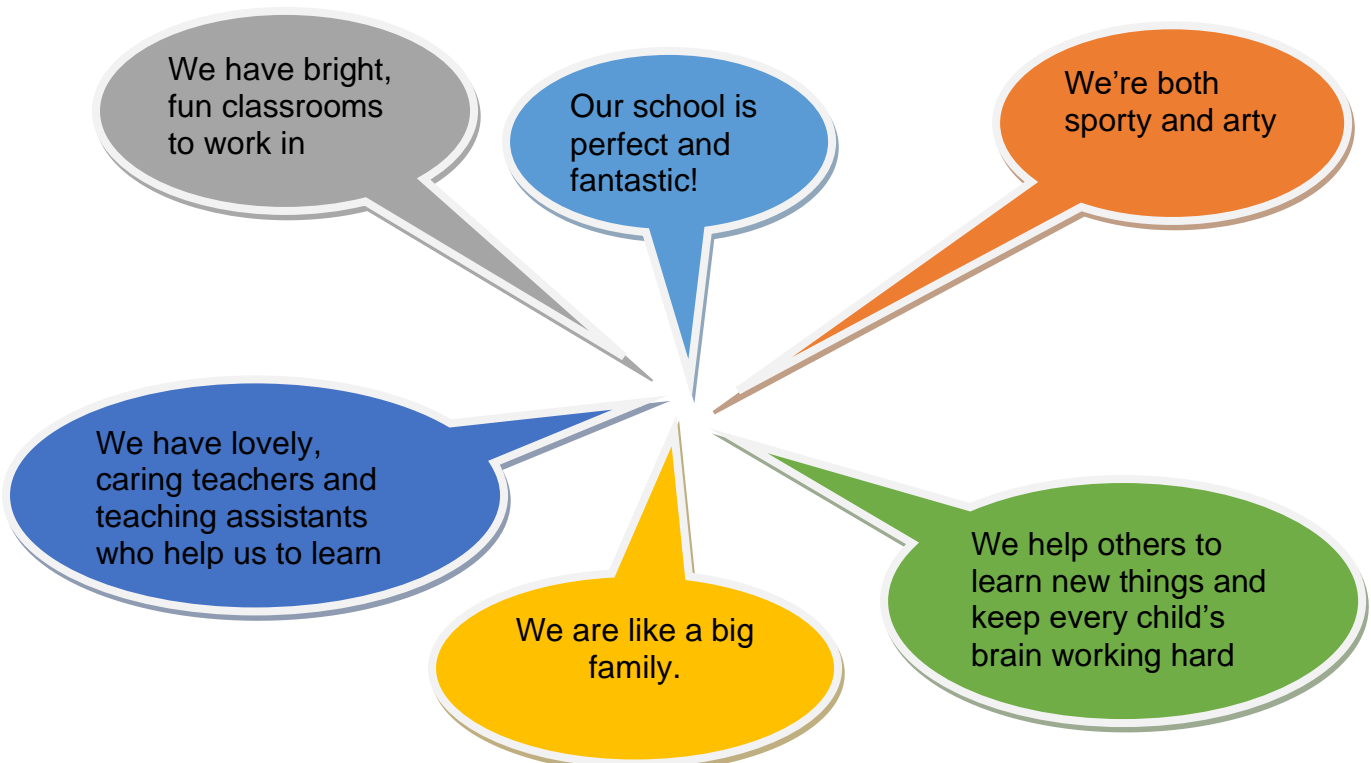
## Pupil Views

*We asked all the children to let us know what they'd like in their new headteacher and what they would like you to know, here are some of their answers.*

**We would like our new headteacher to be:**



**We would like our new headteacher to know:**



# Headteacher Job Description

## **Core Purpose**

The Headteacher will be responsible for the internal organisation, management and control of the School in accordance with applicable legislation, the policies of the governing body (including its annual budget) and the instrument and articles of governance of the School.

The Headteacher, working with the governing body, senior leadership team and School staff, will provide overall strategic leadership for the School. The Headteacher will:

- lead, develop and support the direction, vision, values and priorities of the School
- develop, implement and evaluate the School's policies, practices and procedures
- lead and manage teaching and learning throughout the School
- ensure accurate School self-evaluation to inform School improvement planning
- have overall responsibility and accountability for safeguarding and promoting the welfare of pupils within the School.

*The job description should be read in conjunction with the contractual requirements and responsibilities of headteachers set out in the School Teachers' Pay and Conditions Document.*

## **Principal Accountabilities:**

### **Safeguarding**

Fulfil personal responsibilities, and secure compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- Operating clear whistleblowing procedures,
- Sharing information, with other professionals
- Assigning a designated professional lead for safeguarding / take responsibility as the designated professional lead for Safeguarding
- Operating safe recruitment practices
- Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice
- Establish, operate and monitor clear policies for dealing with allegations against people who work with children.

### **Qualities and Knowledge**

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the School's vision, ably translating local and national policy into the School's context.
6. Communicate compellingly the School's vision and drive the strategic leadership, empowering all pupils and staff to excel.

### **Pupils and Staff**

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.
7. Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

### **Systems and Process**

1. Ensure that the School's systems, organisation and processes are well-considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.

2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in School and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set School strategy and hold the Headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the School's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
7. Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers.
8. Consult and communicate with the governing body, staff, pupils, parents and carers.
9. Lead and manage/be responsible for safeguarding and promoting the welfare of children.

### **The Self-Improving School System**

1. Create an outward-facing school which collaborate with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships and collaborate effectively with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
7. Participate in arrangements for their own further training and professional development and appraisal and review of own performance.





## Head Teacher Person Specification

Requirement	Essential	Desirable
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Has an NPQH and if not held alternative suitable academic and professional qualifications</li> <li>Has evidence of continuing professional development</li> </ul>	<ul style="list-style-type: none"> <li>NPQH</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Has experience across the primary age range</li> <li>Has a proven record of successful classroom teaching</li> <li>Has a proven record of successful experience as a Headteacher or Deputy Headteacher</li> <li>Has competent ICT skills and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Experience in foundation stage</li> <li>Liaison with external agencies</li> <li>Experience of teaching in a Church School</li> </ul>
<b>School culture</b>	<ul style="list-style-type: none"> <li>Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community</li> <li>Create a culture where pupils experience a positive and enriching school life</li> <li>Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life</li> <li>Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment</li> <li>Ensure a culture of high staff professionalism</li> <li>Understanding of what distinguishes a distinctive Christian ethos in a church school.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of what distinguishes a distinctive Christian ethos in a church school.</li> </ul>

<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn</li> <li>• Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains</li> <li>• Ensure effective use is made of formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative and creative approach to teaching and learning</li> <li>• Experience of whole school change with demonstrable impact</li> </ul>
<b>Curriculum and assessment</b>	<ul style="list-style-type: none"> <li>• Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught</li> <li>• Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities</li> <li>• Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading</li> <li>• Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of developing curriculum content across a school with evidence of impact to pupil progress</li> </ul>
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>• Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils</li> <li>• Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy</li> <li>• Implement consistent, fair and respectful approaches to managing behaviour</li> <li>• Ensure that adults within the school</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with a range of stakeholders to improve and support positive behaviour and learning behaviours</li> </ul>

	model and teach the behaviour of a good citizen	
<b>Additional and special educational needs and disabilities</b>	<ul style="list-style-type: none"> <li>• Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities</li> <li>• Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively</li> <li>• Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate</li> <li>• Ensure the school fulfils its statutory duties with regard to the SEND code of practice</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with a range of professionals to secure successful outcomes for pupils with additional needs</li> </ul>
<b>Professional development</b>	<ul style="list-style-type: none"> <li>• Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs</li> <li>• Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development</li> <li>• Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning</li> </ul>	
<b>Organisational management</b>	<ul style="list-style-type: none"> <li>• Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of project management and dealing with</li> </ul>

	<ul style="list-style-type: none"> <li>• Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds</li> <li>• Ensure staff are deployed and managed well with due attention paid to workload</li> <li>• Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently</li> <li>• Ensure rigorous approaches to identifying, managing and mitigating risk</li> </ul>	finance and premises issues
<b>Continuous School improvement</b>	<ul style="list-style-type: none"> <li>• Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement</li> <li>• Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context</li> <li>• Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of implementing whole school change and managing all stakeholders to bring about effective outcomes</li> </ul>
<b>Working in partnership</b>	<ul style="list-style-type: none"> <li>• Forge constructive relationships beyond the school, working in partnership with parents, carers, the local community and the Church.</li> <li>• Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support</li> <li>• Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils</li> </ul>	



<b>Governance and accountability</b>	<ul style="list-style-type: none"> <li>• Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility</li> <li>• Establish and sustain professional working relationship with those responsible for governance</li> <li>• Ensure that staff know and understand their professional responsibilities and are held to account</li> <li>• Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of working with Governors</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Strong interpersonal and communication skills</li> <li>• Adaptable and flexible approach</li> <li>• Desire to promote respect between children, staff, parents and governors</li> <li>• A well organised person able to manage time effectively, to delegate, to prioritise and to meet deadlines</li> <li>• Ability to recognise and utilise staff strengths</li> <li>• Ability to build, support, motivate and work as part of a high performing team</li> <li>• Ability to inspire children</li> <li>• Demonstrate personal and professional integrity, including modelling Christian values and vision</li> </ul>	



## **Recruitment and Selection Policy Statement**

1. The Governing Body is committed to:
  - safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
  - promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
  - promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs

and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.
2. The Governing Board recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy or maternity, gender re-assignment, disability or health, race (which includes colour, nationality and ethnic origin), religion or belief.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required where applicable to the role and settling:
  - receipt of satisfactory references\*
  - verification of identity
  - a satisfactory DBS disclosure if undertaking Regulated Activity
  - verification that you are not on the DBS Children's barred list and therefore not barred from working with Children
  - verification of qualifications
  - verification that you are not prohibited from teaching
  - verification of medical fitness
  - verification of professional status where required e.g. QTS status
  - the production of evidence of the right to work in the UK
  - verification of successful completion of/exemption from statutory induction period

- verification that you are not subject to any s128 directions preventing you from holding a management position within a school
- a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2009 or that you have provided a disqualification waiver from Ofsted

***NB It is illegal for anyone who is barred from working with children to apply for, or undertake Regulated Activity.***

\*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. Where it is agreed to defer, referees will be contacted immediately after interview before an offer of employment is made.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police).

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service.

The Governing Board is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2009 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case by case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information eg was it a caution or a conviction.
- How long ago did the incident(s) occur?
- Whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed on the SD2 form or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

When making a recruitment decision The Governing Board will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This Governing Board is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

A copy of our Recruitment Procedure is available upon request.

