



**EYFS Leader MPS/UPS + TLR2a**

**Whitkirk Primary School**

**Supporting Information**



## **Our School**

We are delighted that you are showing interest in this vacancy and our school. This pack can only give you a flavour of what we have to offer and so would encourage you to come and meet us to find out more; please do contact our Business Manager to arrange a visit; details below in **“How to Apply”**.

We obviously want the very best for our children and see this role as a vital part of our provision.

We are an ambitious and rapidly improving school; our School Development Plan continues to focus on the development of quality first teaching through high quality CPD.

We are a fully inclusive school and work successfully in partnership with John Jamieson SILC, our Cluster Team and local schools.

On site we have an Ofsted outstanding graded nursery provision, Tiny Tots, and an Ofsted outstanding graded before and after school childcare provision, WhiKidz Club, This opens on our site each day from 7.30 am and until 6.00pm. During school holidays this support continues with a popular Holiday Play scheme run by the Whikidz Club.

We offer a broad, balanced and ambitious curriculum and we are excited to have achieved the Primary Science Quality Mark and be working towards Artsmark as part of our curriculum improvement strategies.

We really are committed to providing the best educational experience for every child in our school and we do this by creating an exciting and engaging curriculum that captures the children's interests and promotes an enthusiastic and active approach to learning. We know that for our children to be successful in the future, they need to develop as effective learners. They need to be curious and skilled at solving problems.

Situated 4 miles north east of the city centre of Leeds on the border of the Templenewsam Estate, the school has 370 children aged between 4 and 11.

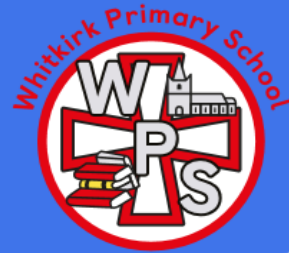
You can really make a difference through this role – please do read on!

## Our School Core Values

**Respect - Achievement - Forgiveness - Trust - Safety – Friendship**

These core values were established through liaising with our key stakeholders. Through surveys, collaborative online documents, Staff INSET and meetings we gathered the opinions of everyone to define what was special about Whitkirk, and what we valued most about our school.

# Our Whitkirk Values



### Our Vision:

To be the best that we can be.

### Our Values:



### Our Whitkirk Rules:

- We always try our best.
- We take care of our resources and move around school safely.
- We respect and value the opinion of each other.
- We actively listen to our friends, family and teachers.
- We are always honest with ourselves and others.
- We forgive ourselves and others for mistakes that are made.

## Our achievements and activities

In 2019

- 72% of our children achieved a good level of development at the end of Reception.
- The Key Stage 1 outcomes were 75% for Reading, 69% for Writing, and 76% for Maths
- The Key Stage 2 outcomes were 50% for Reading, 70% for Writing, 71% for Maths, 61 % for GPS and 43% for RWM

Find out what is happening in the school by looking at our website, although we are currently working hard to update and develop it or visiting our Facebook page. You will find posts about the different activities that are happening in the school and our interaction with parents and the community.

We're really proud to have played an important role as the Trust East Leeds Hub throughout the Lockdown period. We welcomed children from other schools to ensure a safe provision for vulnerable children and key worker children. Since the wider opening of schools we have welcomed many more of our children into school and can't wait for a full return from September!

## The Vacancy

*This role is to be appointed from September 2021. We are seeking a forward thinking and inspirational Early Years Foundation Leader to work with the senior leadership team. Our new headteacher, Matthew Dawson will fully join the school in September 2021 and the school will continue to be supported by our Executive Leader, Helen Stout.*

*In this role, you will be managing the progression of the EYFS phase: leading curriculum and pupil developments and sharing creative and inspirational ideas in order to guide staff to outstanding professional practice. Working closely with the school Senior Leadership Team in this role, you will also be expected to contribute to school developments and lead by example.*

*For this EYFS Leader role, you will be either an innovative, experienced teacher ready for a more senior role, or a current dedicated EYFS Leader who is looking for a new experience and opportunity to raise EYFS standards.*

*You will have a commitment to continuous improvement of teaching and learning, and the achievement of the highest possible academic and social standards. You will have the ability to think strategically, to inspire, challenge and motivate others and show leadership to build upon the school's vision and purpose in the Early Years provision. You will also set high expectations of yourself and others and be a role model to inspire and motivate staff and children alike.*



## Red Kite Learning Trust

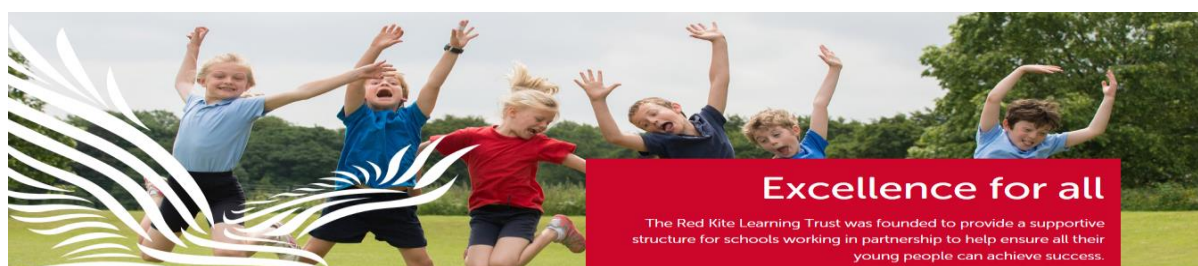
Our Trust provides a supportive structure for individual schools to work in partnership to share administrative functions, to gain economies of scale in purchasing and operational functions, and most importantly to help ensure all our young people can achieve success.

Our Trust was formed in 2015 with three founding schools: Harrogate Grammar School, Oatlands Junior School and Western Primary School in Harrogate whose aim was, and still is, to work together to ensure 'Excellence for All'. Since then, our Trust has welcomed more schools joining:

- In Harrogate, Rossett Acre Primary and Coppice Valley Primary
- In Pudsey, Leeds: Crawshaw Academy
- In Leeds East: Whitkirk Primary joined with 6 other schools as a collective group in Autumn 2018. Other schools included: Temple Moor High School, Austhorpe Primary, Colton Primary, Templenewsam Halton Primary, Temple Learning Academy and Meadowfield Primary.

We are seeing the benefits for young people by working more closely together, collaborating, gaining insight and expertise and sharing the specialist skills and knowledge at our school. We look forward to our Trust steadily developing further over the years and providing even better provision for our children.

The success of our schools is dependent on the quality, talent and commitment of our staff, which is why we strive to recruit the people who share our values and vision. Although we share systems and solutions there is still plenty of room for each school to have its own special character determined by the Headteacher and Governors. The Scheme of Delegation for our schools is shared in full via our web site, please follow the link [here](#)



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*'As a member of a supportive learning community, we have worked successfully and in close partnership with 6 schools in the area of East Leeds for a number of years. The next natural step in this process was the opportunity of joining a Multi Academy Trust (MAT) in order to maintain and strengthen links.*

Currently, at Whitkirk, we have an Interim Executive Board arrangement which gives real focus for strengthening the leadership of our school and keep our development moving forward, which has been invaluable throughout the COVID situation and whilst Helen supported our school in the Executive Leadership role.

## Red Kite Alliance

The Red Kite Alliance is a partnership of secondary, special and primary schools, collaborating to help each other improve the outcomes for young people and ensuring all our young people have the opportunity to achieve their potential. This school-led approach brings benefits to all the schools involved and helps continue to develop and improve. Our pupils benefit from the Alliance's work as it impacts directly on the quality of teaching they receive.

We work with other schools to train and develop new teachers. The Teaching School helps us to keep pace with national development and places us at the very forefront of teaching practice. We deliver outstanding training for school staff within the Alliance, at every stage of their careers, including a full range of school leadership development opportunities.

### **Regional Maths and Computing Hubs**

The work of our Teaching School has been further enhanced and extended with the addition of our Maths Hub, covering the Yorkshire Ridings region. The Hub is one of only 37 designated nationally. Harrogate Grammar School has also successfully been awarded official Computing Hub status, covering North Yorkshire, Leeds and Wakefield. Both Hubs have the aim of developing and spreading excellent practice for the benefit of all pupils in primary and secondary schools.

### **Red Kite Teacher Training**

Red Kite Teacher training offers school-based routes into teaching through a large partnership of primary, secondary and special schools based in and around Harrogate, Leeds and Skipton. We work with the University of Leeds also as a strategic partner, supporting our initial teacher training provision. Based at Harrogate Grammar School is School Centred Initial Teacher Training (SCITT) who annually have c. 120 primary and secondary trainees. SCITT is only one of the several different routes into teaching that we offer. We offer also an Assessment Only route for professionals already employed in a school and are a Regional Training Centre for the Future Teaching Scholars programme, a new and exciting route in to teaching for those entering their first year at University.

### **Further information**

For further information about our school, the Red Kite Learning Trust, or the wider Red Kite Alliance and our schools, please see the Appendices within this pack and visit the following websites:

<https://www.whitkirk.org/>

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

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

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**The post specification on the following pages describes more around expectations for this role but please do come and meet us and see for yourself what a wonderful school and team we are!**

## JOB DESCRIPTION

**Post:** Early Years Foundation Stage Leader

**RESPONSIBLE TO:** Headteacher

**SALARY SCALE:** MPS/UPS + TLR2a

**MAIN PURPOSE:**

The post-holder will be required to exercise their professional skills and judgement to carry out the professional duties set out below in a collaborative manner.

**STATUTORY REQUIREMENTS**

This job description reflects the National Standards of Excellence for Headteachers (2015) as a framework of development for school leaders. These standards are built upon The Teaching Standards (2011) which apply to all teachers.

The appointment is subject to the current conditions of employment of school leaders, contained in the Schools Teachers' Pay and Conditions document, the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation.

The appointment is also subject to other current educational and employment legislations and policies laid down by the Governing Board and Trustees under their powers derived from statutory sources.

**SUMMARY OF KEY ACCOUNTABILITIES:**

	<b>Duties/Tasks specific to an EYFS Leader</b>
1.	<ul style="list-style-type: none"> <li>Managing all aspects of EYFS and transition into Year 1;</li> <li>Formulating the aims and objectives of the EYFS;</li> <li>Establishing the policies through which they shall be achieved;</li> <li>Managing staff and resources to that end; and</li> <li>Monitoring progress towards their achievement.</li> </ul>
	<b>2. Duties/Tasks Specific to this Role:</b>
2.1	Strategically leading the EYFS and quality assurance processes in such a way as to meet national and school-based targets.
2.2	Ensuring the quality of learning and teaching within the EYFS environment is high.
2.3	Inspiring the EYFS team to be the best they can and are all working towards a shared vision
2.4	Lead a smooth and effective transition into Year 1.
2.5	Establishing creative approaches to learning and teaching to secure demonstrable impact for all pupils, including those who are disadvantaged.
2.6	Organise and lead CPD. Ensure that agendas and minutes are provided. Provide support for underperforming staff.
2.7	Working with other teachers on developing teaching/learning styles.
2.8	Developing leadership skills focussing on achievement for all pupils.
2.9	Regularly reviewing own practice, set personal targets and take responsibility for own development.
2.10	Create and lead long term strategies to improve teaching and learning.
2.11	Model the highest standards for teaching and learning.
2.12	Provide regular information to Senior Leaders and Governors in relation to improvements to teaching, learning and CPD.
2.13	Engage in frequent and routine quality assurance (QA) activities to monitor and evaluate standards of teaching, learning and CPD.
2.14	To contribute to the promotion and achievement of the school vision and purpose.
	<b>3. General Duties:</b>
3.1	To contribute to the development of the school in line with the school development plan.
3.2	Model the highest standards of professionalism when dealing with colleagues, pupils, parents and other stakeholders.
3.3	Represent the school in a positive and effective manner.
3.4	To work collaboratively with other Red Kite Learning Trust schools.
3.5	The post holder may also be required to carry out such other duties as are reasonably required by the Headteacher.

## PERSON SPECIFICATION

The following outlines the key skills and experiences required for this position. The selection panel will assess each candidate against the criteria listed below, expecting candidates to demonstrate knowledge and understanding of each area, and to show evidence of having applied (or awareness of how to apply) this knowledge and understanding in an appropriate context. The selection process will be focused upon evidence of the positive impact of each candidate, in particular upon pupil outcomes.

ATTRIBUTES	ESSENTIAL	DESIRABLE
<ul style="list-style-type: none"> <li><b>EDUCATION AND TRAINING</b></li> </ul>	Qualified Teacher Status	Additional degree/further qualification Evidence of further professional development in the Early Years Foundation Stage
<ul style="list-style-type: none"> <li><b>RELEVANT EXPERIENCE</b></li> </ul>	A record of excellent classroom practice in the Early Years Foundation Stage Proven track record of raising pupil achievement in the EYFS Experience of leading training/development within school Successful experience of teaching the full range of ability pupils, including pupils with additional needs such as SEND, EAL and gifted and talented Experience of leading and supporting initiatives that have improved pupil outcomes and attitudes Involvement in the implementation of whole school initiatives Experience of highly effective involvement of parents in their children's education Successful implementation of quality assessment techniques to inform teaching and learning	A record of excellent classroom practice in KS1 Experience of leading high-quality transition from Nursery settings to Reception and Reception to Y1 Experience of working with pupils from disadvantaged backgrounds and very low academic starting points Experience of leading staff in key aspects of school improvement or monitoring and evaluation Experience of working with/across several teams within school Leading and delivering CPD Experience of curriculum leadership and management
<ul style="list-style-type: none"> <li><b>SKILLS AND APTITUDES</b></li> </ul>	Ability to analyse, understand and interpret EYFS performance data Secure working knowledge of the EYFS, the National Curriculum and their assessment, recording and reporting requirements	Strong understanding of how EYFS provision prepares PUPILS for Y1 Strong understanding of how high-quality transition is planned from EYFS to Y1



	<p>Excellent classroom skills and the ability to identify and analyse good practice</p> <p>Ability to work as part of an effective leadership team</p> <p>A thorough knowledge and understanding of how children learn in the EYFS and how learning at this stage impacts on their future learning</p> <p>Ability to provide a broad, balanced, relevant and creative EYFS curriculum</p> <p>Ability to inspire, lead and motivate the children and staff in the pursuit of excellence</p> <p>Ability to communicate effectively with staff, pupils and parents</p> <p>Ability to prioritise and plan to ensure completion of tasks</p> <p>Organise and develop effective systems</p> <p>Earn trust and respect from pupils and colleagues</p> <p>Take initiative and work independently as well as part of a team</p> <p>Evaluate achievements and deliver improvement</p> <p>Ability to think strategically</p> <p>Ability to inspire, challenge motivate and inspire others</p> <p>Ability to model the values and vision of the school</p> <p>A thorough grasp of current educational issues</p>	
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ATTRIBUTES	ESSENTIAL	DESIRABLE
CHARACTER	<p>A commitment to continuous improvement of teaching and learning and the achievement of the highest possible academic and social standards</p> <p>A passion for the EYFS and satisfaction in seeing how pupils develop their skills to enable them to be 'school ready' by the end of their EYFS journey</p> <p>Commitment to whole school improvement</p>	

	<p>Commitment to excellence and high standards/expectations for all learners</p> <p>Commitment to inclusion</p> <p>Commitment to the safeguarding of our pupils</p> <p>Commitment to developing effective working relationships, shared leadership and effective team working</p> <p>Excellent attendance record</p> <p>Committed to achieving success</p> <p>Willingness to be flexible and work to meet the best interests of the school</p> <p>Self-motivated</p> <p>An outstanding passion and drive for raising standards of teaching and learning</p>	
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**'HR Excellence for All'**

### **Staff Benefits: Pay & Reward**

As a Trust we have applied the highest level of increase available to our Teaching Staff under the national pay recommendation each year.

One of the flexibilities of being a Multi Academy Trust, means that we have been able to consider and adopt these preferential terms for our staff, but still working within the framework of the School Teachers' Pay & Conditions Document.

We offer a comprehensive range of reward package options to our new staff to facilitate your transfer to our school. Please discuss with us the options available, including provision for relocation support via up front salary payment, and consideration for portability of pay with our HR Team.

In accordance with the national terms, it is not possible to guarantee portability of pay however, salary levels may still be matched if the Trust believes it is appropriate. Although there will be greater freedom to determine starting salaries, all decisions will be fair to existing and new staff and are likely to be modelled on progression as if worked at a Trust School and against the Trust's current salary scales.

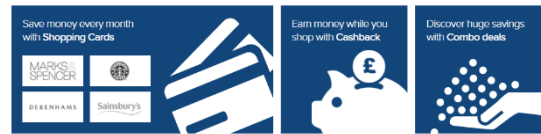
### **Reward Package & Additional Benefits**

We offer a comprehensive package of reward including: membership of our outstanding pension provision via the Teachers' Pension Scheme or Local Government Pension Scheme; our 'Employee Benefits Programme' which provides a range of options including our Cycle to Work Salary Sacrifice scheme, allowing all staff to:

- Benefit from huge savings on the cost of a new bike and/or safety equipment, supported by the Trust up to a total value of £2000
- Spread the cost over a year and make a significant saving on Income Tax and National Insurance contributions on the total salary sacrifice value
- Choose from over 500 brands from over 2000 partner stores across the UK

Many more staff benefits are available, via an online rewards portal, in areas including: Shopping, family, automotive, financial, professional, home & garden, sport, health, beauty and travel.

The Trust additionally provides an 'Employee Assistance Programme' to aid staff and their families. This service provides the additional and independent support which may be needed through times of, for example: bereavement, divorce, separation, significant illness of loved ones, financial issues/difficulties,



The Trust is focussed on further enhancing the Reward offer for all our staff and we hope to deliver additional benefits during 2020/2021, aligned to the suggestions from our whole staff team.

## How to Apply & Next Steps

To access our on-line application form via the Red Kite Learning Trust, please visit:  
[www.rklt.co.uk/vacancies/](http://www.rklt.co.uk/vacancies/)

We welcome you to contact us so that we can discuss the role with you and arrange virtual tours or visits outside of school hours.

**School visits:** We are very mindful of protecting "Bubble" arrangements but can provide an opportunity to safely visit our school and meet the team in March.

Please contact the school on: 0113 2606203 to arrange for a visit with the current Executive Leader, Helen Stout or our Deputy Headteacher, Gemma Quarmby, or ask any questions you may have by email in the first instance via our Business Manager, Diane Potter;  
[PotterDS@wps.rklt.co.uk](mailto:PotterDS@wps.rklt.co.uk)

**Closing Date:** **Friday 9<sup>th</sup> April at 3.00 pm**

**Selection process:** **w/c Monday 19<sup>th</sup> April 2021**

We will advise shortlisted candidates as soon as possible after the closing date.

Whatever the outcome of your application, we thank you for the interest you have shown in our school and we wish you well for your future career.

For further supporting information please see the following documents below:

- Red Kite Recruitment Process Guidelines
- Red Kite Ex-Offenders Policy



## Recruitment Process Guidelines

**Whitkirk Primary School, as part of the Red Kite Learning 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 (On-Line process)**

Your application form plays an important part in your selection - it is the only basis for considering your initial suitability for the post. Please read the instructions on the online application form carefully before completing it. You must complete all parts of the form.

Candidates are encouraged to complete the On-Line form.

### **Application Form (Word Document)**

If you would prefer to complete a paper application form, this can be provided by the Red Kite Learning Trust HR team upon request, please email: [recruitment@harrogategrammar.co.uk](mailto:recruitment@harrogategrammar.co.uk)

For all formats of application: Look carefully at the post specification. This outlines the duties of the post and the minimum knowledge, skills and experience we require. You should show clearly in your application how your knowledge, skills and experience are relevant to the requirements of the post.

Rather than simply repeating your career history, look at the skills and experience required by the job and provide evidence that you possess them, preferably by giving specific examples.

Relevant skills may have been gained other than through paid employment, so consider also any private, social, leisure, voluntary and domestic responsibilities you have where relevant skills have been developed.

Please check the closing date and allow time to submit your application through the school website. If you are called for interview, you will be asked to sign a paper copy of your application to ensure the declaration requirements are complete

### **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 short-listed and we will discuss with you if there are ways in which the post can be modified to meet your needs.

### **EQUAL OPPORTUNITY EMPLOYER**

Red Kite Learning 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 on the basis of 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 and you will be required to disclose full details of your criminal history prior to your interview. 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 this 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 is made available to all Disclosure applicants at the outset of the recruitment process.

### **CANVASSING**

You must not try to influence any current employee or member of the school governing body 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 short-listed for interview. In addition, you may be asked to undertake tests, written exercises or other tasks deemed appropriate for the role 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.

**Teachers** – The terms of the relevant year's Pay and Conditions Document will apply.

### **PRE-APPOINTMENT CHECKS**

#### **Permission to Work in the UK**

Please note that we can only consider applications from EU citizens and those holding valid UK visas.

**At Interview** - Under the Asylum and Immigration Act 1996 the school 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. You will need to submit one of the original documents included in List 1 below, or two original documents specified in List 2 below:

#### **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.
- A resident permit issued by the Home Office to a national from a European Economic Area country or Switzerland.
- A passport or other travel document 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
  - o 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
  - o A full birth certificate issued in the United Kingdom, which includes the names of the holder's parents; OR
  - o A birth certificate issued in the Channel Islands, the Isle of Man or Ireland; OR
  - o A certificate of registration or naturalisation stating that the holder is a British citizen; OR
  - o 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
  - o 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
  - o 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
  - o 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
  - o A work permit or other approval to take employment that has been issued by Work Permits UK
- Plus, one of the following documents
  - o A passport or other travel document endorsed to show that the holder is able to stay in the United Kingdom and can take the work permit employment in question; OR
  - o 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 work permit 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.

It is not our practice to inform applicants that they have been unsuccessful in being called for interview. If you do not receive an invitation to interview, we thank you for your interest in the post.



## Policy Statement on the Recruitment of Ex-Offenders

**Whitkirk Primary School as part of the Red Kite Learning Trust, is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

- As an organisation using the Disclosure & Barring Service (DBS) to assess applicants' suitability for positions of trust, Red Kite Learning Trust complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. They undertake not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- Red Kite Learning Trust is committed to the fair treatment of their staff, potential staff or users of their services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.
- We have a written policy on the recruitment of ex-offenders, which is made available to all Disclosure applicants at the outset of the recruitment process.
- 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.
- 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 application forms, job adverts and recruitment briefs 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, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is provided through our E-Application Form, which is viewed by a designated person within the Red Kite Learning Trust; we guarantee that this information is only seen by those who need to see it as part of the recruitment process.
- Unless the nature of the position allows Red Kite Learning Trust to ask questions about your entire criminal record we only ask about the "unspent" convictions as defined in the Rehabilitation of Offenders Act 1974.
- We ensure that all those in Red Kite Learning Trust who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.
- At interview, or in a separate discussion, we 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. Failure to reveal information that is directly relevant to the position sought could lead to the withdrawal of an offer of employment.
- We make every subject of a Disclosure aware of the existence of the DBS Code of Practice and make a copy available on request.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.
- Having a criminal record will not necessarily bar you from working with us; this will depend on the nature of the position, the circumstances and background of your offence/s.

(Source [www.disclosures.gov.uk](http://www.disclosures.gov.uk))



## Whitkirk Primary School Child Protection Information/ Instructions for Job Applicants

*Whitkirk Primary School is committed to safeguarding and promoting the welfare of Children and Young People and ensuring that employees are suitable persons to work with them:*

1. All applicants are requested to provide in their application, explanations for any gaps in study and/or employment history. Applicants should include in the Previous Employment section of their application form, details of any other unpaid work/experience, for example, voluntary work.
2. Applicants are advised that references should be from “suitable” referees, that is, the current or most recent employer and, where this did not involve work with children and young people, the most recent employer where the work was with children or young people. Where we consider that additional references are required, we reserve the right to request details of alternative referee(s) from the candidate. In line with DCFS Safer Recruitment and Selection Guidance, for appointment to this post, **references will be taken up prior to interview**.
3. All reference requests will specifically ask for information about the candidate’s suitability to work with children and young people and will request details of: any disciplinary procedures and the outcome of these; any allegations or concerns relating to Child Protection and/or the welfare of children and young people; details of any criminal convictions, cautions or bindovers.
4. At interview, candidates will be asked about any allegations or concerns raised against them and the outcome of these, including the details of both current and expired disciplinary sanctions. Interviewees are required to bring to interview original documents relating to identity and qualifications.
5. All appointments will be subject to a satisfactory, enhanced level DBS check, a minimum of two satisfactory references and medical clearance. **This post is exempt from Section 4(2) of the Rehabilitation of Offenders Act 1974** therefore all convictions, cautions and bindovers, including those regarded as “spent” must be declared. Any pending prosecutions, current court proceedings and police enquiries relating to you, also must be disclosed. If you have any of these, you must provide details in a sealed envelope, marked confidential, attached to your application form. Applicants are required to declare if they have been referred to or included on List 99 or PoCA List, barring or restricting work with young people or vulnerable adults. For new employees to the Red Kite Learning Trust, the appointment will be subject to satisfactory completion of a six month probationary period (- applies to school support staff posts).
6. On induction, all staff will be provided with Child Protection training, appropriate to the role, including information regarding the Leeds Safeguarding Children’s Partnership, RKLt and School’s Child Protection and Safeguarding Policies and Practice Guidance and information on expected safe working practice, standards of conduct and behaviour and disciplinary, capability and whistle-blowing procedures.

**If you would like to discuss any of the above before making an application  
please contact the HR Team [HR@rkl.co.uk](mailto:HR@rkl.co.uk)**