



# **St Peter's C of E (VC) Primary School**

*Aspire, Persevere, Achieve*

## **Appointment of Headteacher** **Information for Candidates**





# **St. Peter's C of E (V C) Primary School**

**Sible Hedingham, Halstead, Essex, CO9 3NR**

Tel: (01787) 460362

Fax: (01787) 461657

Email: [admin@st-peters.essex.sch.uk](mailto:admin@st-peters.essex.sch.uk)

Website: [www.stpetersch.schooljotter2.com](http://www.stpetersch.schooljotter2.com)

## **Headteacher**

**Required for September 2020**

**Pay Scale L12 – L18 (Group 2 School)**

St Peter's is "a vibrant, happy place with an exciting curriculum and strong values that develop pupils' spiritual, moral, social and cultural development". Located in North West Essex, we have a friendly, inclusive atmosphere, with children, parents, staff, governors and community committed to working together to facilitate the continuing success of the school. As a team we strive to ensure that a well-planned curriculum means every child enjoys learning, feels proud of their achievements and is confident that they can learn new skills and achieve their very best.

Currently rated as 'good' by Ofsted (January 2019), we are proud of our school where high aspirations and inspirational leadership results in pupils receiving an excellent standard of education. Our pupils are polite, respectful and well-behaved while our staff are fully engaged and high performing.

The Governors of St Peter's are seeking to appoint an exceptional, committed leader with a demonstrable 'growth' mind-set and the ability to build on the success of the current retiring Head Teacher, by leading the school, together with the Senior Leadership Team, through its next stage of development.

An effective leader, motivator and team builder, you must have the ability and presence to inspire and influence pupils, staff and stakeholders; leading by example and encouraging collaborative working. As well as assuming responsibility for all aspects of school life, you will also direct the schools strategic planning, lead the development of the curriculum and deliver an outstanding provision which meets the needs of all our young people.

Inclusive and emotionally sensitive, you must possess well-developed leadership skills, a talent for developing and motivating others and the ability to manage resources and finances effectively.

In return, we can offer you strong governor support, the freedom to shape the future of the school and the opportunity for your continued professional development.

For further details please contact Mrs Barbara Smart, School Business Manager, by telephone 01787 460362, or by e-mail [admin@st-peters.essex.sch.uk](mailto:admin@st-peters.essex.sch.uk)

The school is committed to safeguarding and promoting the welfare of children and young adults. Appointments will be subject to DBS clearance and satisfactory references.

**Application Closing Date: Midday Monday 24<sup>th</sup> February 2020**



## Mission Statement

*"Within our church school, governors, staff pupils, parents and carers work to create a safe, caring and inclusive environment which nurtures the spirit, supports and inspires learning and enables all pupils to reach their potential both socially and academically"*

### **Core Values:**

#### **We believe that learning should be enjoyable, purposeful and challenging.**

Through our creative curriculum we equip each child with the skills they need for lifelong learning. We aim to develop confident individuals, who take ownership of their knowledge and understanding; are proud of their achievements and are well prepared for life in modern Britain.

#### **We believe that every child matters.**

Through positive attitudes and partnerships we endeavour to develop the whole child, meeting individual needs in a safe and secure environment where differences are celebrated.

We believe that all members of our school community should work together to maintain a safe, clean and stimulating environment which encompasses not only the learning environment and school grounds, but the surrounding area also.

We aim to promote sustainability and an awareness of wider global issues through our curriculum.

We believe that good teamwork and positive partnerships – with individual children, the whole class, our colleagues, with Governors, parents, carers and the wider community will lead to excellent teaching, high standards and successful learning.

At St Peter's we expect all of our children to be T.E.R.R.I.F.I.C citizens:



**T**rustworthy (honesty)  
**E**nthusiastic  
**R**esponsible  
**R**espectful  
**I**ndependent  
**F**air  
**I**nclusive  
**C**aring

At St Peter's C of E (V.C.) Primary School, the school and Governing Board 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 appreciate and positively valued.
- The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.



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Dear Prospective Applicant,

On behalf of the children, staff and Governors at St Peter's School, I would like to thank you for your interest in leading our school through the challenges and opportunities that the future will bring. This position has become available due to our current Headteacher's retirement after a successful headship of 5 years.

We are extremely proud of our school. We are looking for a dynamic and inspiring Headteacher who shares our passion for a school where everyone is encouraged to reach their full potential. We expect our new Headteacher to work closely with Governors to build on our existing strong relationships with our children, their parents and carers, our staff, and the wider community.

We do not underestimate the challenges ahead in an ever-changing educational landscape but we strongly believe we have the pieces in place to achieve even greater success.

Our aim is for each child to gain an enthusiasm for learning, confidence in how they learn, and we offer a great foundation for them to fulfil their potential. This is communicated through our values and vision that permeate everything we do.

As a Church of England school, we have a very close relationship with the Diocese and our local Reverend, vicar of St Peter's Church, a Governor at the school, contributes to collective worship and Religious Education. We have daily worship in school to extend a spiritual and moral message.

The school building is used in every way possible to ensure that it has a warm, caring and happy atmosphere you feel from the moment you walk through the doors. If you are interested in finding out more about our school please contact Barbara Smart, School Business Manager, on 01787 460362 and arrange a visit to see our school for yourself, when you will be able to meet our children and staff, and to experience our school community.

As Headteacher of St Peter's School, you will have the benefit of dedicated and motivated staff, children who are keen to learn and who take great pride in their school, and parents and carers who want to see their children flourish in a caring learning environment.

I look forward to hearing from you and wish you good luck with your application.

With best wishes,

Nicola Adams

## Chair of Governors

*St Peter's C of E (VC) Primary School fully complies with information legislation. For the full details on how we use your personal information please go to <http://stpetersch.sites.schooljotter2.com/privacy-notice> or call 01787 460362 if you are unable to access the internet.*





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Dear Colleague,

It has been my privilege to have been Head at St Peter's Primary School for the last five years and I will truly miss this very special place where pupils thrive, flourish and excel.

The school's improvement journey, in recent times, has been exciting and rewarding, and I have been continually heartened and amazed by the drive, focus and dedication of all staff to ensure that our pupils become self-confident, independent learners and creative, enquiring and compassionate citizens.

I have been ably supported by a happy, committed and highly professional staff, and an outstanding leadership team. We have worked with focus and determination to raise standards and make the school a positive environment, where children thrive in their learning and leave as skilful and adaptable young adults, ready to embrace challenge and opportunity in a rapidly changing world.

Enthusiasm for learning and emotional intelligence are consistently modelled and all teaching and support staff work closely and collaboratively to achieve school aims and objectives and deliver our mission. St Peter's is a well-respected and highly valued part of our community and the supportive Parent Teacher Association ensures we explore every opportunity to raise money for the school, involving a wide range of stakeholders.

Being a Church of England school brings a unique opportunity to embed Christian values and allow children, parents/carers and partners to experience Christian festivals in our namesake church. As Headteacher I aim to deliver the principles established within the Statutory Inspection of Anglican & Methodist schools (SIAMS). In particular the importance of distinctive Christian vision with associated values which enables pupils and adults to flourish. (SIAMS schedule 2018).

In order to fully appreciate the unique place that is St Peter's School you need to come and visit and observe the school in action.

I wish you the best of luck!

Kind regards,

Julie Harper  
**Headteacher**







# About Our School

## Our Aims

- To deliver a high quality teaching and learning for our pupils that promotes high standards and enables all children to reach their potential;
- To promote a love of education for all learning and to equip them with the tools to take ownership of their own learning;
- To promote children's self-esteem, their rights and responsibilities;
- To create a welcoming atmosphere in school where children, staff, parents/carers and visitors feel valued;
- To have high expectations for all within our community to ensure that we demonstrate the very best standards of conduct, moral purpose and integrity;
- To work in partnerships with outside bodies in order to strengthen curriculum links and promote an awareness of the wider world;
- To ensure that our pupils feel safe and secure and enjoy coming to school.

We will accomplish this by:

- Placing effective teaching and learning at the heart of everything we do;
- Working in partnership with other schools and businesses;
- Providing an exciting, broad and challenging learning experience;
- Promoting a 'have a go' culture where children have the confidence to challenging themselves as learners;
- Promoting the confidence and engagement of parents and carers in the learning of their children and the development of good behaviour.

## The School

St Peter's C of E Primary School serves the village of Sible Hedingham and surrounding areas in the north west of Essex. We are a single-form entry school and currently have 212 pupils on roll. We are oversubscribed with many applications from parents/carers outside our priority admission area. We work closely with our feeder pre-schools to ensure smooth transitions into school.

The school site is shared with an independent nursery.

Our buildings and classrooms are well maintained, bright and equipped with appropriate resources. We have a dedicated IT suite, laptop trolleys, music room and well stocked library. Our extensive grounds provide space for outdoor play and sports, as well as a vegetable garden and wildlife area.

We have a very supportive governing board, which has a rich association with, and love for, the school. The governors have a diverse set of backgrounds and skills, with a high level of enthusiasm. The governing board has a very collaborative approach with school staff, and is a regular presence in school, providing oversight, support and practical assistance, when required.

Our PTA is active and works hard to raise substantial amounts of money each year to enrich the experiences of our children in a number of inspiring ways.

## The Curriculum

We teach a broad and balanced curriculum, building on children's prior experiences whilst preparing them for the next phase of their education. Although we have high expectations we believe that enjoyment should be at the heart of all learning. Our core curriculum is significantly enriched, and learning inspired, by memorable experiences including guest visitors, trips to local attractions, after-school clubs and collaboration with other organisations and partners. We are proud to provide a safe, happy, caring, child centred environment, with excellent learning delivered to all of our pupils.

## Our Pupils



## Partnerships & Collaboration

- St Peter's is an active member of the Colne Valley Consortium, a group of 14 schools in west Essex committed to working together collaboratively to share ideas and expertise in order to promote high standards. Recent initiatives have included peer support; shared CPD training; data sharing-identifying trends, strengths and areas for development.
- St Peter's works in close partnership with the local Church and the wider Chelmsford Diocese to facilitate a supportive Christian community and a vibrant, inclusive school with a strong Christian ethos and community links.



# 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 board (including its annual budget) and the instrument and articles of governance of the school.

The Headteacher, working with the governing board, 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 the pupils within the school
- Have overall responsibility to meet and where appropriate report, all regulatory requirements as defined by (but not limited to) Ofsted, HSE, HMRC, DfE, LA and any other relevant board consummate with the statutory requirements of running a publicly funded Foundation 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:

1. Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services
2. Operating clear whistleblowing procedures
3. Sharing information with other professionals
4. Assigning a designated professional lead for safeguarding
5. Operating safe recruitment practices
6. Ensuring appropriate supervision and support for staff, including undertaking induction, safeguarding training and reviews of practice
7. 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 staff accountability for the impact of their work on 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 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 student, staff and financial performance
5. 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
6. Develop clear arrangements for linking appraisal to pay progression and advise the relevant board on pay recommendations for teachers
7. Consult and communicate with the governing board, staff, pupils, parents and carers
8. Lead and manage / be responsible for safeguarding and promoting the welfare of children

### Self-Improving School System

1. Create an outward-facing school that collaborates 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

### Financial Leadership

1. Be responsible for ensuring there are rigorous systems and processes in place to robustly manage resources within the school to secure the financial health and sustainability of the school, working to the standards set out by the Local Authority
2. Exercise strategic, curriculum-led financial planning to ensure the deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability
3. Take personal responsibility for the propriety and regularity in the management of public funds in the day-to-day operations of the school

### Operational Management

1. Confirm that the agreed scheme of delegation (governance) is well understood and is applied consistently
2. Ensure robust and appropriate risk management and mitigation is in place for the school, and that risk management strategies for the school are aligned with the risk register
3. Take responsibility for health and safety within the school
4. Ensure the school meets all legislative and statutory requirements including but not limited to: Health and Safety, Safeguarding, Information Commissioner, Department for Education, the Local Authority
5. Promote efficient and effective sharing and deployment of resources, brokering the most appropriate expertise from internal and external partners
6. Ensure robust and legal arrangements are in place to forward manage the School, including asset management, capital projects, procurement and income generation
7. To ensure the effective operation of Human Resource Policies and Procedures and ensure compliance with all relevant employment law

### Church Links

1. Has a clear vision for enriching the school's distinctive Christian ethos and place a high value on this
2. Nurture and build on the Christian ethos of the school with the philosophy that every child is valued, encouraging the individual spirit in every pupil
3. Maintain and build on the strong links with the church and community
4. Have enthusiasm for Christian Primary education
5. Actively support the Christian ethos of the school through personal example and practice



# Headteacher Person Specification

	Essential	Desirable
<b>Qualifications and Training</b>		
Qualified Teacher Status	*	
Evidence of continuing professional development	*	
NPQH or other evidence of higher study relevant to headship		*
<b>Leadership and Management</b>		
Articulates the school's vision and inspires, motivates and empowers others to achieve this, including modelling Christian values and vision	*	
Works consistently to deliver the School's targets, goals and ambitions	*	
Leadership skills: to motivate and work with the whole school community – pupils, staff, parents, governors and the church	*	
Generates high expectations so that every learner can fulfil their potential	*	
Manages staff performance highly effectively to raise standards	*	
Sustains an environment that supports and nurtures pupil and staff wellbeing	*	
Leads by example, understanding how and when to use different leadership and management styles	*	
Ability to lead the spiritual development of all in the school community and willingness and conviction to lead school worship		*
<b>Experience and Skills</b>		
Substantial and successful experience of senior leadership roles in Key Stage 1 and/or Key Stage 2, including raising standards and delivering educational excellence	*	
Successful track record of working with parents, governors, other schools and the wider community	*	
Evidence of identifying excellent classroom practice to enable teachers to improve through effective monitoring and feedback	*	
Engagement with current education developments, opportunities and innovations	*	

A rigorous approach to accountability for pupil progress and attainment	*	
Demonstrable experience of key management processes, including HR, financial and premises management		*
Experience of developing and implementing strategic school improvement plans	*	
Competent IT skills and knowledge	*	
Experience of successfully and sensitively managing change	*	
Evidence of leading professional development activity	*	
Strong analytical ability to interpret both quantitative and qualitative data and apply to future planning	*	
Attributes		
Has a clear commitment to fully inclusive education	*	
Committed to continual improvement	*	
Positively responds to challenging targets and seeks to deliver success	*	
Excellent interpersonal and communication skills	*	
Visible and accessible to all stakeholders, inspiring commitment, loyalty, enthusiasm and confidence from the whole school community	*	
Passionate about supporting, motivating and inspiring learners, their families and the community	*	
A strategic thinker who is creative and imaginative	*	
Stable and supportive with high integrity, stamina, confidence and emotional intelligence	*	
Is a sound decision maker with good judgement on when to make a change or maintain an existing position	*	
Resilient, positive and calm – uses networks to seek advice and support	*	
Committed to upholding the school's Christian foundation as based on its Trust Deeds		*
Have a commitment to ensure the Christian ethos of the school is maintained and developed		*





# Selection Arrangements - The Process

Applications must be submitted via Essex Jobscene by no later than midday Monday 24<sup>th</sup> February 2020.

Essex Jobscene can be access via the following link:

<http://www.essexschoolsjobs.co.uk/Vacancies/Search.aspx>

Applications will be ranked against the person specification for this role. All shortlisted applicants will be subject to assessment tasks as per the person specification.

Prior to appointment, the preferred candidate will be required to complete pre-employment checks including an occupational health questionnaire and a self-disclosure form (SD2). Once the pre-employment checks are completed satisfactorily, the successful candidate will be required to complete a six-month probationary period to our satisfaction.

We look forward to receiving your application; please do not hesitate to contact Mrs Barbara Smart, School Business Manager on 01787 460362 if you have any queries.

**Application Closing Date: Midday Monday 24<sup>th</sup> February 2020**

**Shortlisting Date: Wednesday 4<sup>th</sup> March 2020**

**Interviews: Thursday 19<sup>th</sup> March 2020**

**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 Local 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

## Useful Links

School website: <http://www.stpetersch.schooljotter2.com/>



# Recruitment and Selection Policy Statement

1. The Governing Board 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, 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 setting:
  - Receipt of satisfactory references
  - Verification of identity
  - A satisfactory DBS disclosure if undertaking Regulated Activity
  - Verification that you are not barred from working with Children
  - Verification that you are not prohibited from teaching
  - Verification of medical fitness for the particular role
  - Verification of qualifications and 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 a section 128 direction 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 2018 or that you have provided a valid disqualification waiver from Ofsted

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

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 preferred candidates 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) prior to their offer of employment being confirmed. When making a recruitment decision the Governing Board will disregard any filtered convictions / cautions / reprimands which were disclosed in error.

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/or consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service. 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 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 2018 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 the incident(s) occurred and 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 or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

The Governing Board operates in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling and security of Disclosure information.

8. The school processes personal data collected during the recruitment process in accordance with its data protection policy. Data collected as part of recruitment process is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment process. On the conclusion of the process, data collected will be held in accordance with the school's retention schedule.

A copy of our Recruitment Procedure is available upon request.