

**The Partnership Learning Trust**

**Riverside Bridge School**

**Riverside Bridge School  
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## **Appointment of Upper School Phase Leader**

### **At Riverside Bridge School**

**Contents:**

- A letter from the Head of School
- The advertisement
- Information about Riverside Bridge School
- The Partnership Learning Trust
- Advice on making an application
- Job description
- Person specification
- Safeguarding Procedure

Dear Colleague,

Thank you for taking an interest in our post of Upper School Phase Leader at Riverside Bridge School on the new Riverside Campus.



In this letter and the information pack we have tried to detail some of the relevant facts you need in order to make an informed choice about whether to proceed with your application. However, please do not hesitate to contact us at the school if you need any further information. There will be an opportunity for short listed candidates to visit the school and some additional details will be provided at that time if you are called for interview.

The post has arisen following the expansion of the new Free Special School on our Riverside Campus. You would be joining a committed group of school leaders who are continuing to develop the provision and who are determined to develop Riverside Bridge into outstanding school. In particular, this post will be managed by and work closely with the Senior Leadership Team.

Riverside Bridge School provision forms part of a co-located campus of secondary, primary and all age special schools. This post provides an ideal opportunity to work as a member of the Teaching team at a school in an exciting phase of development of a Free School Academy.

Riverside is an Academy Free School with places for over 2000 pupils aged 4-16. The Directors of the Partnership Learning Trust and the Governing Body have a broad range of experience and expertise and are committed to ensuring that the educational needs of all pupils are met. We are looking for exceptional candidates who can assist the Head of School by providing a good quality of teaching to ensure that the provision continues on its' successful journey.

- **We are looking for enthusiastic motivated individuals to join a supportive team who are committed to raising standards and using innovative ways of enhancing the learning experience of the pupils.**
- **We are keen to attract individuals who can demonstrate an optimistic and aspirational attitude towards our pupils. Although it is desirable that you possess some prior experience of working with pupils with special educational needs, we are also keen for individuals who may not possess all the skills as yet, but could bring to us a positive “can do” approach and we will train you in the appropriate techniques and strategies.**
- **Whilst the duties of ‘Upper School Phase Leader’ at Riverside Bridge are outlined in our job description, the successful candidate will be specifically responsible for a group of pupils with profound, severe or complex learning disabilities. Some of our pupils may demonstrate challenging behaviour, restricted interests, repetitive and compulsive behaviours, extreme difficulty in communicating and hypersensitivity to sensory stimulation. Candidates must be committed to the education and development of a very special group of pupils**

Details of how to apply are provided. Please do make sure, however, that your application specifically addresses the requirements of the person specification. We would not wish to miss out on interviewing a good candidate because of simple omissions in the application form.

Thank you, once again, for your interest in this post. We look forward to receiving your application

Yours sincerely  
**Anna Hope**  
**Head of School**

## Riverside Bridge School



Our motto “Excellence for All” sums up our aims. Riverside Bridge School delivers outcomes significantly above the national average for pupils with special needs on all key measures; we support development of the personal qualities of confidence and resilience essential for a successful life, and support development of the skills and strategies for lifelong learning and independent living within the community.

Riverside Bridge School makes full use of the freedoms its status brings through an innovative and personalised curriculum that suits the needs of all its pupils. The school’s governance arrangements enable fast, flexible decision-making at school level, enabling resources to be used efficiently and effectively to continually raise achievement.

We believe in a provision which provides high quality learning opportunities, teaching and facilities for all, whilst rigorously tailoring learning to meet the distinctive needs of different groups of pupils. Our unified learning campus will ensure pupils are able to achieve their full potential, access the mainstream facilities and experience a wide range of appropriate challenges.

Our curriculum model is distinctive in the offering of three clear pathways, differentiated by the teaching and learning requirements of each of our pupil groups. We believe our three distinct and differentiated pathways offers the best way for:

- Achievement to be maximised
- Each pupil to have a personalised curriculum appropriate to their needs
- Teachers to deliver lessons at an appropriate pace
- Expectations and targets to be set and reinforced
- Pupils to be challenged and supported at the right level
- A positive learning environment to be nurtured and maintained
- Pupils to develop confidence and self-esteem
- Pastoral programmes to be appropriately differentiated

### **The ASC (ASD) Pathway.**

At Riverside Bridge School, knowledge about autism and the learning styles of pupils with autistic spectrum conditions informs, and is fundamental to, the development of effective strategies for their teaching and learning. The components of effective teaching and learning for pupils with ASC Riverside Bridge School include:

- Teaching informed by the principles of structured teaching (TEACCH)
- High levels of organisation and structure in the physical environment to assist understanding and meaning;
- Schedules and work systems to ensure the sequence of daily activities are predictable and understandable;
- Visual supports to make individual tasks and curriculum understandable
- Programmes based on individualised assessment and the functional level of each pupil with intervention drawing on existing skills and interests;
- Emphasis on development of independence.

### **The PMLD Pathway.**

At Riverside Bridge School the complex learning needs of learners with profound and multiple learning difficulties (PMLD) are recognised. In addition to very severe learning difficulties they may have, other significant difficulties, such as physical disabilities, sensory impairment or severe medical conditions are provided for. The components of effective teaching and learning for PMLD pupils at Riverside Bridge Special School include strategies which:

- take account of preferred sensory and learning channels and ways of processing information;
- focus on early communication, cognitive and sensory skills that are the foundation to all future learning and crucial to an improved quality of life;
- support emotional well-being sustained by interactive approaches where learning is contingent on good personal relationships, repetition, familiarity, predictability and sensitivity to feedback from the learner.

### **The SLD Pathway.**

At Riverside Bridge School fundamental to the development of effective strategies for teaching learners with severe learning difficulties (SLD) is the understanding that they require many of the same teaching principles and strategies relevant to all learners albeit teaching that is more intensive and explicit to accommodate to different patterns and degrees of difficulty in learning. The components of effective teaching and learning for SLD pupils at Riverside Bridge School include strategies which offer:

- More experience in generalising knowledge learnt in one context to other contexts
- More examples to learn concepts
- More explicit teaching of learning strategies & reinforcement of them
- More frequent and more specific assessment of learning
- More time to solve problems
- More careful checking for preparedness for the next stage of learning
- More practice to achieve mastery



## The Partnership Learning Trust

The Partnership Learning Trust brings together a range of local partners, including parents from the local community, local primary, secondary and special school Headteachers, Barking and Dagenham College of Further Education, the University of East London, the voluntary sector training provider Lifeline and members of local groups for children and young people with learning and other disabilities.

The Partnership Learning Trust already runs a mainstream, secondary 11-18 free school – Riverside School – on Barking Riverside. Riverside School is currently housed in a primary school building on the former City Farm site on Thames Road, but is expected to move to purpose-built new accommodation off Renwick Road in September 2017. In addition the co-located primary school will also form part of the unified learning campus.

In its work in Barking and Dagenham, The Partnership Learning Trust is:

- Focused on improving the educational opportunities and life chances of the young people of the London Borough of Barking and Dagenham
- Committed to working as a full member of Barking and Dagenham's existing family of schools and in partnership with the Local Authority
- Committed to providing a high quality range of flagship educational provisions to enable families to access mainstream and special education for all ages in their own local community.

The London Borough of Barking and Dagenham has one of the fastest-growing school-age populations in the country: overall pupil numbers in the Borough are set to rise by 50% between 2014 and 2020. Based on student numbers already in primary schools, there will be a need for the equivalent of four new 10 form-entry secondary schools in the Borough within the next seven years.

For some years, parents of pupils with complex special needs living in the borough have had difficulty securing places at Trinity School, the existing over-subscribed special school in the Borough. This difficulty is being further exacerbated by the rapidly growing population.

The Partnership Learning Trust responded to this local need by submitting an application to the Department for Education in January 2013 to establish a special Free School – Riverside Bridge Special School – on Barking Riverside, offering families an inclusive, accessible, all-through learning pathway for children growing up in Thames View, Riverside and the wider area of Barking & Dagenham.

Riverside Bridge School will eventually cater for around 190 pupils aged 4-16 years and offer targeted support for pupils where there is an Education, Health and Care Plan (EHC) and needs arising from severe/profound learning difficulties and severe learning difficulties with autistic spectrum disorder. There will be extended opportunities for lifelong learning and personal development through wide-ranging community provision, dual use of facilities and direct links to enhanced opportunities in further and higher education and employment.

## Key facts about the area.

1. Barking and Dagenham is home to 60,000 children and young people, 31% of the total population of 194,000.
2. The area is experiencing one of the fastest rising birth rates in the country. In September 2013, one thousand more children entered Reception than left Year 6 to go to secondary school. Forecasts indicate that the combined primary and secondary populations (Reception to Year 11) will grow by around 10,000 over the coming four years to 2017/18.
3. 50% of all primary aged children and 37% of all pupils at secondary school in Barking and Dagenham do not hold English as a first language. The average for England is 19% and 14% respectively.
4. Approximately one in three children in Barking and Dagenham is born into poverty, higher than the national average of one in five. Levels of child poverty are the eighth highest in the country.
5. There are 44 primary phase schools, 10 secondary schools, one special school and one pupil referral unit in Barking and Dagenham. Two primary schools and one secondary are Academies, two are Free Schools, one is a primary which will become an all-through school, and the other secondary, with approval to open a new special school.
6. There are nine maintained schools and one secondary Academy with sixth forms, (including one special school), one further education college, a Technical Skills Academy and one adult college.
7. Barking and Dagenham is ranked 90 out of 152 local authorities for attainment at age 11 and 84 out of 151 at age 16. (2013 performance)
8. 68% of Disadvantaged\* pupils and 81% of Other\*\* pupils in Barking and Dagenham achieved the expected level in reading, writing and math's at age 11, compared with 63% and 81% nationally for each group. Barking and Dagenham is ranked 23 out of 150 local authorities for attainment at 11 for pupils on free school meals.
9. 50% of Disadvantaged\* pupils and 68% of Other\*\* pupils in Barking and Dagenham achieved five A\* to C GCSEs or equivalent, including English and math's, compared with 40% and 67% nationally.

<p>Riverside Bridge School  <b>Email:</b> <a href="mailto:bridge@riverside.bardaglea.org.uk">bridge@riverside.bardaglea.org.uk</a>  <b>Headteacher:</b> Anna Hope  <b>Executive Principal:</b> Roger Leighton</p> <p>Mixed 4-16 Special School</p>	<p><b>Upper School Phase Leader</b></p> <p><b>Salary: Inner London MPS/UPS + TLR 2b  + 1 SEN Allowance</b></p> <p><b>35 hours per week (term time only)</b></p> <p><b>Required: September 2018</b></p>
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Riverside Bridge School is a Special School for pupils aged from 4 – 16, which opened in September 2015. This School serves families and pupils in the London Borough of Barking and Dagenham and neighbouring boroughs. It is closely integrated with Riverside Primary School, which also opened in September 2015 and Riverside School, a mainstream secondary school, which is in the fifth year of operation. Riverside Bridge School moved over to the permanent site in Renwick Road in September 2016, with the primary and secondary school joining in September 2017.

Riverside Bridge School currently has 100 pupils and will grow steadily to reach its capacity of 180 over the next five years.

Pupils are admitted within the following categories of special needs:

- Autism spectrum disorder (ASD)
- Profound and multiple learning difficulties (PMLD)
- Severe learning difficulties (SLD)

The school works closely with the Local Authority and benefits from support and advice from their partner school, the Outstanding Trinity School.

We offer:

- Continuous professional development and training
- Staff who are keen to share their expertise
- Excellent working conditions and resources
- Opportunities and challenges

### **Selection Criteria**

Applicants should have successful experience of teaching students with special educational needs.

We are looking for an enthusiastic, committed individual who:

- 1) Can demonstrate a sound knowledge and understanding of effective teaching and learning styles and strategies in the Special Needs classroom.
- 2) Has a clear understanding of the issues involved in successfully leading and managing a team.
- 3) Is able to make effective use of assessment, monitoring and tracking systems to raise achievement.
- 4) Has experience of, or is able to demonstrate the ability to develop curriculum delivery for pupils
- 5) Can show the ability to use a range of strategies to continually improve classroom practice.
- 6) Is able to work as a member of a team as well as lead a team.
- 7) Has a track record of raising student achievement.
- 8) Is committed to their own professional development.
- 9) Has effective personal organization, communication and ICT skills.

Application forms and further details are available from the school website

[www.bridge.riversidecampus.com](http://www.bridge.riversidecampus.com); from [bridge@riverside.bardaglea.org.uk](mailto:bridge@riverside.bardaglea.org.uk) or on 020 3946 5888 and should be returned to her by email by the closing date below.

Closing date: noon - Monday 14<sup>th</sup> May 2018

*Riverside Bridge School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. A criminal record check via the DBS will be undertaken for the successful candidate. This post is exempt from the Rehabilitation of Offenders Act and a comprehensive screening process, including a disclosure check, will be undertaken on all applicants.*

## **Advice on making an application**

The governing body will rely solely on the information contained in your application form to make a decision whether to shortlist you for the post. CVs will not be accepted.

Please provide as much relevant information as possible. You may find the following points helpful:

- Begin by reading through all the information in the recruitment pack, paying particular attention to the selection criteria.
- Complete each section of the application form.
- In writing your personal statement you should state how your experience, skills and abilities help you to meet each of the selection criteria listed for this post, addressing each of the criteria in turn.
- Make sure that you address each of the criteria fully.
- Provide evidence of your own experience and not the general work of your school with examples.

The panel will use the person specification to judge whether or not to shortlist an applicant.

Please return your signed application form as an attachment to [bridge@riverside.bardaglea.org.uk](mailto:bridge@riverside.bardaglea.org.uk)

An appointment to the post will be conditional on receipt of satisfactory references and safeguarding procedures.



## **Riverside Special Bridge School.**

### **Job Description**

**POST HELD:** Upper School Phase Leader

**SALARY SCALE:** MPS/UPS + TLR 2b + 1 SEN Point

**POST HOLDER:**

**DATE:** September 2018

#### **Main Job Elements: Leading and Managing**

The Upper School Phase Leader will play a major role under the overall direction of the Headteacher and SLT team in:

- Helping teachers to develop and enhance their practice and expertise in specific aspects of pedagogy, planning, preparation, assessment and evaluation.
- Leading and managing specific developments identified to achieve outcomes highlighted as a priority during the school self-evaluation and school development planning process.
- To assist the Head of School and SLT in setting an example of high quality performance in standards and leadership.
- To support teachers who are experiencing difficulties

#### **SPECIFIC RESPONSIBILITIES OF THE POST**

##### **Accountability for Leading and Managing Developments / Change**

Working closely with leadership teams and with other relevant managers and teachers:

- take a leading role in developing, implementing and evaluating policies and practice that contribute to school improvement
- introduce, implement, support, monitor and evaluate developments
- provide the Headteacher and other members of the leadership team with relevant data on developments to support school self-evaluation
- To lead colleagues in the development and monitoring of the curriculum across the Upper School

- plan developments and resource allocation
- allocate goals, roles and tasks to individuals and teams

### **Teaching & Learning – Impact on Educational Progress**

Working with the Headteacher and SLT:

- know how to improve the effectiveness of assessment practice including how to analyse data to evaluate the effectiveness of teaching and learning across the phase to improve teaching and learning;
- take a lead in planning collaboratively with colleagues in order to promote effective practice.
- monitor pupil standards and achievement against targets;
- monitor planning, curriculum coverage and learning outcomes;
- monitor standards of pupil behaviour and application;
- plan and implement strategies where improvement needs are identified;
- provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promote pupil progress.
- To support the Headteacher in overseeing the implementation of the Curriculum for all pupils including planning, record keeping and assessment to ensure that practice establishes appropriate levels of expectation for all ages and abilities throughout the phase.

### **Developing Self and Working with Others –**

#### **Develop and Enhance Own Practice and the Teaching Practice of Others**

Working with the Headteacher and SLT:

- take responsibility for personal professional development and use the outcomes to improve teaching and pupils' learning
- take a leading role in developing implementing and evaluating policies and practice and in promoting collective responsibility for their implementation.
- research and evaluate curricular practices and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues.
- have a critical understanding of the most effective teaching, learning and behaviour management strategies, including how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential.
- monitor and evaluate standards of teaching, identifying areas for improvement;
- support teachers in planning appropriate strategies to achieve pupil progress target levels and objectives.

- ensure that agreed pupil progress target levels are achieved or exceeded and promote the importance of raising achievement;
- lead pupil progress meetings with identified members of staff;
- support the Head of School in co-ordinating and monitoring the deployment of teachers, support staff and other adults to ensure their effective contribution to pupils' learning.
- support the Head of School in ensuring the effective and efficient management and organisation of learning resources and information and communications technology across phases;
- support the CPD manager in the induction, support and monitoring of new staff in the phase.
- to deliver a range of training to identified members of staff

### **Managing within the Organisation**

- Act as a performance manager for identified teachers
- provide quality assurance monitoring and intervention as agreed;
- identify staff development needs and communicate training needs to SLT.
- To support new teachers, newly qualified teachers and students as appropriate, taking responsibility as their mentor, if required.

### **Securing Accountability**

- observe colleagues teaching (through performance management arrangements and/or subject monitoring) and provide evaluative feedback on the effectiveness of their teaching strategies to bring about further improvement
- Disseminate examples of effective planning practice within the school
- *monitor and evaluate the contribution and impact of identified teachers / subject managers in the phase providing constructive and developmental feedback*
- Ensure that teachers are aware of the needs of inclusion of all pupils and groups and make provision for this in their planning.
- Ensure that feedback from lesson observation, work scrutiny and analysis of assessment data is appropriately reflected in teachers' planning.
- To maintain and further develop standards in teaching and learning across the school through joint observations, coaching, team teaching and working within classes as appropriate.

## **Strengthening Community**

To actively promote a school culture and curriculum which takes account of the richness and diversity of the school's communities.

To support the SLT in ensuring that the curriculum reflects the Borough's/Schools Equal Opportunities and Racial Equality policies.

To ensure effective and meaningful dialogue with parents in accordance with school policies and to support the Head of School to develop partnership and communication links between home and school.

## **General Tasks as related to Postholder:**

To carry out tasks according to the needs and exigencies of the school and with due regard to the paramouncy of the children's best interest and a duty of care towards pupils.

This job description will be subject to Annual Review, in consultation with the Headteacher to take into account the changing needs of the school.

Riverside Bridge School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment.

Governors wish to make it clear that appointment in the first instance is as a maternity cover, with a view to becoming permanent. All appointments to Riverside Bridge School will be made in accordance to current recruitment policy.

Reports to: Headteacher

Postholder: ..... Date .....

Headteacher: ..... Date .....

## Riverside Bridge School Person Specification

**JOB TITLE: Upper School Phase Leader**

**GRADE: MPS/UPS + TLR2b + 1SEN**

	Essential or desirable		Fully/ Partially/ Not met	Possible Assessment Strategies
<b>Qualifications</b>				
Qualified Teacher able to supply DCSF number	✓			Application and Verification Checks
Core professional standards achieved and sustained	✓			Application/References
Advanced qualification in Special Educational Needs		✓		Certificates
Recent, up to date, relevant training	✓			Application/Interview
An interest in further professional development		✓		Application/Interview
<b>Experience</b>				
Teaching pupils with Special Educational Needs in either a mainstream or special school setting	✓			Application/References
Curriculum leadership experience		✓		Application/References/Interview
Devising, planning and implementing strategies for pupils where improvements/needs are identified	✓			Application/References/Interview
Working in a multi-cultural setting	✓			Application
Understanding of and experience of using data to raise questions and raise achievement	✓			Application/References/Interview/ Task
Experience of monitoring the work of others		✓		Application/References/Interview/ Task
Experience of managing/co-ordinating staff	✓			Application/References/Interview/ Task
Experience of inducting/mentoring staff		✓		Application/References/Interview
Experience of leading a significant curriculum development to implementation		✓		Application/References/Interview/ Task
<b>Qualities</b>				
High expectations of self	✓			Application/References

Dedication and Commitment	✓			Application/ References
Openness to improving own practice and career development	✓			Application
Ability to collaborate and work co-operatively	✓			Application/ References/ Interview/ Task
A can-do approach to challenges	✓			Application/ References
An ability to remain calm and effective when working under pressure	✓			Application/ References/ Interview/ Task
<b>Skills</b>				
Proficient use of ICT in teaching, learning, recording and reporting	✓			Application/ References
Proficiency with analysis of progress data and identification of areas for development	✓			Application/ References/ Interview/ Task
Ability to communicate effectively both verbally and in writing to a wide range of audiences	✓			Application/ References/ Interview/ Task
Ability to organise oneself, prioritise and meet deadlines	✓			Application/ References/ Interview/ Task
<b>Knowledge</b>				
Understanding of best practice in assessment for learning	✓			Application/ References/ Interview
Understanding of safeguarding issues and promoting the welfare of children and young people	✓			Application/ References/ Interview
Understanding and knowledge of current education issues	✓			Application/ Interview/Task
<b>Competences</b>				
A proven sustained track record of good and outstanding teaching	✓			Application/ References
Proven ability to help develop and improve the practice of other practitioners		✓		Application/ References
<b>Other requirements</b>				
The ability to demonstrate how they are committed to equal opportunities in their work	✓			Application/ References/ Interview
<b>Disqualifying Factors</b>				
Indication of racist, sexist and anti-disability attitudes or any other attitudes inconsistent with either the Council's Equal Opportunities Policy or the School's Safeguarding Children Safer Recruitment Policy and Procedure				



## **Safeguarding**

### **Introduction**

The Governors and staff of Riverside Campus take seriously the responsibility to safeguard and promote the welfare all the children and young people entrusted to our care and it is our expectation that all staff and volunteers will share this commitment. We recognise the needs of the child as paramount and this position underpins all our work and our recruitment strategies.

This policy has been developed in accordance with the principles established by:

- Safeguarding Children and Safer Recruitment in Education *January 2007*
- Section 175 of the Education Act 2002
- The Education (Prohibition from Teaching or Working with Children) Regulations 2003, as amended;
- The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as amended;
- The School Staffing (England) (Amendment) Regulations 2003 as amended;
- Working Together to Safeguard Children 2013
- Staying Safe: Action Plan 2008
- Safeguarding Vulnerable Groups Act 2006.

### **School Commitment**

As part of the ethos of the school we are committed to:

- establishing a safe recruitment process which helps to promote a safe culture, and which complements other 'safety' elements such as health and safety and school security;
- attracting the best possible applicants for vacancies and recruiting the best people to work in the school not only to help to reduce risk to children and young people but also to raise standards;
- deterring prospective applicants who are unsuitable for work with children or young people;
- identifying and rejecting applicants who are unsuitable for work with children or young people;
- making sure all appropriate checks are carried out on new staff who work with pupils, including references, qualifications, Disclosure and Barring Service (DBS) and Barred List (formerly List 99) checks.
- ensuring all adults within our school, including volunteers and other community users of our facilities who have access to children, have been checked as to their suitability.

## **Procedures**

As part of our safe recruitment process each aspect of the recruitment process through to induction will be planned. (Appendix 1 Safe Recruitment Checklist)  
The following safe recruitment and selection processes will be used to safeguard pupils from potential abusers.

### **Interview Panel**

1. The panel will have at least one member who has completed training on safe recruitment;
2. All members of the interview panel understand their role.

### **Advertisement**

1. All job advertisements and candidate information packs will have a reference to safeguarding and promoting the welfare of children and young people as well as the requirement for completion of an enhanced Disclosure and Barring Service check (DBS previously known as CRB);

*“Riverside School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. Criminal records check via the Disclosure and Barring Service (DBS previously known as CRB); will be undertaken for the successful candidate.”*

2. All job descriptions will include a reference to safeguarding and promoting the welfare of children and person specifications will include suitability to work with children;

### **Application**

Application forms will be used to enable all potential applicants to provide a common set of core data including:

1. Name, date of birth, current address, NI number and evidence of eligibility to work in the UK
2. Full details of qualifications relevant to the position
3. DFE number and registration (Teacher applicants)
4. Full history in chronological order showing employment, study, voluntary work, with explanations for any periods not covered, and reasons for leaving employment.
5. Details of referees – one of whom must be current or most recent employer. For an employee not currently working with children, but who has done so in the past it is important that the past employer should also be contacted
6. A statement from the applicant of their personal qualities and experience, which they believe, meets the person specification.
7. A statement explaining that the post is exempt from the Rehabilitation of Offenders Act 1974.
8. An 'Applicant Declaration' (Disclosure) form requiring a signed statement that the individual is not on a list maintained by the Department of Health or the Department for Education and Skills, disqualified from work with children or subject to sanctions imposed by a regulatory body, and either has no sanctions,

cautions or bind-overs, or has attached details of their record in a sealed envelope marked confidential. Candidates who do not return the form with their application form will be rejected as it is considered mandatory.

9. A statement of the requirement to apply for an enhanced Disclosure and Barring Service check (DBS previously known as CRB).

### **Shortlisting and Taking Up References**

1. Shortlisting of candidates will be against the person specification for the post.
2. The person specifications will be sufficiently robust for shortlisting and include behaviours and competencies required to support the safeguarding agenda.
3. Applications will be carefully scrutinised upon receipt in order to identify any anomalies or areas of concern, which need to be followed up at interview; this will include any gaps in service or mid-career moves from permanent to supply or temporary work.
4. Data in applications will be cross checked with other sources and unexplained gaps or discrepancies followed up.
5. Two references will be sought for all shortlisted candidates, where possible before the selection stage, one of which will be from the applicant's current or most recent employer. Additional references may be asked for where appropriate (e.g. where the applicant is not currently working with children, but has done so in the past or applicants who have been working as a locum or with an agency on a series of temporary contracts.)
6. References will be sought directly from the referee. References or testimonials provided by the candidate will never be accepted.
7. Any issues of concern raised by a reference will be explored further with the referee and taken up with the candidate. Referees will be contacted by telephone or e mail in order to verify particular experience or qualifications claimed and clarify any anomalies or discrepancies before the interview. A detailed written note will be kept of such exchanges.
8. Where necessary, previous employers who have not been named as referees will be contacted in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.
9. Referees will be asked to:
  - a. judge the candidate's suitability to work with children and young people
  - b. give information on any disciplinary warnings, allegations or concerns raised, including time expired warnings, that relate to the safeguarding of children or about the applicant's behaviour towards children or young people;
  - c. provide details of specific qualifications or experience relevant to working with children;
  - d. confirm the candidate's suitability for the post.

### **The Interview**

Selection techniques will be determined by the nature and duties of the vacant post, but all vacancies will require an interview of shortlisted candidates other than in exceptional circumstances.

Candidates will always be required:

- to explain satisfactorily any gaps in employment;
- to explain satisfactorily any anomalies or discrepancies in the information available to recruiters;
- to declare any information that is likely to appear on an enhanced Disclosure and Barring Service check (DBS previously known as CRB);
- to demonstrate their capacity to safeguard and protect the welfare of children and young people.

The interview process will explore the applicant's ability to carry out the job description and meet the person specification. Discussion and consideration of any information regarding previous records of cautions or convictions including information provided in a sealed envelope will be undertaken.

At the end of the interview the panel will need to have satisfied themselves that the chosen applicant can meet the requirements of the job and also meet the safeguarding criteria.

### **Pre-Employment Checks**

All successful applicants are required:

- to provide proof of identity (passport / proof of address),
- to complete an enhanced Disclosure and Barring Service (DBS previously known as CRB) application and receive satisfactory clearance
- provide actual certificates of qualifications which are mandatory for the post they are recruited to
- to complete a confidential health questionnaire
- to provide proof of their eligibility to live and work in the UK
- to provide proof of professional status (e.g. DFES number, RCSLT / HPA, QTS unless exempted)

Copies of documentation will be made at interview and for successful candidates will be kept on file.

Any offer made to a candidate will be conditional on all the pre-employment checks being completed satisfactorily.

In addition to the checks already detailed the school will ensure that before staff start work, unless there are very exceptional circumstances:

- criminal record checks for overseas staff have been requested from countries where they have lived
- all necessary references have been received and scrutinised;
- qualifications have been verified by the awarding body where original certificates have not been produced at interview.

