



Shrivenham
Church of England Primary School



Head of School Candidate Information Pack

Closing Date: Friday 14th October 2022
Interview Date: Week Commencing 17th October 2022

All things are possible for one who believes

Welcome from the Governors

Dear Prospective Head of School,

Thank you for taking an interest in the Head of School position at our fantastic village school. We're very excited about the next chapter in our story, and we hope that as you look through this pack, you'll see why and want to play a lead role in it. As a governing body, we feel incredibly lucky to be involved in the running of our school, which is central to our wonderful village community.

You may already be an experienced Deputy or Assistant Headteacher, or perhaps you're fulfilling another leadership role and feel ready for the next step in your career - whichever situation describes you best, we're sure that Shrivenham Primary offers a great proposition!

Set in the centre of the delightful Oxfordshire village of Shrivenham, we are a busy single-form-entry Church of England school, which offers the complete primary school package.

Shrivenham school is one of eight schools within the Faringdon Academy of Schools; as such, whilst you'll have substantial autonomy to run and develop the school as you see fit, you'll also have the support and expertise of the wider Academy, which takes care of some of the more administrative aspects of running a school, leaving you to focus heavily on what really matters - **the children's education and supporting the staff of the school**. Of course, you'll also have a very supportive governing body and Executive Headteacher, willing to invest in your development as a school leader.

With 205 children, we're approaching capacity on our existing site. Within the next two years, we expect that you will have the opportunity to take the school to a new, purpose-built site within the village, it is perceived that this new school environment will include a nursery to complement our already thriving early years setting and in time have the ability to grow and become two-form-entry. The village itself is growing steadily, and is an extraordinarily supportive community with everything you need close to hand - a post office, a couple of pubs, flower shop, hairdressers, chemist and most importantly, a brilliant family-run coffee shop opposite the school - perfect for an early morning coffee or a quick lunch!

Shrivenham School offers a Headship with the perfect balance of autonomy and support, set in a wonderful village community. Come and see for yourself; we strongly encourage you to visit the school as you consider your application - we know you'll love it!

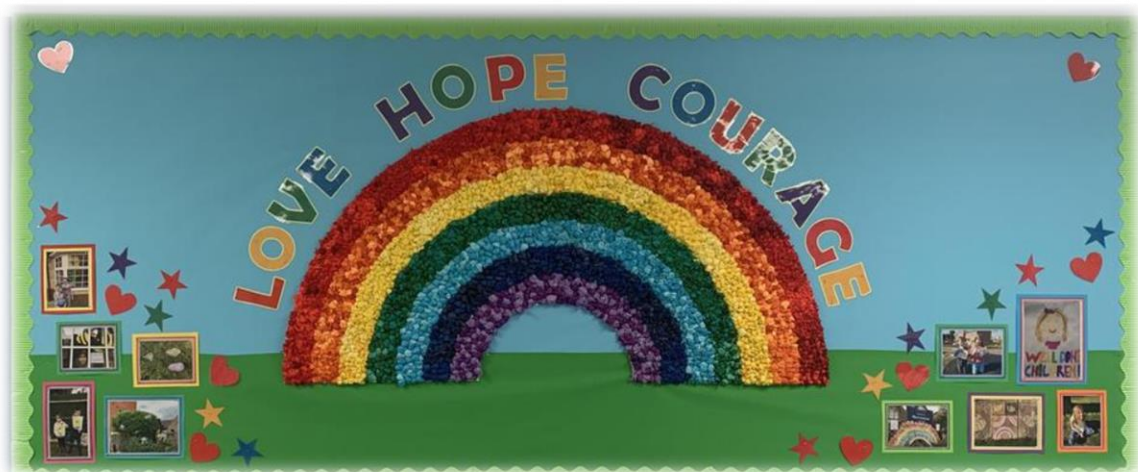
We look forward to meeting you soon.

Our Vision and Values

At Shrivenham we give every possible opportunity for individuals to believe in themselves, others and God through the promotion of love, hope and courage in order to flourish and fulfil their unique potential, to work well together and positively contribute to the wider community.

'All things are possible for one who believes' (Mark 9:23)

We ensure our children learn in a nurturing environment where we value everyone as individuals, care for one another and foster positive emotional growth and well-being. Through our broad and balanced curriculum, we inspire, motivate and challenge our children to become independent and confident learners, maximising intellectual, social, physical and spiritual development. We put Shrivenham School at the heart of village life, actively encouraging partnership with parents, the Church and the wider community.



Our school fully subscribes to the vision for the Faringdon Academy of Schools to which we belong. In addition, we will provide a strong moral and spiritual foundation for all our children to thrive, founded on our core Christian values of Love, Hope and Courage. We will ensure our children learn in a supportive environment where we value everyone as individuals, care for one another and build self-esteem. We will inspire and motivate our children to become independent learners and achieve outstanding progression, maximising pupil achievement through a rich and motivating curriculum fit for the 21st century. We will actively encourage the involvement of parents and the community in building strong partnerships with our school and the Academy as a whole. We aim to be recognised as the outstanding school of choice for the local area and a place highly regarded by the children, parents and the local community.

The Faringdon Learning Trust



Shrivenham C of E Primary School is a part of the Faringdon Learning Trust, which was established on 1st April 2012 with three schools, but has now expanded to include eight schools. It is an exciting organisation built around collaboration, aiming to be outstanding in all that it does. There is only one secondary school in the Academy, Faringdon Community College (FCC), and all the other schools are part of the FCC catchment area.

The MAT has a dedicated School Improvement Team led by a Director of Education (DofE) who is also an existing Headteacher and National Leader of Education. The school improvement team spread best practice, challenge, assist and mentor at every level - this brings a wide range of professional development opportunities for staff and has demonstrated significant improvements in what are already high standards of teaching and learning across the MAT, thus bringing great benefit to both children and staff. The DofE meets with each Headteacher and other leaders once a term to review school data, discuss priorities, observe lessons, provide advice, devise action plans and plan the use of resources. These reviews offer a supportive mechanism to collect evidence, reflect and review current practice, challenge and celebrate strengths, identify areas for development and plan subsequent actions.

The Trust has a team of excellent teachers and staff who work with the Director of Education and Headteachers supporting school improvement.

In addition to the school improvement team, the trust schools also benefit from a highly talented central team providing support for all non-educational services. Headed up by an experienced business manager the Chief Operations Officer (COO) for the Trust oversees a team of staff who cover five key areas including:

- Human Resources
- Finance
- Operations including estates, facilities, catering and health and safety
- ICT
- Governance

This frees the Headteachers/Heads of Schools and governors from much of the routine management of support services allowing them to concentrate on delivery of teaching and learning, whilst maintaining a local level of control and accountability.

All the Headteachers and other senior leaders in the Trust are committed to their own school improvement but also of other schools in the Trust. "If one school succeeds, we all succeed, and if one school fails, we all fail" is a firmly embedded belief. Academy Leadership Team meetings are held twice a short term, and provide the opportunity to share ideas, make joint decisions and steer practice. Mentoring and coaching opportunities are offered on a regular basis, as required. Further information about the Faringdon Learning Trust is available on the Trust's website:

<https://faringdonlearningtrust.org/about-us/>

Our School - Our Setting

We are a happy, welcoming and buzzing school, located right at the heart of the village of Shrivenham and steadily expanding and improving over the last few years. Currently rated OFSTED "Good" (from January 2017). We are very close to achieving Outstanding status, something that our new Head of School will help us to attain over the next few years. The school has an exceptionally dedicated and hard-working team of staff, including teaching assistants in all classes who are committed to providing the best possible education whilst nurturing the moral and spiritual values that come from being a church school. We're also delighted that we achieved (Dec 15) an "Outstanding" SIAMS inspection. We have exceptional support from the local churches, from which a local minister visits each week to help conduct collective worship.

On site, we have seven classrooms, a nurture and intervention base, a newly stocked library, school hall (for dining and whole-school assemblies), a kitchen, good levels of IT support (laptop trolleys and iPads), a good-sized outdoor space including a separate play area for our EYFS (including play apparatus), a multi-use games area (MUGA), a small Forest School area and easy access to local tennis courts, the village recreation ground and St Andrew's Church. We have recently opened a wrap around breakfast and after school club run on site.



"Our school is such a nice place to be, everyone is kind" (Year 3 Pupil)

We have a wide range of after school clubs available to the children including: French, cooking, sketching, wellbeing, film club, TA Sports (run by outside experts) and much more.



We are also lucky enough to take part in a wide variety of extra-curricular activities that are provided by Faringdon Learning Trust such as writing competitions, debates, festivals, STEM days numerous sporting events, including swimming galas, tag rugby, hockey, netball, football and athletic events.

FoSS - Friends of Shrivenham (PTA)

Friends of Shrivenham School (FoSS) is the PTA for Shrivenham C of E Primary School. It is made up of a committee of mostly parents and some staff. FoSS organizes a range of fundraising activities throughout the year, for example raffles, Summer Fete, School discos, Race Night and sponsored events. All the money raised goes directly to supporting the education of the children in school. Over the last few years, money has been spent on equipment for the Foundation Stage outdoor area, an anti-bullying Roadshow, the new library books (including access for all the children to e-books), swimming lessons, ISingPOP music project, curriculum workshops and money towards items for each classroom.

School Leadership and Development

The School has an excellent understanding of its strengths and areas for development. There is a very strong commitment to continuous improvement and a clear vision for the future. The school is very well placed to improve further and knows exactly where it is going.

Our most valuable resource is our experienced staff team and we continue to invest in their professional and personal development, which is greatly enhanced through opportunities with the MAT. Through this approach, we are able to attract and retain the highest quality professionals whose dedication is a credit to our school. The dedication and commitment of our skilled teachers and teaching assistants is exceptional, and plays a key role in raising standards and ensuring achievement for all.

Leadership and management at all levels is strong. Over the last few years there has been a focus on developing effective systems of distributed leadership and we have invested heavily in supporting and challenging our middle leaders and subject leaders.

Through the concerted work of Subject Leaders, our key aims are to provide:

- A collaborative approach to curriculum development.
- Opportunities to work with and learn from colleagues in different phases.
- More precise and tailored curriculum analysis, to meet changing school needs.
- A shared responsibility attached to key school development areas in any one year.

Our Curriculum

At Shrivenham CE Primary School we aim to make every day full of wonder, excitement, challenge and fun, equipping today's children for tomorrow's world. Every child at Shrivenham is recognised and valued as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and making connections.



We constantly provide opportunities for the children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. There is a high focus on developing children's moral, spiritual, social and cultural understanding (including British Values) alongside physical development, well-being and mental health. The school provides a highly inclusive environment where learners enjoy their education and pupils at all levels are helped to achieve their potential.



The school's curriculum development is carefully designed to ensure coverage and progression. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. The children's own community, its heritage and traditions are frequently used as a starting point for engaging interest. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and providing a purpose and relevance for learning. Community interaction is an essential part of our curriculum and values the chance to involve and be involved. Children are given a wide range of opportunities to take an active role in events throughout the year including sporting and artistic activities. Children leave the school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, learn from mistakes, self-evaluate, make connections and become lifelong learners.



The children said the best things about our school are:

- I like the way the teachers help us learn lots of new knowledge
- School is a nice place to be, playtimes are fun and lessons are interesting
- I love learning maths!
- Everyone is included, giving love and helping people to have hope and show courage.
- All the teachers and children are supportive, we always look after each other
- I love assemblies especially when we sing fun songs
- The clubs - I really like going to different ones after school
- We are a welcoming school, especially to new visitors and children as we recognise their feelings, and that they might need a loving hand to help and guide them.
- We are kind and helpful and encourage other people to do well!

ODBE Welcome



Thank you for considering becoming a head of school in the family of church schools in the Diocese of Oxford. This sheet will give you an overview of who we are and what we can offer you as a headteacher in a church school.

We hope you will find this a helpful summary in preparing your application.

The Diocese of Oxford covers the Local Authority (LA) areas of Bracknell, Buckinghamshire, Milton Keynes, Oxfordshire, Reading, Slough, West Berkshire, Windsor and Maidenhead, and Wokingham.

There are 285 Church schools and academies, serving some 58,000 pupils. We have 623 parishes grouped into deaneries for administration purposes; these deaneries fall into three Archdeaconries along with Oxford City.

The Oxford Diocesan Board of Education (ODBE) is committed to the education of the whole person to their fullest potential, to the development of moral and spiritual understanding, to the uniqueness of the individual and to the education of all within the maintained system. It works within statutory education on behalf of the Diocese of Oxford in developing a Christian Vision of Education.

Through its advisory services ODBE promotes RE, Collective Worship and pupils' spiritual development. Advisory team work also focusses on school improvement in order to support schools in dealing with the requirements of Ofsted inspection and relationships with HMI. It ensures that Church Schools are provided with specialist support for building development and legal matters. Among the churches of the Diocese, the Board promotes Church related education and provides advice for clergy, governors and parishes in support of their schools.

The vision and priorities of the Diocese and the pastoral role of the Church underpin all the work of the ODBE. More about this vision - to be a **more Christ-like church**: compassionate, contemplative and courageous for the sake of God's world - can be found on the [Diocese of Oxford website](#).

Most diocesan Church Schools were established under trusts to provide education for the 'poor of the parish' with teaching according to the Church of England. In 1811 the 'National Society for Promoting Religious Education' was established to support Church of England Schools. We encourage new Head Teachers with governors to reflect on the original aims of the school as expressed in the school's Trust Deed and how this has been translated into the current ethos statement in the Instrument of Government and any aims, mission, values or ethos statement of the school.



In recent years, the Church of England Education Office (previously the National Society) has taken an increasingly leading role in church school development. The introduction of church school inspections (Section 13 and 23) in the 1990s was led by the National Society. Most recently the Church of England Education Office has produced the **Church of England Vision for Education**¹ which, in its own words...

“... is not just a vision for Church of England schools, but a Church of England vision for education. At a time when many are looking for a vision of education to enthuse and inspire them, this deeply Christian vision of education is one that is generous and that seeks to allow the riches of Christian life to overflow to those of other faiths or no faith, but who share the bigger vision of what we think education is for. This vision will be worked out explicitly within the Christian character of thousands of Church schools, but ... is also about shaping wider educational policy and embracing others who are drawn to it as they recognise something deep and rich for the common good.”

The work of the team is supported by a strong administrative group who also act as advisers to schools on some matters such as the appointment of foundation governors.

Each school has a named School Adviser and receives a regular bulletin from ODBE.

Support offered to church schools is governed by the Service Level Agreement (SLA). As part of this agreement, new Head Teachers are offered school support visits from their named adviser during their first weeks. The diocesan team also offers regular training and visits for governors and staff. The team provides and facilitates a range of courses over the school year, including pre- and post-SIAMS (Statutory Inspection of Anglican and Methodist Schools) support. New headteachers can access our Headteacher Induction Programme.

The ODBE team includes: The Director, School Advisers, Premises Officers, Deputy Directors (School Effectiveness/Resources), RE Adviser, Chaplaincy Adviser, Governance and Admissions Adviser.

Christian Character - In recent years, the Church of England has increasingly recognised the special significance of the role of the Head Teacher in the development of the distinctive character of Church schools.

Our programme of CPD enables Head Teachers (and other school leaders) to access a range of resources to enhance the special Christian character of their schools. These include an induction day, quiet days, an annual conference and commissioning service in addition to specialist courses such as our Space Makers resource. We also have a dedicated Chaplaincy Adviser who can support with this work.

The Parish and the School - The implications of this setting vary, especially between Primary and Secondary schools, but we encourage a strong commitment to partnership between parish and school built upon a common quest for the outworking of shared values and spiritual growth. The ODBE works closely with the Board of Mission on initiatives which relate to our engagement with children and young people. This has included Deanery events and collaboration over provision and policy for children and the Eucharist.

¹

Collective Worship - All schools should provide an act of worship for pupils every day. Arrangements for the act of collective worship in both VA and VC schools are made by the governors after consulting the Head Teacher, taking account of the Trust Deed.

We provide support for worship in schools through the direct work of the advisers and, again, through CPD which is available to Head Teachers and other leaders of worship in our schools including governors, staff and clergy.

Religious Education - The Diocese supports schools in planning, teaching, monitoring and assessment of RE. For this reason, the ODBE team includes a specialist RE adviser who organises courses, produces support materials and is available to individual schools and clusters of schools for training and support.

More information about our work can be found on our webpages: [Oxford Diocesan Board of Education \(odbe.org.uk\)](http://OxfordDiocesanBoardofEducation.odbe.org.uk)

You may also like to look at:

www.churchofengland.org/education/faqs-about-church-schools



Head of School - Job Description

This job description should be read in conjunction with the School Teachers Pay and Conditions Document.

Job title: Head of School
Contract type: FTE Permanent

Salary: L10 - L14
Reporting to: Executive Headteacher

Core Purpose

Represent the vision, ethos and values of the School and communicate those values in words and actions.

Manage the school on a daily basis, taking decisions in the best interest of the school within the Scheme of Delegation.

Support the EHT in the implementation of the strategic vision and SDP

Be responsible for the impact of identified actions within the development plan and report to the EHT accordingly.

Accurately evaluate and communicate the effectiveness of the school's provision to a range of stakeholders.

Model highly effective teaching and learning, and ensure that outstanding academic outcomes, whether curricular or extra-curricular, are at the core of planning, resource management and effective delivery.

Analyse and review pupil progress data.

Be responsible, as directed by the EHT, for the appointment of staff and related personnel issues including wellbeing and safeguarding.

Be responsible for the effective performance management of teachers and staff.

Maintain and develop positive relations with parents and the community and ensure effective working relationships.

Work with parents to address and resolve issues promptly and effectively, through systems which encourage access to the appropriate staff.

Maintain a secure knowledge of wider educational development and identify any potential impact on the school.

Ensure the school is a safe and secure place for pupils and staff.

Key Accountabilities

Managing the School

To manage effectively the day to day operations of the school.

To ensure that safeguarding is central to the day to day life of the school.

To ensure planning, systems and practices occur which ensure the school is safe and secure.

To support the EHT with managing the school budget and related finances.

To prioritise actions that help to ensure the school has a full NOR.

To maintain high standards of pupil behaviour and attendance.

To ensure the school environments meet the needs of the curriculum, health and safe

To manage arrangements which support the long term viability of the school.

To integrate effective common systems and processes which increase efficiency.

To promote cross-school partnerships and sharing between the schools.

To ensure that culture, policies and practices reflect national and local requirements and initiatives and ensures compliance with education statute and employment legislation.

To recruit, retain, and deploy staff appropriately with effective staff training opportunities.

To develop and implement clear, evidence-based improvement plans for the school.

Leading Teaching & Learning

Model highly effective teaching and learning, and ensure that outstanding academic outcomes, whether curricular or extra-curricular, are at the core of planning, resource management and effective delivery.

To ensure that provision at the school meets the needs of all learners and reflects the highest standards.

Ensure that the school's curriculum is continually developed and implemented so that promotes an exciting, balanced, engaging and challenging curriculum that inspires children to learn.

Ensure that a broad range of extra-curricular activities flourishes at the school in order to support a diversity of challenge and stimulation for all.

To ensure that learners receive high quality learning experiences and wide ranging opportunities at the school.

Ensure a culture and ethos of challenge and support where all pupils can reach their full potential and maximize their engagement in their learning.

Ensure that differentiated learning opportunities and strategies are in place to support those pupils with additional needs (including those with English as an Additional Language, children with learning difficulties and those with emotional and behavioural challenges).

Monitor, evaluate and review teaching and learning across the school and collaboratively develop improvement strategies.

Challenge staff under-performance at all levels, ensuring effective follow-up through coaching, mentoring and support.

Ensure that high standards of behaviour and attendance of the pupils is maintained.

Demonstrate and articulate high expectations and set stretching targets for all.

To ensure assessments are accurate and reflect the requirements of assessment systems.

To ensure that pupil outcomes are being tracked and are improving in key areas. Effective interventions are planned, which lead to enhanced outcomes.

Communicate and work closely with families both directly but also via the staff team to ensure that learning is supported at home.

Securing Accountability

Fulfills wider accountabilities in relation to children, parents, carers & other relevant groups.

Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.

Work with the EHT and LGB to provide accurate and up to date information of the school's performance (both achievements and areas for development) to a range of audiences.

Strengthening Community Links

To generate and sustain good public perceptions of the schools.

To build and maintain effective relationships with parents, carers, partners and the community that enhance the education of children and the wider community.

To maintain a strategic overview of the varied, rich and diverse school communities; respecting the rights, responsibilities and dignity of all.

To ensure that each school is enhanced and enriched through their interactions with parents, carers, community figures, businesses or other organisations.

To oversee the development of provision for out of hours learning and extended learning opportunities.

To engage with the school communities and FLT Schools to secure equity and entitlement.

Accountability

The Head of School is accountable to the Executive Headteacher for the standards achieved and the conduct, management and administration of the school subject to local and FLT policies.

FLT expects its employees to work flexibly with the framework of the duties and responsibilities above. This means that the post holder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities.

Safeguarding

FLT is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under-represented groups including those based on, ethnicity, gender, transgender, age, disability, sexual orientation or religion.

Head of School Person Specification

	Essential	Desirable
Qualifications and Professional Development	<p>Qualified Teacher Status</p> <p>Evidence of Continuing Professional Development relating to school leadership/curriculum development</p>	NPQH or further professional qualification
Experience	<ul style="list-style-type: none"> • Successful leadership experience to at least Deputy/Assistant Head level • Successful teaching experience within the EYFS/Primary age range • 	<ul style="list-style-type: none"> • Advanced Skills/Leading Practitioner status • Experience of working in a Church of England school
Strategic Leadership	<ul style="list-style-type: none"> • Ability to provide clear educational vision and direction • Ability to inspire and motivate all stakeholders • Evidence of developing effective strategies for school improvement • High level of involvement with school improvement planning • High level involvement in monitoring and evaluation procedures leading to clear impact • Ability to work in partnership with senior leaders and governors • Ability to set challenging targets for children and staff • Ability to analyse and use pupil data on attainment and progress to raise standards • Secure knowledge of the 2022 Ofsted Framework • Understand the principles of effective teaching and learning • Have a commitment to supporting and developing the Christian foundation and ethos of the school 	<ul style="list-style-type: none"> • Strategic Leadership experience across EYFS, KS1 and KS2 • Use of assessment data management systems to improve standards • An understanding of the SIAMS Evaluation for Church of England schools
Leading Teaching and Learning	<ul style="list-style-type: none"> • Successful experience of monitoring, evaluating and improving the quality of teaching and learning • Understanding the role and impact of assessment in children's learning • Secure knowledge of statutory requirements relating to curriculum and assessment • Experience of leading curriculum innovation • Successful experience of developing effective learning behaviours 	<ul style="list-style-type: none"> • Successful experience of integrating British Values into school life
Leading and Managing Staff	<ul style="list-style-type: none"> • Ability to lead, manage and motivate across the school community • Ability to establish positive working relationships 	<ul style="list-style-type: none"> • Experience of working with governors

	<ul style="list-style-type: none"> • Ability to plan, allocate, delegate, support and evaluate work undertaken by individuals and teams • Successful experience of identifying the need for, and leading, in-service training • Significant experience of taking a lead role in performance management of staff including leading lesson observations • Experience of dealing with staff when performance gives cause for concern 	
Managing Resources	<ul style="list-style-type: none"> • Successful experience of managing budgets • Ability to manage, monitor and review available resources, ensuring value for money 	<ul style="list-style-type: none"> • Budgetary management at whole school level • Experience of recruiting and deploying staff
Personal Skills and Qualities	<ul style="list-style-type: none"> • Strong commitment to raising standards • High expectations of self and others • Ability to establish and maintain positive relationships, including with parents • Ability to remain positive and enthusiastic, including when under pressure • Good communication skills • Empathy with children 	<ul style="list-style-type: none"> • Effective computing skills for both teaching and management

Application and Selection Process

Informal Discussions

Should you wish to informally discuss the role, or would like to visit the School, then please contact Jude Scutt, Executive Headteacher on 01793 782406 or recruitment@faringdonlearningtrust.org. Visits are encouraged.

Application and letter of interest

In addition to completing the application form which can be found on <https://www.shrivenhamschool.co.uk/vacancies/>

please provide us with a covering letter of not more than 500 words which demonstrates your alignment with the vision, ethos and values of Shrivenham CE Primary School. Your letter should also show brief evidence of your fit with the Person Specification.

Application Submission

Our preferred method of receiving applications is by email through the Faringdon Learning Trust at recruitment@faringdonlearningtrust.org by 9am on Friday 14th October 2022. Late applications will not be considered.

Selection Procedure

A shortlist of candidates will be drawn up and successful candidates will be invited to a selection process which will take place during the week commencing 17th October 2022.

Receipt of Application

Applications will be acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the Trust HR Office.

Safer Recruitment

Shrivenham CE Primary School ,and Faringdon Learning Trust are committed to safeguarding and promoting the welfare of all children and preventing extremism. We expect all staff and volunteers to share in this commitment. All post holders in regulated activity are subject to appropriate vetting procedures and a satisfactory Disclosure and Barring Service (DBS) Enhanced Check. Shortlisted candidates will be subject to online searches for publicly available information.

Faringdon Learning Trust is an equal opportunities employer and we welcome applications from a range of backgrounds to represent diversity in line with our schools' community."

At the Point of Interview

All applicants will be required to bring proof of identification which verifies their name, in addition to original documentation of qualifications. Valid passport, Birth Certificate or driving licence* (proof of ID which includes name and DOB. *A driving licence also counts as one of your proofs of address)

Appointments are subject to receipt of satisfactory references. References will be sought from previous employer and any gaps in employment history will be followed up.

All interview panels will have at least one member who has completed Safer Recruitment training.