

Meadowfield Primary



Teaching Posts (permanent and temporary)

Whitkirk Primary and Meadowfield Primary

Supporting Information

Meadowfield Primary



Our Schools

We are delighted to share with you this information about our schools.

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 in person or via Teams.

You are welcome to contact us for further information about all vacancies

Meadowfield: Carol Cooke, cookec@mps.rklt.co.uk

Whitkirk: Diane Potter potterds@wps.rklt.co.uk

“How to Apply”.

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

Please take the time to visit our websites and Facebook pages.

We really are committed to providing the best educational experience for every child in our schools 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.

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

The Vacancies

All roles are to commence from 1 September 2021.

Meadowfield Primary

- *Temporary teacher – KS2*

Whitkirk Primary

- *Permanent teacher*
- *Temporary teachers
(Both KS1/2)*

(Temporary posts will be from September 2021 for one year in the first instance)

Our School

Meadowfield Primary is a special place to learn and work. We have a strong and large staff team who are dedicated to wanting the best outcomes for all of our children. We work closely with our Children's Centre and extended services team to provide many opportunities for the whole family to become involved in school life. We offer a range of after school provision including dance, football, martial arts, sewing, multi skills, art and cookery clubs to name a few.



We have an unwavering commitment to a child centred learning provision - we offer many off site and innovative learning experiences so that the children learn actively and achieve to their potential. Our motto is 'Sowing Seeds for the future' and we truly believe that here, at Meadowfield, we equip our children with the skills and knowledge to set them off on a path to lifelong learning.

Our Vision Statement

'Today we create, tomorrow we achieve, forever we learn'

Our values

- ✓ Self-worth
- ✓ Resilience
- ✓ Communication
- ✓ Ambition

Our priorities

To ensure more children achieve age related expectations and reduce the differences between attainment of children from vulnerable groups by overcoming barriers to learning in reading and phonics

To ensure our curriculum meets the needs of our children, builds upon prior learning and prepares children for the next stage of their learning through acquisition of knowledge and a shift in their long term memory

Provide all of our school stakeholders with a comprehensive understanding of what it means to have a healthy mind, a healthy body and a healthy world - and what part each individual can play in this process for their own benefit and that of the community and beyond.



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.

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: Seven schools joined as a collective group in Autumn 2018. The schools are Meadowfield Primary, Whitkirk Primary, Temple Moor High School, Austhorpe Primary, Colton Primary, Templenewsam Halton Primary and Temple Learning Academy.

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.



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 schools, 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/>

<https://meadowfield.eschools.co.uk>

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

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

The post specification on the following pages describes more around expectations for these but please do come and meet us and see for yourself what wonderful schools and teams we are!



Red Kite Learning Trust and its school are committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment.

Post Title: Classroom teacher
Salary Grade: Salary is in line National Pay Scales
Contract Type: Permanent and Temporary posts
Working Hours: Full-Time
Responsible to: Headteacher

General Description:

To deliver exceptional learning to all pupils and continuously improve teaching standards within our school. Promote high quality effective learning, appropriate achievement, and educational, social and personal progress of all pupils for whom the teacher is designated as being responsible. Be consistent with the aims of the school and the unique needs of each individual. To meet the Professional Standards for Teachers.

1	Duties as Main Scale Teacher:
1.1	It is the duty as a teacher to maintain and build upon the standards achieved in the award for QTS as set out by the Secretary of State.
1.2	To fulfil all of the requirements and duties set out in the current Pay and Conditions Documents relating to the conditions of employment of teachers.
1.3	To fulfil all of the requirements of the school's Employees Code of Conduct, Teachers Code of Conduct and Professional Standards for Teachers.
2	Teaching & Learning
2.1	Develop and maintain an up-to-date knowledge and understanding of the areas of teaching and pupil support for which post-holder is responsible.
2.2	To manage pupil learning through effective teaching in accordance with the school's schemes of work and policies.
2.3	To inspire in pupils a love for learning, acting as a role model, and demonstrating enthusiasm in the delivery of all subject areas.
2.4	To develop pupils' literacy, numeracy, ICT capability and other key skills, including those of working with other pupils and building personal learning confidence.
2.5	Plan high quality learning experiences to meet the needs of all allocated pupils in a consistent and effective way. Use a variety of methods and approaches to match curricular objectives and the range of pupil needs, ensuring equal opportunities for all pupils.

2.6	Use appropriate, high quality teaching and classroom management strategies to inspire and motivate pupils and enable each to make, at the very least, expected progress, with many pupils making more than expected progress.
2.7	Ensure continuity, progression and cohesiveness for pupils in all teaching delivery. Monitor the progress of pupils for whom the post holder is responsible to set high expectations and give regular, timely and constructive feedback.
2.8	To set appropriate, clear, home learning work (in accordance with school policy) and ensure parents and pupils have all appropriate information required for timely completion.
2.9	Maintain appropriate records to demonstrate progress made by pupils.
3.0	Subject Leader - Key Responsibilities: <i>(will not be required of newly qualified teachers in their induction year)</i>
3.1	Establish and lead the strategic development of a responsibility area consistent with the agreed aims and policies of the school.
3.2	Secure and sustain effective learning for pupils through leading the well-planned and effectively organised teaching within the responsibility area, including the professional development of staff.
4	Professional Standards & Development
4.1	Participate fully in professional development activities to develop practice further, sharing the learning from these as appropriate.
4.2	Make an active contribution to the policies and aspirations of the school.
4.3	To work effectively as a member of the school to continuously improve the quality of teaching and learning.
5	General, Safeguarding & Welfare
5.1	Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with.
5.2	Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.
5.3	Ensure services are delivered in accordance with the aims of the Equality Policy Statement and develop own and team member's understanding of equality issues.
5.4	To achieve any performance criteria or targets arising from the School's Appraisal arrangements.
5.5	To be familiar with and implement the relevant requirements of the current SEN Code of Practice.
5.6	To consider the needs of all pupils within lessons (and to implement specialist advice) especially those who: <ul style="list-style-type: none"> • Have SEN • Are Pupil Premium/Disadvantaged • Are Gifted and Talented/Academically More Able • Are not yet fluent in English / language skills applicable for age

5.7	Report to the Headteacher in accordance with school procedures.
6	Pastoral
6.1	Every teacher will be expected to have pastoral responsibilities.

Person Specification: E Essential, D Desirable

7	Experience/Aptitudes:	
7.1	Be an excellent classroom practitioner.	E
7.2	Highly effective communication skills.	E
7.3	Ability to form good working relationships & influence others. As the lead professional in the classroom show an ability to advise and support other staff.	E
7.4	Ability to investigate, evaluate, solve problems and make decisions.	E
7.5	Ability to demonstrate a commitment to equality of opportunity for all pupils.	E
7.6	Ability to contribute to wider school life.	E
7.7	Management of people and resources, including planning and organisational skills. Plan, allocate, support and evaluate work undertaken by other staff in the classroom.	E
7.8	Able to use own initiative and motivate others.	E
7.9	Ability to plan effectively using a cross-curricular skills based approach.	E
7.10	Competent ability in ICT, able to demonstrate high-level skills and working knowledge of school systems.	E
8	Qualifications/Training/Knowledge	
8.1	Degree level qualification in appropriate/related subject.	E
8.2	PGCE or relevant experience.	E
8.3	Understanding of relevant policies	E
8.5	Knowledge of pedagogical practice in relation to Teaching and Learning.	E
8.6	Thorough understanding of best practice in raising pupil attainment.	E
8.7	Willingness to proactively take part in training. Take responsibility for and be keen to improve upon own professional development.	E
9	Characteristics	
9.1	Passionate belief in the ability of every pupil to achieve. Motivation to work with children.	E
9.2	Positive and optimistic attitude towards school improvement and inclusion.	E
9.3	Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them.	E

9.4	Places high priority of effective team working and works easily and comfortably in a team environment.	E
9.5	Open attitude and willingness to support ethos of the school. Open-minded and receptive to new ideas, approaches and challenges.	E
9.6	A clear educational vision and sense of direction.	E
9.7	Displays loyalty & commitment to the School.	E
9.8	Good organisational skills and high levels of self-motivation.	E
9.9	Energy, self-confidence, positivity and the ability to 'give more' when the occasion demands.	E
9.10	Ability to work under pressure and to meet deadlines.	E
9.11	Good sense of humour and ability to maintain a sense of perspective in all working conditions.	E
9.12	Record of good attendance and punctuality.	E
9.13	Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure.	E
10	Safeguarding and Promoting the Welfare of Pupils:	
10.1	Has appropriate motivation to work with pupils.	E
10.2	Ability to maintain appropriate relationships and personal boundaries with pupils.	E



'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,

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/

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

School visits: We can offer the opportunity to safely visit our schools and meet the teams.

Please contact the schools on:

Meadowfield Primary: 0113 323 0010 Carol Cooke (cookec@mps.rklt.co.uk)

Whitkirk Primary: 0113 2606203 Diane Potter (potterds@wps.rklt.co.uk)

Closing Date: 07/05/2021

Selection process: Dates to be confirmed between 7 May and 13 May 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

Our schools 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) or application

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) however 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

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

Our schools as part of the Red Kite Learning Trust, are 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)

Whitkirk and Meadowfield Primary School Child Protection Information/ Instructions for Job Applicants

All our schools are 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, RKLТ 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@rklт.co.uk**