



Soar Valley College Alternative Provision Lead



ASPIRE ENJOY ACHIEVE

SOAR VALLEY COLLEGE
GLENEAGLES AVENUE, LEICESTER, LE4 7GY
TEL: 0116 2669625 FAX: 0116 2660634 EMAIL: enquiries@soarvalley.leicester.sch.uk



Exchange (Alternative Provision Lead)

Salary Scale: This is negotiable. The role may appeal to a qualified teacher, those with unqualified teaching experience, or those on the support staff pay scales in schools. Basic salary is:

Grade 6, points 15-18, £27,852 - £30,157

Actual salary, based on the hours below £24,827 - £ 26,881

Hours of Work: Mon-Friday 8:15am – 4:30pm (38.75hrs pw x 38 weeks – term time only)
plus 18 hours (Training Days) = 1490.5 hours pa, 89.14%

- Can you work with challenging students and inspire them to make positive changes to their conduct?
- Can you support the delivery of a core academic curriculum at Key Stage 3 and 4?
- Can you lead, plan and deliver an innovative alternative curriculum to meet the needs of students at risk of exclusion?
- Can you lead other staff to bring about the very best experiences and outcomes for young people?

If so, read on! At Soar Valley, we pride ourselves on being a highly inclusive school. The Exchange was established to ensure we continue to meet the needs of a diverse student population and, in particular, to CHANGE the behaviour of those at risk of EXclusion, hence the name. It is rapidly becoming a crucial part of our provision for a small group of students, those with various barriers to learning and who can demonstrate challenging behaviours at times, and is already showing signs of being a great success in terms of the welfare and future success of these students. They receive teaching in key subjects, and also interventions which address behaviours and lead to reintegration back into the mainstream school in many cases, particularly at Key Stage 3.

We are now looking for a suitable candidate to take on the leadership and management of this valuable resource, and to join our very strong and effective Inclusion Team. The successful candidate will have experience of working with such students and proven leadership abilities. You will lead on this provision, managing other staff and having flexibility over the design of the offer, structures and procedures moving forward.

Further details are available on our website. Interested candidates are welcome to visit the school before making an application should they wish, in which case please contact Smita Stone, SLT PA on ssstone@soarvalley.leicester.sch.uk

Closing date: Friday 22 September 2023, 9am.

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff to share this commitment and undergo appropriate checks, therefore, all posts are subject to an enhanced Disclosure and Barring Service check.



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Dear Applicant

Exchange Lead – Managing our Alternative Provision Base

Thank you for your interest in the above vacancy at Soar Valley College. This is a key post for us to make a real difference for some of our most vulnerable children.

Education is a stepping stone, and can give young people the start in life they need. With this in mind, we are very proud of our low suspension and exclusion figures at Soar Valley and work tirelessly to ensure all students access high quality teaching and learning and are able to leave us ready for the next steps. As part of our strong inclusive provision, we have established a separate base where some students, those with the most significant barriers, can receive interventions, modify behaviours and hopefully reintegrate into the mainstream school. Numbers of students are low, so as to make this manageable, with two core members of staff based in the Exchange, supplemented by others from the Inclusion Team and subject specialists at times.

The successful candidate will have experience of working with such students and bringing about change, and will be responsible for leading and managing this provision. At Soar Valley we have a unique ethos, are a very cohesive team, and are genuinely very inclusive. We value effort above all else with students; all can achieve, and they do! The staff work very effectively together and achieve excellent outcomes for our students, of which we are very proud. Even more pleasing though, are the superb relationships we have in the school, between all, which make it a great place to work, and an excellent place to begin or continue your career in the education sector. Our Student Support team really is excellent, working tirelessly to ensure students overcome their barriers and are able to be successful in school.

Plenty of further information in respect of this vacancy and the school is enclosed in this pack, which will assist you in completing your application. I hope you find this of interest and look forward to receiving completed application forms by 9am Friday 22nd September 2023, returned to me via my PA, Smita Stone, on sstone@soarvalley.leicester.sch.uk or via the relevant application platforms.

If you would like any further information regarding the post, please do not hesitate to contact us, using the email address above, and we will get back to you as soon as possible. Once again thank you for showing an interest in the post and I very much look forward to receiving and reading your application.

Yours faithfully

Julie Robinson
Principal



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Soar Valley College – General Information

We are justifiably proud of our school, in particular the caring, inclusive ethos, our high standards and our achievements. Our school motto of 'Aspire, Enjoy, Achieve' is more than just words. It really does sum up our ethos; that of working with every individual to ensure they do the best they possibly can in a supportive environment rich with opportunities. More on this can be read in our prospectus, which is available on the school website www.soarvalley.leicester.sch.uk

We are an outstanding 11-16 community, comprehensive school in the city of Leicester with approximately 1560 students on roll currently, and are heavily over-subscribed every year with more first choice applications than places available, despite increasing our PAN from 255 to 312. Students come from very diverse ethnic, cultural and religious backgrounds, which contributes to our unique ethos, with the vast majority (around 90%) coming from ethnic minority backgrounds. Most of our students have a first language which is not English and approximately a third qualify as Pupil Premium.



As part of the first wave of the BSF programme in Leicester, we moved to a new building in 2009. Our highly impressive school building offers excellent accommodation and facilities for all areas of the curriculum and the local community. We also have our own Training Centre, which is used for a wide range of activities and has proved to be extremely successful.

"A distinct feature of the college's culture in creating a very purposeful environment for learning is the excellent relationships between the teachers and the students. One student summarized the feeling of others: 'It's not just the teachers, it's all the staff.' Students feel that the staff make time and get to know them very well." (Ofsted)

Achievement is impressive. When students start with us, their prior attainment is below or at national averages. However, outcomes at the end of Key Stage 4 are significantly above national averages. Both attainment and progress measures are very strong. A Progress 8 figure of +0.7 in 2022 puts us amongst the best schools in the country, and we expect a similar figure for 2023, despite many schools seeing a dip in performance and return to 2019 levels.

Attendance is also excellent, in the top 20% of schools nationally and amongst the very best in the city of Leicester. The vast majority of our students, round 97%, go on to Further Education or training, mainly at local sixth form colleges.



Our most important asset is our staff. We recognise this and invest in making sure staff are well-developed, supported and CPD is a key feature of our work, building on current practice. It is recognised as a real strength with a multi-faceted programme for staff at various stages of their career and to meet particular needs.

We have taken several measures to reduce workload for staff, and feedback is always positive. A copy of the Wellbeing Charter compiled by staff is included in this pack.

Many of our staff have been promoted internally, often in competition with an external field, and this is a reflection of both the fact they wish to stay and of the development they receive.

“Teaching is exemplary. Almost all curriculum areas have examples of outstanding teaching. Teachers have very high expectations and they use imaginative activities in order to ensure students make substantial progress.” (Ofsted)

Another significant strength of Soar Valley, of which we are very proud, is the range and quality of the extra – curricular activities that staff offer. Opportunities are too numerous to mention here but we have, for example, a thriving Duke of Edinburgh programme, an extensive sports programme and are also very active within performing arts. Trips and visits are numerous. We are proud of the fact that we were the first school in the county to gain the Quality in Study Support Award at each level which recognises this outstanding provision. We have very strong links with our feeder primary schools through both curricular and extra-curricular activities.



“Students are proud to belong to the college. They demonstrate outstanding behaviour and attitudes to their learning. There is a great level of maturity and respect towards all learning. Students’ tolerance for each other and their ability to listen are excellent.” (Ofsted)



We also have a wide range of activities on site in the evenings and at weekends that benefit the wider community. The school is open until 10pm most evenings and at the weekends with the facilities mainly booked for sporting activities. A number of events are also held at the college by various faith

communities. Parents are generally very supportive of the school and the benefits that it brings for their children, with students making an outstanding contribution to their community.



We have been the 'hub' school for mathematics development across the city for many years, and we hold regular meetings for all heads of department across the city, along with an annual CPD conference. Soar Valley is now also the Hub school for science and for art, a reflection of the high quality leadership across the school and at all levels.

Most secondary and special schools in Leicester belong to the Leicester Education Improvement Partnership (LEIP) which is an alliance of schools in the city to offer support and challenge to each other, and the office for which is situated within our Training Centre. The partnership is very strong and brings a number of distinct benefits to the city and member schools.

"The leadership of teaching is very strong; much of the teaching is outstanding and the vast majority is consistently good." (Ofsted).



Thank you for your interest in our school. We believe it is a unique place, one where staff and students are proud to belong. Please do look at our website and our X page @soarvalley16 to gain more information and a flavour of what we are about. Visits are welcomed; please just contact us.

September 2023



JOB DESCRIPTION

Exchange Lead

Salary Scale:	Grade 6, points 15-18, £27,852 - £30,157
Negotiable	Actual salary, based on the hours below £24,827 - £ 26,881
Hours of Work:	Mon-Friday 8:15am – 4:30pm (38.75hrs pw x 38 weeks – term time only) plus 18 hours (Training Days) = 1490.5 hours pa, 89.14%

This role is very important to the success of the college and to the future, welfare and success of our students. The role is focussed on supporting our most vulnerable students, those with the greatest barriers to learning and success in school.

The job description is not necessarily a comprehensive definition of the post. It will be reviewed on a regular basis and it may be subject to modification or amendment at any time after consultation with the holder of the post.

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Main responsibilities of the role:

- Together with the Inclusion Lead, to take responsibility for developing and implementing policy, practice and procedures in relation to student support/inclusion and to monitor, evaluate and review the effectiveness of these plans.
- To take the lead on the provision in the school's behaviour intervention base, The Exchange, setting up strategies and approaches for individuals and groups of students to enable them to achieve well and to make good progress, and participating in the coordination and delivery of these.
- To develop and maintain confident and sustained professional relationships with students and their families, providing mentoring support to identified students.

Specific tasks:

- To plan, prepare and deliver an appropriate curriculum for identified students who require a short term or longer term alternative curriculum focussing on supporting students to make better choices about their own learning, behaviour and attendance.
- To participate in identifying students in need of support and creating appropriate behaviour support plans.
- To provide a stimulating environment which facilitates the raising of achievement.
- Line management of other staff, including allocating tasks and duties, identifying training needs, checking work.
- To deliver a curriculum that meets the educational needs of identified students, including the setting and marking of work carried out by students.

- To provide levels of individual pastoral support to students, assisting with the development and implementation of individual educational/behaviour plans and behaviour management strategies.
- To assess, record and report on the development, progress and attainment of identified students.
- To keep accurate records of students placed within the intervention and regularly communicate these with key staff, including the Inclusion Lead and Safeguarding and Welfare Lead.
- To provide regular feedback to students in relation to progress, achievement, behaviour and attendance.
- To provide objective and accurate feedback to all staff in the form of advice on behaviour management strategies with identified students as part of a well-planned reintegration strategy.
- To develop strong positive relationships with parents and carers to ensure an active role in their child's education.
- Liaise with external agencies and partnerships as appropriate.
- To contribute to discussions about appropriate curriculum provision for challenging students.
- To participate in meetings arranged for any of the purposes described above.
- To work closely with and guide pastoral support team who are working within the alternative provision setting.

Soar Valley College shares a commitment to safeguard and promote the welfare of children and young people. Our commitment is underpinned by robust processes and procedures that seek to maximize opportunity, minimize risk and continuously promote a culture that embraces the ethos of safeguarding amongst our workforce.

This post is Exempt from the Rehabilitation of Offenders Act 1974 and subject to a DBS Disclosure check. Non-teaching posts at Soar Valley College are evaluated, for equal pay purposes, using the Leicester City Council 'Single Status Agreement' and this job description is the College's addendum to the relevant ('closest fit') 'generic' job description used to evaluate the grading of the post.

Any issues arising in respect of 'equal pay' will always be dealt with by reference to the 'generic' job description and not the College addendum.

The relevant 'generic' job description for this post is 'Learning Behaviour Mentor', Post No. E9006. This job description can be obtained via the LCC Extranet or via the college Administration Manager upon request.

PERSON SPECIFICATION

	Job requirement - Essential (E)/Desirable (D)	E/D
Training and Education	<ul style="list-style-type: none"> • Minimum of GCSE or equivalent in Maths and English. • Degree level qualification or equivalent ability/experience. • Relevant professional qualification or other accreditation. • Current First Aid Certificate or willing to undertake relevant training to obtain appropriate qualifications. 	<p>E</p> <p>E</p> <p>D</p> <p>E</p>
Knowledge and Experience	<ul style="list-style-type: none"> • Knowledge of a school environment. • Knowledge and experience of a range of behaviour management strategies and styles to support students and staff Experience of working with children exhibiting challenging behaviour and disadvantaged children. • Understanding of how students learn and barriers to learning. • Supervisory and managerial skills. • Experience of liaising with external agencies or organisations involved in student support. • Experience of using data effectively to support teaching, learning and inclusion. • Experience of administering first aid. • Able to use Office PC applications. 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p>
Equal Opportunities	<ul style="list-style-type: none"> • Must be able to recognise discrimination in its many forms and willing to put the Council's Equality Policies into practice. • Must be sensitive to the requirements of disadvantaged groups and children with special educational needs. 	<p>E</p> <p>E</p>
Other Skills	<ul style="list-style-type: none"> • Excellent interpersonal and communications skills at all levels • Able to work effectively as an individual and as a member of team. • Able to prioritise workloads and manage time effectively. • Able to deal calmly with confrontation and work positively under pressure. • Able to work effectively alongside other professionals and parents. • Understanding of different perspectives of schools and families. • Able to deal with occasional emergencies and interruptions. 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
Other Conditions	<ul style="list-style-type: none"> • Willingness to undertake training. • Must be willing to assist students in need of basic First Aid. • Able and willing to travel within the city as required. • Must satisfy all relevant pre-employment checks. 	<p>E</p> <p>E</p> <p>E</p> <p>E</p>
Qualities	<ul style="list-style-type: none"> • Is resilient and has the ability to challenge, motivate and manage people and to build effective working relationships. • Is enthusiastic and creative. • A passion for improving the life chances of all young people through education. • Reliability. • Is thoughtful and reflective and adjusts practice in the light of feedback. • Commitment and dedication to the role. 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>



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Student Support Department Information



At Soar Valley College inclusion is central to our philosophy and ethos. We believe that all students should be supported and enabled to access the curriculum and to adhere to 'The Soar Valley Way'. Our Student Support Team works alongside our Pastoral Team to empower our students to meet their potential. Our investment in student support feeds into our college motto of 'Enjoy, Aspire, Achieve'. We work tirelessly to remove barriers for students so that they can move with us on our journey to continued outstanding success.

The Student Support Team is made up of the Inclusion Lead, a Senior Pastoral Support Worker and three other Support Workers who work predominantly in the main school building. In addition, we have established The Exchange, an alternative provision for those students most at risk of exclusion which adds yet another level to our provision. The idea is to 'change' behaviour in order to reduce this risk of 'exclusion', hence The Exchange. The Exchange is based in our Training Centre, and is staffed by an Exchange Lead and an Alternative Provision Tutor. All provision is overseen by our Safeguarding and Welfare Lead.

The needs are varied and unpredictable and we are constantly adapting approaches. Teaching staff are supported by advising them on different methods of engaging students who show challenging behaviour. Behaviours in classrooms are observed, strategies offered, and work undertaken with students, parents and staff to improve the situation. Behaviour support is offered within classrooms also. The Student Support team manage our Isolation Room and the student support plans, run and implement the higher level meetings and support to make them successful.



Members of the team have a caseload of young people who are supported to make changes to their behaviour, much of the support coming from 1:1 mentoring. A completely individual approach is taken with the students and we invest the necessary time to understand their needs and background. We work with key staff members, parents, carers and external agencies to create bespoke packages to enable students to get the most from their time here. By spending the time to get to know students, they begin to trust key workers and form positive attachments that inevitably improve their ability to reflect upon and improve their behaviour. We strive to be proactive in our

approach. We design, deliver and evaluate targeted group work sessions. Students are identified through analysis of data and consultation with Year Teams.



The team manages our vocational provision strategy, where a small number of students may be educated off site for all or part of their time. When based in school, their learning is usually undertaken in The Exchange. All pastoral support is provided for students on external provisions and they are mentored to ensure that they have the best chance of success. There is regular contact with parents and review meetings are held. Attendance is tracked daily and there is an open dialogue with the providers.

The team is embedded into the day-to-day running of the college but also works on a strategic level to offer support to groups and individual students and families. There is decisive intervention and positive support for the teaching staff to deliver an outstanding learning experience for our whole

student body. Successes are often measured in different ways to the usual academic outcomes; the team is rightly proud of the very low permanent exclusion and suspension figures, of the post-16 routes some of our students have followed, and the successes seen in later life.

January 2023

Soar Valley College



Our Staff Wellbeing Charter

Introduction

Our school motto is not just three words, really does mean something, and we believe Soar Valley has a unique ethos.

Aspire – we aim high and expect everyone to do so, students and staff alike. Our mantra of ‘effort is everything’ means all can succeed, and they do. Each child is encouraged to be the best version of themselves, and the same is true of our staff, who are fantastic!

Enjoy – we aim to make the school and work experience as enjoyable as possible. Working in education can be fast-paced and demanding, it is important to have fun too!

Achieve – we are a highly successful school, and that is not all about exam results. Our staff turnover is very low, and there are even those who have come back. All are highly valued; without any one person, the school would not be as effective, we are indeed the sum of our parts.

This means that we take the wellbeing of our staff seriously.

We recognise that staff who are valued are at the heart of the success of the school.

We recognise that excessive hours of work and unrealistic deadlines can be detrimental to staff wellbeing and their effectiveness and, ultimately, to the outcomes for the children in our care.

In light of this, leaders will:

- Be mindful of and encourage a healthy work-life balance for all staff.
- Actively look to develop and adopt efficient and effective working strategies.
- Acknowledge that the needs of the school and its staff are not static but change over time.
- Seek the views of staff on their working life on a regular basis, through both formal and informal methods.
- Respond sensitively to external pressures which affect the lives of staff members.
- Consider all new developments and filter those which will impact positively on our school and implement them in a measured way.
- Consider the effects of any new initiative on workload, considering and balancing impact on workload carefully.
- Regularly review and if an initiative/change is not having a reasonable impact, it will be removed.
- Make staff members aware of the channels which can be used to manage and deal with stress or work related health and wellbeing issues.
- Ensure an effective professional development programme for all, to ensure staff are developed in their roles and achieve a sense of satisfaction.
- Be open and receptive to feedback about policies and developments and their impact on staff wellbeing and workload.

All staff will:

- Assist in the development of good practice and ensure they do not, through their actions or omissions, create unnecessary work for themselves or colleagues.
- Ask for support as and when required.
- Identify opportunities for development and take advantage of those offered by the school.
- Apply for any requests for absence in advance and be open about sickness absence.
- Share their views, ideas and feelings in both formal and informal settings.
- Make sure that all feel supported and welcome, offering support as appropriate for each other.

Some of the strategic measures to support staff wellbeing

The focus on staff wellbeing and workload is not a new one for Soar Valley. There are a number of strategic measures which have been taken to support all staff over the past few years. The list below is not an exhaustive one but illustrates the approach.

- All teachers have a minimum of 14% non-contact time, with additional time for those with leadership responsibilities.
- There have been no written reports at Soar Valley since 2005. A review was undertaken and a simple data collection system implemented.
- There are three formal data collection points and reports home to parents during the year, one per term.
- A structured CPD programme is in place, being reviewed and revised each year to meet the needs of both the school and individuals. There is also a strong induction programme for new staff and development programmes for both newly qualified and recently qualified teachers.
- An extensive CPD library is available for staff, another opportunity to supplement professional development of staff.
- There are regular briefings for staff, both teaching and support staff, so all can remain informed and involved in developments and news in the school.
- Meetings are carefully planned to meet professional development and college improvement priorities, with only one meeting a week for most members of staff. Every effort is made to start them promptly and ensure they do not overrun.
- Considerable investment in the pastoral and inclusion teams has led to strong support in these areas with high quality staff and effective structures.
- The high quality SEND team, with well-qualified and trained teaching assistants, means detailed and supportive strategies and information are always available.
- Investment in a small but high quality EAL team means those students with the highest level of need can receive targeted intervention until they are able to access the curriculum.
- Policies and procedures, which have been introduced for behaviour management, are clear and effective. The Step system means that any student behaving inappropriately is removed from the lesson.
- Centralised detention systems support staff in ensuring high standards of behaviour.
- Much of our policy is written by staff, either through working parties or middle leader groups. Examples are the assessment policy, homework policy, marking policy, all of which have been written by staff and for staff. Where not directly written by staff, they are fully consulted in any new/amended policy through our meeting structure.
- Subject teams have a high level of autonomy to teach and structure in the way they think best. There will always be challenge to improve, and indeed often do so themselves!
- Staffing levels are high, with additional groups in many subject areas, especially at key stage 4. Class sizes at key stage 3 have been kept to an average of 26 or lower.
- There is administrative support for each department in school, as well as a full complement of technical support staff.
- The rarely cover policy means that teachers will only provide cover for absent colleagues if they are timetabled for a 'support lesson'. We employ three Cover Supervisors so that students have known cover staff, which also leads to calmer lessons.
- We have created a culture of mutual respect amongst the staff, and there are positive working relationships across the school. Support and teaching staff are all vital in the success of the school.
- Communication is open and transparent. We ensure emails are useful and endeavour to make the number sent and received manageable.

And some of the 'nice to haves'

Sometimes the little things really matter, and whilst not strategic in nature, these are examples of some such things at Soar Valley:

- Samosas – we love our samosas, which appear for birthdays, other celebrations and thank yous.
- The Unicorn of Appreciation comes out about once a term, for staff to recognise others, just say thank you or well done.
- Staff sport is a regular feature on a Friday, allowing the sporty amongst us to work off the week.
- There are outdoor areas where staff can relax in summer months which are not accessible to students, such as the allotments and memorial garden.
- There are occasional staff workshops (such as making pottery decorations at Christmas).
- Free flu jabs are offered each year for staff.
- Lunch is always provided on training days and food is available prior to parents' evenings.
- Our Christmas lunch at the end of the autumn term is an annual event.
- Tea and coffee are always freely available for staff and visitors in the main staffroom.
- We party impressively at the end of terms, and there are various other social events.

Useful contacts:

National Education Union - <https://neu.org.uk/advice/keeping-happy-and-healthy>

NASUWT - <https://www.nasuwt.org.uk/news/campaigns/mental-health.html>
www.annafreud.org/what-we-do/schools-in-mind/

<https://www.headspace.com/educators>

www.mentallyhealthyschools.org.uk

www.Mindfulteachers.org

www.nhs.uk/conditions/stress-anxietydepression/improve-mental-wellbeing/

www.educationsupportpartnership.org.uk/helping-you/telephone-support-counselling

www.mentalhealth.org.uk/

www.mentalhealth.org.uk/sites/default/files/how-to-manage-and-reduce-stress.pdf

<https://www.educationsupport.org.uk/get-help/help-for-your-staff/wellbeing-services/school-leaders-service/>

Guidance Notes for Applicants

These guidance notes are designed to provide you with information on completing your application form and on our recruitment process and associated policies. You should read all the guidance notes prior to completion of the application form. If you would like any further advice regarding the vacancy or the recruitment process, please contact the College directly.

When completing the application form, please refer to the following information:

- **Job Description** – this describes the main duties and requirements for the post and provides an understanding of the role.
- **Person Specification** – this describes the skills, knowledge and experience required for the post
- **Advertisement** – this will give you brief details of the job and key dates of the recruitment process.

Please ensure you complete all parts of the application form. Curriculum Vitae (CVs) are not accepted. The application form will be used to assess your skills, knowledge, and suitability for the job against the criteria on the person specification, so please ensure it is accurate and complete. Late applications will not normally be considered. We reserve the right to contact any of your previous employers/educational establishments to verify the information provided.

Personal Details

Only personal information required for processing your application is requested in the main body of the application form, other personal details are not required until after shortlisting.

Disabled Applicants

As an equal opportunities employer we welcome applications from disabled people. Disabled applicants meeting all the essential criteria will be shortlisted for interview or test.

If you consider yourself disabled, **please indicate this on your application form**. This will be removed by a member of staff not involved in the recruitment process, prior to shortlisting, and will not be given to the recruitment panel at any stage of the process.

Where it is necessary to reduce the shortlist of candidates using desirable criteria, the equality monitoring section will be checked by a member of staff not involved in the recruitment process to ensure if you have declared yourself as disabled, and met all the essential criteria, you have been shortlisted for interview or test.

All candidates called for interview will be asked if they require any adjustments and/or adaptations in order to attend for interview or test, and we will, as far as possible, provide the adjustments and/or adaptations required.

For successful candidates, we will make reasonable adjustments to working conditions or physical environments and will provide aids, adaptations, equipment, and support where possible.

Job Sharing

We regard all posts as potentially open to job share. Pay will be pro rata to that which would apply if you filled the post on a full time basis. If you wish to be considered for job share, please indicate this on the application form. Should you be offered the post your request will then be considered.

Relationships/Canvassing

Canvassing of any employee, Governor or Trustee in relation to your application will disqualify you, or if discovered after appointment may result in dismissal without notice.

Data Protection & GDPR

The information you provide on your application form and any subsequent information gathered in respect of your application will be held securely, in confidence and processed in accordance with the Data Protection Act 1998.

The information you provide will be used in the following ways:

- To assess your suitability for the post
- To confirm information you have supplied, with third parties, as considered appropriate.
- To promote, monitor, and take action to ensure our recruitment policies, procedures and processes comply with legislation, our Employment Equality Policy and associated strategies and plans.
- To answer requests for information made under the Freedom of Information Act 2000 or related legislation.
- It will only be disclosed where lawful obligation applies.

Applications and related information in respect of successful candidates will be held securely on computerised and/or manual filing systems in accordance with the Data Protection Act 1998.

Applications and related information in respect of unsuccessful candidates will be held securely for 12 months in line with our recruitment and retention policy, after which time they will be confidentially destroyed.

Feedback/Complaints

If you are not appointed to the post following interview, you may request feedback from the Principal, or the recruiting manager, as appropriate. You should contact the College directly who will arrange to provide helpful and constructive feedback.

If you wish to make a recruitment complaint, you should write to the Principal or recruiting manager as appropriate, at the College. If you are unsatisfied with the response, you may then write to the Chair of Governors, care of the College.

Safer Recruitment Applicant Information

The College has a commitment to safeguard and promote the welfare of children and/or young people. We have robust processes and procedures to reduce risk and continuously promote a positive culture of safeguarding amongst our workforce.

The post you are applying for involves working with children and/or young people and you will be subject to The College safer recruitment process.

Pre- Employment Vetting

As part of its safer recruitment and selection process, The College operates a strict pre-employment vetting procedure. All applicants will be required to undergo the checks outlined below.

Disclosure and Barring Service (DBS)

Successful applicants seeking to work with children and/or young people will be required to undergo an Enhanced Disclosure; this will include a check against the Protection of Children Act (PoCA) List and List 99. For posts working with vulnerable adults, this will include a check against the Protection of Vulnerable Adults (PoVA) List.

We will also retain, with the permission of the applicant, the DBS Disclosure documents of any 'hold' candidates. These documents will be destroyed once a decision (offer and acceptance) has been reached.

Where an applicant is not normally resident in the United Kingdom or has been resident outside the United Kingdom for more than 6 months, an additional police check will be carried out with the normal or most recent country of residence.

Rehabilitation of Offenders & Safeguarding Children and Young People

We are committed to keeping children and young people safe from harm and abuse and to promoting their welfare, and we expect that everyone who comes to work for us will share the same commitment. Fulfilling this responsibility includes making sure that our recruitment process includes a range of measures to identify those who may be unsuitable to work with children and young people.

All roles within the College are covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 and are subject to an enhanced Disclosure and Barring Service (DBS) (formerly Criminal Records Bureau (CRB)) check. These posts may also be subject to further DBS re-checks at appropriate intervals. Further information about what the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 means for applicants is provided on the Application Form.

Declaration of Previous Convictions

The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended makes certain regulated activity (i.e. work with children and/or young people) exempt from the Act and therefore, requires individuals seeking to work with these groups to be subject to Enhanced Criminal Records Bureau Disclosure checks amongst others.

This post is classed as exempt under the Rehabilitation of Offender Act 1974 (Exceptions) Order 1975 as amended. Therefore, you are required to reveal all convictions, both spent and unspent in your application. Please note that having a criminal record is not an automatic bar from working with us: whether or not your criminal record has a bearing on the post you have applied for will be carefully considered as part of the recruitment process. This may involve a discussion with yourself about the circumstances and background to your offences.

Supporting Documents

We **will not** be able to confirm an offer of employment until we have confirmed the following:

- Identity
- Enhanced DBS
- Right to work in the UK
- Qualifications if applicable
- 2 references
- Satisfactory Medical
- Qualified Teacher Status if applicable
- Confirmation of National Insurance Number
- Overseas reference if applicable

References

All applicants are expected to provide two referees, one of which must be your most recent or current employer. 'Open' references e.g. those addressed "To Whom It May Concern", will **not** be accepted.

If you have just completed full-time education the College will seek references from educational establishments. You will need to provide the name of your Principal or other professional as a reference. If you are self-employed you will need to provide details of individuals/businesses that can provide you with a professional reference.

If you have undertaken voluntary work with children and/or young people you should use the voluntary organisation as a referee.

If you have not previously worked with children or young people, you must provide a character reference from someone who is able to confirm your suitability to work with children. This would normally be someone in authority e.g. a lecturer, doctor, or community leader. Please note, character references are normally only accepted as a supplement to an employer's reference.

In all cases, The College will contact the referee prior to the interview, except if you have specifically indicated that you would prefer us to contact them only if you are made an offer of appointment.

Employment History & Gaps in Employment

To ensure our responsibilities for safeguarding children and young people are met you must ensure your employment history and reasons for any gaps are clearly detailed.