



# Soar Valley College

## Teacher of English



**ASPIRE ENJOY ACHIEVE**

**SOAR VALLEY COLLEGE**

GLENEAGLES AVENUE, LEICESTER, LE4 7GY

TEL: 0116 2669625 FAX: 0116 2660634 EMAIL: [enquiries@soarvalley.leicester.sch.uk](mailto:enquiries@soarvalley.leicester.sch.uk)



# Soar Valley College

A SPECIALIST MATHS AND COMPUTING COLLEGE

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May 2024

Dear Applicant,

## **TEACHER OF ENGLISH - MPR/UPR**

Thank you for your interest in the above vacancy at Soar Valley College. This is an exciting opportunity for an enthusiastic and highly competent teacher to join our successful school and very strong and high-achieving English Department, and we welcome applications from both those new to the profession and more experienced, and can accommodate either full or part time. If interested in a part-time position please could you make this clear in your application.

Our English department is excellent, very well led and a strong team of teachers who work very effectively together, collaborating on schemes of learning development and sharing a wealth of resources. Members of the team also lead on our library provision and literacy across the school. Some are Teaching and Learning Coaches and, as such, work with teachers to support their ongoing development, as we are always seeking to improve practice.

Outcomes for students at Soar Valley are exceptionally high, in both English and across the school as a whole. This is due not only to the high standards of teaching, but also the additional support given to students and high-quality professional development both within the subject team and the wider school. Anyone joining us would receive a very warm welcome and plenty of support!

As a school we believe we have a unique ethos. We 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. We have lots of staff who have stayed here a long time (indeed our Director of English started her career here), and even some who have returned to us, an indication of the very positive 'feel' of the school.

Plenty of further information in respect of this vacancy and the school can be found on our website, including the job description, and department details. I do hope you find this of interest and look forward to receiving completed application forms by 9am Friday 17<sup>th</sup> May 2024, returned to me via my PA, Smita Stone, on [sstone@soarvalley.leicester.sch.uk](mailto:sstone@soarvalley.leicester.sch.uk)

If you would like any further information regarding the post or wish to arrange a visit, please do not hesitate to contact Smita, either by email or phone 0116 2688441. 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



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## Soar Valley College – General Information

We are justifiably proud of our school, in particular the caring, inclusive ethos, our high standards and our achievements. Our school motto of 'Aspire, Enjoy, Achieve' is more than just words. It really does sum up our ethos; that of working with every individual to ensure they do the best they possibly can in a supportive environment rich with opportunities. More on this can be read in our prospectus, which is available on the school website [www.soarvalley.leicester.sch.uk](http://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 as our Trust base as well as for a wide range of CPD 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 10% of schools nationally, when compared to similar schools and all schools, 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 invest in making sure staff are well-developed and supported, with CPD 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. Every new member of teaching staff, regardless of experience and responsibility, is allocated a Teaching and Learning Coach for at least the first term, 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 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.

January 2024



## JOB DESCRIPTION

### TEACHER MPR/UPR

#### 1. Principal Responsibilities

Under the direction of the Head of Department:

- a) To contribute to the teaching of the subject as directed by the Head of Department
- b) To participate in the development of appropriate syllabuses, materials and Schemes of Learning
- c) To participate in assessments, target setting, reports and references relating to individual students or groups of students
- d) To contribute towards monitoring and controlling the storage of teaching materials and books
- e) To supervise the use and care of rooms/learning spaces assigned to the subject
- f) To support the students at all levels of ability following agreed procedures/policies for supporting/assessing students under the guidance of the Head of Department
- g) To have a commitment to, and involvement in, ongoing professional development of self and others

#### 2. General Duties

- a) To carry out a share of supervisory duties in accordance with published rosters
- b) To be a Form Tutor of an assigned form and to carry out related duties in accordance with the general job descriptions of Form Tutor as required by the needs of the pastoral structure
- c) To participate in appropriate meetings with colleagues and parents relative to the above duties

#### Notes

1. The job description is to be taken in the context of the rules and regulations governing teachers' pay and conditions, and professional standards for teachers. The full documents can be found on the DfE website.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post-holder must use Directed Time in accordance with the school's published Time Budget Policy and have regard to the appropriate clause of the School Teacher's Pay and Conditions Document.
3. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

**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 a DBS check.**



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## PERSON SPECIFICATION

| Post Title: Teacher – Main/Upper Pay Range        |  | Essential/<br>Desirable |
|---|--|-------------------------|
| <b>Skills,<br/>Knowledge &amp;<br/>Experience</b> | <ul style="list-style-type: none"> <li>• Qualified teacher status or ECT.</li> </ul>   | E                       |
|   | <ul style="list-style-type: none"> <li>• Teaching experience in 11-16 age range.</li> </ul>  | E                       |
|   | <ul style="list-style-type: none"> <li>• Able to teach the subject to KS3 and KS4 to students of all levels of ability and aptitude.</li> </ul>  | E                       |
|   | <ul style="list-style-type: none"> <li>• Familiar with and willing to develop and use ICT in teaching and learning.</li> </ul>   | E                       |
|   | <ul style="list-style-type: none"> <li>• Willingness to learn, develop and implement strategies to offer appropriate support to students of all abilities to raise achievement.</li> </ul> | E                       |
|   | <ul style="list-style-type: none"> <li>• Up to date knowledge of subject and National Curriculum requirements.</li> </ul>  | E                       |
|   | <ul style="list-style-type: none"> <li>• Able to complete assessments, targets and reporting procedures efficiently and to deadlines.</li> </ul>   | E                       |
|   | <ul style="list-style-type: none"> <li>• Responsibility and accountability for safeguarding and promoting the welfare of children and young people.</li> </ul>                             | E                       |
|   | <ul style="list-style-type: none"> <li>• Able to contribute to the development of and support departmental policies</li> </ul>   | E                       |
| <b>Equal<br/>Opportunity</b>                      | <ul style="list-style-type: none"> <li>• Must be proactive in promoting the Equal Opportunity policies of the school in all aspects of his/her work.</li> </ul>                            | E                       |
|   | <ul style="list-style-type: none"> <li>• Understands the needs of all students and the relevance of these to the teaching of the subject.</li> </ul>                                       | E                       |
| <b>Attitude,<br/>Motivation<br/>and Ability</b>   | <ul style="list-style-type: none"> <li>• Able to set an example of high standards in own teaching, relationships with colleagues and in expectations of students.</li> </ul>               | E                       |
|   | <ul style="list-style-type: none"> <li>• Able to communicate effectively.</li> </ul>   | E                       |
|   | <ul style="list-style-type: none"> <li>• Able to plan and organise effectively.</li> </ul>   | E                       |
|   | <ul style="list-style-type: none"> <li>• Able to work in a team but also to show initiative.</li> </ul>  | E                       |
|   | <ul style="list-style-type: none"> <li>• Commitment to improving own performance, knowledge and understanding through ongoing professional development.</li> </ul>                         | E                       |
|   | <ul style="list-style-type: none"> <li>• Ability to motivate students through an enthusiastic approach.</li> </ul>   | E                       |
|   | <ul style="list-style-type: none"> <li>• Ability to motivate students through an enthusiastic approach.</li> </ul>   | E                       |
|   | <ul style="list-style-type: none"> <li>• Is hardworking, willing and adaptable.</li> </ul>   | E                       |



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## ENGLISH DEPARTMENT



At Soar Valley, we are passionate that English and literacy are very much at the heart of the school. Led by a dedicated and supportive departmental leadership team, English enjoys a high profile in the school, partly through the high quality of teaching throughout and also as a consequence of the range of other responsibilities held by department staff. This includes members of the Senior Leadership Team, staff with pastoral responsibilities, both Heads of Year and Heads of House, as well as Teaching and Learning Coaches. In addition to this, the English

Department leads on the development and promotion of literacy across the curriculum and reading. In support of this, English are responsible for the line-management and development of the Learning Resources Centre which includes the library.

*“There is a strong sense of vision to work in English, based around principles such as the value of mixed-ability grouping, the importance of reading, and learning through sharing ideas. Senior leaders are passionate about the subject and highly committed. Expectations are very high. They have been effective in raising standards in English over recent years.” (Ofsted- subject inspection)*

The department is committed not only to academic success for all students, regardless of ability and attainment on entry, but also to an enjoyable, enriched curriculum, that fosters language development as well as an enjoyment and critical appreciation of literary, non-literary and media texts. We seek to encourage enthusiasm for the subject as well as a personal commitment to achieve one’s best, a message which underpins all we do across the school. Our high expectations of students are rewarded with positive attitudes to learning and excellent behaviour.

*“Students enjoy English lessons and speak positively about their teaching. They enjoy the variety in lessons, the range of lively tasks, and the positive ethos that enables them to express their ideas confidently.” (Ofsted)*

As a team, we have a strong collaborative approach to teaching and learning and the developments necessitated by both external changes and those arrived at as a consequence of our own self-review processes. Students make exceptional progress in their English lessons which are varied, engaging and, sometimes, innovative, as well as being founded on a broad and balanced curriculum. We have reviewed our curriculum, ensuring it promotes the highest standards and builds the key knowledge for students to achieve. We endeavour to draw upon the full range of expertise and enthusiasm of the team in regular collaborative planning meetings. Resources are constantly updated and added to the excellent and evolving bank of shared resources, for colleagues to personalise, on the school’s network. This is inspiring and supportive for both new staff and experienced teachers alike.



*“The English team works very well together. Younger teachers are given good support and encouraged to contribute to the development of the department. Teachers work closely together and share ideas.” (Ofsted)*

The written work of our students is strong but we also place a particular emphasis on the development of reading. This is strengthened by close links with the library, where Key Stage 3 students have a fortnightly timetabled lesson. Exciting features such as the Carnegie judging committee, visiting authors and Book Week “specials” supplement regular lunchtime activities, including book groups and writing workshops. With the development of reading being a key priority, we have always entered over 95% of our students for English Literature GCSE.



*“The department shows considerable commitment to extending students’ experience and enjoyment of reading. Independent reading takes place systematically across Key Stage 3 and this involves much discussion about books, sharing ideas and individual recommendations by teachers. This is welcomed by students who appreciate teachers’ enthusiasm for reading.” (Ofsted)*

At Key Stage 4, students make very strong progress and attainment is high. 2023 results were amongst our best ever, with 81% and 70% gaining a grade 4 and grade 5 respectively in English, well above national averages, despite being below national averages in terms of ability on entry to the school. A quarter of the cohort gained a grade 7 or above. The Progress 8 figure in English of +0.43 is again well above national averages, as is the overall school figure of +0.65.

Progress is supported by two designated intervention assistants, both English specialists, supplementing the work of the EAL and SEN teams, with a particular focus on students arriving below level four in English or with English as an additional language.

In common with other departments in the school, students’ experience is enhanced by a rich diet of extra-curricular activities, in addition to those that take place in the Resources Centre. We host visits from renowned authors, hold writing workshops, and there is an annual Shakespeare Soliloquy Competition. Theatre trips run as opportunities present themselves, and we have recently participated in Shakespeare Live.



CPD is fostered through not only the collaborative work within the department and the strong whole school programme but also through links maintained with other city schools via the city Hub meetings and literacy networks. We are confident that both staff and students benefit from and enjoy what the faculty has to offer.

January 2023

# Soar Valley College



## Our Staff Wellbeing Charter

### Introduction

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

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

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

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

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

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

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

### In light of this, leaders will:

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

**All staff will:**

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

**Some of the strategic measures to support staff wellbeing**

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

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

- Communication is open and transparent. We ensure emails are useful and endeavour to make the number sent and received manageable.

### **And some of the 'nice to haves'**

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

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

### **Useful contacts:**

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

NASUWT - <https://www.nasuwt.org.uk/news/campaigns/mental-health.html>

[www.annafreud.org/what-we-do/schools-in-mind/](http://www.annafreud.org/what-we-do/schools-in-mind/)

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

[www.mentallyhealthyschools.org.uk](http://www.mentallyhealthyschools.org.uk)

[www.Mindfulteachers.org](http://www.Mindfulteachers.org)

[www.nhs.uk/conditions/stress-anxietydepression/improve-mental-wellbeing/](http://www.nhs.uk/conditions/stress-anxietydepression/improve-mental-wellbeing/)

[www.educationsupportpartnership.org.uk/helping-you/telephone-support-counselling](http://www.educationsupportpartnership.org.uk/helping-you/telephone-support-counselling)

[www.mentalhealth.org.uk/](http://www.mentalhealth.org.uk/)

[www.mentalhealth.org.uk/sites/default/files/how-to-manage-and-reduce-stress.pdf](http://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.