



Matching Green Church of England (VC) Primary School

Appointment of Headteacher
Information for candidates

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School details

Address	Matching Green C of E (VC) Primary School Little Laver Road Matching Green CM17 0QB
Telephone	01279 731225
Website	www.matchinggreenprimaryschool.com
School Group Size	Group 1 NOR 92
Salary Range	£60,540 - £69,964 (L8 – L14)
Start Date	September 2025
Contact email for correspondence	admin@matchinggreen.essex.sch.uk

- Thank you for your interest in the post of Headteacher at Matching Green C of E (VC) Primary School.
- To apply for this opportunity, please visit Essex Schools Jobs website. Any application may be saved in full confidence and cannot be accessed until the application has been submitted via 'Apply'.
- 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 need Occupational Health medical clearance, which will be arranged by the school.
- A Childcare Disqualification Form and a SD2 Criminal Convictions Form will need to be completed and returned to us at the shortlisting stage, these forms will be provided.
- Should you have any queries, please do not hesitate to contact Mr Neil Banks (Chair of Governors) via email:
neil.banks@matchinggreen.essex.sch.uk
- All applications must be received by noon Tuesday 31st December, late applications will not be accepted. All applications must be made online, through Essex School Jobs website.

Recruitment process

School visits	Week commencing 2 nd December 2024
Closing date for applications	Noon - Tuesday 31 st December 2024
Shortlisting and screening	Week commencing 7 th January 2025
Formal assessment day	Wednesday 22 nd January 2025



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.

Dear Prospective Headteacher

On behalf of the Governors, thank you for the interest you have shown in the Headteacher opportunity at Matching Green C of E (VC) Primary School. This candidate information pack will hopefully provide an insight into the school and provide you with all the information you need to complete the application process.

Matching Green C of E (VC) Primary School is the heart of the local community, situated in the original school building, steeped in history and character. A small school with a big heart; built on our school values of kindness, endurance, friendship, forgiveness and thankfulness. We are an inclusive school and aim to nurture the whole child allowing all children the opportunity to 'learn with our head, heart and hands so that we can experience life in all its fullness. John 10:10'

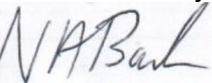
At Matching Green, we wholeheartedly believe in sharing with our children all the great things that a primary education can offer; this includes Forest School, swimming lessons, and exciting school trips, workshops, taking part in church events and attending sporting events. Please spend some time looking at our school website to get a real sense of what a day at our school is like.

The Governors are looking to appoint someone who has the vision to continue to lead, motivate, challenge and support everyone; as we continue the amazing progress we have made year on year. Growing the school, developing the teaching and learning team. An insightful exciting leader, who can successfully manage the administration of running a small rural school, alongside supporting the development and wellbeing of their team. Someone who can promote positive, professional relationships across the whole school and local community.

The successful candidate must be committed to promoting and achieving the highest standards of teaching and learning. Matching Green C of E (VC) Primary School is committed to safeguarding and promoting the welfare and safety of children and young people, and it expects all staff, governors, and volunteers to uphold this commitment.

There will be many exciting opportunities ahead for the right candidate, we are confident that whoever joins our team will find the role exciting, challenging and hugely rewarding.

Yours sincerely



Neil Banks - Chair of Governors



Welcome to Matching Green School

School Vision

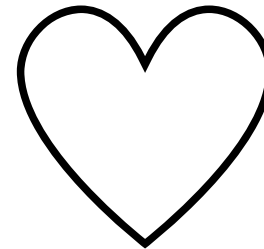
At Matching Green C of E Primary School we are learning with our head, heart and hands so that we can experience life in all its fullness.

Matching Green C of E Primary School seeks to serve the children in our community, recognising that we are all unique individuals. We want all to flourish and aspire to provide experiences for children to have 'life in all its fullness' (John 10:10) with a lifelong love of learning; by providing a broad, balanced and ambitious curriculum that engages with our head, heart and hands.

We will achieve our School Vision to learn with our head, heart and hands by:

- providing a rounded inspiring education that unites the academic standards alongside nurturing children's spiritual, moral and cultural development
- an exciting and relevant curriculum that enables all learners to flourish in their confidence, wisdom, knowledge and skills
- equipping our children with the essential skills for modern life by promoting their wellbeing and mental health, nurturing their confidence and independence.
- promoting a culture where we aspire to be the best that we can be by making positive choices about how we live and learn.
- being a safe community that lives well together; where all are welcomed and treated with dignity and respect, valuing and celebrating individuals.

This vision is underpinned by our school Christian values of kindness, endurance, friendship, forgiveness and thankfulness.



Who are we?

Situated in the beautiful village of Matching Green with strong community links, Matching Green C of E Primary School is Voluntary Controlled with a published admission number of 14. Currently there are 90 pupils on roll, which are made up of 70 families.

Our school is currently made up of four classes, which are mixed year groups. We have one EYFS class, a Year One and Two mixed, a Year Three and Four mixed and a Year Five and Six mixed. We have a small group of supportive staff including 5 teachers, support staff in every class, an on-site Catering Manager, Business Manager, Admin Assistant and a part time Caretaker. Everyone has a 'can-do' attitude and gets stuck in!

In July 2023, we received a 'good' grade from Ofsted, when they graded us 'good' in all areas. Ofsted recognised that 'pupils thrive at this small village school' and that the 'Curriculum plans set out the knowledge and skills pupils will learn and the order in which they should learn them. This enables pupils to build their learning logically and gradually over time, to ensure the children are ready for their next stages. A collaborative approach from all stakeholders continues to support the school's growth.

We are part of Epping Forest School-Led Improvement Partnership. The Partnership uses their combined skills, expertise, knowledge and experience to drive forward school improvement and raise standards and outcomes for pupils, whilst respecting each school's individual ethos, culture, values and identity. The Partnership will share best practice and key strengths both within and beyond the group to help facilitate support, development and improvement. We are excited by this opportunity to work collaboratively with neighbouring schools, to ensure the best provision for all children in our Partnership community.

As a Church of England school, we are due our SIAMS inspection and we are working as a collective group to develop our Collective Worship, Spiritual Development and RE curriculum, working with different experts to provide the best experience for the pupils that attend our school.

We have a strong PTA who support the school with events and fundraising, events include enrichment activities, Matchfest for our summer fete, Mothering Sunday events and many more. They work hard with the school to provide funds to enhance the curriculum for our children.





Supporting staff wellbeing

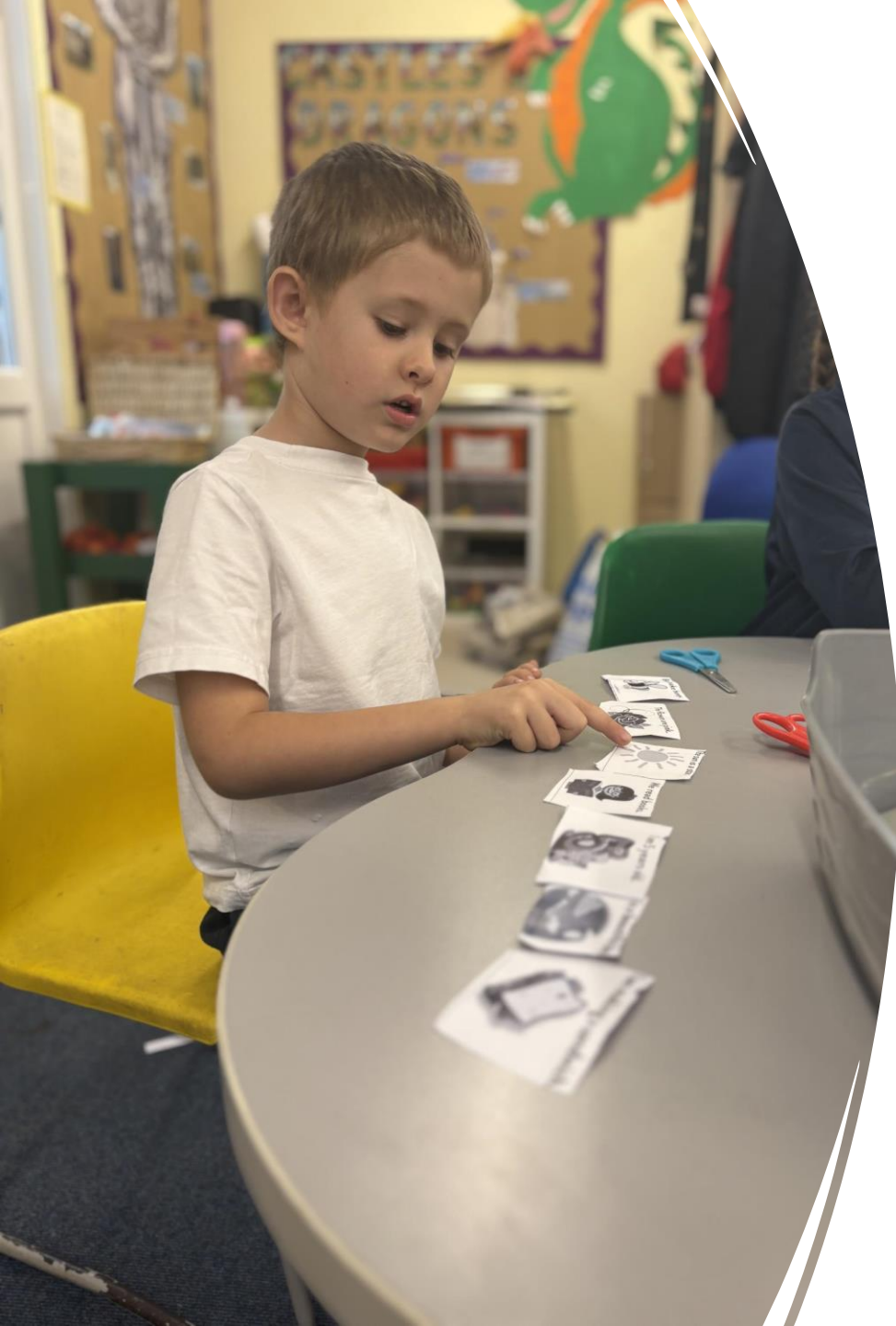
We have a strong drive to support staff wellbeing with:

- Protected PPA time, which may be taken at home
- Additional subject leader time provided and allocated time taken as a team, so not working in isolation without support
- Leave at 4pm on a Friday, to promote work/life balance
- TA support in classrooms
- Up to date pedagogy with an evidence-based approach to Feedback and Marking Policy which is simple, and does not require extensive marking
- Medium term plans annotated for foundation subjects, no expectation for them to be re-written
- Monitoring takes place with SLT being part of the teaching and learning
- Regular CPD opportunities
- Wellbeing days and birthday days
- Updated and refreshed staff spaces
- Own laptops and IT issues dealt with in a timely manner
- Headteacher 'open door' policy
- SAS Insurance (staff absence insurance) provide counselling service, which staff are able to access
- Agenda items for Governing Body meetings

Our pupils would like someone who

-
- has a positive attitude
 - is happy
 - likes chickens
 - is a kind person that greets us in the morning
 - is supportive
 - is joyful
 - is smart and funny
 - is a friendly person that is nice and lovely
 - is welcoming
 - takes us on school trips
 - is caring
 - is fun and intelligent
 - interacts with us
 - cares for us and our learning
 - is creative
 - is unique





Our team would like a leader who...

- cares about the school and will continue its ethos and want to make a difference.
- smiles - this is the most important. Someone who is happy and projects that on their staff. Happy staff, happy children.
- is compassionate and understanding - Someone who considers their employees lives.
- is trusting - Someone who trusts their staff's professionalism and judgement explicitly.
- is open-minded - Someone who is happy to listen to ideas from staff and give them due consideration.
- is energetic - Someone who is enthusiastic and eager to improve themselves, as this influences their staff.
- is progressive - Someone who wants to encourage their staff to always improve.
- is organised- Someone who is in control and 'on it'.
- is approachable and present- Someone who has an 'open door' and is easy to talk to.
- is a team member - Being part of the team, as well as a leader
- is engaging - with staff, pupils, and parents.
- is fair - someone that is without favour.
- is a listener - someone that listens to understand, not just to respond.
- is understanding - Someone that doesn't judge.
- is grounded - Level-headed with a sense of humor.
- is supportive - Someone who encourages and champions individuals' growth, someone who is in your corner.
- communicates - Someone that will communicate at all levels, in all formats
- is consistent - Someone that will be consistent in their approach to all aspects of school life.
- builds relationships - Someone that fosters good relationships.
- is adaptable - Someone that can evolve to meet the needs of others.
- respects - A leader who understands the challenges and needs of everyone's role.
- has leadership - Someone decisive when required, leading from the front.

The governing body would like:

Someone who is passionate about teaching and education, who strives for excellence in the delivery of high standards of education to all pupils, promoting inclusion and diversity within a church school.

A person who is honest, empathetic, open and stays calm under pressure.

Someone who always prioritises the children and their wellbeing.

Someone who demonstrates a strong sense of leadership (both of self and others), and whose values are aligned to the school's Christian vision and values.

Someone who is focused on performance and celebrates success regularly.

Someone who is seen as a role model for all in all areas of school life, including promoting Matching Green as a church school in an inclusive way.

Someone who has a forward vision for the future of the school and who can deliver on this operationally.

A person who is enthusiastic, inspiring, and with the energy to face the challenges of change and be able to steady the ship through periods of transition.

Someone with excellent communication skills who keeps governors informed and welcomes input and support when required and as it is intended.

A person who can have the difficult conversation, whilst keeping the needs of the school as the focus.

Someone who is aware of their own needs, can delegate effectively and articulate when support is needed, especially when working under pressure.

A person that can retain staff and who promotes development opportunities for individuals within the team.

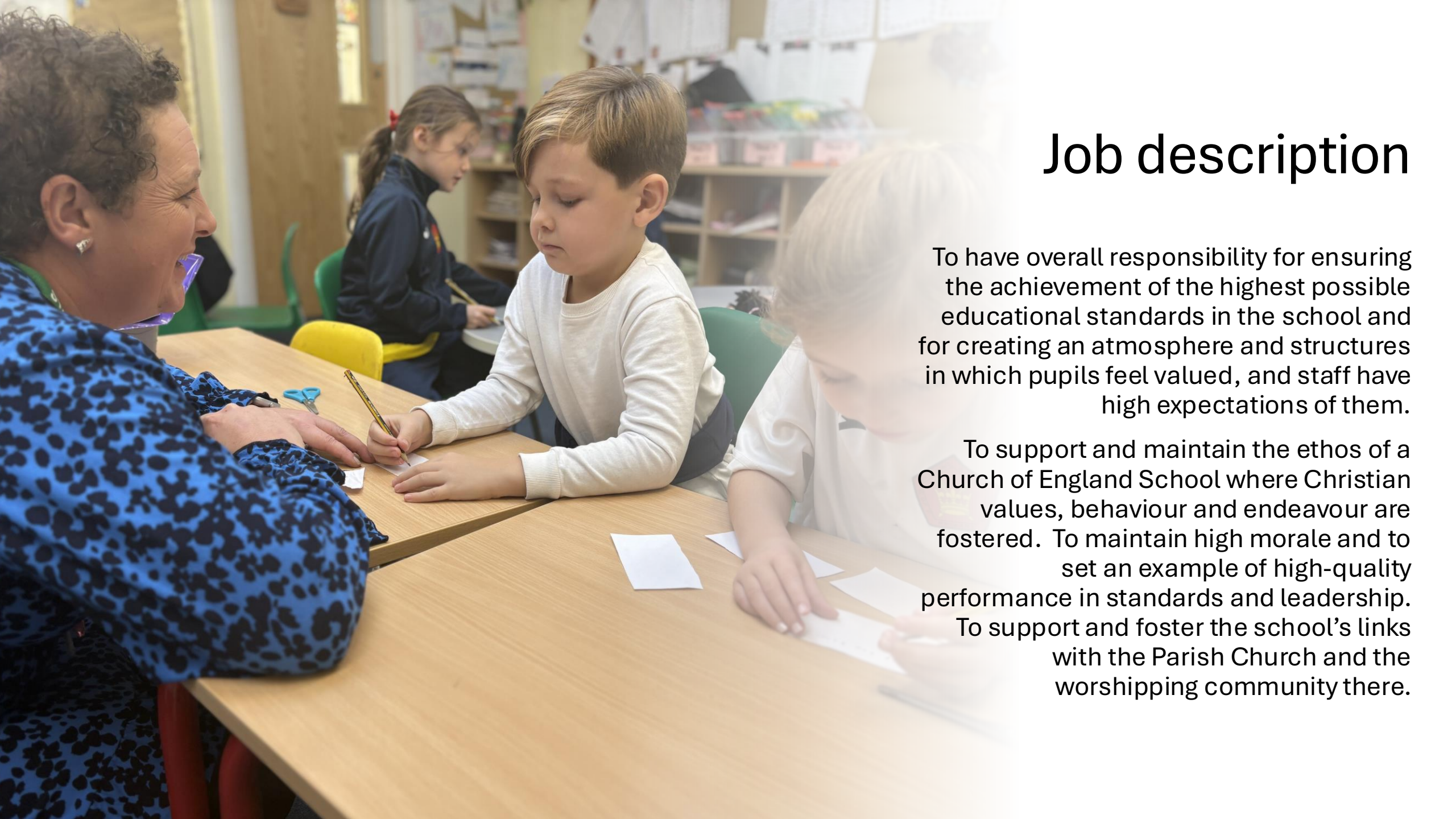
A person who builds great relationships and collaborates effectively with key stakeholders (governors, parents, children, teachers, education partners, providers, parish and wider community etc)

Someone who prioritises and understands the importance of fostering a nurturing and psychologically safe environment for everyone within the school.

Someone who is innovative in their planning.

Someone who has the confidence to lead collective worship – in an inclusive and invitational way.





Job description

To have overall responsibility for ensuring the achievement of the highest possible educational standards in the school and for creating an atmosphere and structures in which pupils feel valued, and staff have high expectations of them.

To support and maintain the ethos of a Church of England School where Christian values, behaviour and endeavour are fostered. To maintain high morale and to set an example of high-quality performance in standards and leadership.

To support and foster the school's links with the Parish Church and the worshipping community there.

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.



Principle accountabilities

A photograph of a school building with a thatched roof and a brick chimney. The text 'Principle accountabilities' is overlaid in white. The building has a large window with 'FOURANCE' written vertically on the left side. There are benches and a playground area in front of the building. The sky is clear and blue.

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
- Taking responsibility as the Designated Safeguarding Lead
- Operating safe recruitment practices
- Ensuring appropriate supervision and support for staff, including undertaking inductions, safeguarding training and reviews of practice
- Establish, operate and monitor clear policies for dealing with allegations against people who work with children.

Designated Safeguarding Lead Responsibilities

- To take lead responsibility for safeguarding and child protection (including online safety) within the school
- Act as a source of support, advice and expertise for staff within the school for child protection and safeguarding.
- Raise awareness of the school's child protection policies ensuring they are understood and used appropriately.
- Ensure the school's Child Protection Policy is reviewed (at least annually) and known, understood and used appropriately.
- Refer cases (or support staff making referrals)
 - of suspected abuse to the local authority children's social care
 - where there is a radicalisation concern to the Channel programme.
- Refer cases to Disclosure and Barring Service or Police as required
- Liaise with the Headteacher, local authority officers and other relevant agencies/parties in relation to child protection and safeguarding issues and concerns.
- Understand the unique risks associated with online safety and recognise the additional risks that children with SEN and disabilities face online.
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians and SENCOs on matters of safety and safeguarding including online and digital safety,
- Ensure child protection files are transferred as appropriate in line with Keeping Children safe in Education (Annex B) as amended from time to time.
- Be available for staff during school hours to discuss any safeguarding concerns in line with the school's safeguarding arrangements.
- In conjunction with the Headteacher, make adequate and appropriate cover arrangements for safeguarding where concerns/issues occur out of hours/out of term.
- Undergo and regularly update safeguarding training (at least every 2 years) to ensure the appropriate level of knowledge and skill is maintained.
- Keep up to date with developments relevant to the role in line with Keeping Children safe in Education (Annex B) as amended from time to time.

Qualities and knowledge

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- 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.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and staff

- 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.
- 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.
- 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.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.
- Lead and manage the staff with a proper regard for their wellbeing and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

Systems and processes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Consult and communicate with the governing body, staff, pupils, parents and carers.
- Lead and manage - be responsible for safeguarding and promoting the welfare of children.

The self-improving school

- Creates 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.
- Develop effective relationships and collaborate effectively with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- 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.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- 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.
- Participate in arrangements for their own further training and professional development and appraisal and review of own performance.



Person specification

Person specification

Requirement	Essential	Desirable
Qualification	<ul style="list-style-type: none">• Qualified Teacher Status• Evidence of continuing professional development	<ul style="list-style-type: none">• NPQH or working towards• NPQEL or working towards
Experience	<ul style="list-style-type: none">• Relevant senior leadership and management experience• Evidence of improving teaching and learning and raising achievement for all pupils including those with special educational needs• Experience of monitoring and evaluating teaching and learning across year groups• Experience of working in a Church School context	<ul style="list-style-type: none">• Experience as Headteacher, Assistant or Deputy Head• Experience of teaching across the whole primary sector• Experience of successful change management including changing cultures and expectations• Experience of working effectively with school governance
Communication Skills	<ul style="list-style-type: none">• Consult, actively listen, negotiate and influence• Communicate effectively through a variety of media, inspiring confidence and sharing commitment• Promote a positive image of the school in the community and Church• Evidence of good working relationships with parents and the wider school community	<ul style="list-style-type: none">• Work in partnership with other education professionals and through other school groups/networks etc.• Develop high level networking skills

Person specification continued

Requirement	Essential	Desirable
Leadership and Management	<ul style="list-style-type: none"> • Proven leadership and management skills • Leading acts of collective worship in school and Church settings • A clear vision of excellence in primary education • Their vision of the school as a community, where every child receives an education suited to their needs and enables them to reach their full potential • A proven ability to raise educational standards and a commitment to high standards of achievement • An understanding of school improvement planning and subsequent budget planning • An understanding of the strategic role of local governance and ability to work effectively with members of a local governance board • The ability to delegate, monitor and evaluate information • Commitment to the continuing professional development of all staff • The ability to lead by example and inspire others to achieve positive results • A commitment to the protection and safeguarding of young people • An up-to-date knowledge of Child Protection procedures • A commitment to strengthening the link between the school and the Church. 	<ul style="list-style-type: none"> • Prior involvement with SEF and SDP • Experience of project management and dealing with finance and premises issues • Experience of Performance Management of both teaching and support staff

Person specification continued

Requirement	Essential	Desirable
Knowledge and Skills/Teaching and Learning	<ul style="list-style-type: none"> • The ability to demonstrate knowledge of current curricular and educational issues/relevant legislation • A clear knowledge and understanding of assessment and monitoring procedures and ability to implement these • A commitment to inclusion and equality of access to education provision for all children • An understanding of consistent approaches to behaviour management • Clear understanding of what is effective teaching and learning • A high regard for the personal achievement of each child 	<ul style="list-style-type: none"> • Innovative and creative approach to teaching and learning
Personal Qualities	<ul style="list-style-type: none"> • In sympathy with, and actively supportive of, the Christian foundation of the school • Strong interpersonal and communication skills • Have an adaptable and flexible approach • Have a desire to promote respect between children, staff, parents and governors • Be a well organised person, able to manage time effectively, to delegate, to prioritise and to meet deadlines • Remain positive whilst under pressure • Be able to recognise and utilise staff strengths • Be able to build, support, motivate and work as part of a high performing team • Have the ability to inspire children • Be approachable and sensitive and maintain integrity when dealing with others. 	

Recruitment and selection policy statement



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.

Recruitment and selection policy statement continued

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 2021 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.

Recruitment and selection policy statement continued

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 shortlisted 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) and any prohibitions prior to interview. When making a recruitment decision School 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 2021 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 discussed with candidates and decisions made 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 e.g. 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.

Recruitment and selection policy statement continued

- 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).

This 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. In line with recommended practice in the statutory guidance "Keeping Children Safe in Education", the school will conduct searches for information on shortlisted candidates which is publicly available on-line. The purpose is limited:

- to identify issues which call into question the applicant's suitability to work with children;
- to verify employment history.

Only information related to the purposes stated will be shared with the Panel. Any information will be discussed with candidates at interview before any decisions regarding the recruitment process are made.

9. The school processes personal data collected during the recruitment process in accordance with its data protection policy. Data 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.



Thank you for taking the time
to learn about our school.

Please contact us on 01279 731225 to arrange a visit.