



The Whartons Primary School  
COLLABORATIVE LEARNING TRUST



# HEADTEACHER

## INFORMATION FOR APPLICANTS

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Leadership Scale Point L12 – L18

Actual Salary £67,898 - £78,702 per annum

Permanent and Full Time

Required for September 2026



COLLABORATIVE  
LEARNING TRUST

Working Together to Secure Success

## HEADTEACHER: THE WHARTONS PRIMARY SCHOOL

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<b>Location:</b>	Otley, West Yorkshire
<b>Contract:</b>	Permanent – from September 2026
<b>Closing Date:</b>	Friday 6 <sup>th</sup> March 2026 at 12 noon
<b>Selection Days:</b>	Monday 16 <sup>th</sup> and Tuesday 17 <sup>th</sup> March 2026

Due to the forthcoming retirement of the highly successful current headteacher, governors and trustees seek to appoint an energetic and highly motivated individual to lead the school on the next stage of its journey. This is an exciting opportunity for a talented leader to inspire The Whartons Primary School community and build on the school's current high performance.

Situated on the edge of the market town of Otley, The Whartons is a friendly, inclusive and vibrant school at the heart of its local community. The fantastic semi-rural grounds bring many opportunities to enhance learning experiences.

**The successful applicant will have a proven track record of excellent leadership and management and the knowledge and skills to:**

- Use the school's vision and values to design and implement robust strategies to successfully develop and further improve our school
- Be an inspirational, dynamic and compassionate leader, able to build positive relationships with the school's pupils, staff, parents, governors and the wider community
- Be dedicated to inclusivity and the removal of barriers to learning for all our pupils
- Be outward looking, recognising the key contribution the school makes within the community whilst valuing and strengthening links with parents
- Work positively and collaboratively with senior leaders across our Trust, including the Chief Executive Officer
- Make the most of the high-quality professional development available through our Trust
- Engage all our pupils (including SEND and Disadvantaged Pupils) in a broad, balanced, creative and challenging curriculum so that they are happy and achieve their potential within a caring and inclusive community.

**In return we offer:**

- a talented, motivated and committed team of teaching and associate staff
- a committed and involved governing body that offers challenge and support

- a vibrant community of pupils who are motivated, confident and well behaved and who frequently initiate actions driven by moral purpose
- a creative learning environment, both indoors and out, which motivates and encourages pupils and staff
- extensive support from the Trust's central service team
- excellent professional learning opportunities
- a generous staff benefits package.

We encourage candidates to visit the school.

We are committed to safeguarding and promoting the welfare of our students and an Enhanced DBS check will be required for this post. We aim for diversity within our workforce and welcome applications from under-represented groups.

**For more information and the online application form please click on the 'Staff Vacancies' tab at [Collaborative Learning Trust - Home](#)**

# HEADTEACHER RECRUITMENT

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Thank you for your enquiry regarding this post.

Please look on the school's website [The Whartons Primary School - Home](#) for more information about the school and for relevant policies e.g. safeguarding and child protection.

You will find in this booklet:

- Information about the post, the school and the Trust
- Information from the Chair of Trustees (Collaborative Learning Trust) and the Chair of Governors
- Job Description
- Person Specification
- Guidance for completing the application form

If you have a disability and require this information in a different format, for example, Braille, larger print or on CD, please contact the Stacey Wilmot, Office Manager at the school:

[stacey.wilmot@whartonsprimary.co.uk](mailto:stacey.wilmot@whartonsprimary.co.uk)

The closing date for applications is **Friday 6<sup>th</sup> March 2026 at 12 noon**. Please note that it is our policy not to accept late applications. Shortlisting will commence the following week, and the selection activities will take place on **Monday 16<sup>th</sup> and Tuesday 17<sup>th</sup> March 2026**.

Following the closing date, a recruitment panel will review the information provided and consider how well it matches the person specification. Shortlisted candidates will then be invited to take part in the selection activities and references will be requested. On Selection Day 1 several sessions will be organised which may include completing a data or written task, producing a presentation, meeting with students, staff, governors, and trustees. The results of these sessions will inform the panel in their decision to take candidates through to Selection Day 2.

The school is committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment. All appointments will be subject to an Enhanced Disclosure and Barring Service check.

We aim for diversity within our workforce. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age or disability.

All Collaborative Learning Trust schools are non-smoking/vaping sites.

Please note it is the Trust's policy that reimbursement will not be made with regard to candidates' expenses.



## INFORMATION ABOUT THE WHARTONS PRIMARY SCHOOL

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The Whartons Primary School sits on the edge of the market town of Otley, surrounded by fantastic semirural grounds that include a pond, a wooded wildlife area, an outdoor classroom and rewilded field spaces. Our curriculum is designed to spark children's curiosity about the world around them, with the outdoor environment offering rich opportunities to enhance learning and lay strong foundations for lifelong discovery.

We are a friendly, inclusive and vibrant one form entry primary school at the heart of our local community. We believe learning should be engaging, purposeful and appropriately challenging for every child, helping them develop a strong sense of wellbeing, empathy and belonging. Our aim is to nurture a genuine love of learning by placing it in meaningful contexts that encourage independence and enquiring minds. Through our wider curriculum — including assemblies, afterschool clubs and enrichment activities — children experience a broad range of opportunities both within our school family and across the wider community.

We are committed to nurturing and challenging every child by recognising and responding to their individual needs, enabling them to flourish and achieve their full potential.

Further information about The Whartons, including details of the current curriculum offer, are available on the school website [The Whartons Primary School - Home](#)

*The most recent Ofsted report recognised the "calm and purposeful atmosphere" alongside the fact that our "pupils listen carefully and work hard, having positive attitudes to learning." (2022)*

## JOINING THE COLLABORATIVE LEARNING TRUST

The school is scheduled to convert to academy status on 1 April 2026, joining the Collaborative Learning Trust — a Multi-Academy Trust that places children at the heart of everything it does. For more details about the Trust please see the Trust's website: [Collaborative Learning Trust - Home](#)

In making the decision to join the Trust, governors and senior leaders considered national policy and structures and how to best prepare the school for continued success in the future. Governors spent significant time investigating joining the Collaborative Learning Trust, concluding that it provided a partnership solution that supports staff to provide an excellent education for children while protecting the school's role at the heart of its community and retaining its unique qualities and strengths. The Collaborative Learning Trust is a very local Trust – most of The Whartons' pupils go on to study at Prince Henry's Grammar School, which is the founding school of the Trust. School leaders and staff, including the current headteacher, are excited about the support and opportunities that being part of the Collaborative Learning Trust will bring.

# INFORMATION ABOUT COLLABORATIVE LEARNING TRUST

Currently the Trust comprises:

1. Prince Henry's Grammar School, Otley, Leeds
2. Bramhope Primary School, Bramhope, Leeds
3. St Mary's Church of England Primary Academy, Hunslet, Leeds
4. Micklefield Church of England Primary Academy, Micklefield, Leeds
5. All Saints Church of England Primary School, Little Horton Green, Bradford
6. Trinity All Saints Church of England Primary School, Bingley
7. Ashfield Primary School, Otley, Leeds
8. St Oswald's Church of England Primary School, Leeds (1<sup>st</sup> March 2026)
9. The Whartons Primary School, Otley, Leeds (1<sup>st</sup> April 2026)

## VISION

The Collaborative Learning Trust will be recognised as a highly successful learning community that provides outstanding, sustainable, and inclusive 'nursery to 19' education for young people of all abilities. Students will leave Collaborative Learning Trust schools having enjoyed their education and developed into lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to, and succeed in, our 21st century society.

### Our vision is underpinned by the following values:

- **Education for the common good of the whole community** – supporting the development of lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to society
- **Education for dignity and respect** – a focus on equality for all, trust, integrity, respect and an appreciation of diversity
- **Education for wisdom, knowledge and skills** – high quality teaching and learning designed to secure the 'all round' education of young people and engender a passion and enthusiasm for learning
- **Education for hope and aspiration** – a culture of aspiration and success (in students, staff and governance)

### This will be achieved through:

- A commitment to a genuinely collaborative approach to ensure sustained school improvement towards the vision
- Strong ethical leadership and behaviour at all levels
- Autonomous ethos and identity for each school, whilst sharing core values and vision across both church and non-church schools
- Effective staff professional development and opportunities for excellent practitioners to develop their career

*'We as a Trust have signed up to the Yorkshire and Humber climate action pledge, making a commitment to protecting the climate and nature'*

## COLLABORATIVE LEARNING TRUST EMPLOYEE BENEFITS

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The Collaborative Learning Trust promotes employee wellbeing across all of our schools. One of the many ways we implement this is through our fantastic employee benefits which include:

### **Employee Assistance Programme:**

A 24/7 confidential advice and counselling helpline available at no cost to all employees.

### **Pension Scheme:**

We offer a fantastic teaching and support staff pension scheme.

### **Cycle to work scheme:**

Spread the cost of a new bike over 12 or 24 months through salary sacrifice (terms and conditions apply).

### **Home and Tech scheme:**

Spread the cost of a Curry's, John Lewis or Ikea gift card over 12 months through salary sacrifice (terms and conditions apply).

### **bYond:**

A pre-paid card that lets you earn cashback when shopping at your favourite stores.

### **Extras discounts:**

Save up to 10% on the upfront cost of a wide range of big-brand gift cards.

### **Tastecard Promotions:**

Discount on an annual subscription which allows you to save up to 50% off at hundreds of participating restaurants.

### **RAC Membership Cover:**

A 12-month salary sacrifice offering different levels of cover options for up to 4 vehicles (terms and conditions apply).

## INFORMATION FROM THE CHAIR OF GOVERNORS AND CHAIR OF TRUSTEES

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Dear Prospective Applicant,

On behalf of the Collaborative Learning Trust Board of Trustees and members of the school's Local Governing Committee, we would like to thank you for your interest in applying for the post of Headteacher at The Whartons Primary School.

The retirement of the current Headteacher creates an exciting opportunity for a talented, energetic, and highly motivated individual to lead The Whartons to the next stage of its journey. Governors and trustees are seeking to appoint an inspirational and strategic thinker to lead the school forward, building on its existing strengths and relationships.

The role offers scope for personal development and career progression with significant opportunities to innovate and lead on initiatives as we plan strategically and develop the curriculum and links in the wider community. It is anticipated that the successful candidate will sustain and foster close links with the local community.

Applicants are welcome to visit the school, meet with pupils, staff (including the current headteacher), Chair of Governors or CEO. Please email Stacey Wilmot, Office Manager to arrange a visit: [stacey.wilmot@whartonsprimary.co.uk](mailto:stacey.wilmot@whartonsprimary.co.uk)

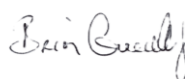
We hope that after reading the information about this vacancy you will want to apply. Please clearly describe your relevant skills and abilities, knowledge, and experience in the appropriate sections of the application form and explain why these make you an ideal candidate for this post.

We look forward to receiving your application.

Yours faithfully



Ian Bond  
Chair of the Board of Trustees



Brian Queally  
Chair of the Local Governing Committee



# JOB DESCRIPTION: HEADTEACHER COLLABORATIVE LEARNING TRUST

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## ETHICS AND PROFESSIONAL CONDUCT

The Headteacher will be expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

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The Headteacher will be expected to uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
  - integrity
  - objectivity
  - accountability
  - openness
  - honesty
  - leadership
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The Headteacher will be expected to uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, the Headteacher will be expected to:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leader of their school community and profession, the Headteacher will be expected to:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen

- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system.

## SCHOOL CULTURE

The Headteacher will be expected to:

- inspire the whole school community to learn and aspire in an inclusive environment, promoting the school's values and supporting the vision and values of the Collaborative Learning Trust.
- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism.

## TEACHING

The Headteacher will be expected to:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment.

## CURRICULUM AND ASSESSMENT

The Headteacher will be expected to:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught

- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

## BEHAVIOUR

The Headteacher will be expected to:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen.

## ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The Headteacher will be expected to:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and 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
- ensure the school fulfils its statutory duties with regard to the SEND code of practice.

## PROFESSIONAL DEVELOPMENT

The Headteacher will be expected to:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs

- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

## ORGANISATIONAL MANAGEMENT

The Headteacher will be expected to:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk.

## CONTINUOUS SCHOOL IMPROVEMENT

The Headteacher will be expected to:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

## WORKING IN PARTNERSHIP

The Headteacher will be expected to:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with the Collaborative Learning Trust as well as other schools and organisations (in a climate of mutual challenge and support)

- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

## GOVERNANCE AND ACCOUNTABILITY

The Headteacher will be expected to:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

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*All job descriptions may change and/or be amended, following negotiation. Job descriptions are not a comprehensive list of all tasks that the headteacher will carry out. The postholder may be required to fulfil other duties commensurate with the role.*

## HEALTH & SAFETY

All staff will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

## SAFEGUARDING

The school and the Trust is committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment.

In line with KCSiE 2025, we will carry out an online search as part of our due diligence on shortlisted candidates. This may help identify any matters that are publicly available online, which we might want to explore with you at interview.



## PERSON SPECIFICATION – HEADTEACHER

<b>Title of Post</b>		HEADTEACHER	
<b>Specification Prepared By</b>		CEO	
<b>Date</b>		February 2026	
Qualifications		Essential/ Desirable (E/D)	How Identified
1.	Qualified teacher status	E	Application
2.	N.P.Q.H.	D	
Professional Development and Experience		Essential/ Desirable (E/D)	How Identified
1.	Successful senior leadership role within the Primary phase	E	Application
2.	Successful primary teaching experience	E	
3.	Recent and relevant professional development, including safeguarding	E	
4.	Experience across more than one phase of primary education	E	
5.	Leadership experience in more than one school	E	
6.	Experience, at a senior level, of successful Ofsted	D	
7.	Experience of working in a diverse range of schools	D	
Knowledge, Skills and Abilities		Essential/ Desirable (E/D)	How Identified
1.	Up to date knowledge of national initiatives and developments in Early Years and primary education	E	Application and Selection process
2.	Ability to motivate, lead and engage pupils, staff, parents/carers and governors	E	

3.	Knowledge of effective school evaluation and strategic planning to bring about sustained school development	E	
4.	Ability to communicate effectively (both orally and in writing) to a variety of audiences	E	
5.	Ability to develop and support effective partnership working	E	
6.	Skills to evaluate and improve learning through excellent teaching and student support	E	
7.	Excellent organisational skills	E	
8.	The ability to develop a curriculum which promotes equity and pupils' academic achievement alongside their personal development (spiritual, moral, social, cultural, creative and physical) and well-being	E	
9.	Knowledge and experience of how to set and manage budgets to support school improvement	D	
10.	Knowledge and understanding of equality and diversity issues and how they can be effectively addressed in schools	E	
11.	Knowledge of effective procedures for managing and promoting students' positive behaviour	E	
12.	Knowledge and understanding of data analysis and the important impact this can have on student achievement	E	
13.	Knowledge and understanding of how to maximise the positive impact of progressive IT application in an educational setting	D	
14.	Knowledge and experience of working to the SEND code of practice	E	
15.	Knowledge of effective inclusion practice	E	
16.	Knowledge and experience of implementing effective attendance and safeguarding policy and procedures	E	

Personal Attributes		Essential/ Desirable (E/D)	How Identified
1.	Commitment to inclusion, meeting the needs of all children, including the vulnerable, those with special needs/disabilities and potential high achievers	E	Application and Selection process
2.	A commitment to continuing professional development	E	
3.	A commitment to working positively with members of the Local Governing Committee and Trustees to establish effective and transparent governance	E	
4.	Adaptability to changing circumstances and new ideas	E	
5.	A strong understanding and focus on staff well-being	E	
6.	Excellent interpersonal skills, approachable to all members of the school community	E	
7.	An appetite and stamina for challenging work	E	
8.	A solution-focused mindset and determined “no excuses” approach to raising standards	E	
9.	Commitment to upholding the school’s and the Trust’s ethos, values, policies and procedures	E	
10.	A developed educational philosophy	E	
Equal Opportunities		Essential/ Desirable (E/D)	How Identified
1.	Acceptance of, and a commitment to, the principles of the school's and the Trust’s equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the students and community	E	Application and Selection process
2.	Commitment to equal opportunities policies relating to all protected characteristic in an educational context	E	

Safeguarding		Essential/ Desirable (E/D)	How Identified
1.	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	Selection process and completion of an Enhanced DBS check
2.	Has appropriate motivation to work with children and young people and can relate to them	E	
3.	Displays commitment to the protection and safeguarding of children and young people	E	
4.	Good knowledge and understanding of the importance of safeguarding students and the welfare of staff and the action to take to support this	E	
5.	Experience of working as a Designated Safeguarding Lead (or deputy)	E	
Personal Circumstances		Essential/ Desirable (E/D)	How Identified
1.	Legally entitled to work in the UK	E	ID and Enhanced DBS and criminal background check
2.	No contra-indicators in personal background or criminal record in showing unsuitability to work with children/young people/ vulnerable clients/ finance	E	
3.	Willingness to complete a Pre-Employment Health Declaration if appointed	E	Health Declaration

*Collaborative Learning Trust is committed to promoting and safeguarding the welfare of all children and expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) checks.*

## **GUIDANCE FOR COMPLETION OF THE ON-LINE APPLICATION FORM**

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Please complete the application form in full, giving as much information as possible and answering **all** questions before submitting the application.

### **REFERENCES**

Please supply details of two referees, one of which must be your current or most recent employer. If you are currently working in a school setting then one of the referees must be the current Headteacher. Friends and family cannot be used as referees.

If you are not currently working with children, but have done so in the past, then an additional reference from that employer will be required.

Safer Recruitment procedures require that we contact at least one referee before interview.

### **EMPLOYMENT HISTORY**

Please list previous appointments in sequence, current or most recent first. Please include your salary grade in the Position Title e.g. Reception Teacher M4 + TLR2A. Please also include at the end of the Responsibilities section the reason why you left the post e.g. promotion, relocation etc. Please also list other work experience and the details and nature of the work/activity. If you were not in work at any time please give details of what you were doing e.g. Gap Year Jan 2011-Jan 2012, Unemployed July 2010–December 2010 etc.

### **EDUCATION HISTORY**

Please ensure that you advise all your qualifications, in date order current or most recent first, including those obtained at school. Please advise the grade achieved with regard to degree qualification i.e. BA in History 2:1. Please list all A levels together in one box and in another box list all GCSEs together, along with the grades obtained.

### **OTHER COURSES OR PROFESSIONAL DEVELOPMENT**

Please include any professional development that may be relevant including dates and grades obtained.



## INFORMATION TO ADDRESS THE PERSON SPECIFICATION

Please use the sections provided to detail your Skills & Abilities, Knowledge and Experience as described in the Person Specification and relevant to the Job Description. You can use the Additional Information section to detail anything else that you feel is relevant to the role and why you feel you would be an ideal candidate for this post.

## STATEMENT ON THE RECRUITMENT OF EX-OFFENDERS

- As an organisation which is exempt from the Rehabilitation of Offenders Act and using the Disclosure & Barring Service to assess applicants' suitability for positions of trust, we comply fully with the DBS Code of Practice and undertake to treat all applicants for positions fairly. We do not discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We are committed to the fair treatment of our staff, potential staff or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background
- We actively promote equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications, and experience.
- All applicants who are offered employment in a school will be subject to an Enhanced Disclosure and Barring Service (DBS) check. This will include details of cautions, reprimands and warnings as well as spent and unspent convictions. An enhanced disclosure may also contain non-conviction information from local police records which a chief police officer thinks may be relevant. A statement advising that a Disclosure will be requested in the event of the individual being offered the position will be shown in all job adverts and recruitment packs.
- We can only ask an individual to provide details of convictions and cautions that we are legally entitled to know about. Applicants must therefore disclose all spent and unspent convictions, cautions, reprimands and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013).
- We ensure that staff involved in recruitment have received appropriate guidance on the relevant legislation relating to the employment of ex-offenders (e.g. the Rehabilitation of Offenders Act 1974 and its amendments in 2013) and know how to access advice and support.
- You will have the opportunity for an open and measured discussion 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 withdrawal of an offer of employment or disciplinary action which could result in dismissal.

- We make every subject of a DBS check aware of the existence of the DBS Code of Practice and make a copy available on request.
- We undertake to ensure that any matter revealed in a Disclosure is discussed 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 and the circumstances and background of your offences



# The Whartons Primary School

COLLABORATIVE LEARNING TRUST



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[info@whartonsprimary.co.uk](mailto:info@whartonsprimary.co.uk)  
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LEARNING TRUST**

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