



**Deputy Principal (incorporating Early
Years Foundation Stage (EYFS) Lead)**

Hill Top Primary Academy

Information Pack

September 2021



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Welcome



Dear Candidate

Thank you for your interest in applying for a role working at Hill Top Primary Academy, which is part of the Leodis Academies Trust family of schools. We hope the information provided will encourage you to seriously consider becoming part of our academy where we have a caring, family ethos and tailor our teaching and learning to each child's individual needs.

Hill Top is a purpose built primary academy for children between the ages of 3 and 11. There are currently 210 children plus a 78 FTE place nursery. The school was built in 2002 and was the first purpose built Private Finance Initiative (PFI) Primary School to open its doors in Leeds and today still offers state of the art facilities

including large playgrounds, a sports field and a fabulous hall.

Our children quickly develop their own engagement in their learning, focusing on aspirations for their future and evaluating their progress along the way. We nurture and celebrate children's dreams and aspirations and we passionately believe that each day is special for our children; each day is the opportunity to grow and develop in our learning; to build knowledge, resilience, tolerance and to develop our interest in the world around us.

Our staff are professional and approachable, caring and dedicated and our expectations are high. Our talented and enthusiastic staff are committed to personalising children's experiences of learning in school. We believe that the love and care given to our children in our school, along with our outstanding high expectations and outcomes, provides them with the enjoyment of long-lasting learning they will use as their foundation stone for life.

If you join our staff you will become part of a hard working family who put the needs of the children first. As the Early Years lead, you will have the opportunity to use the revised framework to develop this provision and build on existing excellence and into Key Stage 1. As the Deputy Principal, you will be instrumental in supporting me as Principal and contributing to the wider Leodis improvement agenda holding ambition for further senior leadership and headship opportunities. In return, we are committed to providing you with first class professional development opportunities to support you in this role.

More detail on the role itself is contained in the Job Description later in this document. I hope that the information provided is of use. If you require any further information or would like to speak to someone about your application, you will find some contact details in the 'Application Process' section of this document.

I look forward to receiving your application.

Joanne Lancaster
Principal

Leodis Academies Trust

Leodis Academies Trust was established in April 2016 to formalise the collaborative working of four high performing schools within close proximity of one another. In September 2018, Blackgates Primary Academy joined the Trust cementing our place at the heart of the Tingley and Ardsley Community. Leodis offers young people the opportunity to experience consistency and security in their education from 2 to 18 years old; from the start of nursery to the end of sixth form and into adulthood.

Leodis Academies Trust and our individual Academies are committed to 'Forging Young Futures'. To do this, each Academy has its own ethos and identity and has the freedom to develop individually as well as working collaboratively to secure high quality outcomes for all its young people. By providing an extensive curriculum both within and beyond the classroom we cater for the wide range of talent and ability that our students have to offer. We work tirelessly to improve the life chances of all our young people and support them to make a positive contribution to their community.

Whilst Leodis consists of schools closely geographically located, the Trust works collaboratively with a wide range of partner organisations both locally in Morley and south Leeds as well as further afield with our Initial Teacher Training partnerships, Universities and employers.

Our positive outlook and excellent reputation enables us to attract and sustain high quality staff teams led by exceptional leadership teams. We value our staff and the experience that they can bring to the Trust so that we can continue to build on our strengths. Those we recruit need to demonstrate that they want to be part of the collaborative working culture upon which we pride ourselves. We want to be the employer of choice in the area and working for the Trust, you will be able to access the many staff benefits on offer.



Values and Aims

At Leodis Academies Trust we are committed to developing every young person's full learning potential through a wide variety of educational experiences in an environment that fosters positive relationships based on mutual respect.

Every individual part of the whole:

Each of our schools have their own identity and ethos that reflects their specific community and the needs of the young people within them. However they are all underpinned by a strong sense of purpose, order and control which in turn produces confident and enthusiastic young people who value education and the opportunities it affords them.

Building on excellence together:

Not content with focusing on academic excellence we all work hard to shape our young people into fully rounded individuals, ready to face the demands of a rapidly changing society. We access a comprehensive range of support and development services, in-house and externally, to ensure barriers to learning are tackled and their impact on attainment is reduced to allow every young person to make significant progress.

Our positive outlook and excellent reputation enables us to attract and sustain high quality staff teams lead by exceptional leadership teams. Our tireless focus on quality first teaching secures a safe, happy and high achieving learning environment for all our young people. We value every success and celebrate the achievements of all our young people through events, newsletters and our websites.

Looking outwards to strengthen within:

With collaboration at the heart of our work as a Trust we are able to share good practice, resources, and a philosophy that secures high quality teaching and learning across our schools. We focus on the breadth of curriculum; and value and provide enrichment opportunities for our young people to develop their talents and to find new skills and interests.

Whilst we focus on working together across the schools we recognise that we cannot grow, develop and fulfil our vision for every young person without strong partnerships. Central to this is the relationship between home and school; strong communication and open, honest dialogue ensuring we know our young people well and can work together to meet their needs.



Staff Benefits & Wellbeing

At Leodis Academies Trust we pride ourselves on our collaborative approach to working together. We look for individuals who can contribute to this and make a difference to the academies that form our Trust. In return we can offer:

- Attractive salaries and annual leave entitlements.
- Free parking on site.
- Enhanced maternity, paternity and adoption leave.
- Auto-enrolment into an attractive pension scheme (West Yorkshire Pension Fund for support staff and Teachers Pension Scheme for teaching staff).
- Access to an Employee Assistance Programme providing confidential support 24 hours a day, 7 days a week.
- Access to job related learning and development opportunities.
- Access to an expanding range of lifestyle benefits including Simply Health cash plan, free flu vaccinations and a cycle to work scheme.



Job Description

Job title:	Deputy Principal (with lead responsibility for the Early Years Foundation Stage)
Scale:	L8 – L12
Contract:	Full time
Responsible to:	Principal

Under the overall direction of the Principal, the Deputy Principal will play a major role in:

- Formulating the aims and objectives of the school and establishing the policies through which they are to be achieved.
- Being responsible for the standards and curriculum of all pupils including monitoring of progress towards achievement.
- Leading on the development of a broad, balanced and effective curriculum EYFS that engages and motivates the children and gives them access to the skills and knowledge needed to make them successful learners.
- Taking responsibility for implementing the policies and procedures of the school to secure high quality teaching and learning throughout school.
- Implementing and managing effective systems for collecting, tracking and analysing the attainment and progress of the children across school.
- Planning, developing and implementing effective policies, procedures and strategies for supporting disadvantaged children to achieve accelerated progress and positive outcomes.
- Proactively managing staff and resources.
- Carrying out the professional duties of a teacher by being in class.

In addition, the Deputy Principal will take on the responsibilities as agreed and appropriate in the absence of the Principal.

The Deputy Principal is expected to demonstrate consistently high standards of principled and professional conduct, exemplifying the moral imperative and unconditional positive regard for all stakeholders. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. They will uphold and demonstrate the Seven Principles of Public Life (the Nolan principles) at all times.

School Culture & Strategic Direction

- Support the Principal in establishing an ambitious plan for the future needs and further development of the academy within the local and national context.
- To be able to demonstrate and articulate high expectations and work with the Principal to set stretching targets for the whole school community.
- Work with the Principal to maximise the contribution of staff; improving the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success, become engaged in their own learning, identify and fulfil their potential.
- Secure the commitment of parents and the wider community to the vision and direction of the academy.

Teaching

- Work with the Principal to secure and sustain effective teaching and learning throughout the academy and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement.
- Ensure pupils are taught according to their educational needs and that a high quality learning experience underpinned by high levels of subject expertise is provided for pupils which meets internal and external quality standards.
- Monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils, including those with special educational or linguistic needs, in order to set and meet challenging, realistic targets for improvement
- Maintain a high profile as an example of best practice within the classroom and foster high expectations to which the Academy aspires.
- Ensure that the academy complies with the statutory requirements that promote equal opportunities for all.
- Ensure that professional duties and conditions of employment as set out in the School Teachers' Pay and Conditions document are fulfilled.

Curriculum and Assessment

- Support the implementation of a broad, knowledge rich and ambitious curriculum which promotes the development of cultural capital and social justice for all learners.
- Ensure that all pupils receive a good quality education through a well sequenced curriculum in EYFS and into Key Stage 1, which is engaging in style and ambitious in scope.
- Implement an effective assessment framework in line with Trust expectations.
- Ensure all pupils are taught to read through evidence informed/approved approaches.
- Ensure that parents and pupils are well-informed about the curriculum, attainment and progress and about the contribution that they can make to achieve the academy's targets for improvement.

Behaviour

- Work with the Principal and other colleagues to maintain an environment which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline, and which enable teachers to meet the standards set out in the professional development framework.
- Ensure that effective, appropriate pastoral support is available to pupils.
- Maintain a positive ethos around the Academy with regard to student and staff welfare addressing issues of equality and diversity, bullying and safeguarding
- Ensure that staff act as role models and within policy guidelines teaching the behaviour of good citizens who contribute positively to society.
- Ensure that good attendance is prioritised and realised.

Additional and special educational needs and disabilities

- Work with the Principal to sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.

Professional Development

- Promote and support well-being.
- Ensure that staff understand their professional responsibilities and are held to account.
- Ensure staff have access to high quality, sustained professional development opportunities.
- To work with the Principal to implement and sustain effective systems for the management

- of staff performance, incorporating appraisal and targets for teachers and associated staff.
- Coach and develop staff to maximise impact on effective teaching and learning.
- Work with the Principal to ensure the Academy effectively and efficiently operates within the required regulatory, careers and professional frameworks and meets all statutory duties.

Organisational management

- Undertake responsibilities as defined in the Trust Policies.
- Work with the Principal to recruit staff of the highest quality.
- Work with the Principal to deploy and develop all staff effectively in order to improve the quality of education provided.
- Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils.
- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for teacher and other members of staff, in work carried out in school and work carried out elsewhere.

Specifically, in relation to the role of Early Years Foundation Stage (EYFS)/Key Stage 1 Leader you will be expected to:

- Provide vision, direction and leadership of the EYFS and oversight of Key Stage 1.
- Be responsible and accountable for securing the highest standards of pupil achievement across the EYFS, through a process of effective monitoring, evaluation, reporting and review of learning, progress and teaching outcomes.
- Lead the EYFS team in the development and delivery of a creative and stimulating EYFS curriculum and environment.
- Manage the collection of data in the EYFS, making use of data analysis and evaluating performance data to formulate strategies to address areas of concern in addition to producing reports on performance.
- Liaise with other phase leaders to ensure high quality transitions between phases with the aim of ensuring progression and continuity across the school and ensure that the EYFS is seen as an integral part of the whole school community.
- Work with EYFS Leaders from other schools to ensure consistency of practice and to keep up with developments within EYFS.
- Ensure the Early Years meets the criteria for a successful Ofsted inspection.

Other Specific Duties

- Act as a Deputy Designated Safeguarding Lead and to be committed to Safeguarding and Child Protection procedures, promoting the welfare of children and young people.
- Attend and contribute to appropriate phase, senior leadership and governing body meetings
- Play a full part in the life of the Academy and Trust community, to support its distinctive values and ethos and to encourage staff and pupils to follow this example.
- Support the Academy in meeting its legal requirements including worship/assembly.
- Undertake any other duty as specified by the current Pay and Conditions

General Responsibilities

- Attend and participate in staff meetings, training and briefings as appropriate.
- Be aware of, and comply with all Trust policies and procedures, in particular those relating to safeguarding, child protection, health, safety and security, confidentiality and data protection.
- Contribute to the positive overall ethos, work and aims of the Trust.

- Maintain own continuing professional development, keeping up to date with legal requirements and relevant developments.
- To maintain professional standards of conduct and appearance at all times providing an excellent role model for other colleagues and pupils.

The duties and responsibilities highlighted in this job specification are indicative and may vary over time. Postholders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Leodis is a Multi-Academy Trust comprising of Blackgates Primary, East Ardsley Primary, Hill Top Primary, Westerton Primary and Woodkirk Academy. The post holder will be based primarily at Hill Top Primary Academy and may be required to work across the other sites on occasion.

Person Specification

		Essential/ Desirable	Evidence
Qualifications:	<ul style="list-style-type: none"> Degree or equivalent Qualified Teacher Status Willingness to undertake NPQH or further professional qualification Level 3 Safeguarding trained 	E E D D	AC AC AC AC
Knowledge & Experience	<ul style="list-style-type: none"> A clear philosophy of primary education and understanding of how children learn. Proven classroom practitioner with the ability to demonstrate good primary practice and act as a role model for colleagues. Evidence of Continuing Professional Development (CPD) Evidence of management experience demonstrating a substantial contribution to developing or leading the following: <ul style="list-style-type: none"> EYFS The curriculum Teaching and Learning Phase leadership Behaviour and/or attendance SEND Specific school improvement initiatives Experience of working within EYFS Knowledge of current educational practice and issues in the EYFS Secure knowledge of the Ofsted Framework. Knowledge of current education issues and developments Up to date knowledge and understanding of national and local safeguarding guidance. Knowledge of statutory requirements Experience of assessment, data analysis, target setting and strategies raising standards. Successful experience of creating and maintaining effective partnerships with parents and the community, to enhance pupils' learning Experience of school improvement planning Experience of leading, coaching and managing staff performance. 	E E E E E E E E E E E E D D	ARIT ARI ARI ARI ARI ARIT ARI ARI ARI ARI ARIT ARI ARI ARI
Skills and Ability:	<ul style="list-style-type: none"> A commitment to the values and vision of Leodis Academies Trust. Ability to provide clear educational direction and lead by example Ability to work in partnership with senior leaders across the Trust and those responsible for governance Ability to inspire and motivate all stakeholders. Ability to lead, manage and inspire the whole school community through change management 	E E E E	ARI ARI ARI ARI ARI

	<ul style="list-style-type: none"> • Ability to manage, monitor and review available resources, ensuring value for money. 	E	ARI
	<ul style="list-style-type: none"> • Ability to analyse and use pupil data on attainment and progress to raise standards 	E	ARI
	<ul style="list-style-type: none"> • Ability to use ICT efficiently and effectively 	E	ARI
	<ul style="list-style-type: none"> • Flexibility and a positive 'can do' approach 	E	ARI
	<ul style="list-style-type: none"> • Commitment to liaison with parents and community. 	E	ARI
	<ul style="list-style-type: none"> • Ability to manage own time effectively; work to deadlines and to prioritise and plan workload. 	E	ARI
	<ul style="list-style-type: none"> • Ability to work accurately and with attention to detail. 	E	ARI
	<ul style="list-style-type: none"> • Ability to work as part of a team. 	E	ARI
	<ul style="list-style-type: none"> • The desire to constantly evaluate and improve own practice and learn from others. 	E	ARI
	<ul style="list-style-type: none"> • Commitment to continuing professional development for all staff. 	E	ARI
	<ul style="list-style-type: none"> • Ability to demonstrate unconditional positive regard with all stakeholders in all verbal and written correspondence. 	E	ARI

Evidence:

A = application form

C = certificate

I = interview

R = references

T = Task

Application Procedure

For a discussion on this vacancy please contact Joanne Lancaster on 0113 307 4750.

Please apply using the online application form - [click here](#). In compliance with Safer Recruitment guidelines, CVs will not be accepted.

Closing date: Tuesday 5 October 2021 at 9 am

Interviews: Monday 11 October 2021

Shortlisted candidates will be contacted with details of the interview process. We will contact everyone who has submitted a correctly completed application form to let you know whether you have been successful or not. If you have not been shortlisted, unfortunately, due to the number of applications that we receive, we are unable to comment and give feedback on your application.

Safer Recruitment

The schools within Leodis Academies Trust are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We therefore have a rigorous recruitment process which includes assessing candidates' suitability to work with children. All staff will be required to hold an enhanced DBS Disclosure.

Equal Opportunities

Leodis Academies Trust is an equal opportunities employer and welcomes applications from all sectors of the community. At Leodis Academies Trust we believe that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in the school have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation and religion or belief.

Please [click here](#) to view the Privacy Notice for Applicants.

Recruitment Process

Leodis Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

APPLICATION FORM (online process)

You are expected to complete an online application form as the first part of our recruitment process – please [click here](#).

DISABLED APPLICANTS

If you are a disabled person and may not be able to meet some of the job requirements because of your disability, please specify this in your application. If you meet all other criteria, you will be shortlisted, and we will discuss with you if there are ways in which the post can be modified to meet your needs.

EQUAL OPPORTUNITY EMPLOYER

Leodis Academies Trust is an equal opportunity employer committed to the elimination of discrimination throughout its employment practices. Selection criteria procedures will be reviewed frequently to ensure that individuals are selected and treated based on their merits and abilities. All information is treated in confidence and personal information submitted as part of the Equal Opportunities questions will not form part of your application; the shortlisting panel do not have access to this information.

REHABILITATION OF OFFENDERS

The post you are applying for requires you to have a Disclosure & Barring Service check. Prior to your interview you will be required to disclose details of your criminal history as appropriate in line with the Rehabilitation of Offenders Act 2013. Guidance about what you are required to disclose can be found [here](#). Having a criminal record is not necessarily a bar to obtaining a post. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly.

Failure to disclose required information will result in any offer of employment being withdrawn. A DBS check will be carried out for successful applicants – this check for disclosure of criminal history will include spent convictions, pending prosecutions/current court proceeding and police enquiries. In the event of employment, any failure to disclose such convictions will normally result in dismissal by the Trust. Any information given will be completely confidential and will be considered only in relation to this application. We have a written policy on the recruitment of ex-offenders, which can be found [here](#).

CANVASSING

You must not try to influence any current employee or member of the school governing board or Trust, to act in your favour as this will disqualify you. If you are related to a current employee, governor or Trust member, you must indicate this in the relevant section of the application form.

REQUIREMENTS FOR REFERENCES

At least one of the references should be your current employer. If you are not currently working with children, but have previously done so, then you must include a referee from the last post where you worked with children. If you have not been in recent paid employment, referees should be appropriately qualified to provide confirmation of your suitability for employment. Referees will normally be contacted before interview where possible. You should be aware that your referees will be asked if, in relation to you, they are aware of any Child Protection allegations or issues of a similar nature.

SHORTLISTING & INTERVIEWS

Applicants who meet the requirements will normally be shortlisted for interview, however, places for interview will need to be limited to a manageable number. In addition, the school may conduct tests and/or written exercises in appropriate circumstances and you may be asked to undertake such exercises as part of the selection process. At the interview, the panel will ask questions which are intended to allow you to expand on your application and to demonstrate how you meet the requirements of the post. This is also your opportunity to ask questions relating to the job. You will also be asked for your views on the importance of safeguarding children and provide evidence of your suitability to work with young people through your responses to interview questions.

SALARY SCALES & INCREMENTS

Administrative, Professional, Technical & Clerical (APT & C) Grades relating to Operational Staff – Progression on the salary scale is by annual increment until the maximum within the grade is reached, subject to at least 6 months service in the grade and a satisfactory performance review and levels of attendance by that date.

PRE-APPOINTMENT CHECKS

Permission to Work in the UK

Please note that we can only consider applications from British citizens, EU citizens with settled status (in line with right to work guidelines after Brexit) and those holding valid UK visas.

At Interview

Under the Asylum and Immigration Act 1996, we must ensure that you have permission to work in the United Kingdom. No offer of employment can be made without verification of proof of identity.

As evidence of your right to work in the UK, you will need to submit one of the original documents included in List 1 below, or two original documents specified in List 2 below. Alternatively you can provide your right to work share code to us so that we can check online your right to work in the UK.

List 1

- A passport showing that the holder is a British citizen, or has a right of abode in the United Kingdom.
- A document showing that the holder is a national of a European Economic Area country or Switzerland. This must be a national passport or identity card. EEA and Swiss nationals who are in the UK before 31 December 2020 have until 30 June 2021 to apply for either settled or pre-settled status, which will give them the right to work in the UK.
- A resident permit issued by the Home Office to a national from a European Economic Area country or Switzerland.
- A Biometric Residence permit or current passport endorsed to show that the holder can stay indefinitely in the United Kingdom or has no time limit on their stay.
- A passport or other travel document endorsed to show that the holder can stay in the United Kingdom; and that this endorsement allows the holder to do the type of work you are offering if they do not have a work permit.
- An Application Registration Card issued by the Home Office to an asylum seeker stating that the holder is permitted to take employment.

List 2

- First Combination of two documents

- A document giving the person's permanent National Insurance Number and name. This could be a P45, P60, National Insurance card, or a letter from a Government agency.
- Plus, one of the following documents:

- A full birth certificate issued in the United Kingdom, which includes the names of the holder's parents; OR
 - A birth certificate issued in the Channel Islands, the Isle of Man or Ireland; OR
 - A certificate of registration or naturalisation stating that the holder is a British citizen; OR
 - A letter issued by the Home Office to the holder which indicates that the person named in it can stay indefinitely in the United Kingdom, or has no time limit on their stay; OR
 - An Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the person named in it can stay indefinitely in the United Kingdom, or has no time limit on their stay; OR
 - A letter issued by the Home Office to the holder which indicates that the person named in it can stay in the United Kingdom, and this allows them to do the type of work that you are offering; OR
 - An Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the person named in it can stay in the United Kingdom, and this allows them to do the type of work that you are offering.
- Second Combination of two documents
- A work visa or other approval to take employment that has been issued by the UK government. Plus, one of the following documents:
 - A passport or other travel document endorsed to show that the holder is able to stay in the United Kingdom and can take the employment in question; OR
 - A letter issued by the Home Office confirming that the person named in it is able to stay in the United Kingdom and can take the employment in question.

QUALIFICATIONS

At Interview

Evidence of qualifications relevant to the post and proof of Qualified Teacher Status (if applicable) will also be required. We can only accept original certificates. If you cannot produce original documents or certified copies, written confirmation of your relevant qualifications must be obtained from the awarding body.

PROOF OF IDENTITY

At Interview - In accordance with Keeping Children Safe in Education, we must see proof of your identity and evidence your name, date of birth, address and see some form of photographic identity.

At Appointment - In accordance with Safer Recruitment guidelines designed to protect young people, we will check your suitability to work with children. You will need to undertake an Enhanced Disclosure via the Disclosing and Barring Service (DBS), involving completing an electronic application for this purpose and provide original supporting documents. A copy of the DBS Code of Practice can be made available on request.

MEDICAL CLEARANCE

At Appointment - Verification of your medical fitness is required and again you will be asked to complete a form. You will not be able to start work, for insurance purposes, until medical clearance has been received.

Policy Statement on the Recruitment of Ex-Offenders

- The Trust is committed to the fair treatment of its staff, potential staff or users of its services, regardless of any protected characteristics (e.g. age, disability, gender reassignment, marriage or civil partnership status, pregnancy and maternity, religion or belief, sex, sexual orientation, race/colour/nationality/ethnic origin, disability) or their responsibilities for dependants or their offending background.
- This policy will be made available to all applicants at the outset of the recruitment process.
- The Trust actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.
- A DBS check is usually required for most positions in the Trust. For positions requiring a DBS check, all application forms, job adverts and recruitment briefs will contain a statement that a satisfactory DBS check is an essential condition of employment with the Trust.
- A DBS check will be requested after an offer of employment has been made, and the person has accepted the offer of employment. Therefore, any offer of employment is subject to receipt of a satisfactory DBS check.
- Where a DBS check is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. Applicants called for interview should provide details of their relevant criminal record by completing the self-disclosure form which will be sent to them when they are invited for interview. This form should be given to the Chair of the interview panel. This is to ensure that only those who are entitled to see the information are privy to it. If you are unsure what constitutes a relevant criminal record, please refer to [this document](#) for clarification.
- Failure to provide full details of a criminal record or information that is directly relevant to the position sought could lead to the offer of employment being withdrawn or dismissal if the successful candidate has already commenced employment in the post.
- The Trust will take advice from a suitably trained person (usually the Trust's HR Manager or Legal Adviser) to identify and assess the relevance and circumstances of offences.
- At interview, or in a separate discussion, the Trust will ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position.
- The Trust makes every subject of a DBS check aware of the existence of the Code of Practice and make a copy available on request.
- The Principal (or designated senior manager) and the HR Manager will be made aware that all information in relation to previous convictions given by applicants must be treated in the strictest confidence.
- The Trust undertake to discuss any matter revealed in a DBS check with the person seeking the position before withdrawing a conditional offer of employment.
- The Trust will comply with its obligations under the Data Protection Act 2018 in its storage, handling, use, retention and disposal of disclosures and disclosure information.