



# **Assistant Head Teacher**

Recruitment Pack

May 2022

## WELCOME MESSAGE

Dear Applicant,

May I take this opportunity to thank you for expressing an interest in applying for a leadership position at Caedmon Primary School.

Please arrange to visit us, if possible, during the school day so that you can see our wonderful school in action!

Our school is at an exciting phase of development. On 1<sup>st</sup> September 2019, we converted to an academy, joining a multi-academy trust (Steel River Academy Trust) with Bankfields Primary School, Grangetown Primary School and Whale Hill Primary School.

You will be joining an outstanding, extremely friendly and supportive team, who are driven to ensure that our pupils achieve the highest possible standards. As a school, we all work together. The ability to collaborate and be open to personal and professional development is essential. If you are ambitious in your career, self-motivated and want to be the best that you can be, we would encourage you to apply.

We are very proud of our school, and we all buy in to the 'Caedmon way' of doing things.

The school is committed to safeguarding and promoting the welfare of children and young people. Safer recruitment practices will be undertaken before any appointment is confirmed, please refer to the enclosed information on Safer Recruitment.

During the application/selection process if you require special arrangements at any of the recruitment stages, please do not hesitate to contact the school.

**Please ensure that you read all of the instructions for applying very carefully and complete the application form in full.** Please do not attach any supplementary documents, as the application form is the **only** document we consider.

If this fantastic opportunity excites you, I look forward to your application. Please do not hesitate to contact me for further information.

Mrs Sarah Hill  
Headteacher

# ADVERT

**Position:** Assistant Head Teacher  
**Contract:** Permanent  
**Required:** October half term 2022 (or sooner if possible)  
**Salary:** Leadership Spine L5 – L9  
**Hours:** Full time

The governors of Caedmon Primary School are seeking to appoint an exceptional Assistant Headteacher who will lead a phase in either Key Stage One or Two and a significant curriculum area in school (to be decided). Additionally, the post holder will may be one of the Deputy Designated Safeguarding Leads as part of our large safeguarding team or may take on another area of leadership (to be decided). Please state your relevant strengths, leadership experience and curriculum interests in your application.

**The successful candidate will:**

- be ambitious and driven and keen to be involved in all aspects of school development
- be keen to share ideas and expertise and to develop personally and professionally
- have leadership experience
- have proven themselves to be a consistently excellent classroom practitioner
- have high levels of emotional intelligence to establish positive relationships with pupils and colleagues and to contribute to maintaining the calm, working atmosphere that our pupils enjoy;
- have excellent behaviour management skills and an interest in nurture approaches;
- be a people person – with the ability to develop effective relationships with their team, all pupils, parents, and the whole staff team
- have an excellent understanding of the subject knowledge required to teach primary pupils, and an excellent command of Standard English;
- have an excellent understanding of assessment for learning and a real commitment to securing the best possible progress for all pupils;
- be excited to work in our school community and bring enthusiasm and ideas.

**Our school can offer:**

- a very friendly, caring and supportive team;
- a highly committed and welcoming leadership team
- 1:1 personal development / leadership coaching from an external consultant
- opportunities for career development and CPD e.g. NPQML, NPQSL, NPQH
- quality professional development opportunities in collaboration with other schools;
- well behaved, polite and enthusiastic pupils; and
- supportive parents and governors.

Applications are invited from prospective candidates who are able to demonstrate that they meet the essential criteria set out in the person specification.

**Closing date:** Tuesday 7<sup>th</sup> June 12.00.

**Shortlisting:** Tuesday 7<sup>th</sup> June pm

**Interviews:** to be decided for shortly after.

**Visits to the school are welcomed and strongly encouraged.** To book a visit, please contact the school office on (01642) 453187. Visits are available at the following times: 10.00, 2pm, 3.45pm Tuesday 24<sup>th</sup> May; 10.00, 2pm Wednesday 25<sup>th</sup> May; 10.00, 2pm, 3.30pm Thursday 26<sup>th</sup> May, 10.00 Tuesday 7<sup>th</sup> June. Other dates may be arranged where possible.

Caedmon Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced Disclosure and Barring Service (DBS) check.

Caedmon Primary School, Attlee Road, Grangetown, Middlesbrough, TS6 7NA

**Tel:** 01642 453187

**Email:** [school@caedmonprimary.org.uk](mailto:school@caedmonprimary.org.uk)

## PERSON SPECIFICATION

Please be aware that applications are assessed against the following criteria in the first instance.

1. Overall presentation
2. Use of standard English
3. Grammatical accuracy

**If an application does not meet the expected standard, it will be discarded before being matched to the person specification.**

ATTRIBUTES		E	D	Source
Qualifications	Degree or equivalent.	X		A
	Qualified Teacher Status.	X		A
	Additional leadership qualification e.g. NPQML, NPQSL, NASENCO etc		X	A
Experience	Leadership experience e.g. subject leader, team or phase leader	X		A, R, I
	Involvement in school development planning		X	A, R, I
	Experience of having led development in, and of successfully implementing, an aspect of the curriculum	X		A, R, I
	Evidence of relevant and ongoing professional development.	X		A, R, I
	Familiarity with working in a school situated in an area of deprivation.		X	A, I
	Experience as a Deputy Designated Safeguarding Lead		X	
Skills, knowledge & understanding	Be an excellent teacher and have the ability to model this for others and support others to improve.	X		A, R, I
	The ability to encourage innovation and manage and sustain change	X		A, R, I
	Demonstrate knowledge of the whole primary curriculum, including an awareness of the Early Years Framework	X		A, R, I
	Data analysis skills, and the ability to use data to set targets and identify weaknesses	X		A, R, I
	Excellent behaviour management skills and a real commitment to nurture approaches	X		A, R, I
	Highly organised, with the ability to prioritise and be flexible	X		A, R, I
	The ability to delegate and monitor the progress of tasks whilst supporting and empowering others	X		A, R, I
	Excellent communication skills	X		A, R, I
	Shows energy, enthusiasm and drive in all areas	X		A, R, I
	Genuinely positive about the pupils and about teaching as a profession	X		A, R, I
	Committed to developing positive relationships with all stakeholders	X		A, R, I
	Commitment to achieving the best outcomes for all pupils and promoting the ethos and values that nurture and safeguard children.	X		A, R, I
Codes				
E = Essential		D = Desirable		
A = Application Form		R = References		I = Interview

# JOB DESCRIPTION



<b>Post Title</b>	Assistant Head Teacher
<b>Salary</b>	Leadership Spine L5 – L9
<b>Line manager/s</b>	Headteacher
<b>Supervisory responsibility</b>	Support staff and/or teaching staff

## TEACHING AND LEARNING

### 1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

### 2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and progress

### 3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of education
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the subject being taught
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

### 4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### 5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## ASSESSMENT AND MONITORING

### Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons and interventions
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## BEHAVIOUR MANAGEMENT

### Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## PROFESSIONAL RESPONSIBILITIES

### Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through attending appropriate professional development and staff meetings, responding to advice and feedback from colleagues and keeping up to date with latest research and Educational reforms
- communicate effectively with parents with regard to pupils' achievements and well-being through written reports, formal consultations and responding to queries/concerns as they arise.
- Ensure adequate supervision of children at all times

## PERSONAL AND PROFESSIONAL CONDUCT

**A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.**

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within & outside school by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## LEADERSHIP RESPONSIBILITIES

## **General Responsibilities**

The Assistant Head Teacher is to take a central role in assisting the Head Teacher, Head of School/ Deputy Head Teacher and Governing Body to develop our school in accordance with its shared values and our school development plans.

The functions and specific responsibilities below are to be undertaken in conjunction with the duties of a class teacher as defined in the Teachers' Pay and Conditions Document.

## **Specific Responsibilities**

The Assistant Head Teacher will be class based. They will model good practice, develop relationships, support training and development, ensure quality first teaching and secure the smooth running of the school.

The Assistant Head Teacher will take lead responsibility for ensuring the best possible curriculum offer, provision, well being, progress and achievement for all children.

The Assistant Head Teacher will be a model professional setting an excellent example to teaching and support staff. They will work in close partnership with the Head Teacher and Head of School/Deputy Head in actively and demonstrably promoting enrichment, entitlement and achievement through building and implementing agreed school policies and procedures.

The Assistant Head Teacher will lead by example of their practice, and by positively encouraging and supporting all members of staff while holding them to account.

They will work with the Head Teacher and Head of School/Deputy Head Teacher to ensure that the school offers a high quality, exciting, engaging, well resourced, inclusive and well matched curriculum for all children.

## **Leadership and Management:**

- Work in very close partnership with and support the Head Teacher and Head of School/Deputy Head Teacher in the effective day to day management of the school and school community including recruiting and inducting staff, developing and implementing health and safety policies, leading assemblies and staff meetings, arranging cover for absent staff or staff on PPA / training, hosting and organising whole school events such as open days and parents evening, and responding to the views, needs and requests of children, staff, parents, governors and visitors.
- Work with the Head Teacher and Deputy Head Teacher, staff and governors in the development, implementation and review of school improvement plans including regular monitoring and evaluation of standards and quality of provision supporting school governance by attending meetings where appropriate and ensuring that all governors are able to play an active and informed part in school management and development.
- Work with the whole staff to develop a strong learning environment that has at its centre high expectations of learning, work, performance, academic achievement and behaviour.
- Work with the Head Teacher and Head of School/Deputy Head Teacher in the school's achievement reviews and target setting processes by assisting with assessment procedures.
- Lead Teachers and team leaders to ensure that all teaching and learning and assessment policies and protocols are in place and up to date.
- Provide leadership in the development and management of all teaching and learning and in the creation and maintenance of high quality, stimulating, well resourced and child friendly learning environments.
- Line management of classroom based personnel to ensure the provision of high quality interventions and support for children's progress, achievement, well being and good behaviour.
- Work with the Head teacher and Head of School/Deputy Head Teacher to provide CPD (continuous professional development) for classroom based staff ensuring their needs are identified and met through quality training opportunities within available resources.
- With the Head Teacher and head of School/Deputy Head Teacher, share responsibility for the induction and deployment of new staff, voluntary help, work experience students, trainee teachers/ students and parents/ carers working in classrooms and throughout the school ensuring all safeguarding requirements are met and that their work in school supports the learning and well being of all children.

- Promote achievement and well-being and with the Head Teacher and Head of School/Deputy Head Teacher effectively manage the school resources to achieve the schools stated aims, meet its targets and sustain high achievement.
- Work with the leadership team in setting, nurturing, promoting and maintaining a very high standard of behaviour and mutual respect throughout the school ensuring that all staff play an active role in the pursuit of these standards.
- Assume responsibility for the management of the school in the absence of the Head Teacher and Head of School/Deputy/head
- Contribute to policies and practices which promote equality of opportunity and tackle prejudice and discrimination, support staff well being and work-life balance and help to ensure we provide access to opportunities for growth, achievement and success for all adults and children in school.

### **SPECIALIST RESPONSIBILITIES**

#### **Leadership and Management – Phase Leader:**

- To oversee a particular phase in school (2 year groups)
- Lead learning within a designated team by developing and implementing assessment strategies, data analysis and appropriate intervention programmes to ensure that identified standards of learner achievement are met.
- Be responsible for ensuring all team members have the highest expectations of pupil behaviour and implement the school behaviour management policy effectively both in the classroom and out, including supporting lunchtime arrangements.
- Facilitate an ethos within the team which encourages staff to work collaboratively, share knowledge and understanding, celebrate achievements, have high expectations and accept responsibility for outcomes.
- Lead, develop and enhance the teaching practice of others through monitoring/evaluation and promoting improvement strategies to secure effective teaching and learning for learners.
- Line manage a team of staff including contributing to the effective recruitment, appraisal and development of its members in order that the team's and the whole school's objectives are achieved.
- Work collaboratively within and beyond the classroom with support staff (including directing their day-to-day work), teachers, other professionals, parents, agencies and communities, to enhance teaching and learning and promote the positive contribution and well-being of learners.
- Contribute to the development and application of priorities, policies and activities in order to enable the achievement of whole school aims.
- Promote and implement policies and practices that encourage mutual tolerance and respect for diversity in all aspects of employment and service delivery.
- Lead by example in: professional conduct; meeting deadlines; having the highest expectations of children and adults; demonstrating good organisational skills and fulfilling whole school responsibilities to the highest standard.
- Attend leadership meetings, contributing thoughts and ideas as appropriate.
- Contribute to the vision and ethos of the school.

#### **Deputy Designated Safeguarding Lead:**

- To support the Designated Safeguarding Lead in facilitating the development of policies, training, procedures and guidance.
- To receive and co-ordinate referrals, arranging action and reviewing services for vulnerable children and families.
- Accurately record on CPOMS and follow-up as required.
- Attend and participate in Child Protection Conferences, Core Group Meetings and Child in Need meetings working closely with Children's Services as required.
- To liaise and co-ordinate with colleagues and outside organisations regarding Early Help plans and recommendations.
- To provide support and guidance to parents and carers and provide planned interventions as part of agreed plans for children.



- To ensure that students who are victims of abuse are supported appropriately and sensitively and that all actions assigned to Caedmon Primary School from planning and intervention meetings are successfully carried out and monitored.
- To support all staff in understanding the needs of vulnerable pupils.
- To maintain confidentiality at all times.
- To attend essential training e.g. Core Level 3
- To uphold the safeguarding culture of the school.

**Leadership of a key curriculum area:** to be decided.

#### OTHER DUTIES

Any other duties that the Head Teacher may from time to time ask the post-holder to perform.

**Signed  
(staff)**

**Date**

**Signed (headteacher)**

**Date**

# SAFER RECRUITMENT

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of the children in education.

This school recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds with different skills and abilities. The school is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

All posts within school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and will be subject to an Enhanced Disclosure and Barring Service check with barred list information.

## Applications

Caedmon Primary School / Steel River Academy Trust will provide an Application Form for all advertised jobs.

The school requires candidates to account for any gaps or discrepancies in employment history on this application form. Where an applicant is shortlisted, these gaps will be discussed at interview.

Applicants should be aware that by submitting an application they are agreeing that the information given is true and correct and that any offer of employment will be made on this basis. Where it is found that false information has been provided this could result in the application being withdrawn or summary dismissal if the applicant has been selected and employment has commenced. This may also result in possible referral to other professional regulatory bodies where appropriate.

## References

- A minimum of two references will be sought, one of which must be from current or most recent employer.
- References for shortlisted candidates will be sent for immediately after shortlisting.
- The school has a standard template which is used for all references.
- The school does not accept open references, testimonials or references from relatives, a partner or people writing solely in the capacity as a friend.

**A standard template will be used for both requesting and providing references. This has been checked and verified by Human Resources.**

Only references from a trusted authoritative source will be acceptable. References will always be sought and obtained directly from the referee.

Reference requests will specifically ask:

- About the referee's relationship with the candidate.
- Whether the referee is completely satisfied that the candidate is suitable to work with children and, if not, for specific details of the concerns and the reasons why the referee believes that the person might be unsuitable.

Referees will also be asked to confirm details of:

- The applicant's current post, salary and attendance.
- Performance history and conduct.
- Any disciplinary procedures in which the sanction is current.

- Any disciplinary procedures involving issues related to the safety and welfare of children, including any in which the sanction has expired and the outcome of those details of any allegations or concerns that have been raised that relate to the safety and welfare of children or behaviour towards children and the outcome of these concerns.

References will be compared to the application form to ensure that the information provided is consistent. Any discrepancies will be taken up with the applicant at interview.

Any information about past disciplinary action or allegations will be considered in the circumstances of the individual case.

### **Self-declaration of convictions by job applicants**

The school's policy is to require shortlisted applicants for all posts (including volunteers) to declare all criminal convictions whether 'spent' or 'unspent' and include any cautions, reprimands or warnings and pending prosecution.

The disclosure of any convictions, cautions, reprimands or warnings or pending cases will not necessarily prevent employment but will be considered in the same way as positive DBS disclosures.

## **SHORTLISTING**

Before the closing date, a panel will be created that will include at least one governor. After the closing date, the panel will match your skills/experience against the person specification.

**Selection for interview will be decided entirely on the contents of your application form. Please read the job description and person specification carefully before completing your form.**

## **INTERVIEW**

The shortlisting panel will then conduct the arranged interviews.

The panel will agree the questions to be asked of each candidate and the assessment criteria to be used. In addition to exploring the candidate's suitability for the post, the panel will explore:

- the interviewee's attitude towards children and young people
- the interviewee's willingness and ability to support the School's commitment to safeguarding and promoting the safety and welfare of children and young people
- any unexplained gaps in the candidate's employment history
- any other concerns or discrepancies arising directly from the interview

The panel will then score the applicants on the interview activities. A decision will then be made with regard to the appointment(s).

# PROOF OF IDENTIFICATION

If you are selected for interview, you **must** bring the following documents.

**All candidates must present current and original photographic identification and proof of address.**

**Candidates will need to provide either of the following document combinations:**

- **Two** forms of photographic personal identification (List A) and **one** document confirming your address (List B); **or**
- **One** form of photographic personal identification (List A) and **two** documents confirming your address (List B); **and**
- Proof of Relevant Qualifications/Membership and QTS/QTLS status if teaching post

**Please note:** Where there are different names across documents, please ensure you provide supporting documents such as, marriage certificate, divorce decree, deed poll.

**Where candidates are genuinely unable to provide any acceptable photographic personal identification, then you must provide each of the following:**

- **Two** forms of non-photographic personal identification (List C) - **one of which must be a full Birth Certificate; and**
- **Two** documents confirming their address (List B); **and**
- A passport-sized photograph

## **List A - Acceptable photographic personal identification documents**

- Passport (any nationality)
- Current driving licence photocard (full or provisional) (UK, Isle of Man, Channel Islands and EU)
- Current Biometric residence permit (UK)

## **List B - Acceptable confirmation of address documents**

- Utility bill (UK) (gas, water, electricity, **not** mobile phone)\* *More than one utility bill may be accepted if they are from different suppliers*
- Local authority tax bill (i.e. council tax)\*\*
- Current driving licence photocard (full or provisional) *If not already presented as a personal ID document above*
- Most recent tax notification from HM Revenue & Customs (i.e. tax assessment, statement of account, notice of coding)\* *a P45/P60 is not acceptable*
- Financial statement (e.g. bank, building society, credit card & pension) containing current address\*
- Mortgage statement from a recognised lender\*\*
- Benefit statement, book or card; or original notification letter from Department of Work and Pensions (DWP) (e.g. child allowance, pension)\*

## **List C Acceptable non-photographic personal identification documents**

- Full Birth Certificate (UK, Isle of Man and Channel Islands) including the name(s) of at least one of the candidate's parents
- Current driving licence – paper version (if issued before 1998)
- Adoption certificate (UK and Channel Islands)
- Marriage/civil partnership certificate (UK and Channel Islands)
- Divorce/annulment or civil partnership dissolution papers (UK)
- Deed poll certificate
- Benefit statement, book or card, or original notification letter from the Department of Work and Pensions (DWP) (e.g. child allowance, pension)\*
- Most recent tax notification from HM Revenue and Customs (i.e. tax assessment, statement of account, notice of coding)
- P45 / P60 statement\*\*
- HM Forces ID card (UK)

\*Documents must be dated within the last 3 months and contain the name and address of the applicant.

\*\*Documents must be dated within the last 12 months.

# PROOF OF RELEVANT QUALIFICATIONS

## PROOF OF RELEVANT QUALIFICATIONS

Candidates will need to provide proof of qualifications and/or membership, which are a specified requirement or are relevant to the position being applied for.

For teaching posts, proof of Qualified Teacher Status (QTS) or Qualified Teacher Learning and Skills (QTLS) status **together with** IfL/SET Membership will need to be evidenced.

## RIGHT TO WORK IN THE UK

Document checks must be carried out on all potential employees to ensure they have the right to work in the UK **prior to starting work. You must only provide original documents.**

Acceptable documents/document combinations include:

### List A

1. A passport (**current or expired**) showing the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the UK and Colonies having the right of abode in the UK.
2. A passport or passport card (**current or expired**) showing that the holder is a national of the Republic of Ireland.
3. A **current** document issued by the Home Office to a family member of an EEA or Swiss citizen, and which indicates that the holder is permitted to stay in the United Kingdom indefinitely.
4. A document issued by the Bailiwick of Jersey, the Bailiwick of Guernsey or the Isle of Man, which has been verified as valid by the Home Office Employer Checking Service, showing that the holder has been granted unlimited leave to enter or remain under Appendix EU to the Jersey Immigration Rules, Appendix EU to the Immigration (Bailiwick of Guernsey) Rules 2008 or Appendix EU to the Isle of Man Immigration Rules.
5. A **current** Biometric Immigration Document (biometric residence permit) issued by the Home Office to the holder indicating that the person named is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK.
6. A **current** passport endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, has the right of abode in the UK, or has no time limit on their stay in the UK.
7. A **current** Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the named person is allowed to stay indefinitely in the UK or has no time limit on their stay in the UK, together with an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.
8. A birth or adoption certificate issued in the UK, **together with** an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.
9. A birth or adoption certificate issued in the Channel Islands, the Isle of Man or Ireland, **together with** an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.
10. A certificate of registration or naturalisation as a British citizen, **together with** an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.

### List B Group 1

1. A **current** passport endorsed to show that the holder is allowed to stay in the UK and is currently allowed to do the type of work in question.
2. A **current** Biometric Immigration Document (biometric residence permit) issued by the Home Office to the holder which indicates that the named person can currently stay in the UK and is allowed to do the work in question.
3. A **current** document issued by the Home Office to a family member of an EEA or Swiss citizen, and which indicates that the holder is permitted to stay in the United Kingdom for a time-limited period and to do the type of work in question.
4. A document issued by the Bailiwick of Jersey, the Bailiwick of Guernsey or the Isle of Man, which has been verified as valid by the Home Office Employer Checking Service, showing that the holder has been granted

limited leave to enter or remain under Appendix EU to the Jersey Immigration Rules, Appendix EU to the Immigration (Bailiwick of Guernsey) Rules 2008 or Appendix EU to the Isle of Man Immigration Rules.

5. A document issued by the Bailiwick of Jersey or the Bailiwick of Guernsey, which has been verified as valid by the Home Office Employer Checking Service, showing that the holder has made an application for leave to enter or remain under Appendix EU to the Jersey Immigration Rules or Appendix EU to the Immigration (Bailiwick of Guernsey) Rules 2008, on or before 30 June 2021.
6. A frontier worker permit issued under regulation 8 of the Citizens' Rights (Frontier Workers) (EU Exit) Regulations 2020.
7. A **current** immigration status document containing a photograph issued by the Home Office to the holder with a valid endorsement indicating that the named person may stay in the UK, and is allowed to do the type of work in question, **together with** an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.

#### List B Group 2

1. A document issued by the Home Office showing that the holder has made an application for leave to enter or remain under Appendix EU to the immigration rules on or before 30 June 2021 **together with a Positive Verification Notice** from the Home Office Employer Checking Service.
2. A document issued by the Bailiwick of Jersey or the Bailiwick of Guernsey, showing that the holder has made an application for leave to enter or remain under Appendix EU to the Jersey Immigration Rules or Appendix EU to the Immigration (Bailiwick of Guernsey) Rules 2008 on or before 30 June 2021 **together with a Positive Verification Notice** from the Home Office Employer Checking Service.
3. An application registration card issued by the Home Office stating that the holder is permitted to take the employment in question, **together with a Positive Verification Notice** from the Home Office Employer Checking Service.
4. A **Positive Verification Notice** issued by the Home Office Employer Checking Service to the employer or prospective employer, which indicates that the named person may stay in the UK and is permitted to do the work in question.

If you are unsure or unable to provide any of the acceptable documents listed above, please contact the school for further advice.

## SAFEGUARDING

Keeping children safe is our number one priority. We ensure that the safety and wellbeing of every child is at the centre of every decision we make.

*'Whilst local authorities play a lead role, safeguarding children and protecting them from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.'*

Working Together to Safeguard Children DfE 2015.

Caedmon Primary School pays full regard to the DfE guidance 'Working Together to Safeguard Children, 2015' and 'Keeping Children Safe in Education, September 2016'.

**The school's Child Protection Policy applies to all adults, including volunteers.**

Our Child Protection Policy has been written to ensure that all staff are fully informed about their responsibilities in relation to Child Protection, are aware of signs and symptoms which may suggest that a child is coming to harm, the various types of safeguarding issues that we may face as educators of children and who to speak to if they have a concern about a child or member of staff.