

# **The Partnership Learning Trust**

## **Riverside Bridge School**

**Riverside Bridge School  
Riverside Campus  
Renwick Road  
Barking  
Essex  
IG11 0FU**

**Tel: 020 8724 8033  
E-mail: [bridge@riversidecampus.com](mailto:bridge@riversidecampus.com)**



### **Appointment of Primary/Secondary Trained Teacher/s At Riverside Bridge School**



## **Contents:**

- A letter from the Head of School
- The advertisement
- Information about Riverside Bridge School
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Dear Colleague,

Thank you for taking an interest in our post of Primary/Secondary Trained Teachers 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 a teacher 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 elsewhere. 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****Email:** [emnn@riverside.bardaglea.org.uk](mailto:emnn@riverside.bardaglea.org.uk)**Head of School:** Anna Hope**Executive Principal:** Roger Leighton

Mixed 4-16 Special School

**Primary/Secondary Trained Teachers****Salary:** Inner London MPS/UPS + SEN Allowance (£2,085)**Required:** September 2017

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 62 pupils and will grow steadily to reach its capacity of 180 over the next seven years. In September 2017 another 30 pupils will be joining the school.

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 are keen to attract Teachers 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 Teachers 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. Therefore, applications from Newly Qualified Teachers with an interest in teaching pupils with a wide range of learning difficulties are welcome.

**Selection Criteria**

We are looking for enthusiastic, committed individuals who:

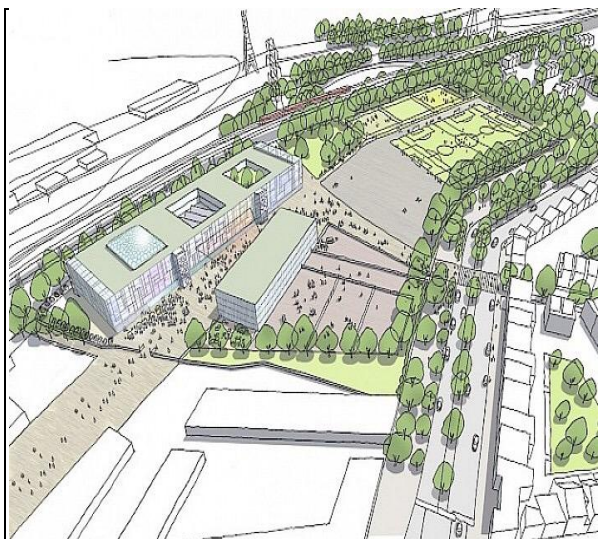
- 1) Has or will shortly be obtaining Qualified Teacher Status
- 2) Has experience of working with pupils with special educational needs or a proven interest in teaching pupils with a wide range of learning difficulties.
- 3) Has experience of, or is able to demonstrate the ability to differentiate curriculum delivery for pupils
- 4) Has a demonstrable skill to implement individualised goals and objects to address the core features of SEN, based on individual strengths and identified needs
- 5) Is able to work as a member of a team as well as an ability to lead and direct Classroom Assistant/s and outside sports coaches
- 6) Is committed to their own professional development.
- 7) Has effective personal organization, communication and ICT skills.

Application forms and further details are available from our school website [www.bridge.riversidecampus.com](http://www.bridge.riversidecampus.com) or from [emnn@riverside.bardaglea.org.uk](mailto:emnn@riverside.bardaglea.org.uk) or on 020 8724 8033 and should be returned by email by the closing date below.

**Closing date: 12 noon, Monday 13<sup>th</sup> March 2017**

*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.*

## 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

### **Extended Provision: before and after school hours**

It is envisaged that the school will eventually operate as an 'extended school' for pupils both before and after the school day, with a wide range of extra-curricular activities on offer. It will also be available for wider community use at weekends and during school holidays.

Local groups and organisations will be encouraged to participate in the planning of activities and the wider aspects of the school's life. It is intended that the new school will contribute to community cohesion through its work with local primary schools and community organisations.





## **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.

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Riverside Bridge School will eventually cater for around 170 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.





**Ten 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 (Year R 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. Barking and Dagenham is ranked 17 out of 150 local authorities for achievement of pupils on free school meals at 16.
10. Currently (June 2014) 1% (52) of 16 to 17 year olds in Barking and Dagenham are in employment without any training opportunities associated with their job while 5% (273) are not in any kind of employment or training.



## **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 in an e-mail to: [emnn@riverside.bardaglea.org.uk](mailto:emnn@riverside.bardaglea.org.uk)

Closing date for applications: **12noon on Monday 13 March 2017**

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



## Riverside Bridge School

### Job Description

Post Held: **Primary/Secondary Trained Teacher**

Salary Scale: **Main Pay Scale plus SEN Allowance (£2,085)**

Postholder:

Reports to: **Head of School/Assistant Head Teacher**

#### **Main Job Elements :**

To carry out the professional duties of a school tutor as set out in the current school Teachers Pay and Conditions Document.

- To plan, prepare, teach, assess and report in accordance with the curriculum of the school and the needs of the pupils.
- To communicate, collaborate and consult with line managers, parents and other agencies in order to promote the general progress and well-being of the pupils.
- To participate in appraisal and Staff Development activities in order to foster personal development as a professional.
- To undertake specified administration, management and curriculum responsibilities.
- To adopt appropriate professional practice in support of actively promoting the school ethos and culture.
- To promote equality and respect for others in aspects of school life.
- A teacher working full time shall be available for work for 195 days in the school year and shall carry out such duties as directed by the Head of School for 1265 hours. Such a teacher shall in addition work such additional hours as is necessary to enable him/her to discharge effectively his/her professional duties.
- Marking of pupils work, report writing, preparation of lessons, teaching materials and teaching programmes.

**General Tasks as related to Postholder:**

To be responsible for agreed aspects of the education of pupils and the delivery of the curriculum as it relates to all the roles undertaken by the postholder.

To plan individual educational programmes for a nominated group of pupils in liaison with other professionals.

To carry out agreed areas of planning, preparing, delivering, assessing, recording, monitoring and reporting duties in accordance with both school expectations and the planned curriculum.

To manage pupils both as a group and as individuals in respect of their learning, behaviour, motivation and needs.

To prepare and present Annual review reports for pupils and students taught within the subject area and / or class.

To prepare Special Educational Advice as agreed.

To organise and supervise educational visits and journeys for group of pupils.

To manage the allocated co-educator hours.

To manage any Technical support that may be made available from time to time.

To be responsible for all aspects of the education of pupils and the delivery of the curriculum as it relates to all the roles undertaken by the post holder.

To be actively mindful of legislative and policy requirements as they relate to the post-holder's responsibilities.

To contribute to the continuing development of Riverside Bridge School as facilitated by the schools structure and communication channels,

To liaise with other post-holders as appropriate.

To liaise with internal and external support services as appropriate.

To cover for absent colleagues as reasonably required.

To ensure appropriate cover work is set and organised in the event of known absence.

To comply with school requirements in respect of this eventuality.

To carry out supervisory duties before and after school and during break times.

To attend regular meetings as laid out in the school's meeting schedule.

To participate in the development of whole school curriculum initiatives.

To contribute to the ordering and organisation of resources.

To attend school based INSET.

To encourage and participate in parental and community involvement.

To host scheduled Acts of Collective Worship throughout the school.

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.

**Staff for Whom Responsible:**

- Classroom Assistants

This job description will be subject to annual appraisal jointly with the Head of School to take into account the changing needs of the school.

The Governors and staff of Riverside Bridge School take seriously the responsibility to safeguard and promote the welfare of all children and young people entrusted to our care and it is our expectation that all staff and volunteers will share this commitment.

**Postholder** ..... **Date**.....

**Head of School.** ..... **Date**.....



## Riverside Bridge School Person Specification

**Job Title: Primary/Secondary Trained Teacher/s**  
**Grade: MPS/UPS + SEN Allowance (£2,085)**

Person Specification	Tick Requirements as Essential or Desirable		Assessment (Fully, partially or not met) Essential / Desirable	
<b>1. EXPERIENCE</b>				
1.1 Working with primary aged pupils with Special Educational Needs.		√		
1.2 A range of curriculum areas/differentiation.	√			
1.3 Working with a team.	√			
1.4 Working with parents.	√			
1.5 Working in a multi-cultural setting.	√			
1.6 Devising and implementing individual educational programmes for students.		√		
1.7 Writing Annual Reviews and Special Educational Advice.		√		
1.8 Extensive experience of working with pupils with ASD and challenging behaviour		√		
1.9 Experience of implementing structure in the classroom (TEACCH).		√		
1.10 Of managing the challenging behaviour of adolescent pupils with ASC using SCIP.		√		
<b>1. SPECIAL ABILITIES</b>				
1.1 Ability to convey an idea/information in clear, simple manner, both verbally and in writing.	√			
2.2. Ability to evaluate from observation	√			

Person Specification	Tick Requirements as Essential or Desirable		Assessment – Fully, Partially or not met Essential / Desirable	
2.3 Understanding/Knowledge of child development.	√			
2.4 An understanding of behaviour management.	√			
2.5 Skill to implement research-based instructional practices and strategies with individuals with severe learning difficulties	√			
2.6 Skill to implement curriculum programs that improve social skills and interactions between students with PMLD/SLD/ASC, their peers, and adults across various settings.	√			
2.7 Skill to implement instructional programs that address transition needs of individuals with ASC (i.e., jobs and training, home living, recreation and leisure, community living, and postsecondary education).	√			
2.8 Skill to demonstrate the ability to accurately collect and interpret data to document progress on outcomes for students with SEN, and make necessary changes in programming when indicated.		√		
2.9 Skill to implement individualized goals and objectives to address the core features of SEN based on individual strengths and identified needs.	√			
2.10 Skill in writing behaviour intervention plans		√		

2.11 Knowledge of a range of educational and service options for students with SEN		√		
2.12 Skill in providing strategies and training for parents, professionals, and other school staff to work more effectively with individuals with SEN	√			
2.13 Skill to communicate with outside agencies (e.g., OT, speech and language therapists, doctors, psychologists, and others) working with individuals with ASD.		√		
2.14 Skill to share current research and other resources regarding ASC with parents and school staff.		√		
<b>3. OTHER JOB SPECIFIC REQUIREMENTS</b>				
3.1 Commitment to the Council's Equal Opportunities Policy and acceptance of their responsibility for its practical application.	√			
3.2 Legible handwriting/ability/willing to type	√			
3.3 Approachable	√			
3.4 Time commitment	√			
3.5 Good, precise record keeping	√			
3.6 ICT	√			
3.7 S.T.R.E interest		√		
3.8 Willing to attend training	√			
3.9 Willing to work across phases according to the requirements of the school	√			

3.10 An understanding of appropriate Professional standards for teachers as appropriate for post	√				
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<b>4. EDUCATION AND TRAINING</b>					
4.1 Qualified Teacher	√				
4.2 Evidence of attendance at courses/training	√				
<b>5. DISQUALIFYING FACTORS</b>  Indication of sexist, racist, and anti-disability attitudes or any other attitudes inconsistent with either the Council's Equal Opportunities Policy or the School's Safeguarding Children Safe Recruitment Policy and Procedures.					



## **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.

