

# Soar Valley College

## Vice Principal

### Application Pack



SOAR VALLEY COLLEGE

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A SPECIALIST MATHS AND COMPUTING COLLEGE

**ASPIRE ENJOY ACHIEVE**



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Dear Applicant,

Post: Vice Principal L21-25

Thank you for your interest in this key post in the college. Turnover of staff at Soar Valley is low and so this really is a rare and exciting opportunity, for the successful candidate and also for us as a school. We very much look forward to the different ideas and approaches a new member of the team at such a senior level can bring to the continued success of the school

We are looking to appoint an ambitious and driven candidate to take a leading role in the continued development of our outstanding school. The successful candidate will be expected to be flexible and to lead on a broad range of school improvement strategies, and to an extent the role will be shaped on the experiences and strengths of the successful candidate and obviously also based on the needs of the school and strengths within the team. This means the Vice Principal will have a significant and wide-ranging impact on the school's performance and development. It is important also to say that roles and responsibilities are reviewed annually and there is always the opportunity to grow professionally. For example, the current postholder started in role in a predominantly pastoral role, and now has leadership responsibilities for aspects of CPD, teaching and learning, self-review processes, assessment, and more.

We are looking for someone who has been able to demonstrate excellent leadership and impact in their current role, someone who is excited by the role as described and the challenge of learning in a new environment and who is able to work effectively as a member of a strong, collaborative leadership team. If this is you, we look forward to hearing from you.

There is plenty of information enclosed and on our website. In addition, for those wishing to visit the school, we have organised several opportunities to do so:

- Friday 28 March 2pm
- Friday 28 March 3.30pm
- Wednesday 2 April 11.30am
- Friday 4 April 9.00am

To arrange a visit or if you wish to just have a chat about the post, please contact Smita Stone, Personnel Manager, on 0116 2688441 or [ssone@soarvalley.aspirelp.uk](mailto:ssone@soarvalley.aspirelp.uk)

If, after considering the information provided, you feel you have the experience, drive, commitment and enthusiasm to play this key role in Soar Valley's continued journey of success, we look forward to receiving your application. Completed forms with either a letter enclosed in the space available (or a separate one if you wish) which outlines your strengths and experiences should be submitted via the relevant platform by 3pm Tuesday April 8<sup>th</sup> 2025.

Once again thank you for your interest and I look forward to receiving and reading your application.

Yours faithfully,

Julie Robinson  
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.



Our last Ofsted inspection was in 2014! However, we maintain we are still an Outstanding school and, in many ways, practice now is even better. We have external reviews regularly, for example by being part of Challenge Partners and, more recently, by inviting in a team of external consultants, all Ofsted trained.

*"Leaders, including governors and trust leaders, demonstrate a relentless aspiration for excellence. As a result, they are continuously looking for areas to improve. All staff contribute to policy making, leading to staff feeling involved and empowered. As a consequence, there is a commitment to the application of policies both consistently and effectively." (Challenge Partners 2023)*

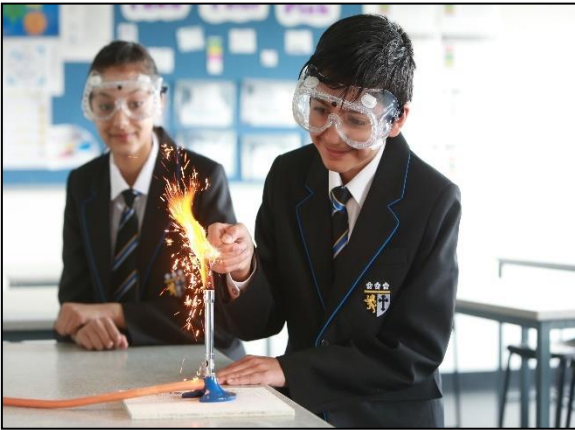
As part of the first wave of the BSF programme in Leicester, we moved to a new building in 2009. Our highly impressive school building offers excellent accommodation and facilities for all areas of the curriculum and the local community. We also have our own Training Centre, which is used as our Trust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

*"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)*

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.



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.

*“Leaders are accurate about their self-evaluation of the school. The strong values inform the way policies are designed, stakeholders are engaged with, and ambitious targets are set. Leaders encourage reflective practice. They invest in their greatest asset, the staff.” (External review 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.



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 now also the Hub school for science, art, and SEND, 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.

*"The leadership of teaching is very strong; much of the teaching is outstanding and the vast majority is consistently good." (Ofsted).*

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 Feb 2025





## Job Description Vice Principal L21-25

Responsible to: Principal and Governing Body  
Line manager: Principal

### Core Purpose:

#### **With the Principal and the rest of the Senior Leadership Team:**

To take a key strategic role in the leadership and development of the school, and in creating a culture that promotes excellence, equality and high expectations of all students, securing the highest standards and quality of education for all of the students at Soar Valley College.

To hold significant responsibilities for key operational aspects of the school and personnel in ensuring that the school is well led, managed and organised to meet its aims and targets.

To work in partnership with all key stakeholders to the benefit of the school and its community.

#### **More specifically, the Vice Principal has the following responsibilities:**

##### **Strategic Direction and Development of the School**

- To play a significant role in the development, implementation, monitoring and review of the College Improvement Plan and to take responsibility for key aspects of the plan as agreed with the Principal.
- To lead on strategies which ensure the highest levels of progress and wellbeing for students.
- To take a lead role on identification of underachievement of individuals and groups, and develop strategies to address this, as appropriate to the role.
- To contribute significantly to the continued drive to raise standards in all aspects of our work and to the evaluation of the effectiveness across the school.
- To take responsibility for the development and review of whole school policies relating to the specific areas of responsibility, as agreed with the Principal.
- To engage with other key stakeholders as appropriate in helping to determine the strategic direction of the school.

##### **Teaching and Learning**

- To secure and sustain excellence in teaching and learning throughout the school using structured teaching development, monitoring, evaluation and review processes.
- To ensure data is used effectively at all levels to monitor progress and achievement.

- To take a lead in the implementation of an effective CPD programme, relevant to the role.
- To contribute effectively to the implementation and evaluation of effective support and intervention strategies with underperformance challenged at all levels and in all aspects of a student's school life.
- To motivate and develop staff in their respective roles to achieve the best outcomes for all students.
- Demonstrate and articulate high expectations at every level and ensure a culture and ethos of challenge and support where all students can achieve success.
- To ensure that raising student achievement and learning is at the heart of all strategic planning and resource management.
- Support and contribute to the extra-curricular dimension of the school, helping to widen student experiences and achievements.
- To carry out the professional duties associated with a teaching commitment as determined by the college's needs.

### **Leading and Managing Staff**

- Provide effective support, strategies and procedures for staff induction, professional development and appraisal as appropriate to the role.
- Develop and maintain a culture of high expectations for self, staff and students.
- Ensure that the learning environment serves to promote the highest standards in teaching and learning.
- Support the effective management and organisation of the school, taking specific responsibilities as agreed with the Principal, ensuring that systems, processes and structures work effectively and in line with legal requirements.
- Ensure that the welfare and safeguarding of children is implemented and promoted at all times.
- To ensure that all staff support and implement whole school policies.
- To participate in the recruitment and deployment of teaching and support staff.

### **Accountability**

- To take responsibility for monitoring the work of certain teams and to support them in achieving the very best outcomes and experiences for students.
- To ensure that an ethos of shared responsibility and collaborative working is further developed to the benefit of all stakeholders.
- To make a significant contribution to the accurate self-evaluation of the school through effective monitoring and evaluation across all aspects of our work, but with particular regard to own specific areas of responsibility.
- Ensure that all staff understand they are accountable and for what specific areas, along with being subject to rigorous review and evaluation.

### **Community**

- Develop, support and maintain an effective partnership with parents and carers to support and improve student achievement.
- Celebrate the richness and diversity of the school and local community and utilise this to support personal development, learning and citizenship.
- Promote positive relationships and a collaborative learning culture with other educational establishments, agencies and organisations to the benefit of the school and its community.
- Contribute to, promote and implement positive equality strategies and ensure that the school is fully inclusive in all aspects.
- Promote and model positive behaviour strategies, policies and practice to ensure that the learning environment and culture is such that all staff and students feel an important and valued member of its community able to enjoy their work and experience at the college.

# Person Specification

Appointment Criteria		Essential/ Desirable	Measurement
<b>1.</b>	<b>Qualifications</b>		
1.1	Qualified teacher status.	E	2,3
1.2	Evidence of commitment to further professional development.	E	2,3,4
1.3	Further qualification in a related area.	D	2,3
<b>2.</b>	<b>Experience</b>		
2.1	Leading and making a major contribution to successful and effective change management at a whole school level. Successful recent experience in the leadership and management of whole school responsibilities.	E	2,4
2.2	Successful teaching experience at secondary level.	E	2,3,4
2.3	Successful implementation of strategies for raising student achievement.	E	2,3,4
2.4	Successful development of the teaching practice of others.	E	2,3,4
2.5	Leading effective professional development activities.	E	2,4
2.6	Working in a multi-cultural school/college.	E	2,3,4
2.7	Leading on, and contributing to, whole school reports, analysis, policies and procedures.	D	2, 4
2.8	Developing, implementing and managing successful behaviour management and care, guidance and support strategies and systems.	D	2,4
2.9	Liaising with other agencies to support students and staff.	E	2,4
2.10		D	2,3,4
<b>3.</b>	<b>Knowledge and understanding</b>		
3.1	The use of comparative data to establish benchmarks and set targets for improvement.	E	2,4
3.2	Strategies to promote high levels of achievement in students of all abilities and aptitudes.	E	2,3,4
3.3	The school's role in the community including an understanding of religious and cultural diversity.	E	2,4
3.4	How to promote and implement the principles of inclusion and equal opportunities for staff and students so that all are equally valued.	E	2,4
3.5	Statutory requirements regarding equality and safeguarding, and Child Protection procedures.	E	2,4
3.6	Responsibility and accountability for safeguarding and promoting the welfare of children and young people.	E	2,4
3.7	Latest OFSTED framework.	E	2,4
3.8	Effective self-review procedures and documentation.	D	2,4
3.9	Effective teaching and behaviour management strategies and their impact on achievement.	E	2,4



3.10	The contribution that collaborative initiatives can make in sharing and developing best practice.	E	2,4
3.11	Initiatives and developments at a national level including around attendance, behaviour, curriculum and accountability changes and their impact on leadership, teaching and learning.	E	3,4
3.12	Able to plan and monitor budgets.	E	2,4
<b>4.</b>	<b>Leadership Skills</b>		
4.1	Able to lead, develop and manage people to work as individuals and as a member of a team in a way that inspires and maintains motivation and morale.	E	3,4
4.2	Able to work and contribute extremely effectively as a member of a Leadership Team.	E	4
4.3	Able to plan strategically to support and implement the vision of the college.	E	2,4
4.4	Able to show ambition, drive and initiative.	E	2,4
<b>5.</b>	<b>Communication Skills</b>		
5.1	Able to take into account the views of others and to negotiate and consult effectively	E	2,3,4
5.2	Able to communicate highly effectively to a range of audiences including students, parents, governors and the wider community.	E	2,4
5.3	Able to deal sensitively with people and to resolve conflicts	E	3,4
<b>6.</b>	<b>Self-Management Skills</b>		
6.1	Able to plan and organise work effectively. This will include an ability to: * prioritise and manage time; * work under pressure; * be self-motivating and set challenging personal goals.	E	4
<b>7.</b>	<b>School Ethos</b>		
7.1	Able to promote and develop the college as a highly successful, caring and inclusive centre of learning and excellence. Able to support a climate of mutual respect and achievement.	E	3,4
7.2	Able to encourage the involvement and contribution of parents/carers in the education of their children.	E	3,4
7.3		E	3,4
<b>8</b>	<b>Personal Attributes</b>		
8.1	Adaptability to changing circumstances and ideas.	E	3,4
8.2	Energy and enthusiasm.	E	4
8.3	Reliability and integrity.	E	4
8.4	Imagination and creativity.	E	4
8.5	Ambitious and forward thinking.	E	2,4
8.6	Resilience.	E	3,4

**Measurement:** 2 From the written application. 3: Documentary evidence 4: Interview / Assessment.

# 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/>



# Guidance Notes for Applicants

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.