



**ATA & or HLTA (with MSA duties)
Glaisdale Primary School
Recruitment Information Pack**

Glaisdale
Whitby
North Yorkshire
YO21 2PZ

www.glaisdaleprimaryschool.co.uk

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Welcome from the Headteacher

Dear applicant,

Allow me to extend a warm welcome from all governors, staff and children of both Glaisdale and Castleton Primary Schools. I am delighted you have shown interest in joining us and I look forward to sharing with you what makes our schools very special places to work.

Our children are delightful, happy, confident and energetic. They are passionate about their learning and enjoy a wide curriculum, with access to 1:1 iPads, outdoor learning areas and well-stocked libraries. Through the pandemic, they have demonstrated incredible resilience, adapting to new ways of learning, including contributing to live virtual lessons. Our children have many talents and we pride ourselves in providing lots of opportunities for every child to contribute to the wider school community. We are looking for a teacher and developing leader who can take the love of learning that our children come to school with each day and use it to inspire awe and wonder; someone who can embrace all aspects of the curriculum.

Castleton, Glaisdale and Lealholm schools work very closely together and the staff teams across all three are passionate about their work and supportive of each other. Flexibility is crucial, particularly within our small school settings, and the successful candidates will need to lead by example in this respect.

This is an exciting time to join us. As part of the Yorkshire Endeavour Academy Trust, our team are working in partnership across the Whitby area to share, learn and inspire. Through our Trust we are able to access support, training and resources from the Esk Valley Alliance and Yorkshire Endeavour English Hub, which means staff members have a wide range of colleagues, tools and resources to help them develop not just in the classroom but beyond.

I hope that you will take the time to find out more about our schools. Good luck with your application. I look forward to reading it.

Andrew Wood – Acting Head of School

Oliver Cooper - Executive Headteacher of Castleton and Glaisdale Primary Schools

Yorkshire Endeavour Academy Trust

Our Vision and Values

Vision

- **Ethical** action for a world class education.
- **Nurturing** relationships at the heart of our communities.
- **Brave** leadership in a changing landscape.

Values

- Providing world-class education to all children through an ambitious curriculum.
- Encouraging curiosity and a lifelong love of learning.
- Wrapping around our community through an inclusive nurturing approach.
- Taking pride in local heritage whilst preparing our children to be global citizens.
- Collaborating with partners in education and universal services to support each child's unique journey.
- Highlighting and sharing excellent educational practice for the benefit of all.
- Growing and developing people in all roles to be their very best.

Schools in Yorkshire Endeavour Academy Trust

Airy Hill Primary School

Pupils succeed and flourish at our school. They achieve well across the whole curriculum. Our children love the outdoor spaces at school and they say learning at Airy Hill is fun. We are a nurturing, rights-respecting and pupil centred school. Our school vision runs deeply through the life of Airy Hill and is easily identified by anyone visiting us. We ensure our pupils have broad and exciting learning experiences and this is reflected in the way our pupils talk about school. Children learn about their local heritage as well as aspects of culture from around the globe – they value and celebrate the differences in each other. We work together so every child succeeds.



For more information about Airy Hill, please visit our [website](#).

Castleton Community Primary School

Castleton currently has 53 pupils on roll across two classes: Acorns (EYFS/KS1) and Oaks (KS2). Outdoor learning is a key feature of our provision and children have regular opportunities to participate in a range of outdoor activities. Hidden behind our historic building are extensive grounds, which include tiered gardens featuring a pond, greenhouse, adventure play area, stage, quiet zone, forest school site and an outdoor classroom. Our children are also interested in music and the arts. Our parents are very keen to be involved in the life of the school and we have an active PTFA.



For more information about Castleton, please visit our [website](#).

Glaisdale Primary School

Glaisdale school currently has 34 pupils on roll across two classes: Explorers (EYFS/KS1) and Adventurers (KS2). We have a relatively new staff team who have worked hard in recent months to develop our curriculum, sports offer, school council and EYFS provision.



Glaisdale Primary School

Our children love the great outdoors and our rural location provides lots of opportunities for sport and adventurous activities. We would love our new teacher in charge to share this passion, taking the lead on improving our sports and PE provision in order to achieve local, regional and national recognition.

Staff have developed excellent relationships with our parents and 100% of those completing a recent survey said they would recommend Glaisdale to other parents.

For more information about Glaisdale, please visit our [website](#).

Lealholm Primary School

Lealholm is a very welcoming school with a friendly atmosphere. The small pupil numbers encourage a family feel, where pupils from Reception to Year 6 happily learn, play, eat and celebrate together. All pupils can identify trusted adults within school, including those in non-teaching roles, to whom they could turn to if they had any worries. Positive attitudes and kind behaviour are celebrated and awarded in weekly assemblies.



Pupils have access to a wide range of activities, as well as taking on leadership responsibilities, including being on the school council and being reading buddy. Opportunities to work collaboratively with pupils from other schools within the Trust are actively planned into the school year. This provides pupils from our small village community with useful opportunities to develop confidence and build relationships with their peers beyond Lealholm, in preparation for their eventual transition to secondary school in the nearest town, almost 10 miles away.

For more information about Lealholm, please visit our [website](#).

Oakridge Community Primary School

Oakridge Community Primary School is situated in a most beautiful part of the country: the village of Hinderwell located between the North Yorkshire Moors and the North Sea coast.

We are a designated Community Primary School, including a nursery and cater for children between the ages of 3 and 11. The children are organised into two classes: Dolphin Class for KS2 pupils and Seahorse Class for EYFS and KS1 pupils.



We provide a rich and exciting curriculum in a safe and caring environment, where children flourish and have the opportunity to build positive relationships, make reputable choices and be inspired to become innovative life-long learners.

We recognise that parents and carers are an integral part of our family of schools, and we strive to work with them to make positive contributions to our local communities.

For more information about Oakridge, please visit our [website](#).

West Cliff Primary School

West Cliff Primary School is a warm and friendly community school that provides education from children aged 2-11. It currently has around 200 children on roll, divided into 8 classes (one for each year group). We also have the Rockpool, which is our Targeted Mainstream Provision for children with high level social, emotional and mental health needs. The school mainly takes children from the west side and the centre of Whitby but is accessible from all parts of the town.



We pride ourselves on providing a warm and welcoming environment for children and adults alike, and we strive to provide the very best standard of education possible for our children. The six principles of nurture run through our school.

We are a Beach School as we believe that the beach is a fantastic resource that can be used, both to learn and have fun on. We are located a short walk from the beach and you can even see the sea from our upper-floor classrooms!

For more information about West Cliff, please visit our [website](#).

Application Process

The closing date for all applications is **11:59pm Sunday 10th November 2024**

Interviews will be held week commencing 18th November

An email will be sent to candidates with the outcome of the shortlisting process.

Application Process

Please apply online via NYC Jobs

An email will be sent to candidates with details of the shortlisting process.

We do not accept CV's.

Queries / Call with the Head

Visits to the school and informal chats with our Acting Head of School, Andrew Wood are welcomed. Please contact Chloe Bullen on 01609 536 964 or via chloe.bullen@northyorks.gov.uk

Chloe has been engaged to support us with recruiting to this exciting opportunity.

ATA Job Description & Person Specification

Post title:	Advanced Teaching Assistant (ATA)
Grade:	CD
Responsible to:	Head Teacher / Higher Level Teaching Assistant / Senior Advanced Teaching Assistant/ SENCO/Inclusion Manager
Staff managed:	None
Directorate:	Children's and Young People's Service
School name:	Glaisdale
Job family:	E - Education/School
Date of issue:	August 2023

Context Statement

- Advanced Teaching Assistants are based in schools and educational settings, responsible for assisting and contributing to the planning, delivery and evaluation of the learning process. The postholder will typically work with groups of learners, under the supervision of a qualified teacher. They can be responsible for working within a specific area (e.g. pastoral, behaviour, SEN), depending on the needs of the educational establishment.
- Can be responsible for working within a specific work area, e.g. Pastoral, Behaviour or SEN
- An Enhanced DBS Check is required for this post.

Job purpose

To work, under the direction of the class teacher and other appropriate staff, in assisting in and contributing to the planning, delivery and evaluation of the learning process. The post holder will work in classes, or other appropriate locations with access to support and guidance, supervising groups and /or individual pupils.
To assist in the induction and development of classroom support staff as required.

Supporting Learning and Development:

- Assist in the planning and evaluation of learning activities with the teacher. Deliver learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to support the needs of allocated pupils.
- With the class/subject teacher, plan and deliver small group interventions, with clear objectives and appropriate learning outcomes.
- Monitor and record pupil responses and learning achievements and give appropriate feedback to teachers towards the overall assessment of pupil progress and attainment made by the teacher and other professionals.
- Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning.

- Support and assist in the development and implementation of appropriate behaviour management strategies.
- Take account of the effects of different parenting approaches, backgrounds and routines, and be involved in home school liaison, as directed by the class/subject teacher.
- Support pupils in their social and emotional wellbeing in implementing relevant social, health, and physical programmes, including for those with health, social and physical needs.
- Escort and supervise pupils on educational visits and out of schools activities under the supervision of a teacher.
- Undertake break supervision as required.

Communication:

- Establish rapport and respectful, trusting relationships and communicate effectively with pupils, their families and carers, and other agencies / professionals.
- Initiate appropriate and effective communication with the class teacher, and other professionals, forging and sustaining relationships across agencies.

Sharing Information:

- Assess, record and report on pupils' attainment and progress within assessment and reporting processes.
- Participate in meetings with other staff, external professionals and parents regarding pupils, in a support capacity to the teacher, who will normally lead on such matters.
- Assist in the induction and development of classroom support staff, cascading information and good practice.
- Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality.
- Participate in staff meetings.
- Share information confidentially about pupils with teachers and other professionals as required.

Safeguarding and Promoting the Welfare of Children and Young People:

- Carry out tasks associated with pupil's personal hygiene and welfare, including personal intimate care, physical and medical needs, whilst encouraging independence.
- Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate.

Administration / Other:

- Assist the teacher and work as directed in preparation of the classroom and resources for planned work to take place.
- Undertake routine clerical duties as required.

- Support the use of ICT and adhere to relevant policies.
- Supervise and provide access arrangement for pupils sitting internal and external examinations and tests, ensuring that examinations comply with Examination Board Regulations.
- Participate in appraisal, training and other learning activities

Person specification:	
Essential	Desirable
Knowledge and Experience <ul style="list-style-type: none"> • Good understanding of child/ young people's development and learning processes • Understanding of individual children and young people's needs • An understanding that children/Young people have differing needs and knowledge of inclusive practice • Appropriate experience working with children in an education setting 	<ul style="list-style-type: none"> • Knowledge of Behaviour Management techniques • Knowledge of Child Protection policies and procedures • Knowledge of Health and Safety legislation • Experience in other relevant skills e.g. art/music/sport • Experience of delivering evidence based interventions that accelerate learning
Occupational Skills <ul style="list-style-type: none"> • Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers • Behaviour management • Good reading, writing and numeracy skills 	<ul style="list-style-type: none"> • Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe
Behaviours <ul style="list-style-type: none"> • Demonstrable interpersonal skills • Ability to work successfully in a team • Able to exercise judgement • Confidentiality • Flexibility Link	<ul style="list-style-type: none"> • Creativity
Professional Qualifications <ul style="list-style-type: none"> • Relevant NVQ Level 3 or equivalent 	<ul style="list-style-type: none"> • Appropriate first aid training (Dependent on the school's needs - insert as appropriate)
Other Requirements <ul style="list-style-type: none"> • To be committed to the school's policies and ethos • To be committed to Continuing Professional Development • Motivation to work with children and young people 	

- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours and attitudes
- Ability to use authority and maintaining discipline
- An empathy for equality and diversity

HLTA Job Description & Person Specification

Post title:	Higher Level Teaching Assistant (HLTA)
Grade:	F
Responsible to:	Head Teacher / Senior Management Team/ SENCO/Inclusion Manager
Staff managed:	Manages a team of support roles
Directorate:	Children and Young People's Service
School name:	Glaisdale
Job family:	E - Education/School
Date of issue:	August 2023

Context Statement

- This school is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.
- All school employees are responsible for contributing to a learning environment that is innovative, engaging, happy and fulfilling for all pupils, and for ensuring all pupils' safety and welfare

To work with teachers and other school employees to support teaching and learning by working with individuals or small groups of pupils under the direction of teaching staff, and may be responsible for some learning activities within the overall teaching plan. May work in the classroom or appropriate location within the school, with access to support and guidance as required.

Job Purpose:

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.

To advance pupils' learning in a range of classroom settings, including working with individual pupils or groups and whole classes where the assigned teacher is not present, e.g. PPA time

or covering short term absence. Activities involve planning, preparing and delivering learning lessons as well as monitoring pupils, assessing, recording and reporting on pupils' achievement, progress and development, under the direction of the class/subject teacher.

Supporting Learning & Development

- Cover short term teacher absence and communicate pupil work as planned by the classroom teacher and manage pupil behaviour within an agreed system of supervision, plan teaching and learning objectives, prepare and deliver learning activities and evaluate and adjust lessons/work plans according to pupil responses/needs.
- Monitor, record and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Interact with pupils in ways that support the development of their ability to think and learn, and work independently.
- Support the development and implementation of appropriate behaviour management strategies, to anticipate and manage behaviour constructively, promoting self-control and independence.
- Support pupils in their social and emotional wellbeing, and develop and implement related social, health and physical programmes.
- Take account of the effects of different parenting approaches, background and routines, and be involved in home school liaison.
- Encourage and motivate pupils to promote independence and resilience and increase self-esteem.
- Participate in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc.
- Support pre planned learning and SEMH activities as directed by the teacher.
- Using agreed structured observation as directed by the class teacher to feedback on learning, behaviour, participation, progress and achievement, to support the planning and evaluation of the learning process in respect of groups and individual students.
- Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning.
- Support pupils with special educational needs through assisting with the delivery of specific learning programmes in line with the individual education plan (IEP) targets and to IEP reviews, for example through working one to one or with a small group on phonics catch-up activities.

- Recognise and understand Dysregulation impact on learning.
- Support dysregulated pupils with appropriate calming strategies fostering a supportive learning environment.
- Support the facilitation of pupils' access to educational provision as indicated by their Education, Health and Care Plan, where appropriately delegated.
- Assist teachers in the implementation of appropriate behaviour management and teaching & learning strategies in accordance with whole school policy.
- Support pupils in their social and emotional wellbeing, in implementing related programmes, including those with additional SEND and wellbeing needs and physical needs encouraging and modelling positive behaviour in line with school policy.
- To prioritise pupil wellbeing as a key focus.
- Support pupil learning by promoting positive mental health tailored to school needs.
- Work alongside teachers in in escorting and supervising pupils on educational visits and out of school activities.
- Undertake allocated supervision during breaktimes as required.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role, for example through feeding back to the class teacher about progress that the pupil has made during a learning activity.
- Prepare for lessons appropriately including reading of materials shared prior

Communication:

- Establish constructive and respectful relationships with parents/carers, exchange appropriate information, facilitate their support for their child's attendance, access and learning and support home to school and community links.
- Play an appropriate part in establishing effective relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils

Sharing Information:

- Provide objective and accurate feedback and reports on pupil attainment, progress and other matters, ensuring the availability of appropriate evidence.

	<ul style="list-style-type: none"> • Participate in meetings with other staff, external professionals, and parents, regarding pupils, in a support capacity to the teacher, who will normally lead on such matters. • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality. • Participate in staff meetings. • Share information about pupils with teachers and other professionals as required.
Safeguarding and Promoting the Welfare of Children/Young People:	<ul style="list-style-type: none"> • Assist pupils with personal hygiene, and welfare, including physical and medical needs, whilst encouraging independence. • Be responsible for promoting and safeguarding the welfare of pupils that you are responsible for and come into contact with, reporting concerns as appropriate.
Administration/Other:	<ul style="list-style-type: none"> • Organise and manage an appropriate learning environment and resources. • Co-ordinate the activities of students entering the school for the purpose of work experience/ work placements. • Support the use of ICT to advance pupils' learning and use common ICT tools for own and pupils' learning. • Assist with administrative support e.g. dealing with correspondence, compilation/ analysis, reporting on attendance, exclusions etc., making phone calls. • Supervise and provide access arrangements for pupils sitting internal and external examinations, ensuring that examinations comply with Examination Board Regulations • Under the guidance and supervision of a class teacher be responsible for marking the register or being a form tutor • Participate in training and appraisal

Person Specification:	
Essential	Desirable
Knowledge and Experience <ul style="list-style-type: none"> • Good understanding of child/young people's development and learning processes • Understanding of individual children and young peoples' needs • An understanding that children/Young people have differing needs and knowledge of inclusive practice • Significant experience of working with children in an educational setting 	<ul style="list-style-type: none"> • Knowledge of Behaviour Management techniques • Knowledge of Child Protection and Health & Safety legislations and procedures

	<ul style="list-style-type: none"> • Line management /supervisory experience • Experience of delivering evidence based interventions that accelerate learning • Experience in a relevant specialism e.g. Art/Music/Sport
<p>Occupational Skills</p> <ul style="list-style-type: none"> • Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe • Good written and verbal communication skills: able to communicate effectively and build good relationships with all teachers, children, young people, families and carers 	
<p>Behaviours</p> <ul style="list-style-type: none"> • link 	
<p>Professional Qualifications</p> <ul style="list-style-type: none"> • Level 2 numeracy & literacy qualification or equivalent • HLTA status or QTS ** <p>** It is essential that Higher Level Teaching Assistants are assessed against and meet the HLTA standards, or have Qualified Teacher Status to enable them to deliver teaching and learning activities to a whole class</p>	<ul style="list-style-type: none"> • Appropriate first aid training (Dependent on the school's needs - insert as appropriate) • Relevant NVQ level 4 or foundation degree
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrable interpersonal skills • Ability to work successfully in a team • Able to exercise discretion and judgement • Confidentiality • Flexibility 	<ul style="list-style-type: none"> • Creativity
<p>Other Requirements</p> <ul style="list-style-type: none"> • Enhanced DBS clearance • To be committed to the school's policies and ethos • To be committed to Continuing Professional Development • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Ability to use authority and maintaining discipline • The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post. 	

MSA Job Description & Person Specification

Post title:	Midday Supervisory Assistant (MSA)
Grade:	AB
Responsible to:	Senior MSA or Office Manager
Staff managed:	None
Directorate:	Children and Young People's Service
School name:	Glaisdale
Job family:	C&S - Care & Support
Date of issue:	August 2023

Safeguarding Statement	<ul style="list-style-type: none"> Required to work indoors and outdoors when supervising the children and young people to ensure their safety. Enhanced DBS Clearance required
Job Purpose:	<ul style="list-style-type: none"> To work as part of a team monitoring pupil behaviour during the midday break to ensure a caring and safe environment.
Operational Issues:	<ul style="list-style-type: none"> Supervise the playground area, playing fields, cloakrooms and classrooms etc during the lunchtime break. Assist with the removal of food and equipment once pupils have eaten their lunch. Deal with minor first aid incidents; follow appropriate procedures for recording and reporting. Assist in the implementation of appropriate behaviour management strategies as required Observe a child or young person's behaviour, understand its context, and notice any unexpected changes and report any inappropriate behaviour to the correct member of staff. Resolve minor disputes between pupils Assist in the supervision of other activities during the midday break, including setting out and storing equipment
Communications:	<ul style="list-style-type: none"> Establish rapport and respectful, trusting relationships with children, young people and those caring for them. Report any concerns about pupil welfare to the appropriate member of staff in a confidential manner. Communicate effectively with all staff, pupils, families and carers. Provide support and encouragement to children and young people.
Safeguarding	<ul style="list-style-type: none"> To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate. Be aware of and comply with policies and procedures relating to child protection, confidentiality, health, safety and security. Be aware of own (and others') professional boundaries.

	<ul style="list-style-type: none"> • Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with
Systems and information:	<ul style="list-style-type: none"> • Participate in the school's performance management scheme. • Participate in training and other learning activities and performance development as required. • Attend staff meetings and training days by agreement with the Headteacher.

Person Specification:	
Essential	Desirable
Knowledge and Experience <ul style="list-style-type: none"> • Awareness of health and hygiene issues • Experience appropriate to working with children 	<ul style="list-style-type: none"> • Behaviour management. • Good written and verbal communication skills.
Occupational Skills <ul style="list-style-type: none"> • Judgemental skills • Demonstrable interpersonal skills. • Ability to work successfully in a team. • Confidentiality. • Initiative 	
Behaviours <ul style="list-style-type: none"> • link 	
Qualifications <ul style="list-style-type: none"> • English and Maths GCSE level 'C' equivalent 	<ul style="list-style-type: none"> • Appropriate first aid training or willingness to undertake training
Other Requirements <ul style="list-style-type: none"> • Enhanced DBS Clearance • To be committed to the school's policies and ethos. • To be committed to Continual Professional Development. • Motivation to work with children and young people. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. • Emotional resilience in working with challenging behaviours; and attitudes to use authority and maintaining discipline. • To assist in ensuring that NYC's equalities policies are considered within the school's working practices in terms of both employment and service delivery. 	<ul style="list-style-type: none"> • Creativity

APPLYING FOR A JOB WITH NORTH YORKSHIRE COUNCIL

IMPORTANT ADVICE ON COMPLETING THIS APPLICATION

Your application form plays an important part in your selection. Please ensure you address all the essential requirements listed in the specifications. The following advice should help you to complete the application form as effectively as possible.

Data Protection

The information that you state on this application form will be used by the school and the Council to consider you for a job vacancy. To find out about how we use your personal data for the purposes of recruitment please see our Privacy Notice at www.northyorks.gov.uk/working-us.

Rehabilitation of Offenders

The post you are applying for requires you to have an enhanced Disclosure and Barring Service criminal records check for work with children, with a barred list check if you work in regulated activity. This check for disclosure of criminal history will include spent convictions, pending prosecutions / current court proceeding and police enquiries.

Should you be shortlisted, you will be asked to disclose full details of your criminal history prior to your interview. This includes any information deemed relevant as part of Keeping Children Safe in Education which may arise in an online search undertaken on shortlisted candidates. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly. Failure to disclose this information will result in any offer of employment being withdrawn.

Please also see the policy statement on the Recruitment of Ex-offenders below.

Information in Support of your Application

Every post advertised is supported by a full person specification. The specification lists all the essential skills, experience and qualifications which are necessary for the job and the criteria against which you will be assessed, both through your application form and at interview.

As part of the application process, you may have been asked to demonstrate within this application form how you meet some or all of the criteria or key competencies outlined in the person specification. Rather than simply repeating your career history, look at the skills and experience required by the job and provide evidence that you possess them by giving **specific and detailed examples** which include a focus on outcomes and on your own contribution to the scenario. Try to use different and varied examples wherever possible.

When completing these sections, do not forget the skills and experience you have gained outside full-time work. Outlining your previous work experience or other responsibilities may help you to uncover skills which you have taken for granted and which are clear signs of your ability to do the job.

Canvassing

You must not try to influence an elected Council Member, any council employee or a member of the school governing body, to act in your favour, as this will disqualify you. If you are related to a Councillor, a Council employee or a governor you must indicate this in the relevant section of the application form.

Policy Statement on the Recruitment of Ex-offenders (Source www.gov.uk)

1. As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), this school complies fully with the DBS [code of practice](#) and undertakes to treat all applicants for positions fairly.
2. This school undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.
3. This school can only ask an individual to provide details of convictions and cautions that it is legally entitled to know about. Where a DBS certificate can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 as amended, and where appropriate Policy Act Regulations as amended) this school can only ask an individual about convictions and cautions that are not protected.
4. This school is committed to the fair treatment of its staff and potential staff, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background.
5. This school has this written policy on the recruitment of ex-offenders, which is made available to all DBS applicants at the start of the recruitment process.
6. This school actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. Candidates are selected for interview based on their skills, qualifications and experience and criminal record information is only requested from short-listed candidates.
7. A disclosure is only requested from the DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that a DBS certificate will be requested in the event of the individual being offered the position.
8. This school ensures that all those who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences.
9. This school also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.
10. At interview, or in a separate discussion, this school ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
11. This school makes every subject of a criminal record check submitted to DBS aware of the existence of the [code of practice](#) and makes a copy available on request.

This school undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer.