



Soar Valley College Technician - Food Technology



ASPIRE ENJOY ACHIEVE

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



Technician- Food Technology (Level 1)

Hours of work: Monday – approximately Friday 4.5 hours per day 7.50am – 12.20pm (hours can be flexible, although an early start is required)

Salary: Grade 1, Points 2 £20,441 (for fulltime)
Based on 22.5hrs per week x 38 weeks, plus 18 hours training days, 873hrs pa
52.21 % FTE
Actual Salary, based on hours of work above £10,672 pa.

We wish to appoint a Technician to join us within our Design & Technology Department as soon as possible, to support the teaching and learning in Food Technology. The successful candidate will be responsible for the preparation for lessons, clearing and cleaning of materials, stock control, displays and the maintenance of equipment for the department. The also work closely with teaching staff to provide in-class support and with small groups, as well as some involvement with extra-curricular clubs. The department is extremely supportive and very well-equipped; training will be provided as necessary.

Candidates should have excellent communication skills and a strong work ethic. Experience of working with young people is useful, however, it is always more important for us to find the 'right person' who will be a fit for our team.

Soar Valley College is an 11 to 16 school committed to excellence for all. We pride ourselves on being highly inclusive, and have a varied and engaging curriculum which promotes the love of learning and prepares all young people for the next steps in their lives. This post represents a fantastic opportunity to join our high performing staff team in this outstanding school – a great place to work, where the caring ethos inspires success for all and outcomes for children are very high.

Further details are available on our website. Completed applications forms should be sent to sstone@soarvalley.aspirelp.uk If you require any further information, please use this email address to get in touch.

Closing date: Friday 3 November 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.



Soar Valley College

A SPECIALIST MATHS AND COMPUTING COLLEGE

ASPIRE ENJOY ACHIEVE

Dear Applicant

Food Technology Technician

Thank you for your interest in the above vacancy at Soar Valley College. Our technicians can and do make an invaluable contribution to the achievement of young people and we are seeking to recruit an enthusiastic, hardworking individual with excellent communication and interpersonal skills to join our outstanding team as soon as possible.

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. The Design & Technology Department (of which Food is a part) is very supportive, and you would be joining a great team of people with a real passion for seeing students succeed.

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 3 November 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 look forward to receiving and reading your application.

Yours faithfully

Julie Robinson
Principal



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 both 2023 and 2022 puts us amongst the best schools in the country, with our disadvantaged students also performing well above the standards for all children nationally.

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

Technician – Food Technology (Level 1)

| | |
|----------------|--|
| Hours of work: | Monday – approximately Friday 4.5 hours per day 7.50am – 12.20pm (hours can be flexible, although an early start is required) |
| Salary: | Grade 1, Points 2 £20,441 (for fulltime) Based on 22.5hrs per week x 38 weeks, plus 18 hours training days, 873hrs pa 52.21 % FTE Actual Salary, based on hours of work above £10,672 pa. |

Overall Purpose of the Post

To support the safe and effective teaching of Food within Design & Technology by developing, preparing and maintaining appropriate facilities, equipment and materials for use by teachers and students.

DUTIES AND RESPONSIBILITIES

To prepare materials and equipment in advance for lessons.

Assist students, under the guidance of teaching staff, to enhance learning and to ensure safe working practices.

To assist teachers and other technicians in the preparation and clean-up of classroom areas, prior to and following a lesson.

To use equipment such as washing machines, tumble driers, ovens, kitchen equipment and utensils, etc. when needed to assist the teaching and learning.

To ensure the classroom is set up safely and 'fit for purpose' for students and teachers complying with health and safety legislation that protect future users.

To undertake maintenance and basic repair work to equipment in a safe and secure way that protects future users.

To ensure all weekly checks on classrooms and equipment are carried out and health and safety guidelines are adhered to.

To organise the storage for best access and use, adhering to health and safety guidelines at all times.

To be responsible for maintaining records, such as inventory, risk assessments.

To oversee stock levels and place orders as required and appropriate.

To undertake other administrative tasks as required.

To manage own time effectively, organising workload, meeting deadlines set by the Head of Department with minimum supervision.

To attend training courses and develop technical expertise as required and train other staff on relevant working practices.

To maintain effective working relationships with staff, students parents/carers and visitors.

To implement and promote the school's policies and procedures relating to all areas of employment and service delivery.

The duties outlined in this job description do not necessarily give a comprehensive definition of the post and may be reviewed and amended at any time, after consultation with the post holder.

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 maximise opportunity, minimise 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 an enhanced DBS Disclosure check. The exemption means all applicants are required to declare all criminal convictions, cautions, reprimands both spent and unspent in their application regardless of the passage of time.

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 D&T Technician (Level 1) Post No. E9007c. This job description can be obtained via the LCC Extranet or via Smita Stone, Personnel Manager, upon request.

Person Specification

| | Job requirements Essential (E) Desirable (D) | E/D |
|---|--|-----|
| Training and education | A level of numeracy and literacy sufficient to carry out the duties of the post. | E |
| | Knowledge of Food as a subject taught in school. | D |
| | Good knowledge of employment practice. | D |
| Experience | Experience in working in a relevant kitchen environment. | D |
| | Able to carry out basic maintenance. | D |
| Equal Opportunities | Must be able to recognise discrimination in its many forms and willing to put the council's equality policies into practice. | E |
| Other Skills | Able to work and communicate effectively with students and people at all levels and from a variety of backgrounds. | E |
| | Able to organise own work and achieve deadlines with minimum supervision. | E |
| Other conditions including hazardous or environmentally adverse conditions. | Willing and able to study and obtain further skills, training and qualifications as necessary. | E |
| | Willing and able to occasionally work outside school hours and holiday periods e.g. parents evenings, celebration events. | E |
| | Willing to develop and maintain an understanding of Health and Safety issues. | E |
| | Must satisfy relevant pre-employment checks. | E |



Design and Technology Department

Through the excellent teaching, sense of purpose and strong guidance of a vibrant and forward thinking Design and Technology Department, we believe students will be prepared to contribute throughout their lives to an ever changing environment, an environment in which we hope each and every student can make their mark and help to bring about positive and productive change. Whether that is making students more aware of their environment and their responsibility to it or nurturing students to be the great, innovative designers of tomorrow, we believe we are all having a positive, and in some cases profound effect upon the change they will lead today and indeed, over the coming decades.

We give all students the opportunity to explore Design & Technology through a number of different processes, techniques and materials. We engage students in theory work before practical begins so that they fully understand the design process and how this has a significant part to play in the success or failure of a product. Making processes are actively incorporated into Schemes of Learning and we recognise the importance of engagement to stimulate creativity and embed learning. Evaluative processes are equally important and students are encouraged to reflect and talk and seek support from their peers throughout each project. We ensure, through well-structured lessons that all students are given the opportunity to enjoy and succeed.



At Key Stage 3 students are taught in rotation blocks for D&T, with mixed ability and gender groups in each block. Each group goes through four rotations a year, repeating Resistant Materials with Electronics, Textiles and Food & Nutrition throughout the key stage. Each group will revisit the same group of teachers over the three years so that relationships can be continued and the teachers and students are familiar with each other and observations regarding progression are fully informed.

At Key Stage 4 we offer GCSE courses in AQA Design and Technology and AQA Food Preparation and Nutrition. Take-up at Key Stage 4 has remained strong and there are usually at least 3 groups in each of years 10 and 11. Class sizes are capped at 21 because of Health and Safety considerations. All Design and Technology subjects have a very successful history of outcomes at GCSE level, with strong positive progress measures as well as attainment.

Since the reform of the GCSE in Design and Technology we now have consistently mixed gender groups at Key Stage 4, which has proven to be most beneficial in terms of outcomes, classroom management, quality and variety of work produced, a far greater mix of materials and processes, healthy peer assessments and fantastic harmony and camaraderie in the groups.

Design and Technology at Soar Valley College is a fast moving and innovative department. We are an enthusiastic and welcoming group of teachers who care very much about the wellbeing of all students and each other. We welcome change and are always inquisitive and forward thinking, for example, exploring alternative courses to meet the full range of students' interests, strengths and abilities. We enjoy bringing on new talent and gain a great deal from student teachers who are often training with us throughout the academic year. All teachers in the team are flexible and many teach across the disciplines in D&T.

February 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.