



Deptford Park Primary School

Class Teacher



*Evelyn Street
 Deptford
 London SE8 5RJ
 0208 692 4351*



Evelyn Street, SE8 5RJ
Tel: 020 8692 4351

E-Mail: info@deptfordpark.lewisham.sch.uk
Web: www.deptfordpark.lewisham.sch.uk

Friday 27th March 2026

Mainscale Class Teacher **M1 – M6 + SEN allowance**

Thank you for requesting details of the above vacancy.

Deptford Park is seeking a dynamic and dedicated Class Teacher to work in our 40-place specialist provision for primary-aged children with severe learning difficulties.

What we are looking for:

- Qualified Teacher Status (QTS) with SEND teaching experience
- Good knowledge of SEND legislation and safeguarding
- A commitment to inclusive education and improving outcomes for all learners.

The best way to experience Deptford Park is to visit us, we would love to show you what makes Deptford Park such a special place to work and learn. If you would like to arrange a visit please give us a call or e-mail to info@deptfordpark.lewisham.sch.uk.

Applicants must e-mail a copy of their application form to info@deptfordpark.lewisham.sch.uk.

The closing date for applications is Wednesday 22nd April 2026 at 12pm.

Interviews will be held on Monday 27th April 2026.

Sincerely,

A handwritten signature in black ink, appearing to read 'Cat Washbrook'.

Cat Washbrook
Headteacher.

Head Teacher: Cat Washbrook

Aims and Values

At Deptford Park we believe learning should be fun and that you never grow too old for new learning. We are committed to preparing our young people for life and the challenges they may meet. We are an inclusive school and believe that all children in our community should have access to learning at our school irrespective of ability.

We want:

High Standards for all because every child matters.

A rich and broad curriculum, which includes opportunities for all children to learn and achieve.

Opportunities for spiritual, moral social and cultural development.

To prepare children for the opportunities, responsibilities and experiences of life.

To work in partnership with parents to raise achievement.

To make our school an interesting and stimulating place to learn and visit.

Take active steps to combat disadvantage and aim to provide equal opportunities for excellence.

To make our school a safe place for everyone.

To welcome and respect people from all races and groups.

To help everybody feel that they have a contribution to make to the life of the school.

To help all children see that they can be successful.

We will expect the best of all children.

If we care about the children, we must care about high standards for all. We are committed to learning and continually improving and developing our school

Core Values

1. High Standards for all because **every child matters.**
2. Put children and families **first**
3. Take **pride** in what we do
4. **Respect** others
5. **Strive** to be the best
6. Act with **integrity**
7. Act **sustainably**

High Standards for all

- every child matters.
- A rich and broad curriculum, which includes opportunities for all children to learn and achieve.
- Opportunities for spiritual, moral social and cultural development. We prepare children for the opportunities, responsibilities and experiences of life.
- We work in partnership with parents to raise achievement.
- A beautiful physical environment and a climate of hope.
- We take active steps to combat disadvantage and aim to provide equal opportunities for excellence.

Putting Children first

- Caring for children as individuals
- Treating children with compassion
- Judging every issue by considering the outcome for the child
- Giving priority to actions that will improve the educational offer and promote well being
- Listening to and acting on the views of children and their carers

Taking pride in what we do

- Leading by example
- Promoting confidence in colleagues, teams and the organisation
- Recognising and rewarding achievement
- Valuing our workplace
- Celebrating success
- Learning from experience

Respecting others

- Showing commitment to working together
- Contributing to effective teamwork
- Supporting and collaborating with colleagues
- Appreciating and celebrating diversity in our children and staff
- Engaging with and supporting our local community
- Working in partnership with others outside the school

Striving to be the best

- Constantly seeking to improve quality and efficiency
- Eradicating waste of resources, time and effort
- Seeing change as an opportunity rather than a problem
- Challenging the status quo
- Tenacity in achieving goals
- Resilience in the face of setbacks

Acting with integrity

- Maintaining the highest standards of behaviour and accountability
- Openness and honesty in communication
- Working to ethical principles
- Respecting confidentiality
- Doing the right thing for the right reasons

Acting sustainably

- Reduce our impact on our environment
- Recycle
- Close doors and windows
- Turn off lights and electrical appliances when not in use
- Conserve water & heating
- Reduce photocopying



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JOB DESCRIPTION : Class Teacher

Main Purpose of the job:

To enable children to achieve to the best of their ability through high quality teaching and curriculum provision.

To ensure safeguarding procedures are embedded in all aspects of practice and report concerns following the school's policies.

To fulfil the duties and responsibilities for teachers contained in the Pay and Conditions Act 2003 and detailed in part XI of the School Teachers Pay and Conditions Document 2025. These duties are equally binding and form the basic employment conditions for all teaching staff. Copies are available from the Headteacher on request.

Summary of Responsibilities and Personal Duties:

Whole School

Class Teachers are expected to adhere to daily routines and be aware of whole school policies and decisions.

To accept responsibility with other members of staff for implementing everyday school activities in accordance with school policies and curriculum guidelines.

To be aware of and comply with policies and all procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person.

To be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate.

To be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop.

To contribute to the overall ethos/work/aims of the school.

To show a commitment to the school's equal opportunities policy and to take account of the Authority's anti-discrimination policies through curriculum development and support.

Ability to work with a wide range of cultural, ethnic and social groups.

To accept joint responsibility with colleagues for the overall appearance of the school, especially the public areas.

Pupils

To plan, prepare and deliver lessons within the framework of the National Curriculum, and the school's curriculum and pathways.

To be an effective class teacher catering for the range of needs of all the children in the class and providing good quality teaching using a variety of strategies.

To monitor children's progress through assessment, to mark and feed back to pupils, keep meaningful records and evaluate performance, according to the school's policies.

To take responsibility for the welfare and safety of all children in our care and specifically in the teacher's own class.

To ensure a good quality learning environment based on the school's behaviour policy.

Colleagues

To establish and maintain good relationships with colleagues and to model these for the pupils.

Plan with and work alongside year group partners.

Treat all colleagues equally and collectively support new team members.

Be sensitive to colleagues' needs and feelings.

Share responsibility for areas and pupils in the school.

Parents

To establish and maintain good relationships with parents – being honest and constructive.

Be available to and welcome parents in a confident and professional way.

Report to parents in line with whole school policy and National requirements.

Classroom Organisation

To plan and resource a classroom environment which will facilitate learning and enable children to maximise their potential.

To devise means of ensuring the efficient and responsible use of resources and equipment at all times.

Display pupil's work in an attractive, informative and interactive way to match whole school policy.

Professional Development

To attend all staff meetings and professional development opportunities as specified in the school's management plan and to share information and implement improvements.

To participate in performance management arrangements for the appraisal of his/her work performance and that of other staff.

To be active as a learner within the school setting.

Other Duties

To undertake other duties consistent with the scope of the post and within the competence of the post holder as required.

Equal Opportunities

To carry out these duties with due regard to the school's Equal Opportunities Policy and core values.

To ensure implementation and promotion in employment and service delivery of the Council's equal opportunities policies and statutory responsibilities.

Undertake other duties commensurate with the grade as reasonably required by the Headteacher.

This job description is subject to review as and when appropriate.



PERSON SPECIFICATION : Class Teacher

This person specification is a picture of the skills, knowledge and experience needed to carry out the job. It will be used in the short listing and interviewing process for this post. Those items marked 's' will be used especially for the purposes of short listing. Only those applicants who meet these requirements will be short listed. You should therefore address these fully in your application form.

| Category | Essential Requirements | S |
|---------------------|---|----------|
| Qualifications | QTS | S |
| Equal Opportunities | Awareness of and commitment to implementation of the school's and LEA's Equal Opportunities Policy | S |
| Knowledge | National Curriculum, Primary Frameworks for Literacy and Numeracy. Foundation Stage Curriculum | S |
| | How children learn and strategies to promote learning, particularly for children with SLD/PMLD/ASD | S |
| Aptitude | Willingness to work constructively within school, to understand issues from a whole school perspective, to be proactive. | S |
| | Ability to fit in and to enhance the work of existing teams within the school. | |
| | Ability to develop positive relationships with children, staff and pupils. | |
| | Willingness to learn and improve. | S |
| | Determination to help the school improve. | |
| | Ability to deal with children with warmth, care, and understanding, and yet set clear and appropriate boundaries for behaviour. | S |



Class Teacher Application Form



Please complete in black ink or type
 (This document is available in additional formats, e.g. large print on request)
 Completed Application Forms are to be returned directly to the School. Please note that any incomplete forms will not be considered at shortlisting panels.

NAME OF SCHOOL: Deptford Park Primary School

Post for which you are applying:

| | | |
|-----------------------------|---|---------|
| Job Title: Class Teacher | Pay Scale: Mainscale M1-M6 + SEN Allowance | Ref No: |
|-----------------------------|---|---------|

Where did you see the post advertised?
 (i.e. name of website, newspaper etc)

1 TEACHER STATUS

Are you registered as a qualified teacher in this country? Yes No

Please provide the date of recognition as a qualified teacher in this country _____

Please provide your Teacher Reference Number: _____ (please attach proof)

NPQH status (for headship application where relevant) _____ (please attach proof)

Please provide your National Insurance Number: _____

2 CURRENT OR MOST RECENT EMPLOYMENT

| | |
|------------------------------|-----------------|
| Name of School and Employer: | School Address: |
|------------------------------|-----------------|

| | | |
|---------------------------------|------------|---------------------------|
| Type & Status of Establishment: | Age Range: | Number of pupils on roll: |
|---------------------------------|------------|---------------------------|

| | | |
|------------|-----------------------|---|
| Post held: | Dates of Appointment: | Scale point and present annual salary (incl. allowances): |
|------------|-----------------------|---|

Reason for leaving (if applicable)

3 PREVIOUS TEACHING EXPERIENCE (start with most recent - please explain any gaps in employment under Section 5 below)

| School, college or other employer (include address) | Type & status of establishment | Age range and roll (approx) | Post Held and Responsibilities | Dates of Employment |
|--|--------------------------------|-----------------------------|--------------------------------|---------------------|
| 1. | | | | |
| Reason for leaving: | | | | |
| 2. | | | | |
| Reason for leaving: | | | | |
| 3. | | | | |
| Reason for leaving: | | | | |
| 4. | | | | |
| Reason for leaving: | | | | |
| 5. | | | | |
| Reason for leaving: | | | | |
| 6. | | | | |
| Reason for leaving: | | | | |

| | | | | |
|---------------------|--|--|--|--|
| 7. | | | | |
| Reason for leaving: | | | | |

4 BREAKS IN EMPLOYMENT/GAPS ON FORM
Please account for any break in employment that creates a gap on the application form (e.g. maternity leave, VSO, travelling, research, career break etc)

5 EDUCATION AND ACADEMIC QUALIFICATIONS

| Schools/colleges/universities or Institute of Further Education attended (including part time) | Date From | Date To | Qualifications gained including subjects, grades or results expected, details of awarding body & date of award. |
|---|-----------|---------|---|
| | | | |
| | | | |

| | | | |
|--|--|--|--|
| | | | |
| | | | |

6 IN-SERVICE TRAINING UNDERTAKEN DURING THE PAST 3 YEARS RELEVANT TO THIS APPLICATION

| Course title | Provider | Dates & duration of course | Award (if any) |
|--------------|----------|----------------------------|----------------|
| | | | |

Head Teacher: Cat Washbrook

7 OTHER PAID WORK EXPERIENCE (please explain any gaps in employment)

| Employer (include address) | From | To | Nature of Occupation |
|----------------------------|------|----|----------------------|
| | | | |

8 DETAILS OF OTHER ACTIVITIES, SKILLS AND INTERESTS PAID OR UNPAID THAT YOU FEEL ARE RELEVANT TO THIS POST

| |
|--|
| |
|--|

9 EQUAL OPPORTUNITIES

We expect all our employees to have an understanding of and commitment to the School/London Borough of Lewisham Equal Opportunities Policies.

Please explain what you understand this to mean and how you would relate this policy to the post for which you are applying.

10 GENERAL EXPERIENCE AND FURTHER INFORMATION

Please use this section to show us how your experience, skills and training gained both inside and outside paid work or through study, meet the selection criteria for this post as given in the Person Specification.

The information that you give here will play a crucial part in the decision to shortlist you or not, so please ensure that you demonstrate your ability to meet the selection criteria described in the job specification for this post.

Please insert additional pages as necessary, ensuring that you name, date and number each page.

11 PROFESSIONAL REFERENCES

External Applicants: When considering which referees to include, please make sure that at least 3 years of your most recent experience is covered. Please ensure that one of your referees is your current Line Manager/Headteacher or your most recent Line Manager/Headteacher if you are not in paid employment at the moment. If you are a School, College or University leaver one of your referees should be your Headteacher or Tutor.

Please note that we reserve the right to approach any of your previous employers for a reference.

N.B It is our policy to send reference requests via email where possible.

Internal Applicants: Please give the name and contact details of your current line manager/Headteacher

Dates covered:

Name:

Title: (Mr/Mrs/Ms/Miss/Dr)

Position held:

Organisation Name:

Full Address:

Telephone No:

Ext:

Email Address:

What is your relationship to this referee?

Dates covered:

Name:

Title: (Mr/Mrs/Ms/Miss/Dr)

Position held:

Organisation Name:

Full Address:

Telephone No:

Ext:

Email Address:

What is your relationship to this referee?

Dates covered:

Name:

Title: (Mr/Mrs/Ms/Miss/Dr)

Position held:

Organisation Name:

Full Address:

Telephone No:

Ext:

Email Address:

What is your relationship to this referee?

Dates covered:

Name:

Title: (Mr/Mrs/Ms/Miss/Dr)

Position held:

Organisation Name:

Full Address:

Telephone No:

Ext:

Email Address:

What is your relationship to this referee?

12 ADDITIONAL INFORMATION

Are you currently under any Visa restrictions?

Yes No

If yes, please detail your visa information here, i.e. type of visa, end date etc

Have you previously been employed by London Borough of Lewisham?

Yes No

Have you ever received a redundancy payment or enhanced retirement benefit from any organisation?

Yes No

If yes, please state from which organisation (s) and date (s) of payment:

13 DECLARATIONS

1. I hereby declare that to the best of my knowledge, I am not a spouse, partner, child or relative of an existing member or employee of the School/London Borough of Lewisham, nor do I have a close personal or business or potential business relationship with any such person.

SIGNED:

DATE:

If you are unable to make the above declaration, you should strike it out and state in the space below any relationship of the nature referred to.

2. I hereby declare that all the information given by me on this form is correct to the best of my knowledge, that all the questions relating to me have been accurately and fully answered and that I possess all the qualifications which I claim to hold. I understand that I will be required to provide original documents for scrutiny upon appointment. I also understand that falsification of qualification or information may lead to withdrawal of an offer or dismissal without notice.

I agree that the information provided should form part of the basis of my engagement and I authorise the School/London Borough of Lewisham to check the information that I have supplied. I accept that by signing this form I am giving the School/London Borough of Lewisham permission to approach any of my former employers for a reference for the purposes of checking my work history.

Our stringent pre employment checks reflect the School/London Borough of Lewisham's commitment to protecting our children and young people; these will include references, health, right to work in the UK, record check via the Disclosure and Barring Service (DBS) and, where applicable, a declaration that neither you nor anyone that lives in the same household as you is a disqualified person under the Childcare (Disqualification) Regulations 2009, for further details go to

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414345/disqual_stat-guidance_Feb_15_3_.pdf

Under the Data Protection Act 1998, I understand that the personal information supplied by me on this application form and in any accompanying documents will be used by the School/London Borough of Lewisham and any other appointed agent, for the purpose of appointment to the post applied for and to allow monitoring of the fairness of the recruitment and selection process. Furthermore, that the information may be used to consider a complaint regarding the selection process and/or defend the School/London Borough of Lewisham against any legal action undertaken associated with the fairness of the selection process by any interested parties. I have also noted that certain information supplied by me will be used for verification purposes and that the School/London Borough of Lewisham may need to contact third parties to confirm facts contained within the application.

Canvassing of employees or other members of the Council or any Committee of the Council directly or indirectly for any appointment under the Council shall disqualify the candidate concerned for that appointment.

I have read and understood the above statements and consent to the personal data submitted with this application form being used for the purposes described. I understand that the School/London Borough of Lewisham is under duty to protect the public funds it administers, and to this end may use the information I have provided on this form within the School/London Borough of Lewisham for the prevention and detection of fraud. It may also share this information with other bodies administering public funds solely for this purpose.

SIGNED:

DATE:

Where you have been successfully appointed this information will be retained for the period you are employed and a subsequent 7 years in standard cases, 25 subsequent years where you have been employed to work with children and vulnerable persons and 40 years if you will come into contact with Asbestos as part of your duties. However, if you are unsuccessful your information will be retained for 12 months after the appointment to post.

Medical History

If you are successful in your application you will be required to complete a medical questionnaire.

New Staff may be required to undergo a medical examination.

Disability

We are working to improve the employment opportunities we offer to people with disabilities. Where a person with a disability applies for this post consideration will be given to restructuring the duties, including reasonable adjustment to the workplace, to meet their needs.

If you are shortlisted for interview we are able to make provision for people with special needs. Such adjustments may include arranging a signer or changing location of the interview if access to an upper floor office is not possible.

Is there any special help which you may require for interview or throughout the application process?



**Class Teacher
Application Form**



Part 2

The following pages will be kept separate from the rest of your application form – they will not be sent to the selection panel

**Please complete in black ink or type
Completed Application Forms are to be returned directly to the School.**

1 PERSONAL DETAILS

| | | |
|--------------------------------|------------------|--|
| Title (Mr/Ms/Mrs/Miss/Dr etc): | First Name: | Surname: |
| Any Former Name(s): | | |
| Home Address: | Work Tel no: | Home Tel no: |
| Post Code: | Mobile Phone no: | Can we telephone you at work? Yes <input type="checkbox"/> No <input type="checkbox"/> |
| | Email address: | |

EQUALITIES MONITORING FORM – Equalities monitoring is the collection of information which helps services ensure that they are providing a fair and inclusive service. The School/London Borough of Lewisham is committed to monitoring across the six equality ‘strands’; gender, age, ethnicity, disability, sexual orientation and religion/belief. The information you provide will be treated in the strictest confidence in accordance with the Data Protection Act, it will be used only for statistical monitoring and will not be used as part of the interview selection process. If you are unhappy about answering a particular question you do not have to.

| | | | |
|--|--------------------------|-------------------------------------|--------------------------------------|
| GENDER | | | |
| Are you: | Female | <input type="checkbox"/> | Male <input type="checkbox"/> |
| AGE | | | |
| Please select your age group: | Under 18 | <input type="checkbox"/> | |
| | 18-24 | <input type="checkbox"/> | 45-49 <input type="checkbox"/> |
| | 25-29 | <input type="checkbox"/> | 50-54 <input type="checkbox"/> |
| | 30-34 | <input type="checkbox"/> | 55-59 <input type="checkbox"/> |
| | 35-39 | <input type="checkbox"/> | 60-64 <input type="checkbox"/> |
| | 40-44 | <input type="checkbox"/> | 65+ <input type="checkbox"/> |
| ETHNICITY | | | |
| What is your ethnic group? | | | |
| White | | | |
| English/Welsh/Scottish/Northern Irish/British | <input type="checkbox"/> | Irish | <input type="checkbox"/> |
| Gypsy or Irish Traveller | <input type="checkbox"/> | | |
| Any other White Background, write in | <input type="checkbox"/> | _____ | |
| Mixed/multiple ethnic groups | | | |
| White and Black Caribbean | <input type="checkbox"/> | White and Black African | <input type="checkbox"/> |
| | | White and Asian | <input type="checkbox"/> |
| Any other Mixed /multiple ethnic background, write in | <input type="checkbox"/> | _____ | |
| Asian or Asian British | | | |
| Indian | <input type="checkbox"/> | Pakistani | <input type="checkbox"/> |
| | | Bangladeshi | <input type="checkbox"/> |
| | | Chinese | <input type="checkbox"/> |
| Any other Asian background, write in | <input type="checkbox"/> | _____ | |
| Black/African/Caribbean/Black British | | | |
| Black Caribbean | <input type="checkbox"/> | Black African | <input type="checkbox"/> |
| Any other Black/African/Caribbean background, write in | <input type="checkbox"/> | _____ | |
| Other ethnic group | | | |
| Any other ethnic group, write in | <input type="checkbox"/> | _____ | |
| DISABILITY | | | |
| Under the Equality Act 2010 a person is considered to have a disability if he/she has a physical or mental impairment which has a sustained and long-term adverse effect on his/her ability to carry out normal day to day activities. | | | |
| Do you consider yourself disabled? Yes <input type="checkbox"/> No <input type="checkbox"/> | | | |
| SEXUAL ORIENTATION | | | |
| How would you define your sexual orientation? | | | |
| Straight/heterosexual | <input type="checkbox"/> | Gay/lesbian | <input type="checkbox"/> |
| | | Bisexual | <input type="checkbox"/> |
| RELIGION/BELIEF | | | |
| What is your religious belief? | | | |
| None | <input type="checkbox"/> | Christian (all denominations) | <input type="checkbox"/> |
| | | Buddhist | <input type="checkbox"/> |
| Hindu | <input type="checkbox"/> | Jewish | <input type="checkbox"/> |
| | | Muslim | <input type="checkbox"/> |
| Sikh | <input type="checkbox"/> | Any other religion/belief, write in | <input type="checkbox"/> |
| | | _____ | |

REHABILITATION OF OFFENDERS ACT 1974

This page will be kept separate from the rest of your application form – it will not be sent to the selection panel.

Name:

Post Applied for:

Ref No:

REHABILITATION OF OFFENDERS ACT

Because of the nature of the work for which you are applying, this post is exempt from the provisions of Section 4(2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Applicants are therefore not entitled to withhold information about convictions, which for other purposes are regarded as “spent” under the provisions of the Act, and in the event of employment, any failure to disclose such convictions could result in dismissal or disciplinary action by the Council. Convictions within the Armed Services, outside the UK or disciplinary action by certain professional bodies must also be included. Any information given will be completely confidential and will be considered only in relation to posts to which the Order applies.

CRIMINAL CONVICTION

Do you have any criminal convictions, cautions, reprimands, final warnings, police enquiries or pending prosecutions against you, including any convictions which are regarded as “spent” under the above Act?

Yes

No

Do you wish to declare anything in the light of the requirement for a Disclosure and Barring Service (DBS) check?

Yes/No - If yes, please note here:

Signed:

Date:

Any details you provide will be treated in the strictest confidence and will not automatically exclude you from being considered for this or any other vacancy. The nature of the offence, how long ago it took place, your age at the time and any other relevant factors may be considered when a decision is made. Please note that some convictions are never considered “spent” under the terms of the Act. For more information on spent convictions visit <http://publish.lawontheweb.co.uk/rehabact.htm>

If you are invited for interview, you will be asked to provide details of any criminal convictions, cautions, reprimands, final warnings, police enquiries or pending prosecutions (whether spent or not). Once you receive your interview letter, please send details in an envelope with your name and the post for which you are applying on the back of the envelope and mark it “PRIVATE AND CONFIDENTIAL ADDRESSEE ONLY” to the Headteacher of the School where you have applied.

Any issues arising from the information provided will be discussed and explored with you at interview. If you are appointed to the post, a full DBS disclosure will be carried out which will be considered by a Nominated Officer who in turn will recommend to the London Borough of Lewisham’s DBS Panel whether or not your appointment can proceed. This decision will depend on the nature of the conviction and the post applied for.



Directorate for Children and Young People

Lewisham Equal Opportunities Policy Statement

Lewisham Council is committed to equal opportunities both in the provision of services and as an employer. The seriousness of this commitment is reflected in the Council adopting equal opportunities as one of its core values.

EQUALITY of opportunity for all sections of our community and workforce is an essential value for this Council. This means recognising the inequalities that people suffer and take action to reduce them. Everyone has a role to play in ensuring fairness towards colleagues and the community.

This commitment is integral to the provision of any service and the employment conditions of each and every member of staff. We expect all our staff to promote equality in the workplace and in the services we deliver. In this way, the Council can redress inequality.

Equal opportunities means access to jobs, services, information and participation for everyone. We recognise that because some groups of people experience prejudice and discrimination that to make opportunities really available we have to make an extra effort. We mention some groups in particular because they are the people who have commonly been disadvantaged. The Council's commitment to a fair deal for women, black people, lesbians and gay men, pensioners and disabled people is a recognition of the difficulties and inequalities that these groups continue to face. The Council is committed to tackling class disadvantage and has a long history of providing services that improve the quality of life and life chances of working class people.

Lewisham Council exists to represent and provide services for all people of the Borough.

Our equal opportunities policy requires that the Council recognises and respects cultural and religious diversity and serves all sections of our local communities. Everyone should know what is available from the Council. Access to services will be based on need or entitlement. The Council will be open in its approach and make sure that we find out and take account of the views and experiences of our diverse community. The varied needs, expectations and culture of local people will be reflected in the range, sensitivity and relevance of our services.

In the context of pressures on resources and change, achieving equality assumes an even greater importance and requires even greater commitment. The Council is proud of progress made so far, is committed to protecting gains made and to developing new and innovative ways of promoting and achieving equality of opportunity and outcomes.

What does our policy cover?



COUNCIL'S FACILITIES AND SERVICES

Friendly, responsive and accessible services

Services need to be welcoming to all and able to understand and respond to a variety of needs and requirements. This means being prepared to adapt and change what we provide. For example, by providing multi-cultural meals for pensioners and in our schools; a multi-racial Under Fives service, catering for children with disabilities and special needs; a refuse collection that in general offers a kerb side collection but that provides doorstep service for disabled people or pensioners requiring it; leisure facilities for working-class teenagers.

Service based on need

To make sure we have got it right, we need to know what the needs or requirements of the different groups are. This means knowing about population trends and the numbers of the relevant groups for our services. It also means knowing the composition of the different age group by gender, race and disability and knowing the numbers of lesbians and gay men in our communities. It is vital to know the make up of the relevant target population so we can assess whether services are reaching all sections. This includes knowing about income levels in the Borough so that those most in need are receiving vital services and benefits.

Services for all

Our equal opportunities policies in employment are designed to lead to better services that are sensitive to the variety of needs and requirements in our local communities. We aim to give fair access to our services to everyone and this may mean making some special or separate provision. For example, we offer women-only leisure activities with some activities for black women in particular and leisure sessions for disabled people; we fund leisure groups and events for gay men and provide a day centre for black and ethnic minority pensioners; we provide 'second chance' education opportunities for working-class students. We also encourage all sections of the community to use the Council's facilities and services.

Consulting local people

We need to make sure that we know people's views and experiences of our services. This requires us to check that the groups we talk to regularly, such as tenants associations, are representative of a cross-section of local people. It also means making special or separate arrangements to consult various groups, perhaps using a range of methods, not just our traditional meeting format. This is in recognition of the fact that some of the established groups do not represent the different sections of the community. It is also a recognition that public meetings may provide access for the articulate middle class and disadvantage working-class people.

Knowing who is using our services

Our policy framework also includes monitoring take up of services so we can check that target groups have access and that use of Council services is in line with what we know about needs among different groups. Monitoring is not an end in itself but a means of checking how effective we are being and of then changing, adapting or targeting services.

Targeting resources

In a climate of declining resources, there will be difficult decisions to be made about resource allocation. Equal opportunities require us to make choices that reflect current needs rather than traditional ways of apportioning services. This means reviewing use to see that it is in line with needs and not simply continuing to deliver a service to the same group of people in the same way.

Information for everyone

Information about services is a crucial element of an equal opportunities framework. If it is not made available in an understandable form to all sections, then access to service is in practice restricted to those people “in the know”. Information should be widely circulated, available in different forms and languages and encourage all groups to use the service. It also needs to make clear to everyone what determines access to services. Clear information about entitlement and about service standards is also important.

Representation

The Council is not just a provider of services, it is also a local government designed to give people a say in how their local area is run. All sections of our local community need to be able to identify with the Council and feel that they will be listened to. They also need to feel that they are represented in the decision-making process and have some influence on the policy makers. Our approach to co-options is a way of giving disadvantaged groups additional representation at committee level. Our approach to consultation is also part of giving local people greater influence.

EMPLOYMENT

In a service organisation like ours, the workforce is at the heart of our commitment to service quality and equality of opportunity. The people who manage and provide the Council's services should reflect the diversity of our local communities. This will help us to respond sensitively and effectively to a variety of needs and preferences.

To achieve high quality services, we will do all we can to develop a committed and highly motivated workforce. This will involve excellent communications throughout our organisation; training and development for staff at all levels; and management leadership that sets clear goals and encourages participation. In recognition of the high standards we demand from our employees, the Council is committed to good employment practices including responsiveness, innovative and flexible working arrangements.

Every manager of a service has a responsibility to ensure that their service area reflects and develops the Council's equal opportunities policies. All targets and quality standards will take into account this policy statement.

Fair recruitment

We need to show our commitment to equal opportunities in practice. This means fair selection that recruits people according to their ability to do the job and leads to a workforce that has a good cross section of people and reflects the makeup of our local communities.

Positive action to equalise chances

We know that everyone in our society does not have an equal chance, and equal opportunities means taking steps to make up for this inequality. This can take the form of positive action, such as training, to give disadvantaged groups the knowledge and skills needed to be able to take up job opportunities. It also means removing unnecessary educational requirements that disadvantage many people. This is particularly important to make sure that all jobs are open to all at every level and in every type of work in the Council.

A welcoming and comfortable workplace

Making all employees feel welcome and creating a safe environment is also part of equal opportunities. This is why we have a policy and procedure to deal with harassment, whether based on race, gender, sexuality or disability. We want all employees to know that everyone has the right to respect and that we will not tolerate behaviour that threatens groups or individuals.

Flexible work

We recognise that flexible work and career breaks and childcare support are important for equal opportunities. This is why we have maternity and nominated support leave, adoption and dependants' leave. It is why we have job share and want to develop new policies for flexible work patterns and child care initiatives such as our workplace crèche and childcare allowances. We recognise that women are more likely to bear the caring responsibilities and that equal opportunities will only be a reality if there is this kind of support. It is also a way of encouraging men to share responsibility for family care.

Valuing ALL employees

Showing that we value all staff, providing everyone with what they need to do a good job, creating opportunities to develop new skills and progress within the Council, are all important ways of demonstrating equal opportunities in practice. Our policies are designed to set a framework for managers to do this.

Council policy on the recruitment of ex-offenders

1. Background

Lewisham Council is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, age, disability or offending background.

We actively promote 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. We select all candidates for interview based on their skills, qualifications and experience against the job requirements

As an organisation using the Criminal Records Bureau (CRB) Disclosure service to assess applicants' suitability for positions of trust, the London Borough of Lewisham complies fully with the CRB Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any person who is the subject of a Disclosure on the basis of conviction or other information revealed.

Process

A Disclosure is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a Disclosure is required, all recruitment packs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position

Where a Disclosure is to form part of the recruitment process, successful applicants will be required to complete a CRB form and provide evidence of identity to the satisfaction of the Council.

Access to disclosure of criminal convictions will be restricted to those officers nominated for this purpose. Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of any offences. In reaching decisions about suitability for appointment, the following will be taken into consideration:

- Whether the conviction or other matter revealed is relevant to the position in question
- The seriousness of any offence or other matter revealed
- The length of time since the offence or other matter occurred
- Whether the application has a pattern of offending behaviour or other relevant matters
- Whether the applicant's circumstances have changed since the offending behaviour or the other relevant matters, and
- The circumstances surrounding the offence and the explanation(s) offered by the convicted person

We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.

Information contained in Disclosures will not be shared with any other person(s) or bodies other than those provided for under the CRB Code of Practice.