

Rotherfield Primary School

Rotherfield Street, London, N1 3EE

Tel: 020 7226 6620

Email: admin@rotherfield.islington.sch.uk

www.rotherfieldprimaryschool.co.uk

Executive Headteacher: Abi Misselbrook-Lovejoy

Head of School: Joanna Jones



Rotherfield
Primary School

Rotherfield Primary School

Cover Supervisor

RTH/433

Closing Date: Midnight, 25th September 2019

Rotherfield Primary School

Rotherfield Street, London, N1 3EE

Tel: 020 7226 6620

Email: admin@rotherfield.islington.sch.uk

www.rotherfieldprimaryschool.co.uk

Executive Headteacher: Abi Misselbrook-Lovejoy

Head of School: Joanna Jones



Rotherfield
Primary School

Contents

[Letter to Applicants](#)

[School Information](#)

[Advertisement](#)

[Job Description](#)

[Person Specification](#)

[Aspiring Teacher Programme](#)

[How to Apply](#)

[Guidance Notes](#)

[Policy on Recruitment and Employment of Ex-Offenders](#)

Rotherfield Primary School

Rotherfield Street, London, N1 3EE

Tel: 020 7226 6620

Email: admin@rotherfield.islington.sch.uk

www.rotherfieldprimaryschool.co.uk

Executive Headteacher: Abi Misselbrook-Lovejoy

Head of School: Joanna Jones



Rotherfield

Primary School

July 2019

Dear Applicant,

I am delighted that you are interested in joining the team here at Rotherfield.

This pack provides some more detailed information and will hopefully give you a good insight into our ethos. Rotherfield is a happy, dynamic school with high expectations of our pupils. We serve a diverse, inner London community and work with a wide range of partners.

Exciting times are ahead for those who join our team. We are a good school working on constant improvement. You will find a friendly and committed staff, who really believe in our children and their ability to positively affect children's lives.

The role of Cover Supervisor is a key role. You will be part of a dynamic and effective support staff team, covering classes in the absence of teachers and supporting children to access learning through small groups, or working in class with them and their teachers.

You will need to be confident working with small groups and whole classes of pupils, and really believe that our children can achieve highly.

I would love you to visit us and get a sense of what our school is like. Please call the office and make an appointment. I am also happy to discuss applications over the telephone.

Yours sincerely,

Abi Misselbrook-Lovejoy
Executive Headteacher

Rotherfield Primary School

Rotherfield Street, London, N1 3EE

Tel: 020 7226 6620

Email: admin@rotherfield.islington.sch.uk

www.rotherfieldprimaryschool.co.uk

Executive Headteacher: Abi Misselbrook-Lovejoy

Head of School: Joanna Jones



Rotherfield

Primary School

Information about the school

You can find more information about our school from:

<http://www.rotherfieldprimaryschool.co.uk/>

Rotherfield is a vibrant, two form entry school, with Nursery, serving a diverse community in Islington. Rotherfield is situated just off Essex Road in Islington, with good transport links.

Rotherfield is a four storey Victorian building. In the corner of our playground we have kitchen garden beds and fruit trees making our fabulous 'edible garden'. Produce from the garden is used in our curriculum kitchen which was funded and runs in partnership with Jamie Oliver's Better Food Foundation. The school has recently refurbished its EYFS playground and also gets to use some greenspace land opposite the school as an extra playground and outside learning space.

We were rated good at our last inspection (February 2018) and are working hard to continuously improve. Rotherfield is at an exciting phase in its development. We are in a partnership with another Islington School (Newington Green). Our Executive Head works across both schools, and we work closely in partnership with 19 other Islington Schools through a collaborative network called Futurezone.

We have a team of specialist staff working across both schools- computing, Spanish, art, parental engagement and music. Our pupils enjoy a rich curriculum. This year we launched Rotherfield Out and About- which ensures all our pupils get access to great cultural enrichment activities through the year.

Rotherfield has such a wonderful committed staff. It is a lovely friendly place to work that really is part of the local community.

The very best way to find out if Rotherfield is right for you is to come and visit us! This will give you a real sense of what it would be like to work here. Our Executive Headteacher or Head of School are always delighted to show candidates around and talk informally about posts available.

Why do staff work here?



Lucy

I joined Rotherfield nearly 4 years ago as a Year 2 teacher and I have hugely enjoyed my time here. Throughout that time I have worked with a variety of excellent support staff and the relationships between staff are friendly and positive, making it a happy place to work.

Having previously worked in Barnet, which is very well respected for its borough support, I was unsure what to expect from Islington. But it has been a fantastic borough to work in. We have regular network meetings where staff from the same year groups gather to discuss and share good practise, as well as supportive visits from borough experts which I know has helped me develop as a teacher.

The children I have taught have always been excited and enthusiastic to learn and through my teaching I feel like I'm having a positive impact on their lives. Children come from a huge range of cultures and backgrounds which makes it an interesting and dynamic environment to teach in.

In my time at Rotherfield I have led the school in 'Art and Environment' as well as now leading 'cooking' which is very high profile at the school. 3 Teaching assistants are trained to cook with small groups of children in the afternoons so that all children who leave Rotherfield have a strong understanding of how to live healthily as well as preparing their own food safely. My role as Art and environment co-ordinator has allowed me to lead some exciting projects that have made the school environment a stimulating and engaging place for children, parents and staff alike. Examples are the recent regeneration of the library, a large playground mural and the stairwell art project where huge panels of wood were painted and designed by children to serve as a permanent display.

Recent changes in timetable have had a really positive impact on learning and I know that other changes are planned to ensure that children at Rotherfield are given an excellent education that equips them well for life.



Ciara

I came to Rotherfield as an NQT about 10 years ago and think so highly of the place that I have not wanted to leave!

The school's location in the dynamic borough of Islington means that it is an interesting and diverse area to live and work in.

In my time at Rotherfield, I have been able to develop professionally through leading a range of subjects including Music, PE and Maths; ultimately becoming part of the Senior Leadership Team, firstly as an Assistant Head and now in my current role as Interim Deputy Head.

The school has a very special community feel, and has become a home away from home for me. There is great parental involvement through the Friends of Rotherfield; a friendly and hard-working staff and a supportive governing body who really care about the school.

Most of all, the children are wonderful and I consider it a privilege to work at Rotherfield Primary School.

Rotherfield Primary School

Rotherfield Street, London, N1 3EE

Tel: 020 7226 6620

Email: admin@rotherfield.islington.sch.uk

www.rotherfieldprimaryschool.co.uk

Executive Headteacher: Abi Misselbrook-Lovejoy

Head of School: Joanna Jones



Rotherfield

Primary School

Cover Supervisor

Salary Grade Range: Scale NJC 6, Spine points 26-28

Actual Salary: £23,041- £23,877 per annum

Hours; Part Time 32.5 hours per week (8.30-3.45), Term Time Only

Contractual Status: Permanent

The Executive Headteacher and Governors at Rotherfield Primary School would like to recruit for a Cover Supervisor Starting from October 2019.

The role of Cover Supervisor will have a major impact on the quality of Teaching and Learning. We are looking for people who:

- Has strong behaviour management skills- so that they can work independently across age groups.
- Has actively sought experience/or has experience in leading whole class sessions
- Has experience in working with children in a school setting
- Has a level 3 or equivalent qualification
- Has experience of leading play activities at lunch

In return we can offer you:

- A school committed to your professional learning/development
- A vibrant and creative place to work
- A school at the heart of its community

Rotherfield is a vibrant and welcoming school, within the London Borough of Islington. Visits to the school are actively encouraged - please contact the school office to arrange a time on **0207 226 66 20**

Closing date for applications: Midnight on Wednesday 25th September 2019

Interviews held: Week beginning 30th September 2019

Please apply online at <http://jobs.islington.gov.uk/disciplines> following the jobs link. If you need any assistance, please email schoolsrecruitment@islington.gov.uk quoting reference RTH/433.

Rotherfield Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Successful candidates will be required to complete an enhanced DBS disclosure.

POSITION	Cover Supervisor
SCHOOL	Newington Green or Rotherfield Primary Schools
GRADE	Scale 6

PURPOSE OF THE POST

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils, to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

To supervise whole classes during the short-term absence of teachers. Cover Supervisors will give instructions for the lesson as provided by a teacher and the primary focus of the role will be to maintain good order and to keep pupils on task. Cover Supervisors will respond to general questions and provide general feedback to teachers but will not be required to undertake 'specified work' (planning, preparation, delivery, assessment, recording and reporting of achievement, progress and development). Cover Supervisors will not therefore be subject to a 'system of supervision' other than the general supervision applicable to all staff and will act under the professional direction of teachers.

To lead on the playground provision at lunchtime, working in partnership with other staff.

MAIN DUTIES

- Work as part of the staff team at the direction of the Headteacher/Assistant Headteacher/ Class Teacher to support teaching provision and pupils' learning.
- Under the guidance of the Class Teacher, to work with individuals and groups of pupils in class, including those pupils with additional educational needs, Special Educational Needs or ECHPs, to help them to achieve to the best of their ability.
- At the direction of the Class Teacher, to help to plan and organise learning activities. Help to develop and prepare resources, and plan and implement strategies for teaching and learning for individuals and groups of pupils, taking into account their specific needs, including Special Educational Needs.
- Support the teaching of the Curriculum and assist pupils to access the full curriculum. Be familiar with lesson plans, individual targets and learning objectives.

- Monitor the progress of identified pupils, keep written records consistent with school systems and provide the teacher with feedback on pupil progress in relation to provision.
- Provide support for pupils' emotional and social development by encouraging and modelling positive behaviour, and dealing with disruption as agreed in the school's Behaviour Management Policy. Contribute to programmes of support for identified pupils.
- Ensure the physical welfare of pupils and assist pupils with their physical needs as appropriate and agreed, e.g. assisting with lifting.
- Communicate and liaise with other members of the school staff and act as co-ordinator/link person to other teaching assistants.
- Disseminate information to support staff in order to ensure the most effective provision for pupils' academic, emotional and social development and act as mentor to newly recruited Teaching Assistants where required.
- Under the direction of the Class Teacher, communicate and liaise with professionals from outside the school and implement their advice in provision for individuals or groups of pupils.
- Under the guidance of the SENCO, contribute to setting individual targets. Attend and contribute to meetings to review pupils' progress, and contribute to written reports.
- In collaboration with the Class Teacher, communicate and liaise with parents and carers to facilitate the progress and inclusion of pupils, e.g. by acting as key worker or implementing home-school liaison systems.
- Supervise pupils in the playground and plan and organise playtime activities.
- Attend outings with pupils, in accordance with school policies and safety guidelines, providing assistance with pupils' care and welfare and with the learning activities undertaken.
- Undertake any other reasonable duties from time to time as may be directed by the Headteacher or his/her nominee
- Undertake an area of responsibility e.g. act as co-ordinator for other teaching assistants, co-ordinate training programmes as directed by the headteacher (or representative).

PERSONAL RESPONSIBILITIES

- Be aware of key school plans, policies and procedures, especially the School Development Plan, Health and Safety Procedures and Child Protection Procedures.
- Take part in Performance Management in order to identify and agree development and training needs.
- Within your contracted hours, and as identified in Performance Management Processes, undertake specific training such as may be required to enable you to provide the school with effective support. Training may be provided centrally or in school.

- Within your contracted hours, attend staff meetings as required.
- To promote the safeguarding of children
- Understand the specific learning and physical needs of the pupils you support, and know how to respond appropriately.
- Respect the confidentiality of pupil information and respond sensitively to pupils' needs.
- To take responsibility for safeguarding and promoting the welfare of children.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.
- Able to form and maintain appropriate professional relationships and boundaries with children and young people.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To undertake training and professional development as appropriate.

COVER SUPERVISOR DUTIES

These duties to be carried out when fulfilling the role of a cover supervisor:

- Supervise pupils engaged in learning activities
- Act as a role model and set high expectations of conduct and behaviour
- Promote the inclusion and acceptance of all pupils within the classroom
- Keep pupils on task and respond to general queries
- Responding to any questions from pupils about process and procedures
- Provide objective and accurate feedback to the teacher on the conduct of the lesson
- Keep appropriate records as agreed with the teacher
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour

PERFORMANCE STANDARDS

- To ensure that the school's customer care standards are met and adhered to.
- At all times to carry out the responsibilities of the post with due regard to the school's Equal Opportunities policy.

Reporting to:

Signed ----- Date -----



Rotherfield Primary School

Rotherfield
Primary School

PERSON SPECIFICATION

POSITION	Cover Supervisor
SCHOOL	Newington Green or Rotherfield Primary Schools
GRADE	Scale 6

REQUIREMENTS

EDUCATION AND EXPERIENCE

- ESSENTIAL CRITERIA**
- E.1. Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C) (or by test).
 - E.2. Experience of working with children (either paid or unpaid capacity) preferably in an education setting.
 - E.3. Attend induction training (for level 1 a willingness to attend); NLS, NNS, ALS, ELS, FLS training as appropriate and training relevant to the post.
 - E.4. Attend school training sessions.
 - E.5. NVQ Level 3 (or working towards) or equivalent accredited qualification
 - E.6. Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.

SKILLS, KNOWLEDGE AND ABILITIES

- E.7. Able to form and maintain appropriate professional relationships and boundaries with children and young people.
- E.8. Ability and willingness to work as part of a team
- E.9. Working knowledge of ICT to support learning
- E.10. Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy.
- E.11. Ability to communicate effectively with a range of people.
- E.12. Ability to organise the classroom activities e.g. preparing and setting out resources (under direction).
- E.13. Ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for T&L (under direction).

- E.14. Ability to deal with sensitive information in a confidential manner.
- E.15. Understanding of basic First Aid procedures.
- E.14. Knowledge & understanding of the National Curriculum including the literacy and numeracy strategies.
- E.16. A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the service.
- E.17. A commitment to deliver services within the framework of the school's equal opportunities policy.
- E.18. Understanding of and commitment to work within the scope of school policies and procedures.
- E.19. Knowledge & understanding of the school's health and safety policy.
- E.20. An understanding of the importance of lesson plans, IEPs and learning objectives and to contribute to their learning.
- E.21. Willingness to attend and participate in meetings to review pupils' progress.
- E.22. Ability to monitor and evaluate pupils' performance
- E.23. Ability to update and maintain accurate pupil records using the school's systems in place.
- E.24. Ability to deliver NLS units to groups of pupils e.g. ALS, ELS, FLS.
- E.25. Ability to undertake and take a lead responsibility e.g. to act as coordinator for other teaching assistants, to co ordinate training programmes, organise reading recovery programmes etc
- E.26. To induct new TA s
- E.27. Ability to deliver services to customers meeting the school's standard for customer care.
- E.29. A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the service
- E.30. A commitment to deliver services with the framework of the school's equal opportunities policy.
- E.31. Ability to form and maintain appropriate relationships and personal boundaries with children and young people.



Rotherfield
Primary School

ASPIRING TEACHER PROGRAMME

- The opportunity to work in a friendly and vibrant educational setting
- A bespoke programme designed to increase graduate's experience in preparation for a career in education

Year 1	Autumn 1	<ul style="list-style-type: none"> • New starter induction package to introduce you to the school's structure and systems. • Assignment to a class and year group to support the class teacher with teaching and learning. • Training provided to deliver small group interventions. • Delivery of 1-1 and small group interventions. • Providing structured lunchtime playground activities and supporting meal times.
	Autumn 2 (As above +)	<ul style="list-style-type: none"> • Mentor assigned to offer support and feedback on your whole-class teaching. • Experience gained in whole class teaching for short periods of up to 30 minutes; planned by the class teacher. • Gaining knowledge of the school assessment systems and supporting children with assessments. • Formal observation of teaching by a member of Senior Leadership Team with detailed feedback to support development.
	Spring 1 (As above +)	<ul style="list-style-type: none"> • Training session/s on lesson planning and marking. • Training session/s on Routes into Teaching and a chance to talk to members of staff who are currently on the Teacher Apprentice Programme. • Experience gained in planning and delivering at least 2 whole-class lessons. • Formal observations of teaching by a member of Senior Leadership Team with detailed feedback to support development.
	Spring 2 (As above +)	<ul style="list-style-type: none"> • Information on the Teacher Apprentice Programme through Islington. • Support with UCAs applications and writing personal statements. • Support with interview preparation as required. • Experience gained in planning and delivering at least 2 half-days of whole-class lessons with feedback from mentor. • Covering your class teacher when they are out of class when required.

	Summer 1	<ul style="list-style-type: none"> • Interview/selection for the Teacher Apprentice programme. • For those not ready to move onto teaching at this stage or who are looking to move into a different career path the opportunity for 1-1 coaching sessions with your mentor. • Experience gained in planning and delivering at least 2 full days of whole-class lessons with feedback from mentor.
	Summer 2 (As above +)	<ul style="list-style-type: none"> • Opportunity to do a short placement in partner school to develop skills with an unknown class. • Opportunity to deliver whole class lessons to a different year group. • For successful candidates to the Teacher Apprentice Programme in September 2 weeks of teaching 50% of lessons to a whole class.

If accepted onto Teacher Apprentice Programme

Year 2	Autumn and Spring	<ul style="list-style-type: none"> • Teaching an assigned class 4 days of the week. • Training at London Metropolitan University fortnightly - leading to PGCE qualification.
	Summer	6 week placement in contrasting setting

Year 3	Autumn	<ul style="list-style-type: none"> • As previous year
	Spring and Summer	<ul style="list-style-type: none"> • NQT term - Teaching 4 days a week with designated School Mentor

Year 4- Qualified teacher with QTS

The programme can be adapted to reflect graduates' prior experience and expertise.



Rotherfield Primary School

How to Apply

POSITION	Cover Supervisor
----------	------------------

SCHOOL	Rotherfield
--------	-------------

GRADE	Scale 6
-------	---------

Application Deadline

Completed application forms must be received by **Midnight on Wednesday 25th September 2019**. Please note that late applications will not be accepted.

- Please apply online at <http://jobs.islington.gov.uk/disciplines> following the jobs link. If you need any assistance please email schoolsrecruitment@islington.gov.uk quoting reference **RTH/433**.

Please note that we only accept online application forms. CV's and hard copy applications will not be accepted.

Completing your application

Candidates are asked to complete all the standard information required on the application form, and to submit a supporting statement, addressing all of the criteria identified at application stage.

Visits

Visits to the school are welcome and encouraged. Please contact the school office on 0207 226 6620.

Selection process

The selection process may have a combination of tasks, activities, assessment tools and interview. However, further information will be provided to the candidates shortlisted for interview.

References

Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set. In all cases at least one professional reference is required. The post will be offered subject to satisfactory completion of pre-employment checks.

Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection

Guidance for candidates applying for a job with schools

Before you submit your application form, please read it thoroughly and ensure all sections have been completed legibly and fully and you have addressed all the criteria listed in the person specification.

General

The application form plays a crucial part in the selection process, both in deciding whether you will be invited to an interview and at the interview itself. It is vital that you complete the form as fully and accurately as possible. We will not make any assumptions about your experience, knowledge, skills and abilities to do the job.

Read the advertisement, job description, person specification and other accompanying information carefully before you start. All parts of the application form must be completed. Failure to provide information requested may lead to your application being rejected.

Personal Details

Complete this section fully and clearly. If you do not know your national insurance number, you can obtain it from your Inland Revenue National Insurance Contributions office or DWP office and they'll tell you what to do. All successful applicants will be required to produce documentary evidence of their eligibility to work in the UK*. Verification of identity is required before confirmation of appointment.

*A copy of the Asylum and Immigration Act 2006 is available from Schools Human Resources team including a list of the accepted documents.

Relatives and Other Interests

If this applies to you, please give the name of the employee, the department/school that they work in and the relationship (e.g. husband, daughter).

Education, Qualifications and Training

Ensure you give all the information requested, including dates, establishment where you studied and make clear the level of any examinations e.g. GCSE, GCE 'O' Level or 'A' Level or equivalents etc. and the grades you obtained. Also include here any skills training you have had. You will be required to produce original documentary evidence of any qualifications relevant to the job, and these will be detailed on the Person Specification. Proof of qualification is required before the appointment is confirmed.

Employment record

Please list in chronological order, starting with your current or most recent job including employment other than teaching. You have to list details of employment since leaving full-time education. Failure to provide full account of your employment record may lead to your application being rejected.

Gaps in Employment

If there are any periods of time that have not been accounted for in your application, e.g. periods spent raising a family or extended travel, please give details. Please ensure that there are no gaps in the history of your education, employment and other experience.

Personal Statement

This statement is an important part of the application form. This is where you should describe your experience, skills and abilities. You must demonstrate competence in all areas listed in the Person Specification by giving short examples. Describe how you match the requirements of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information given is well organised, relevant and brief. You may find it helpful to list each person specification requirement as a separate heading to explain how you meet that requirement.

If you do not send us this statement, you will not be considered for short listing. CVs are not accepted.

References

All appointments are subject to verification of employment and suitability of the candidate for the post applied for. References may be taken up immediately after shortlisting. Please note:

- It is your responsibility to ensure that all named referees, including Parish Priests, where applicable, have consented to providing a reference.
- You must provide the **professional email address** for references coming from an employer.
- One reference must be from your present or most current employer and references should cover the last 5 years.

- If your last post did not include working with children, a reference will be sought from the employer by whom you were most recently employed to work with children.
- We reserve the right to approach any of your previous employers for a reference.
- Candidates for Headship are advised to seek a reference from their Local Authority.
- Schools/Colleges of a Religious Character are permitted, to give preference to applicants who are practising Catholics. Therefore, it is recommended that one referee should be your Parish Priest/the Priest of the Parish where you regularly worship, if applicable. Most Senior Leadership posts require you to be a practising Catholic and, therefore, one referee must be your Parish Priest/the Priest of the Parish where you regularly worship.
- If you are successful, a further post-offer reference will be requested, seeking information on attendance and sickness records.

All offers of appointment depend on receiving references satisfactory to the school. You must give two referees that have had managerial/supervisory responsibility for you, one of whom must be your current/most recent employer. If you have not worked before, give the name of someone who can comment on your ability to do the job, e.g. a teacher or tutor. Further advice on who is suitable as a referee is available from HR. The school reserves the right to ask for substitute or additional referees, if the one you have provided is not deemed to be suitable.

You may ask to see these references, however, some of the information may relate to a third party, e.g. authorship. This type of information cannot be disclosed to you unless:

- the third party has consented for it to be released, or
- your right to know this information and its source outweighs the right of privacy of the third party.

Disclosure & Barring Service / Rehabilitation of Offenders Act 1974

The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013 provides that certain spent convictions and cautions are "protected" and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website, DBS filtering guide.

All school-based jobs are exempt from the provisions of the Rehabilitation of Offenders Act as the work brings employees into contact with children who are regarded by the Act as a vulnerable group. Therefore you will be required to declare any convictions, cautions, reprimands and final warnings that are not "protected" (i.e. filtered out) as defined by the Rehabilitation of Offenders Act.

If you have been shortlisted and invited for an interview, you will be required to give full details of your criminal record, also be able to discuss any details with the selection panel as part of your interview. This information will remain strictly confidential and will only be seen by those responsible for the recruitment decision. The information will be shredded in line with our policy on the handling and storage of information relating to criminal record disclosures. Disclosure of a criminal record will not necessarily debar you from employment with Islington Schools, this will depend upon the nature of the offence(s), frequency and when they occurred.

The application for an enhanced disclosure with barred list information will be verified before your first day of work. Please read the policy on the recruitment and employment of ex-offenders. If you have any queries, please call Islington Human Resources helpdesk on 0207 527 2875.

Additional Information for people considered to have a disability under the Equality Act

If this applies to you, please let us know the help you require and we will ensure that reasonable adjustments are made where possible.

Declaration

It is a condition of your employment that you comply with the prevailing data protection legislation in force from time to time. You must also comply with the Council's data protection and connected policies, which can be obtained from the school office, and all rules, systems, instructions and requirements laid down by the school under the security rules.

Equal Opportunities Monitoring Information

All job applicants are expected to complete the monitoring details of the form in order to assist us in complying with statutory requirements. All successful applicants are expected to support the policy actively. Copies are available from Islington Schools Human Resources on 0207 527 2875.

Policy on the recruitment and employment of ex-offenders



Background

London Borough of Islington uses the Disclosure & Barring Service (DBS) to help assess the suitability of applicants and volunteers for positions of trust. We do this in compliance with the DBS's Code of Practice (copies are available from Islington Schools Human Resources or on the internet at www.direct.gov.uk). This policy on the recruitment of ex-offenders is made available to all applicants and volunteers to jobs that require a disclosure.

Policy

The Code of Practice requires us to treat all our job applicants and volunteers who have a criminal record fairly and not to discriminate unfairly against staff and applicants on the basis of a criminal record or other information revealed by a disclosure.

London Borough of Islington is committed to equality of opportunity for all staff. A diverse workforce benefits and adds value to the services we provide. We will be proactive in removing barriers that deny equality to people based on race, gender, disability, ethnic origin, religious beliefs, sexual orientation, age or offending background. Having a criminal record will not necessarily bar you from working for Islington Schools. This will depend upon the nature of the position you have applied for and the background of your offences.

During the application process

When you apply for a job with Islington schools you will be informed if the job you are applying for is subject to a criminal record check. If it is, you will be asked about any criminal record you may have. You should include details of all cautions, reprimands, warnings and convictions. This information is kept confidential and is only seen by those who need to see it as part of the recruitment process. We select applicants for interview based upon their skills, experience and qualifications. A failure to disclose a criminal record (including all cautions, reprimands, warnings and convictions, spent or otherwise) at the application stage will normally lead to the withdrawal of any subsequent job offer.

If you are offered a job at Islington Schools

The job offer will be made subject to satisfactory completion of a criminal record and other checks such as references, medical fitness for the post and any other essential requirements for the post.

All employees/advisers involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences, or will seek appropriate advice before making a decision. We also ensure 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.

In the event of the successful candidate having a criminal record, the candidate will have the opportunity of discussing the disclosure with a service manager. As a minimum, the following will be taken into account when deciding whether to confirm the appointment:

- ✓ Whether the conviction or information was disclosed during the application stage;
- ✓ Whether the conviction or information revealed is relevant to the job;
- ✓ How long ago the offence(s) took place;
- ✓ The candidate's age at the time of the offence(s);
- ✓ The number and pattern of offences;
- ✓ Any other relevant circumstances.

All staff/advisers in a position to make recruitment decisions are trained to identify and assess the relevance and circumstances surrounding a criminal record or will seek appropriate advice before making a decision. No decision will be made until your explanation and the above issues have been considered.

Appeal

You should appeal to the DBS if you believe that the disclosure information is not accurate. Islington Schools Human Resources will decide whether the nature of the inaccuracy is such that a decision on whether to appoint should be postponed until the appeal is completed.

Policy on handling disclosure information

All disclosure information is kept securely and will only be seen by those who need to use it to carry out their duties. After a period of six months, it is securely disposed of. The disclosure forms are never kept on personal files.

Islington Schools Human Resources has a policy statement on the secure storage, handling, use, retention and disposal of Disclosures and Disclosure information which is available from Islington Schools Human Resources on request.