Soar Valley College

Learning and Behaviour Mentor

Applicant Information



SOAR VALLEY COLLEGE
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TEL: 0116 2669625 EMAIL: enquiries@soarvalley.aspirelp.uk

A SPECIALIST MATHS AND COMPUTING COLLEGE

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Dear Applicant,

Learning & Behaviour Mentor

Thank you for your interest in the above vacancy at Soar Valley College. This is an exciting opportunity for an enthusiastic and hardworking individual, with excellent communication and interpersonal skills to join an outstanding school and to make a real difference for some of our most vulnerable children.

Ideally, we are looking for someone with experience of working with children with social and emotional barriers to learning, but this is not essential. Far more important to us is to find the 'right person', someone with attitudes to supporting young people which fit in with our highly inclusive ethos, and who will fit in with our excellent team.

The role of Learning & Behaviour Mentor is a relatively new one for us, having recently restructured some of our student support to create a 'Team around the Year' for each year group in school. Each team is comprised of the Head of Year (a teacher), Associate Head of Year (non-teacher), Learning & Behaviour Mentor, Level 3 Teaching Assistant, and an SLT link. The team works together, each with a slightly different remit, to ensure all students in their year group are supported to overcome any barriers to learning and to be as successful as possible in their time in school. The team moves up through the school with the students, building relationships and really getting to know them and their families, a key factor in the success of our school.

Yes, we're biased, but Soar Valley is a fantastic place to work! Turnover of staff is very low, and we even have staff who have left and then returned to us, a measure of the 'family feel' here (albeit a very large family!). We have a unique ethos, are a very cohesive team, and are genuinely very inclusive as a school. We value effort above all else with students; all can achieve, and they do, achieving excellent outcomes, of which we are very proud. Even more pleasing though and as mentioned above, are the superb relationships we have in the school, between all, which make it a great place to work.

Plenty of further information in respect of this vacancy and the school can be found in this pack and on our website, which will assist you in completing your application. We hope you find this of interest and look forward to receiving completed application forms.

If you would like any further information regarding the post, please do not hesitate to contact us on sstone@soarvalley.aspirelp.uk and we will get back to you as soon as possible.

Once again thank you for showing an interest in the post and we would be delighted to hear from you. Closing date for this post is 9am on Thursday 26 November 2026.

Yours faithfully,

N. Pabari

Neetin Pabari
Principal

General Information about Soar Valley

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.aspirelp.uk

"There is a strong sense of community at the school, where pupils and staff genuinely care for one another…. Relationships are particularly strong. Pupils work hard to live up to the school's motto of 'aspire, enjoy, achieve'. (Ofsted 2025)



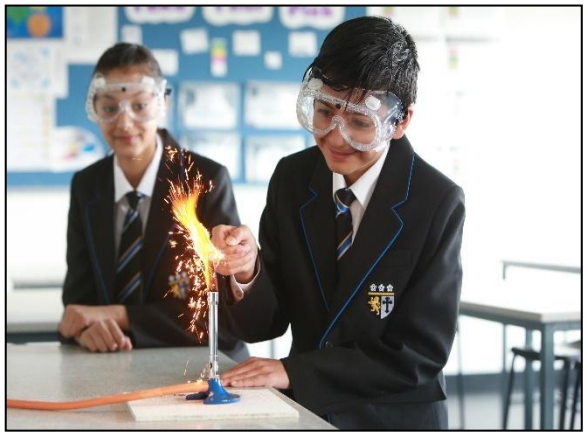
We are an Outstanding 11-16 community, comprehensive school in the city of Leicester with approximately 1560 students on roll and are heavily oversubscribed every year with more first choice applications than places available. Students come from very diverse ethnic, cultural and religious backgrounds, 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 'disadvantaged'.

Judged as Outstanding back in 2014, we were delighted to again be graded as Outstanding, and in all areas, in our most recent inspection, March 2025. In many ways practice now is even better than it was in 2014. We are always outward-looking, liaising with other schools both locally and nationally, and welcoming external partners to review aspects of our provision on a regular basis. Please do take a look at the most recent Ofsted report if you have yet to do so – we're very proud of it!



As part of the first wave of a government programme in Leicester, we moved to a new building on the same site in 2009. Our highly impressive school building offers excellent accommodation and facilities for all areas of the curriculum and the local community. Also Soar Valley is the lead school in Leicester's newest multi-academy trust, Aspire Learning Partnership, and the development of relationships with other schools, both secondary and primary, is bringing further benefits. We have our own Training Centre, which is used as our Trust base as well as for a wide range of CPD activities, and has proved to be very useful.

"Leaders, including governors and trust leaders, demonstrate a relentless aspiration for excellence. As a result, they are continuously looking for areas to improve. All staff contribute to policy making, leading to staff feeling involved and empowered. As a consequence, there is a commitment to the application of policies both consistently and effectively." (Challenge Partners 2023)



Achievement is impressive. When students start with us their prior attainment is just 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 2024 and 2023 puts us amongst the best schools in the country, at least the top 7%. (Progress measures were not available in 2025 and 2026 due to Covid). Attainment is similarly strong, for example our disadvantaged students perform well above the standards for ALL children nationally.

"The school is unfailingly ambitious for the achievement of pupils, including those with special educational needs and/or disabilities (SEND). Pupils rise to and exceed the school's high expectations and consistently achieve highly. Pupils are curious and very keen to learn." (Ofsted 2025).

Attendance is also excellent, in the top 10% of schools nationally, when compared to both similar schools and all schools. The vast majority of our students, around 97%, go on to further education or training, mainly at local sixth form colleges.

"The conduct and manners of the vast majority of pupils are impeccable. This is a significant strength of the school. The school lives and breathes its values. Pupils feel a sense of belonging. They are proud and privileged to be a member of the school." (External review 2024)

Our most important asset is our staff. We invest in making sure staff are well-developed and supported, with professional development being a key feature of our work. There is a multi-faceted programme for staff at various stages of their career and to meet particular needs. For example, every new member of teaching staff, regardless of experience and responsibility, is allocated a Teaching and Learning Coach, an experienced Soar Valley teacher with whom they can discuss and reflect on teaching strengths and areas for development, a strategy which has proved very popular and developmental.



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

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

"Staff feel well supported and are immensely proud to be part of the school. Leaders have built positive working relationships with staff and carefully consider their workload." (Ofsted 2025)



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 have also developed very strong links with our feeder primary schools through both curricular and extra-curricular activities, and offer an annual schools festivals programme for local schools.

"The school excels in fostering the personal development of pupils through a wide range of high-quality experiences. It offers exceptional opportunities for talent and interest development, benefiting all pupils, including disadvantaged pupils and those with special educational needs. Leaders have created a harmonious community where pupils and staff are proud of their school and are exceptionally kind to each other." (External review 2024)

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.



As well as being part of a developing Trust and having close links with the other Aspire Learning Partnership schools, most secondary and special schools in Leicester belong to the Leicester Education Improvement Partnership (LEIP), an alliance of schools in the city offering support and challenge to each other. The partnership is very strong and brings a number of distinct benefits to the city and member schools. Soar Valley is currently the Hub school for Art and for Science across the city, leading on developments and CPD for other schools in the LEIP. We have also led on mathematics and SEND for a number of years.

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 (Twitter) page @soarvalley16 to gain more information and a flavour of what we are about. Visits are welcomed; please just contact us.

Updated November 2026

Job Description and Person Specification

Post	Learning & Behaviour Mentor
Department:	Pastoral
Line Managed by:	Vice Principal/Head of Year
Salary Scale:	Grade 5 point 11 – 14 £29,542 – £32,046
Actual Pro-rata Salary	£23,816 - £25,835

Hours of Work: 35 hours per week, Mon – Friday 8.00am – 3.30pm x 38 weeks (term time only plus 18 hours for training days). 1348hrspa, 80.62% FTE

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.

Main responsibilities of the role:

- To provide effective support for a caseload of students.
- To oversee Pastoral Support Plans for students in a caseload and to ensure that accurate records of students on PSPs or individual learning programmes are maintained and monitored.
- To work with other members of the Team around the Year Group regarding student progress, concerns and next steps.
- To build relationships to increase engagement in learning with a focus on improving behaviour for individual students.
- To work closely with families to ensure their active involvement in students' learning, attainment and progress.
- To identify 'hotspots' for targeted students and proactively support high expectations in lessons. This will include responding to any requests for removal of students in the year group and subsequent support.
- To work with all members of staff, supporting and sharing strategies on how to work with our most challenging students, and to act as a mediator in sensitive situations.
- To develop, organise and/or participate in a variety of targeted student support interventions, initiatives and events to address behaviour, emotional wellbeing, organisation and engagement with learning.
- Support students during key transition points.
- To liaise with a range of support services inside and outside of the school as appropriate.
- To support in the running of the school's 'Reflection' system, and the 'Reflection Plus' process.
- To complete the reflection process with students, and reintegration following any suspension, absence or period of disengagement from school.
- To record behaviour incidents and to analyse relevant data and highlight trends, particularly for identified caseload, and supporting that for the whole year group.
- Contribute to the ongoing development of the services that we offer at Soar Valley College.

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 'Inclusion Support Worker', Post No. E9042. This job description can be obtained via the LCC Extranet or via the college Administration Manager upon request.

PERSON SPECIFICATION
Learning & Behaviour Mentor

Training and Education	Relevant professional qualification or other accreditation	D
	Level 3 qualifications as a minimum.	E
	Literacy, numeracy and ICT skills sufficient to perform the job tasks at a minimum of Level 2 English, Maths and one other subject.	E
	Experience of liaising with external agencies or organisations.	D
	Experience of working with young people and their parents.	E
	Understanding of how students learn and barriers to learning.	E
	Knowledge and experience of a range of behaviour management strategies and styles to support students and staff.	E
	Experience of working with disadvantaged young people.	D
	Experience of coaching/mentoring.	D
	Experience of using data effectively to support teaching, learning and inclusion.	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
	Knowledge of Equal Opportunities legislation and approaches to inclusion.	E
Other Skills	Excellent interpersonal and communications skills at all levels.	E
	Able to work effectively as an individual and as a member of team.	E
	Able to work to deadlines and prioritise tasks.	E
	Able to deal calmly with confrontation and work positively under pressure.	E
	Evidence of wider reading on inclusion issues.	D
	Is resilient and has the ability to challenge, motivate and manage people and to build effective working relationships.	E
	Is enthusiastic and creative.	D
	Is thoughtful and reflective and adjusts practice in the light of feedback.	E
Other Conditions	Willingness to undertake training.	E
	Willing and able to work outside of regular hours, as necessary.	E
	Must satisfy relevant pre-employment checks.	E
	This post will involve contact with vulnerable groups (children, young people and/or adults) and is therefore exempt from the Rehabilitation of Offenders Act 1974 and subject to an enhanced Disclosure and Barring Service (DBS) check. This exemption means that applicants for this post are required to declare all criminal convictions, cautions, reprimands and bind-overs both spent and unspent in their application, regardless of the passage of time.	E
	Is willing to contribute to and support whole school policy including self-review procedures.	E
	Is committed to safeguarding and promoting the welfare of children and young people.	E

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, and this charter outlines some of the measures in place to support staff wellbeing and health.

BUPA Cash Plan

(available for contracted staff)

The most important asset in any school is its staff. One of the ways in which Aspire Learning Partnership supports and values our staff is by investing in a healthcare plan. We have teamed up with Bupa to provide every member of staff and up to 4 child dependents (up to the age of 24) with the facility to claim back money on everyday medical expenses, including optical, dental and more. The scheme also offers online support with medical, legal and financial issues.

This is at no cost to the employee, with the Trust covering all costs. However, as this is classed as a 'benefit in kind' it is taxed via payroll monthly. Therefore it is really important for staff to remember to make those claims. There is the facility to opt out of the scheme for those who wish to do so. Details on this and the benefits of the scheme are issued to all those joining us.

Employee Assistance Programme (EAP) and Umbrella Benefits

(available for contracted staff)

This service is available to all staff through an insurance scheme we have. It includes a wellbeing mobile application including engaging features such as:

- A live and on demand digital gym to aid physical wellbeing
- A range of retail discounts to support financial wellbeing (including discounts at supermarkets, cinemas, etc).
- Over 275 healthy recipe videos to encourage improved nutrition
- Curated library of wellbeing content including exclusive podcasts and webinars to improve mental and emotional wellbeing
- Access to a medical helpline, legal support, and much more.

The EAP and wellbeing benefits are integrated across phone, an online platform, and the app. The service can be accessed in the following ways:

- UK Freephone 24-hour telephone helpline: **0800 197 0655**. Callers will be asked to confirm the name of their employer, i.e. Aspire Learning Partnership
- Or text Hi to **+44 800 197 0655**
- To access the online platform, go to legalandgeneral.com/eap and use the access code: **BeWellEAP**
- Download the app by searching **Spectrum.Life** in the IOS or Android app stores. Use access code: **BeWellEAP**

Our employees can also take advantage of discounted Legal & General products. Further details of these 'Umbrella Benefits' can be found here. And includes discounts on insurance, etc.

Health, Safety and Wellbeing Duty Line

(available for contracted staff)

Through our Health & Safety provider staff can also access a free confidential counselling service by emailing counsellingandwellbeing@leics.gov.uk or calling the duty line on 0116 3055515. Your call will be transferred to a wellbeing adviser.

Support offered covers a variety of issues including:

- Anxiety and depression
- Bereavement
- Bullying and harassment
- Family/relationship issues
- Legal and debt advice
- Mental health
- Physical violence
- Psychological trauma
- Substance and alcohol misuse
- Work stress

In school strategies to support our staff

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.
- Those new to the profession receive more than the nationally recommended amount of time for planning, preparation an assessment.
- 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 all new staff and specific development programmes for Early Career Teachers. All teachers new to the school are allocated a Teaching and Learning Coach, providing a superb opportunity to reflect on pedagogy and to refine and develop approaches.
- 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 student support 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 Support system (4 stages of support, triggered by student behaviours) 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, feedback 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 teams challenge themselves!
- Staffing levels are high, with additional groups in many subject areas, especially at key stage 4, with extra classes in English, mathematics, science, RE and options groups. Class sizes at Key Stage 3 have been kept to an average of 26 or lower, and no more than 20 in Design & Technology.
- There is administrative support for each department in school, as well as a full complement of technical support staff.
- All teachers and many members of support staff are issued with laptops.
- 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:

- The Fitness Suite is available for staff to use before and after school each day, and staff sport is a regular feature on a Friday, allowing the more energetic 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 memorial garden.
- There are occasional staff workshops (such as making pottery decorations at Christmas).
- Lunch is always provided on training days and food is available prior to parents' evenings.
- EV chargers are available on site for staff cars at preferential rates.
- Samosas – we love our samosas, which appear for birthdays, other celebrations and thank yous.
- 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:

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

https://www.headspace.com/educators

www.mentallyhealthyschools.org.uk

www.Mindfulteachers.org

www.mentalhealth.org.uk/

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 Vitaes (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.