

# Soar Valley College

## Alternative Provision Tutor

### Applicant Information



SOAR VALLEY COLLEGE  
GLENEAGLES AVENUE, LEICESTER LE4 7GY  
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A SPECIALIST MATHS AND COMPUTING COLLEGE

**ASPIRE ENJOY ACHIEVE**



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September 2025

Dear Applicant,

**ALTERNATIVE PROVISION TUTOR (TEACHING ASSISTANT LEVEL 3)**

Thank you for your interest in this post which is a key part of our inclusive provision at Soar Valley, a vital member of a fantastic team of staff who work tirelessly to ensure that all children, even those with the most significant barriers to learning, remain engaged in education and are successful.

We consider ourselves to be a highly inclusive school. We use a range of strategies to ensure every child can and does succeed in education. As part of our provision we have developed The Exchange, a small, specialised unit for those students at risk of EXclusion, the aim being to CHANGE their behaviour – hence its name. This post of Alternative Provision Tutor is key to the success of The Exchange, and we are looking to appoint a candidate who shares our passion for inclusion and has the right skills and qualities to make an effective contribution to securing successful outcomes for some of the children with the most significant barriers to learning. The role requires experience of working in an education setting and of teaching/tutoring/supporting children.

In return we offer you a school where relationships between all are a real strength. Yes, we are biased, but it is a great place to work, and an excellent place to begin or continue your career in education. As a school, our whole ethos is built on valuing effort above all else with students; all can achieve, and they do! The staff work very effectively together and achieve excellent outcomes for our students, of which we are very proud. It isn't all about academic outcomes of course, and sometimes the small wins with the students who might otherwise have been excluded mean just as much.

If this fits with your skills, experiences and values in education, please do see our website for further information and this pack for details of the vacancy. Please do get in touch with us if you have any questions or would like to visit, either before or after applying. We look forward to receiving completed application forms by 9am Wednesday 19<sup>th</sup> November 2025, returned via the appropriate online platform or directly to our Personnel Manager, Smita Stone, on [sstone@soarvalley.aspirelp.uk](mailto:sstone@soarvalley.aspirelp.uk)

Once again thank you for showing an interest in the post and we very much look forward to receiving and reading your application.

Yours faithfully,

Julie Robinson  
Executive Principal

Neetin Pabari  
Principal

## General Information

We are justifiably proud of our school, in particular the caring, inclusive ethos, our high standards and our achievements. Our school motto of 'Aspire, Enjoy, Achieve' is more than just words. It really does sum up our ethos; that of working with every individual to ensure they do the best they possibly can in a supportive environment rich with opportunities. More on this can be read in our prospectus, which is available on the school website [www.soarvalley.aspirelp.uk](http://www.soarvalley.aspirelp.uk)

We are an Outstanding 11-16 community, comprehensive school in the city of Leicester with approximately 1560 students on roll currently, and are heavily oversubscribed every year with more first choice applications than places available, despite increasing the number of students per year group from 255 to 312. Students come from very diverse ethnic, cultural and religious backgrounds, which contributes to our unique ethos, with the vast majority (around 90%) coming from ethnic minority backgrounds. Most of our students have a first language which is not English and approximately a third qualify as Pupil Premium.



Judged as Outstanding back in 2014, we are delighted to report that the school has been judged as Outstanding in all areas in our most recent inspection, March 2025. Please do take the time to read our Ofsted report, of which we are very proud; it sums up our school really well.

*"There is a very strong sense of community at the school, where pupils and staff genuinely care for one another. Pupils are especially respectful of each other. Relationships are particularly strong." (Ofsted 2025)*

In many ways practice now is even better than it was back in 2014. We are always outward-looking, liaising with other schools both locally and nationally, and inviting in external partners to review aspects of our provision on a regular basis.

*"The conduct and manners of the vast majority of pupils are impeccable. This is a significant strength of the school. The school lives and breathes its values. Pupils feel a sense of belonging. They are proud and privileged to be a member of the school." (External review 2024)*

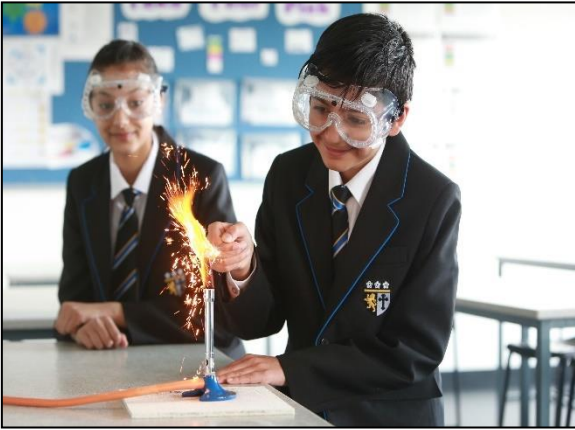
As part of the first wave of the BSF programme in Leicester, we moved to a new building in 2009. Our highly impressive school building offers excellent accommodation and facilities for all areas of the curriculum and the local community. We also have our own Training Centre, which is used as our Trust base as well as for a wide range of CPD activities, and has proved to be extremely successful, and are currently looking at further developing our fantastic site.

Achievement is impressive. When students start with us their prior attainment is below or at national averages. However, outcomes at the end of Key Stage 4 are significantly above national averages. Both attainment and progress measures are very strong. A Progress 8 figure of +0.7 in both 2024 and 2023 puts us amongst the best schools in the country (at least the top 7%), with our disadvantaged students also performing

well above the standards for all children nationally. There are no progress measures for 2025, but achievement remains strong, at least in line with previous years.

*“The school is unfailingly ambitious for the achievement of pupils, including those with special educational needs and or disabilities (SEND). Pupils rise to and exceed the school’s high expectations and consistently achieve highly.” Ofsted 2025*

Attendance is also excellent, in the top 10% of schools nationally, when compared to similar schools and all schools, and amongst the very best in the city of Leicester. The vast majority of our students, around 97%, go on to further education or training, mainly at local sixth form colleges.



Our most important asset is our staff. We invest in making sure staff are well-developed and supported, with professional development being a key feature of our work. There is a multi-faceted programme for staff at various stages of their career and to meet particular needs. For example, every new member of teaching staff, regardless of experience and responsibility, is allocated a Teaching and Learning Coach, an experienced Soar Valley teacher with whom they can discuss and reflect on teaching strengths and areas for development, a strategy which has proved very popular and developmental.

We have taken several measures to reduce workload for staff, and feedback is always positive. A copy of our Wellbeing Charter compiled by staff is included in this pack.

Many of our staff, both from the teaching and support staff teams, have been promoted internally, often in competition with an external field, and this is a reflection of both the fact they wish to stay and of the development they receive.

*“Staff feel well supported and are immensely proud to be part of the school.” Ofsted 2025*

Another significant strength of Soar Valley, of which we are very proud, is the range and quality of the extra-curricular activities that staff offer. Opportunities are too numerous to mention here but we have, for example, a thriving Duke of Edinburgh programme, an extensive sports programme and are also very active within performing arts. Trips and visits are numerous. We are proud of the fact that we were the first school in the county to gain the Quality in Study Support Award at each level which recognises this outstanding provision. We have very strong links with our feeder primary schools through both curricular and extra-curricular activities.





*“The school excels in fostering the personal development of pupils through a wide range of high-quality experiences. It offers exceptional opportunities for talent and interest development, benefiting all pupils, including disadvantaged pupils and those with special educational needs. Leaders have created a harmonious community where pupils and staff are proud of their school and are exceptionally kind to each other.” (External review 2024)*

We also have a wide range of activities on site in the evenings and at weekends that benefit the wider community. The school is open until 10pm most evenings and at the weekends, with the facilities mainly booked for sporting activities. A number of events are also held at the college by various faith communities. Parents are generally very supportive of the school and the benefits that it brings for their children, with students making an outstanding contribution to their community.

*“The school’s provision for pupils’ wider personal development is exemplary. There is a wide range of activities deliberately designed to enhance pupils’ enjoyment of school and to support their learning.” Ofsted 2025*



Soar Valley is the lead school in Leicester’s newest multi-academy trust, Aspire Learning Partnership, and the development of relationships with other schools, both secondary and primary, is bringing further benefits. In addition, we have been the ‘hub’ school for mathematics development across the whole city for many years, and we hold regular meetings for all heads of department across the city, along with an annual CPD conference. Soar Valley is also the Hub school for science and art, a reflection of the high-quality leadership across the school and at all levels.

Most secondary and special schools in Leicester belong to the Leicester Education Improvement Partnership (LEIP), an alliance of schools in the city offering support and challenge to each other, and the office for which is situated within our Training Centre. The partnership is very strong and brings a number of distinct benefits to the city and member schools.

Thank you for your interest in our school. We believe it is a unique place, one where staff and students are proud to belong. Please do look at our website and our X (Twitter) page @soarvalley16 to gain more information and a flavour of what we are about. Visits are welcomed; please just contact us.

Updated September 2025





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## Student Support Department Information



At Soar Valley College inclusion is central to our philosophy and ethos. We believe that all students should be supported and enabled to access the curriculum and to adhere to 'The Soar Valley Way'. Our Student Support Team works alongside our Pastoral Team to empower our students to meet their potential. Our investment in student support feeds into our college motto of 'Enjoy, Aspire, Achieve'. We work tirelessly to remove barriers for students so that they can move with us on our journey to continued outstanding success.

The Student Support Team is made up of the Inclusion Lead, a Senior Pastoral Support Worker and three other Support Workers who work predominantly in the main school building. In addition, we have established The Exchange, an alternative provision for those students most at risk of exclusion which adds yet another level to our provision. The idea is to 'change' behaviour in order to reduce this risk of 'exclusion', hence The Exchange. The Exchange is based in our Training Centre, and is staffed by an Exchange Lead, an Alternative Provision Tutor, an Inclusion Support Worker and a Teaching assistant. All provision is overseen by a member of our senior leadership team.

Students' needs are varied and unpredictable and we are constantly adapting approaches. In the main building, teaching staff are supported by advising them on different methods of engaging students who show challenging behaviour. cBehaviours in classrooms are observed, strategies offered, and work undertaken with students, parents and staff to improve the situation. Behaviour support is offered within classrooms also. The Student Support team manage our Reflection Room (for the very small numbers removed from lessons) and the student support plans, run and implement the higher level meetings, facilitate group work with students, and support to make them successful.



Members of the team have a caseload of young people who are supported to make changes to their behaviour, much of the support coming from 1:1 mentoring. A completely individual approach is taken with the students and we invest the necessary time to understand their needs and background.

We work with key staff members, parents, carers and external agencies to create bespoke packages to enable students to get the most from their time here. By spending the time to get to know students, they begin to trust key workers and form positive attachments that inevitably improve their ability to reflect upon and improve their behaviour. We strive to be proactive in our approach. We design, deliver and evaluate targeted group work sessions. Students are identified through analysis of data and consultation with Year Teams.



A small number of students spend some time at Key Stage 3 in The Exchange for high level intervention. They are assessed initially and then undertake intensive work to address areas of concern with the team there, whilst also continuing with the curriculum. After usually 6-8 weeks, students integrate into the main building with support and are monitored closely to ensure they are successful.

The team also manage our vocational provision strategy, where a small number of Key Stage 4 students may be educated off site for all or part of their time. When based in school, their learning is usually undertaken in The Exchange. All pastoral support is provided for students on external programmes and they are mentored to ensure that they have the best chance of success. There is regular contact with parents and review meetings are

held. Attendance is tracked daily and there is an open dialogue with the providers.

The Student Support team is embedded into the day-to-day running of the college but also works on a strategic level to offer support to groups and individual students and families. There is decisive intervention and positive support for the teaching staff to deliver an outstanding learning experience for our whole student body. Successes are often measured in different ways to the usual academic outcomes; the team is rightly proud of the very low permanent exclusion and suspension figures, of the post-16 routes some of our students have followed, and the successes seen in later life.

September 2025

## Job Description and Person Specification

### Alternative Provision Tutor – Teaching Assistant Level 3

Department: Student Support

Line Managed by: Exchange Lead

Salary Scale: Grade 5, points 11-14 (£28,598 - £31,022), Actual pro rata salary £22,243 - £24,128

Hours of Work: Mon-Friday 8:15am – 3.30pm (38 weeks – term time only) plus 18 hours (Training Days) = 1300.5 hours pa, 77.78%

The job description is not necessarily a comprehensive definition of the post. It will be reviewed on a regular basis and it may be subject to modification or amendment at any time after consultation with the holder of the post.

#### **Overall purpose of the role:**

- To work under the direction of the Exchange Lead and assist in the delivery of academic studies, so as to ensure the highest quality academic and social outcomes for a target group of vulnerable/hard to reach students working on personalised timetables.
- As a member of the Student Support team, some time may be spent in the main school supporting the work of the team.

#### **Main responsibilities of the role:**

- Liaise with subject teachers to compile suitable learning programmes for students withdrawn from the mainstream provision.
- Deliver content to students in such a way as to engage and support their learning in, for example, maths, English, science, option subjects and independent study projects.
- Develop, organise and deliver small group and intervention packages, events and initiatives.
- Support students in reintegration to mainstream lessons.
- Support staff in mainstream lessons to improved understanding of students' individual needs and how they can be supported most effectively.
- Act as a parent/carer liaison, maintaining regular contact with home, establishing constructive links, exchanging information, keeping parents informed and facilitating support for their child.
- Mentor individual students.
- Monitor the progress of individual students and set targets for improvement on a daily and/or weekly basis.
- Communicate progress of students to all relevant parties.
- To oversee Pastoral Support Plans for students in the allocated caseload and to ensure that accurate records of students on PSPs or individual learning programmes are maintained and monitored.
- Keep records as appropriate, ensuring confidentiality and security of sensitive information.
- Support liaison with internal and external agencies and support services as appropriate.
- To support in the running of Reflection Plus.
- Be responsible for promoting and safeguarding the welfare of children and young people.

**Soar Valley College shares a commitment to safeguard and promote the welfare of children and young people. Our commitment is underpinned by robust processes and procedures that seek to maximize opportunity, minimize risk and continuously promote a culture that embraces the ethos of safeguarding amongst our workforce.**

**This post is Exempt from the Rehabilitation of Offenders Act 1974 and subject to a DBS Disclosure check.** Non-teaching posts at Soar Valley College are evaluated, for equal pay purposes, using the Leicester City Council 'Single Status Agreement' and this job description is the College's addendum to the relevant ('closest fit') 'generic' job description used to evaluate the grading of the post.

Any issues arising in respect of equal pay will always be dealt with by reference to the generic job description and not the College addendum. The relevant generic job description for this post is Inclusion Support Worker, Post No. E9042. This job description can be obtained via the LCC Extranet or via the college Administration Manager upon request.

## PERSON SPECIFICATION

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |        |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Training and Education</b> | Relevant professional qualification or other accreditation                                                                                                                                                                                                                                                                                                                                                                                                             | D      |
|                               | Degree level qualification or equivalent ability/experience.                                                                                                                                                                                                                                                                                                                                                                                                           | D      |
|                               | Literacy, numeracy and ICT skills sufficient to perform the job tasks at a minimum of Level 2 English, Maths and one other subject.                                                                                                                                                                                                                                                                                                                                    | E      |
|                               | Experience of liaising with external agencies or organisations.                                                                                                                                                                                                                                                                                                                                                                                                        | D      |
|                               | Experience of working with young people and their parents.                                                                                                                                                                                                                                                                                                                                                                                                             | E      |
|                               | Understanding of how students learn and barriers to learning                                                                                                                                                                                                                                                                                                                                                                                                           | E      |
|                               | Knowledge and experience of a range of behaviour management strategies and styles to support students and staff                                                                                                                                                                                                                                                                                                                                                        | E      |
|                               | Experience of working with disadvantaged young people.                                                                                                                                                                                                                                                                                                                                                                                                                 | D      |
|                               | Experience of peer coaching/mentoring.                                                                                                                                                                                                                                                                                                                                                                                                                                 | D      |
|                               | Experience of using data effectively to support teaching, learning and inclusion                                                                                                                                                                                                                                                                                                                                                                                       | D      |
| <b>Equal Opportunities</b>    | Must be able to recognise discrimination in its many forms and willing to put the Council's equality policies into practice.                                                                                                                                                                                                                                                                                                                                           | E      |
|                               | Knowledge of equal opportunities legislation and approaches to inclusion.                                                                                                                                                                                                                                                                                                                                                                                              | E      |
| <b>Other Skills</b>           | Excellent interpersonal and communications skills at all levels.                                                                                                                                                                                                                                                                                                                                                                                                       | E      |
|                               | Able to work effectively as an individual and as a member of team.                                                                                                                                                                                                                                                                                                                                                                                                     | E      |
|                               | Able to work to deadlines and prioritise tasks.                                                                                                                                                                                                                                                                                                                                                                                                                        | E      |
|                               | Able to deal calmly with confrontation and work positively under pressure.                                                                                                                                                                                                                                                                                                                                                                                             | E      |
|                               | Evidence of wider reading on inclusion issues.                                                                                                                                                                                                                                                                                                                                                                                                                         | D      |
|                               | Is resilient and has the ability to challenge, motivate and manage people and to build effective working relationships.                                                                                                                                                                                                                                                                                                                                                | E      |
|                               | Is enthusiastic and creative.                                                                                                                                                                                                                                                                                                                                                                                                                                          | E      |
|                               | Is thoughtful and reflective and adjusts practice in the light of feedback.                                                                                                                                                                                                                                                                                                                                                                                            | E      |
| <b>Other</b>                  | Willingness to undertake training.                                                                                                                                                                                                                                                                                                                                                                                                                                     | E      |
|                               | Willing and able to work outside of regular hours, as necessary.                                                                                                                                                                                                                                                                                                                                                                                                       | E      |
|                               | Willing and able to travel within the city.                                                                                                                                                                                                                                                                                                                                                                                                                            | D      |
|                               | Must satisfy relevant pre-employment checks.                                                                                                                                                                                                                                                                                                                                                                                                                           | E      |
|                               | This post will involve contact with vulnerable groups (children, young people and/or adults) and is therefore exempt from the Rehabilitation of Offenders Act 1974 and subject to an Enhanced Criminal Records Bureau (CRB) Disclosure check. This exemption means that applicants for this post are required to declare all criminal convictions, cautions, reprimands and bind-overs both spent and unspent in their application, regardless of the passage of time. | E      |
|                               | Is willing to contribute to and support whole school policy including self-review procedures.                                                                                                                                                                                                                                                                                                                                                                          | E      |
|                               | Is committed to safeguarding and promoting the welfare of children and young people.<br>Able to manage confidential information.                                                                                                                                                                                                                                                                                                                                       | E<br>E |

# Soar Valley College



## Our Staff Wellbeing Charter



### Introduction

*Our school motto is not just three words, really does mean something, and we believe Soar Valley has a unique ethos.*

*Aspire – we aim high and expect everyone to do so, students and staff alike. Our mantra of ‘effort is everything’ means all can succeed, and they do. Each child is encouraged to be the best version of themselves, and the same is true of our staff, who are fantastic!*

*Enjoy – we aim to make the school and work experience as enjoyable as possible. Working in education can be fast-paced and demanding, it is important to have fun too!*

*Achieve – we are a highly successful school, and that is not all about exam results. Our staff turnover is very low, and there are even those who have come back. All are highly valued; without any one person, the school would not be as effective, we are indeed the sum of our parts.*

*This means that we take the wellbeing of our staff seriously.*

*We recognise that staff who are valued are at the heart of the success of the school.*

*We recognise that excessive hours of work and unrealistic deadlines can be detrimental to staff wellbeing and their effectiveness and, ultimately, to the outcomes for the children in our care.*

### In light of this, leaders will:

- Be mindful of and encourage a healthy work-life balance for all staff.
- Actively look to develop and adopt efficient and effective working strategies.
- Acknowledge that the needs of the school and its staff are not static but change over time.
- Seek the views of staff on their working life on a regular basis, through both formal and informal methods.
- Respond sensitively to external pressures which affect the lives of staff members.
- Consider all new developments and filter those which will impact positively on our school and implement them in a measured way.
- Consider the effects of any new initiative on workload, considering and balancing impact on workload carefully.
- Regularly review and if an initiative/change is not having a reasonable impact, it will be removed.
- Make staff members aware of the channels which can be used to manage and deal with stress or work related health and wellbeing issues.
- Ensure an effective professional development programme for all, to ensure staff are developed in their roles and achieve a sense of satisfaction.
- Be open and receptive to feedback about policies and developments and their impact on staff wellbeing and workload.

**All staff will:**

- Assist in the development of good practice and ensure they do not, through their actions or omissions, create unnecessary work for themselves or colleagues.
- Ask for support as and when required.
- Identify opportunities for development and take advantage of those offered by the school.
- Apply for any requests for absence in advance and be open about sickness absence.
- Share their views, ideas and feelings in both formal and informal settings.
- Make sure that all feel supported and welcome, offering support as appropriate for each other.

**Some of the strategic measures to support staff wellbeing**

The focus on staff wellbeing and workload is not a new one for Soar Valley. There are a number of strategic measures which have been taken to support all staff over the past few years. The list below is not an exhaustive one but illustrates the approach.

- All teachers have a minimum of 14% non-contact time, with additional time for those with leadership responsibilities.
- There have been no written reports at Soar Valley since 2005. A review was undertaken and a simple data collection system implemented.
- There are three formal data collection points and reports home to parents during the year, one per term.
- A structured CPD programme is in place, being reviewed and revised each year to meet the needs of both the school and individuals. There is also a strong induction programme for new staff and development programmes for both newly qualified and recently qualified teachers.
- An extensive CPD library is available for staff, another opportunity to supplement professional development of staff.
- There are regular briefings for staff, both teaching and support staff, so all can remain informed and involved in developments and news in the school.
- Meetings are carefully planned to meet professional development and college improvement priorities, with only one meeting a week for most members of staff. Every effort is made to start them promptly and ensure they do not overrun.
- Considerable investment in the pastoral and inclusion teams has led to strong support in these areas with high quality staff and effective structures.
- The high quality SEND team, with well-qualified and trained teaching assistants, means detailed and supportive strategies and information are always available.
- Investment in a small but high quality EAL team means those students with the highest level of need can receive targeted intervention until they are able to access the curriculum.
- Policies and procedures, which have been introduced for behaviour management, are clear and effective. The Step system means that any student behaving inappropriately is removed from the lesson.
- Centralised detention systems support staff in ensuring high standards of behaviour.
- Much of our policy is written by staff, either through working parties or middle leader groups. Examples are the assessment policy, homework policy, marking policy, all of which have been written by staff and for staff. Where not directly written by staff, they are fully consulted in any new/amended policy through our meeting structure.
- Subject teams have a high level of autonomy to teach and structure in the way they think best. There will always be challenge to improve, and indeed often do so themselves!
- Staffing levels are high, with additional groups in many subject areas, especially at key stage 4. Class sizes at key stage 3 have been kept to an average of 26 or lower.
- There is administrative support for each department in school, as well as a full complement of technical support staff.
- The rarely cover policy means that teachers will only provide cover for absent colleagues if they are timetabled for a 'support lesson'. We employ three Cover Supervisors so that students have known cover staff, which also leads to calmer lessons.
- We have created a culture of mutual respect amongst the staff, and there are positive working relationships across the school. Support and teaching staff are all vital in the success of the school.

- Communication is open and transparent. We ensure emails are useful and endeavour to make the number sent and received manageable.

### **And some of the 'nice to haves'**

Sometimes the little things really matter, and whilst not strategic in nature, these are examples of some such things at Soar Valley:

- Samosas – we love our samosas, which appear for birthdays, other celebrations and thank yous.
- The Unicorn of Appreciation comes out about once a term, for staff to recognise others, just say thank you or well done.
- Staff sport is a regular feature on a Friday, allowing the sporty amongst us to work off the week.
- There are outdoor areas where staff can relax in summer months which are not accessible to students, such as the allotments and memorial garden.
- There are occasional staff workshops (such as making pottery decorations at Christmas).
- Free flu jabs are offered each year for staff.
- Lunch is always provided on training days and food is available prior to parents' evenings.
- Our Christmas lunch at the end of the autumn term is an annual event.
- Tea and coffee are always freely available for staff and visitors in the main staffroom.
- We party impressively at the end of terms, and there are various other social events.

### **Useful contacts:**

National Education Union - <https://neu.org.uk/advice/keeping-happy-and-healthy>

NASUWT - <https://www.nasuwt.org.uk/news/campaigns/mental-health.html>  
[www.annafreud.org/what-we-do/schools-in-mind/](http://www.annafreud.org/what-we-do/schools-in-mind/)

<https://www.headspace.com/educators>

[www.mentallyhealthyschools.org.uk](http://www.mentallyhealthyschools.org.uk)

[www.Mindfulteachers.org](http://www.Mindfulteachers.org)

[www.nhs.uk/conditions/stress-anxietydepression/improve-mental-wellbeing/](http://www.nhs.uk/conditions/stress-anxietydepression/improve-mental-wellbeing/)

[www.educationsupportpartnership.org.uk/helping-you/telephone-support-counselling](http://www.educationsupportpartnership.org.uk/helping-you/telephone-support-counselling)

[www.mentalhealth.org.uk/](http://www.mentalhealth.org.uk/)

[www.mentalhealth.org.uk/sites/default/files/how-to-manage-and-reduce-stress.pdf](http://www.mentalhealth.org.uk/sites/default/files/how-to-manage-and-reduce-stress.pdf)

<https://www.educationsupport.org.uk/get-help/help-for-your-staff/wellbeing-services/school-leaders-service/>

These guidance notes are designed to provide you with information on completing your application form and on our recruitment process and associated policies. You should read all the guidance notes prior to completion of the application form. If you would like any further advice regarding the vacancy or the recruitment process, please contact the College directly.

When completing the application form, please refer to the following information:

- **Job Description** – this describes the main duties and requirements for the post and provides an understanding of the role.
- **Person Specification** – this describes the skills, knowledge and experience required for the post
- **Advertisement** – this will give you brief details of the job and key dates of the recruitment process.

Please ensure you complete all parts of the application form. Curriculum Vitae (CVs) are not accepted. The application form will be used to assess your skills, knowledge, and suitability for the job against the criteria on the person specification, so please ensure it is accurate and complete. Late applications will not normally be considered. We reserve the right to contact any of your previous employers/educational establishments to verify the information provided.

### **Personal Details**

Only personal information required for processing your application is requested in the main body of the application form, other personal details are not required until after shortlisting.

### **Disabled Applicants**

As an equal opportunities employer we welcome applications from disabled people. Disabled applicants meeting all the essential criteria will be shortlisted for interview or test.

If you consider yourself disabled, **please indicate this on your application form**. This will be removed by a member of staff not involved in the recruitment process, prior to shortlisting, and will not be given to the recruitment panel at any stage of the process.

Where it is necessary to reduce the shortlist of candidates using desirable criteria, the equality monitoring section will be checked by a member of staff not involved in the recruitment process to ensure if you have declared yourself as disabled, and met all the essential criteria, you have been shortlisted for interview or test.

All candidates called for interview will be asked if they require any adjustments and/or adaptations in order to attend for interview or test, and we will, as far as possible, provide the adjustments and/or adaptations required.

For successful candidates, we will make reasonable adjustments to working conditions or physical environments and will provide aids, adaptations, equipment, and support where possible.

### **Job Sharing**

We regard all posts as potentially open to job share. Pay will be pro rata to that which would apply if you filled the post on a full time basis. If you wish to be considered for job share, please indicate this on the application form. Should you be offered the post your request will then be considered.

### **Relationships/Canvassing**

Canvassing of any employee, Governor or Trustee in relation to your application will disqualify you, or if discovered after appointment may result in dismissal without notice.

### **Data Protection & GDPR**

The information you provide on your application form and any subsequent information gathered in respect of your application will be held securely, in confidence and processed in accordance with the Data Protection Act 1998.

The information you provide will be used in the following ways:

- To assess your suitability for the post
- To confirm information you have supplied, with third parties, as considered appropriate.
- To promote, monitor, and take action to ensure our recruitment policies, procedures and processes comply with legislation, our Employment Equality Policy and associated strategies and plans.
- To answer requests for information made under the Freedom of Information Act 2000 or related legislation.
- It will only be disclosed where lawful obligation applies.

Applications and related information in respect of successful candidates will be held securely on computerised and/or manual filing systems in accordance with the Data Protection Act 1998.

Applications and related information in respect of unsuccessful candidates will be held securely for 12 months in line with our recruitment and retention policy, after which time they will be confidentially destroyed.

### **Feedback/Complaints**

If you are not appointed to the post following interview, you may request feedback from the Principal, or the recruiting manager, as appropriate. You should contact the College directly who will arrange to provide helpful and constructive feedback.

If you wish to make a recruitment complaint, you should write to the Principal or recruiting manager as appropriate, at the College. If you are unsatisfied with the response, you may then write to the Chair of Governors, care of the College.

## **Safer Recruitment Applicant Information**

The College has a commitment to safeguard and promote the welfare of children and/or young people. We have robust processes and procedures to reduce risk and continuously promote a positive culture of safeguarding amongst our workforce.

The post you are applying for involves working with children and/or young people and you will be subject to The College safer recruitment process.

### **Pre- Employment Vetting**

As part of its safer recruitment and selection process, The College operates a strict pre-employment vetting procedure. All applicants will be required to undergo the checks outlined below.

### **Disclosure and Barring Service (DBS)**

Successful applicants seeking to work with children and/or young people will be required to undergo an Enhanced Disclosure; this will include a check against the Protection of Children Act (PoCA) List and List 99. For posts working with vulnerable adults, this will include a check against the Protection of Vulnerable Adults (PoVA) List.

We will also retain, with the permission of the applicant, the DBS Disclosure documents of any 'hold' candidates. These documents will be destroyed once a decision (offer and acceptance) has been reached.

Where an applicant is not normally resident in the United Kingdom or has been resident outside the United Kingdom for more than 6 months, an additional police check will be carried out with the normal or most recent country of residence.

### **Rehabilitation of Offenders & Safeguarding Children and Young People**

We are committed to keeping children and young people safe from harm and abuse and to promoting their welfare, and we expect that everyone who comes to work for us will share the same commitment. Fulfilling this responsibility includes making sure that our recruitment process includes a range of measures to identify those who may be unsuitable to work with children and young people.

All roles within the College are covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 and are subject to an enhanced Disclosure and Barring Service (DBS) (formerly Criminal Records Bureau (CRB)) check. These posts may also be subject to further DBS re-checks at appropriate intervals. Further information about what the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 means for applicants is provided on the Application Form.

### **Declaration of Previous Convictions**

The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended makes certain regulated activity (i.e. work with children and/or young people) exempt from the Act and therefore, requires individuals seeking to work with these groups to be subject to Enhanced Criminal Records Bureau Disclosure checks amongst others.

This post is classed as exempt under the Rehabilitation of Offender Act 1974 (Exceptions) Order 1975 as amended. Therefore, you are required to reveal all convictions, both spent and unspent in your application. Please note that having a criminal record is not an automatic bar from working with us: whether or not your criminal record has a bearing on the post you have applied for will be carefully considered as part of the recruitment process. This may involve a discussion with yourself about the circumstances and background to your offences.

### **Supporting Documents**

We **will not** be able to confirm an offer of employment until we have confirmed the following:

- Identity
- Enhanced DBS
- Right to work in the UK
- Qualifications if applicable
- 2 references
- Satisfactory Medical
- Qualified Teacher Status if applicable
- Confirmation of National Insurance Number
- Overseas reference if applicable

### **References**

All applicants are expected to provide two referees, one of which must be your most recent or current employer. 'Open' references e.g. those addressed "To Whom It May Concern", will **not** be accepted.

If you have just completed full-time education the College will seek references from educational establishments. You will need to provide the name of your Principal or other professional as a reference. If you are self-employed you will need to provide details of individuals/businesses that can provide you with a professional reference.

If you have undertaken voluntary work with children and/or young people you should use the voluntary organisation as a referee.

If you have not previously worked with children or young people, you must provide a character reference from someone who is able to confirm your suitability to work with children. This would normally be someone in authority e.g. a lecturer, doctor, or community leader. Please note, character references are normally only accepted as a supplement to an employer's reference.

In all cases, The College will contact the referee prior to the interview, except if you have specifically indicated that you would prefer us to contact them only if you are made an offer of appointment.

### **Employment History & Gaps in Employment**

To ensure our responsibilities for safeguarding children and young people are met you must ensure your employment history and reasons for any gaps are clearly detailed.