



Dorney School

# Safeguarding & Safer Recruitment Policy

## Document Control

<b>SLT Lead (Name)</b>	<b>Mrs Lee</b>
<b>Statutory / Non-Statutory Policy</b>	<b>Statutory</b>
<b>School Specific / MAT Wide Adapted / MAT Wide</b>	<b>MAT Wide Adapted</b>
<b>Based on Bucks model policy last updated by Bucks</b>	<b>2014</b>
<b>Trustee or Governor Committee Responsible for Review</b>	<b>Personnel Committee</b>
<b>Trustee or Governor Committee Responsible for Approval</b>	<b>Approval as per the central policy schedule</b>
<b>Date Approved:</b>	<b>July 2025</b>
<b>Review Period</b>	<b>Annual</b>
<b>Version Number</b>	<b>V1.01</b>
<p><i>Unless there are legislative or regulatory changes in the interim, this policy will be reviewed annually. Should no substantive changes be required at that point, the policy will move to the next review cycle.</i></p>	

<b>DOCUMENT HISTORY</b>			
<b>Date</b>	<b>Reason for Changes</b>	<b>Changes</b>	<b>Author</b>
25/06/2020	Annual Review	Minor Updates	AJG/ALE
17/08/2021	Annual Review	Updates linked to KCSIE 2021 & Equalities Review	ALE
02/02/2022	Updates required	Template JDs added as appendices	MST
20/08/2022	Annual Review	Minor updates	ALE
19/07/2023	Annual Review	Removal of names, replaced with job roles Clarification re appointment of a headteacher Minor updates	ALE

## **1. Summary**

1.1. This Recruitment and Selection Policy has been produced in line with DfE guidance; Keeping Children Safe in Education (KCSIE) 2023. This policy aims to ensure both safe and fair recruitment and selection is conducted at all times. Safeguarding and promoting the welfare of children and young people is an integral factor in recruitment and selection and is an essential part of creating safe environments for children and young people.

## **2. Recruitment and selection policy statement**

2.1 The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

2.2 The School is committed to attracting, selecting and retaining employees who will successfully and positively contribute to providing a valuable service. A motivated and committed workforce with appropriate knowledge, skills, experience and ability to do the job is critical to the school's performance and fundamental to the delivery of a high-quality service.

2.3 The School will follow the Safeguarding and Safer Recruitment arrangements in this policy in relation to any person directly employed by the School (ie paid by the School).

2.4 The School will request an application form and DBS checks for any volunteers directly engaged by the School. The School considers these checks to be as important as those undertaken for an individual employed by the School. Volunteers will be treated as 'staff' in relation to Child Protection and Safeguarding training (see Child Protection and Safeguarding policy). The School will assess the suitability of the volunteer through a discussion prior to commencing any activity with the School; if deemed appropriate, this may be a formal interview.

2.5 The School will seek assurances of appropriate safeguarding and safer recruitment processes for any contracted staff through the relevant legal agreement and Letter of Assurance (LOA).

2.6 The School will maintain a Single Central Record (SCR) which will be managed by the HR Officer in strict accordance with statutory guidance as laid down by the Department for Education and detailed in KCSIE 2023 and any subsequent updates.

## **3. Purpose**

3.1 To ensure the recruitment of both permanent and fixed-term staff (including voluntary) is conducted in a fair, effective and economic manner.

3.2 To achieve this purpose, those that are responsible for each stage of the recruitment process will demonstrate a professional approach by dealing honestly, efficiently and fairly with all internal and external applicants.

## **4. Scope**

4.1 This policy applies to all the school employees and governors/trustees responsible for and involved in recruitment and selection of all staff.

4.2 The ultimate responsibility for recruitment and selection lies with the trustees. The trustees have delegated the responsibility to the Headteacher for appointing staff other than those to the Senior Leadership Group.

4.3 For the appointment of a member of the Senior Leadership Group, with the exception of the Headteacher, a member of the Local Governing Body will be involved.

4.4 For the appointment of the Headteacher the trustees will lead arrangements.

## **5. Aims and Objectives**

5.1 To ensure that the safeguarding and welfare of children and young people takes place at each stage of the process

5.2 To ensure a consistent and equitable approach to the appointment of all school staff.

5.3 To ensure all relevant equal opportunities legislation is adhered to and that appointees are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, sexual orientation.

5.4 To ensure the most cost-effective use is made of resources in the recruitment and selection process.

## **6. Principles**

6.1 The following principles are encompassed in this policy:

- All applicants will receive fair treatment and a high-quality service
- The job description and person specification are essential tools and will be used throughout the process
- Employees will be recruited on the knowledge, experience and skills needed for the job
- Selection will be carried out by a panel with at least two members but preferably with three. At least one panel member will have received appropriate training on the recruitment and selection process as recommended by the DfE.
- Selection will be based on a minimum of completed application form, shortlisting, interview and satisfactory references
- Monitoring and evaluation are essential for assessing the effectiveness of the process
- All posts will normally be advertised.
- The Disability Discrimination Act (DDA) makes it a requirement to make reasonable adjustment to the recruitment process if an applicant makes the employer aware that they have a disability. This applies to the entire recruitment process, from advertisement to appointment.

## **7. Equal Opportunities**

7.1 The School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, sexual orientation. The School acknowledges that unfair discrimination can arise on occasion and therefore will ensure that the Equal Opportunities Policy is the foundation for all its activities.

## **8. Safer Recruitment – Recruitment and Selection Training**

8.1 It is a requirement that at least one member of the interview panel has completed the Safer Recruitment Training successfully prior to the start of the recruitment process.

## **9. Pre-recruitment Process**

### **9.1 Objective**

9.1.1 The objective of the recruitment process is to attract, select and retain staff who will successfully and positively contribute to the future development of the school. The first experience an individual has is important, therefore the experience should be positive and all those responsible for recruiting will:

- Leave a positive image with unsuccessful applicants
- Give successful applicants a clear understanding of the post and what is expected of them
- Reduce the risk of a bad selection decision that can be expensive and may cause line management problems in the future or may not meet the school's commitment to safeguard children and young people.

### **9.2 Advertisements**

9.2.1 Adverts for all teaching posts will be advertised on the TES (as appropriate) and School websites with the following information available:

- School prospectus
- Introductory letter (see Template 10 for an example letter)
- Job description
- Personal specification

The member of the SLT responsible for the appointment will pass the advert and these documents to the School Business Manager by email, following review by the Headteacher, and the SBMr will confirm with them that this has been done.

Any advertisements placed beyond the standard online package should be approved by the Headteacher prior to submission.

The School will make it clear when advertising a post that applicants are subject to checks being made on them in relation to their social media platforms, which are open to public access (e.g. but not limited to Twitter, Facebook, Instagram etc).

The School's privacy notice under the UK GDPR for applicants is available on the website.

### **9.3 Application Form**

9.3.1 A standard application form, based on a framework provided by the Local Authority and adapted by the Beeches Learning and Development Trust, will be used to obtain a common set of core data from all applicants. There are two versions of the application forms: one for teacher applications, one for support staff applications.

9.3.2 Candidates short-listed for interview will be asked to complete a criminal records disclosure document and this must be returned within 24 hours of the interview.

### **9.4 Job Description and Person Specification**

9.4.1 An accurate job description is required for all posts. A person specification, which is a profile of the necessary requirements for the post, is also required for all posts.

9.4.2 A statement will be included on the application form to advise candidates that where a role involves engaging in regulated activity it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

9.4.3 The School's Child Protection and Employment of Ex-offenders policies are available on the School's website.

### **9.5 References**

9.5.1 Open references will not be accepted

9.5.2 The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They will always be sought and obtained directly from the referee, and independent confirmation will be sought of the referees' identity and position (e.g. School websites will be checked to confirm the identity of headteachers).

9.5.3 References will be sought on all short-listed candidates, including internal ones, and will be obtained before interview so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview. The School recognises that some referees do not respond to reference requests before the date of the interview, however every reasonable effort will be made to obtain these before the interview.

## **10. Interviews**

10.1 The interview will assess the merits of each candidate against the job requirements and explore their suitability to work with children and young people. The selection process for people who will work with children and young people will always include a face-to-face interview even if there is only one candidate.

10.2 Wherever possible telephone interviews should be avoided. On the rare occasions that a phone interview is unavoidable (e.g. A temporary post with an applicant who is currently resident in Australia), two people should listen into the conversation and one of the two must hold the accredited Safer Recruitment qualification. Referees should be contacted directly and checks made with named institutions to check their identity.

### **10.2 Interview Panel**

10.2.1 A minimum of two interviewers will form the interviewing panel, but preferably three.

10.2.2 The members of the panel will:

- have the necessary authority to make decisions about appointments;
  
- be appropriately trained, (one member of interview panel will have undertaken the training in accordance with the DfE Safer Recruitment Training).
- meet before the interviews to:

1. reach a consensus about the required standard for the job to which they are appointing;
2. consider the issues to be explored with each candidate and who on the panel will ask about each of those;
3. agree their assessment criteria in accordance with the person specification.
4. recommend their decision to the Headteacher before an offer is made to the candidate, where the Headteacher is not involved in the interviews

10.2.3 Where a candidate is known personally to a member of the selection panel it will be declared before short-listing takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

### **10.3 Scope of the Interview**

10.3.1 In addition to assessing and evaluating the applicant's suitability for the particular post, the interview panel will also explore:

- the candidate's attitude toward children and young people;
- his/her ability to support the school's agenda for safeguarding and promoting the welfare of children;
- gaps in the candidate's employment history;
- concerns or discrepancies arising from the information provided by the candidate and/or a referee; and,
- ask the candidate if they wish to declare anything in light of the requirement for a DBS check.

10.3.2 If, for whatever reason, references are not obtained before the interview, the candidate will also be asked at interview if there is anything s/he wishes to declare/discuss in light of the questions that have been (or will be) put to his/her referees. (And it is vital that the references are obtained and scrutinised before a person's appointment is confirmed and before s/he starts work.)

### **10.4 Additional Selection Tasks**

10.4.1 For all teaching posts and most non-teaching posts additional selection tasks will be employed to determine the selection of the best candidate.

10.4.2 For teaching posts the following tasks would normally take place:

- Tour of school by students
- Teaching of an observed lesson of at least 25-minutes duration
- Student panel interview

## **11. Conditional Offer of Appointment: Pre-Appointment Checks**

11.1. An offer of appointment to the successful candidate will be conditional upon:

- the receipt of at least two satisfactory references
- verification of the candidate's identity
- verification of eligibility to work in the UK
- verification of the candidate's medical fitness
- verification of qualifications (where required)
- verification of professional status where required e.g. QTS status (unless properly exempted);
- a check of Independent Safeguarding Authority (ISA) Children's Barred List and a satisfactory DBS check
- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999); and,
- (for non-teaching posts) satisfactory completion of the probationary period
- Satisfactory Section 128 checks, where applicable (Secretary of State for Education section 128 direction), Prohibition check

11.2 The School Business Manager will liaise with the Local Authority's Human Resources department in order to follow relevant DBS guidance if a disclosure reveals information that a candidate has not disclosed in the course of the selection process.

11.3 All checks will be:

- confirmed in writing;

- documented and retained on the personnel file (subject to certain restrictions on the retention of information imposed by DBS regulations);
- recorded on the school's Single Central Record (SCR) database; and,
- followed up where they are unsatisfactory or there are discrepancies in the information provided.

#### 11.4 Where:

- the candidate is found to be on ISA Children's Barred List or the DBS Disclosure shows s/he has been disqualified from working with children by a Court; or,
- an applicant has provided false information in, or in support of, his/her application; or,
- there are serious concerns about an applicant's suitability to work with children,

The facts must be reported to the ISA, police and/or the DFE Children's Safeguarding Operations Unit. The School will liaise with Bucks Human Resources and the Council's LADO where necessary, if this should be the case.

## **12. Post-Appointment Induction**

12.1 There will be an induction programme for all staff, governors/trustees and other volunteers newly appointed to the School, regardless of previous experience (see Induction of New Staff policy).

### **Appendix 1 – Safeguarding and Safer Recruitment Practice**

Dorney School adheres to the guidance of the DfE and Buckinghamshire Council. The school employs enhanced elements of the Buckinghamshire Council Safer Recruitment toolkit and exceeds the minimum requirements stated by the DfE.

#### **The Appointment Process**

All applicants must use the Beeches Learning and Development Trust application form when applying for any job at the school and complete all sections.

For teaching posts, the departmental line manager or the office manager/Finance Director/Senior Leadership Team member for non-teaching posts (with the exception of SEN related posts) will be responsible for co-ordinating all aspects of the appointment process

For the appointment of all new staff the proformas listed below MUST be used, unless otherwise stated.

At the end of the interview process ALL completed proformas for ALL candidates must be passed to the HR Officer for filing.

## **Application Forms, Job Descriptions and Personal Specifications**

A Beeches Learning and Development Trust application form, job description and personal specification must be included in application packs that are made available to candidates for any job in the school.

ALL candidates must fully complete a Beeches Learning and Development Trust application form to be considered for interview.

Personal specifications and all other job descriptions should use the relevant Templates below.

### **Interview Packs**

An interview pack will be sent to any candidate invited for interview and must include:

- Job specification
- Personal specification
- Prospectus
- Timings for the day, including any advance preparation required
- DBS application information (with note to be completed and brought to interview)
- Request for candidate to bring supporting documents



## TEACHING STAFF APPLICATION FORM 2023-2024

### APPLICATION FOR THE POST OF:

Please complete this form electronically and email to [office@dorneyschool.co.uk](mailto:office@dorneyschool.co.uk)

Surname:	Forename (s):
Previous Surnames:	Preferred Title:
Address for Correspondence:	Home Telephone:
Postcode:	Mobile Telephone:
Email Address:	Work Telephone: (if it is convenient for contacting you)
	National Insurance Number

### PRESENT OR MOST RECENT EMPLOYMENT

Name and address of employer:	
If a school, type of school (e.g. LA/Academy, gender and age range):	
Date of appointment:	Job Title:
Summary of main duties (including subjects and age range taught where applicable):	
Salary scale and details of any allowances (TLR, London or other):	Notice required:
Total current salary:	
Are you still currently employed by this organisation?	
If no, date left and reasons for leaving:	

**PREVIOUS NON-TEACHING EMPLOYMENT**

Please summarise your employment history since leaving full-time education, paid or unpaid, or working in a voluntary organisation or agency, full or part-time. Start with the most recent. Please continue on a separate sheet if necessary.

Employer's name and address	From month / year	To month / year	Job title and summary of main duties	Reason for leaving

**Please describe the reason and duration of any period(s) longer than 1 month when you have not been in employment since leaving full-time education**

Start date	Finish date	Reason

**TEACHING EXPERIENCE**

Do you hold Qualified Teacher Status? Yes  No

If Yes, Please give date of award/Certificate No (if available):

If you are a Newly Qualified Teacher please complete **Section A**, detailing any teaching experience gained through teaching placements starting with the most recent.

If you are a Qualified Teacher, please complete **Section B** only, detailing all teaching experience starting with the most recent, not including present/most recent detailed above.

**Section A: For Newly Qualified Teaching staff**

Dates		School name	Primary/Secondary/ Special	Subjects and age of pupils taught
From	To			

**Section B: For Qualified Teaching staff** Exact dates of service

Name and address of School or College	Type of School or College  Type of school (e.g. LA/Academy) and school age range	Number on roll	Full or Part Time	Qual or Unqual	Job title and summary of main duties including subjects and key stages taught	Salary scale & details of any allowance (e.g. TLR or other)	From: D/M/Y	To: D/M/Y

Are you registered with the Teaching Regulation Agency (TRA) - <a href="https://www.gov.uk/government/organisations/teaching-regulation-agency">https://www.gov.uk/government/organisations/teaching-regulation-agency</a> ?					Yes <input type="checkbox"/>		No <input type="checkbox"/>	
Teaching Reference Number (TRN)/QTS Number: <b>Mandatory field/please complete if appropriate</b>					Date Issued: <b>Mandatory field/please complete if appropriate</b>			
Date of Satisfactory Completion of Induction:					Name of confirming Authority of induction period:			
Are you subject to any conditions or prohibitions placed on you by the Teaching Regulation Agency?								
Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please give full details								

### **SUPPORTING STATEMENT**

Please provide a supporting statement of no more than 2 A4 sides (Font Arial 11) giving any further details of experience that may be relevant to this post. Make sure you read the job description and person specification and refer to it throughout.

*The Trustees of the Beeches Learning and Development Trust reserve the right to research applicants on social media platforms and the internet and to use this as part of the shortlisting process*



## QUALIFICATIONS AND TRAINING

### EDUCATIONAL AND ACADEMIC QUALIFICATIONS (Secondary, Further/Higher or work based)

Please give details of your education with examination dates, results and qualifications obtained starting with the most recent. Please include any training and membership of professional bodies, relevant to the application. (Please continue on a separate sheet if necessary) Evidence of qualifications may be requested.

Dates attended		Name of School/College/ University	Qualifications obtained and grade/level	
From (mm/yyyy)	To (mm/yyyy)		Qualification	Result

### IN-SERVICE TRAINING

Give details of the most recent, relevant courses attended and indicate any awards earned and date of course/award.

Course title and any award	Provider	Duration	Dates

## REFERENCES

Give details of two people who have knowledge of you in a working / educational environment, paid or unpaid. The first reference should be your present or most recent employer and/or a contact at your last post working with young people if you are not currently doing so. If you are a student give appropriate school or college referees. References must cover a 5-year consecutive period. **It is the normal practice for references to be obtained before any formal interview.**

If you were known to either of your referees by another name, please give details:

1 <sup>st</sup> Referee	2 <sup>nd</sup> Referee
Name	Name
Position	Position
Address	Address
Telephone Number	Telephone number
Email address	Email address
In what capacity does the above know you	In what capacity does the above know you

May we approach this referee before interview? Yes <input type="checkbox"/> No <input type="checkbox"/>	May we approach this referee before interview? Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>ADDITIONAL INFORMATION</b>	
1. To comply with Asylum and Immigration legislation you will be required to provide proof of your right to work in the UK. Please confirm that you will provide that proof as part of any selection process.	Yes/No
2. Under the Working Time Directive, you should not work more than 48 hours a week. Do you plan to undertake work for other employers, which would cause a breach of these regulations?  If so, please give details:	Yes/No
3. Do you hold a full current driving licence?	Yes/No
4. Are you able to travel to different locations across the County?	Yes/No
5. Have you ever been subject to any disciplinary action by your employer or professional body?  If YES, please give details	Yes/No
6. Are you a relative or partner of any employee of the Beeches Learning and Development Trust and/or school governor?  If YES, Please state name of person and relationship:	Yes/No
7. If you have a disability, please let us know of any special arrangements you may need to make if you are short listed for interview:	
8. Where did you see the advertisement for this post?	
<b>DECLARATION</b>	
<p>I agree that any offer of employment with the Beeches Learning and Development Trust is subject to satisfactory evidence of the right to work in the UK, satisfactory references, DBS check and other pre-employment checks. In accordance with the Data Protection Act (2018), The Beeches Learning and Development Trust will hold and use my personal information about me for personnel reasons and to enable the organisation to keep in touch with me. This information will be stored in both manual and/or computer form. I understand that my data will be used in connection with recruitment and may be passed to non-BLDT employees, such as School Governors, Consultants and referees in connection with my application for a role. If unsuccessful, information will be held in line with our retention standards.</p> <p>The Beeches Learning and Development Trust is under a duty to protect the public funds it administers, and to this end may use the information you have provided on this form for the prevention and detection of fraud. It may also share this information with other bodies responsible for auditing or administering public funds for these purposes.</p> <p>For further information, see our <a href="#">Privacy Policy</a>.</p> <p>I confirm that the information given in this application and any attachments is factually correct and complete and I understand that any false information may, in the event of employment, result in dismissal or disciplinary action by the Beeches Learning and Development Trust.</p> <p>It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.</p>	
<b>Signed:</b>	<b>Date:</b>
Please note, you will be asked to sign this form if you are invited to an interview.	

Please email your application form to [vacancies@burnhamgrammar.org.uk](mailto:vacancies@burnhamgrammar.org.uk) If you wish to post your application, please send the completed form directly to the school. If you have not been contacted within 3 weeks of the closing date, you must assume that your application has, on this occasion, been unsuccessful.

<b>Recruitment Monitoring</b>	<b>Religion</b> These categories of religion were used in the 2001 census. We recognise however, that the specified categories may not be appropriate for everyone; if this is the case, please use the last box.																																							
The Beeches Learning and Development Trust is committed to equality of opportunity for all.  The information you give is confidential and is used for monitoring purposes only.	Buddhist Christian Hindu Jewish Muslim Sikh No religion Other Prefer not to say																																							
Application for the post of:	<b>How would you describe yourself?</b>																																							
Full name:	These categories of ethnic origin are recommended by the UK Equal Opportunities Commission as the most appropriate for the UK. We recognise however that the specified categories may not be appropriate for everyone. If this is the case, please use the last box. Please tick the appropriate box to indicate your cultural background:																																							
<b>I identify my gender as</b> (please select as appropriate) Male / Female / Trans / Prefer not to say	<table border="1" style="width: 100%;"> <tr> <td>White British</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>White Irish</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>White Other</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>White and Black Caribbean</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>White and Black African</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>White and Asian</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Gypsy or Irish Traveller</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Mixed Other</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Indian</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Pakistani</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Bangladeshi</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Asian Other</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Black Caribbean</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Black African</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Black Other</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Chinese</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Chinese Other</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Other Ethnic Group</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Prefer not to say</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>		White British	<input type="checkbox"/>	White Irish	<input type="checkbox"/>	White Other	<input type="checkbox"/>	White and Black Caribbean	<input type="checkbox"/>	White and Black African	<input type="checkbox"/>	White and Asian	<input type="checkbox"/>	Gypsy or Irish Traveller	<input type="checkbox"/>	Mixed Other	<input type="checkbox"/>	Indian	<input type="checkbox"/>	Pakistani	<input type="checkbox"/>	Bangladeshi	<input type="checkbox"/>	Asian Other	<input type="checkbox"/>	Black Caribbean	<input type="checkbox"/>	Black African	<input type="checkbox"/>	Black Other	<input type="checkbox"/>	Chinese	<input type="checkbox"/>	Chinese Other	<input type="checkbox"/>	Other Ethnic Group	<input type="checkbox"/>	Prefer not to say	<input type="checkbox"/>
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Date of birth:																																								
Do you consider yourself to have a long-term disability or physical or mental impairment? Yes / No / Not answered																																								
If yes, please specify details?  We implement the Guaranteed Interview Scheme for Disabled People. This means we will guarantee to interview all applicants with disabilities who meet the essential criteria for a vacant post. You can choose to take part in the guaranteed interview scheme by indicating that you have a disability and the manager who is recruiting you will be advised accordingly. If you do not wish the recruiting manager to know that you have a disability, (and therefore do not wish to take part in the scheme) please indicate this on your application form.  Do you wish to take part in this scheme? Yes / No																																								
If you are currently employed by The Beeches Learning and Development Trust, please indicate that you are an internal applicant. Otherwise, please choose external.  Internal/External																																								

## CANDIDATE SELF DECLARATION FORM

**Congratulations on being shortlisted for interview. Please return this disclosure at least one day prior to interview. If we have not received this, we reserve the right to withdraw the offer of interview. Please hand in the original signed form to the School Business Manager on the interview day.**

**PLEASE COMPLETE USING BLACK INK OR TYPE.**

<b>APPLICATION FOR THE POST OF:</b> Click or tap here to enter text.	
<b>SERVICE/SCHOOL:</b> Click or tap here to enter text.	<b>JOB REF. NUMBER</b> : (where available)
<b>SURNAME:</b> Click or tap here to enter text.	<b>FORENAME(S):</b> Click or tap here to enter text.
<b>TITLE:</b> Click or tap here to enter text.	
<b>E-MAIL ADDRESS:</b> Click or tap here to enter text.	<b>MOBILE:</b> Click or tap here to enter text.

### Criminal information - Rehabilitation of Offenders Act 1974

**Having a criminal record will not necessarily bar you from employment as the Beeches Learning and Development Trust will take account of the relevance, the circumstances and the background of your offence(s). The Beeches Learning and Development Trust has a Policy on the Recruitment of Ex-Offenders which meets the Disclosure & Barring Service (DBS) Code of Practice and complies with the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. The DBS Code of Practice is available at <https://www.gov.uk/government/publications/dbs-code-of-practice>**

If the post you are applying for is 'exempt' from the Rehabilitation of Offenders Act 1974 you are required to declare any convictions, cautions, reprimands and final warnings that are not "protected" (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013). Please refer to the job summary to check whether this requirement applies for the post you are applying for. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website.

If the post you are applying for brings you into contact with children, young people or vulnerable adults or for certain positions within the legal and financial fields you may be required to undergo a DBS Standard, Enhanced or Enhanced (including Barred List) Check before taking up your role. Those Checks will include details of convictions, cautions, reprimands and warnings which you may have received, even if they are regarded as 'spent' under the Rehabilitation of Offenders Act 1974. You must also (where appropriate) let us know immediately of any changes in your circumstances which will have an impact on your criminal record.

Please refer to the role profile to confirm the level of DBS Check that may be required to be undertaken as part of the application and selection process and please answer the question below on that basis.

Standard / Enhanced DBS Checks required for the post:

Do you have any convictions or cautions (excluding youth cautions, reprimands or warnings) that are not 'protected' as defined by the [Ministry of Justice](#)?

Yes  No

**If you have answered yes:** Please provide details of your criminal record in the space below.

--

1) Are you the subject of any sanctions by the Teaching Regulation Agency (e.g. Prohibition Order Check)?

Yes  No

2) Have you been disqualified under the terms of the Childcare (Disqualification) Regulations 2009 as amended in 2018 (this declaration is relevant only for employees who will be caring for children under age 8 as defined in the above legislation)?

Yes  No

3) The following declarations are required as you are applying to undertake Regulated Activity with either children or adults. If you are in doubt about this requirement, please refer to the role profile.

(a) Declaration for applicants into Regulated Activity with Children and Young People: Have you been barred from working with children by the DBS, Independent Safeguarding Authority (ISA) or any other organisation?

Yes  No

(b) Declaration for applicants into Regulated Activity with Adults (for posts within Special Schools only): Have you been barred from working with adults by the DBS, ISA or any other organisation?

Yes  No

Failure to disclose any of the above information which is relevant or required could result in disciplinary action (including dismissal) by the Beeches Learning and Development Trust.

---

Signed: [Click or tap here to enter text.](#)

Date: [Click or tap to enter a date.](#)

## SUPPORT STAFF APPLICATION FORM 2025-2026

<b>APPLICATION FOR THE POST OF:</b>	
<i>Please complete this form electronically and email to <a href="mailto:dorneyschool.co.uk">dorneyschool.co.uk</a></i>	
Surname:	Forename (s):
Previous Surnames:	Title:
Address for Correspondence:	Home Telephone:
Postcode:	Mobile Telephone:
Email Address:	Work Telephone: (if it is convenient for contacting you)
	N.I Number
<b>PRESENT OR MOST RECENT EMPLOYMENT</b>	
Name and address of employer:	
Nature of business:	
Date of appointment:	Job Title:
Summary of main duties:	
Salary scale and details of any allowances:	Notice required:
Total current salary:	
Date and Reasons for leaving (if applicable):	

**PREVIOUS EMPLOYMENT**

Please summarise your employment history since leaving full-time education, paid or unpaid, or working in a voluntary organisation or agency, full or part-time. Start with the most recent. Please continue on a separate sheet if necessary.

Employer's name and address	From month / year	To month / year	Job title and summary of main duties	Reason for leaving

**Please describe the reason and duration of any period(s) longer than 1 month when you have not been in employment since leaving full-time education**

Start date	Finish date	Reason

**QUALIFICATIONS AND TRAINING**

**EDUCATIONAL AND ACADEMIC QUALIFICATIONS (Secondary, Further/Higher or work based)**  
 Please give details of your education with examination dates, results and qualifications obtained. Please include any training and membership of professional bodies, relevant to the application. (Please continue on a separate sheet if necessary) Evidence of qualifications may be requested.

School, College, University	Examination/Course (With Dates)	From	To	Result/Qualifications gained

**IN-SERVICE TRAINING**

Give details of the most recent, relevant courses attended and indicate any awards earned

Course Title	Provider	Duration	Dates

<b>REFERENCES</b>			
<p>Give details of two people who have knowledge of you in a working / educational environment, paid or unpaid. The first reference should be your present or most recent employer and/or a contact at your last post working with young people if you are not currently doing so. If you are a student give appropriate school or college referees. References must cover a 5-year consecutive period. <b>It is the normal practice for references to be obtained before any formal interview.</b></p>			
<p>If you were known to either of your referees by another name, please give details:</p>			
1 <sup>st</sup> Referee		2 <sup>nd</sup> Referee	
Name		Name	
Position		Position	
Address		Address	
Telephone Number		Telephone number	
Email address		Email address	
In what capacity does the above know you?		In what capacity does the above know you?	
May we approach this referee before interview? Yes <input type="checkbox"/> No <input type="checkbox"/>		May we approach this referee before interview? Yes <input type="checkbox"/> No <input type="checkbox"/>	

**ACHIEVEMENTS, PERSONAL QUALITIES AND SKILLS  
SUPPORTING STATEMENT**

Please use this section to say why you are applying for this job. Give details of any work or other experience you have which may be relevant to your application, including voluntary work and leisure interests. The information you provide about your experience, knowledge, skills and abilities enables us to assess whether you are the right person for the job. Make sure you read the job description and person specification before completing the application form and refer to it throughout. Provide as much information as possible, giving us examples, either from your home or work life, to show how you meet what we are looking for.

Please continue, if necessary, on a further sheet, which must be attached securely to this form. Please use Font Arial 11

Empty box for supporting statement.

*The Trustees of the Beeches Learning and Development Trust reserve the right to research applicants on social media platforms and the internet and to use this as part of the shortlisting process*



<b>ADDITIONAL INFORMATION</b>	
1. To comply with Asylum and Immigration legislation you will be required to provide proof of your right to work in the UK. Please confirm that you will provide that proof as part of any selection process.	Yes/No
2. Under the Working Time Directive, you should not work more than 48 hours a week. Do you plan to undertake work for other employers, which would cause a breach of these regulations?  If so, please give details:	Yes/No
3. Do you hold a full current driving licence?	Yes/No
4. Are you able to travel to different locations across the County?	Yes/No
5. Have you ever been subject to any disciplinary action by your employer or professional body?  If YES, please give details	Yes/No
6. Are you a relative or partner of any employee of The Beeches Learning and Development Trust and/or school governor?  If YES, please state name of person and relationship:	Yes/No
7. If you have a disability, please let us know of any special arrangements you may need to make if you are short listed for interview:	
8. Where did you see the advertisement for this post?	
<b>DECLARATION</b>	
<p>I agree that any offer of employment with the Beeches Learning and Development Trust is subject to satisfactory evidence of the right to work in the UK, satisfactory references, DBS check and other pre-employment checks. In accordance with the Data Protection Act (2018), The Beeches Learning and Development Trust will hold and use my personal information about me for personnel reasons and to enable the organisation to keep in touch with me. This information will be stored in both manual and/or computer form. I understand that my data will be used in connection with recruitment and may be passed to non-BLDT employees, such as School Governors, Consultants and referees in connection with my application for a role. If unsuccessful, information will be held in line with our retention standards.</p> <p>The Beeches Learning and Development Trust is under a duty to protect the public funds it administers, and to this end may use the information you have provided on this form for the prevention and detection of fraud. It may also share this information with other bodies responsible for auditing or administering public funds for these purposes.</p> <p>For further information, see our Privacy Policy.</p> <p>I confirm that the information given in this application and any attachments is factually correct and complete and I understand that any false information may, in the event of employment, result in dismissal or disciplinary action by The Beeches Learning and Development Trust.</p> <p>It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.</p>	
<b>Signed:</b>	<b>Date:</b>
Please note, you will be asked to sign this form if you are invited to an interview.	

Please email your application form to [office@dorneyschool.co.uk](mailto:office@dorneyschool.co.uk) If you wish to post your application, please send the completed form directly to the school. If you have not been contacted within 3 weeks of the closing date, you must assume that your application has, on this occasion, been unsuccessful.

<b>Recruitment Monitoring</b>	<b>Religion</b> These categories of religion were used in the 2001 census. We recognise however, that the specified categories may not be appropriate for everyone; if this is the case, please use the last box.																																							
The Beeches Learning and Development Trust is committed to equality of opportunity for all.  The information you give is confidential and is used for monitoring purposes only. It is not provided to the hiring manager.	Buddhist Christian Hindu Jewish Muslim Sikh No religion Other Prefer not to say																																							
Application for the post of:	<b>How would you describe yourself?</b>																																							
Full name:	These categories of ethnic origin are recommended by the UK Equal Opportunities Commission as the most appropriate for the UK. We recognise however that the specified categories may not be appropriate for everyone. If this is the case, please use the last box. Please tick the appropriate box to indicate your cultural background:																																							
<b>I identify my gender as</b> (please select as appropriate) Male / Female / Trans / Prefer not to say	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">White British</td> <td style="width: 40%; text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>White Irish</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>White Other</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>White and Black Caribbean</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>White and Black African</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>White and Asian</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Gypsy or Irish Traveller</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Mixed Other</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Indian</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Pakistani</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Bangladeshi</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Asian Other</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Black Caribbean</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Black African</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Black Other</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Chinese</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Chinese Other</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Other Ethnic Group</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Prefer not to say</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>		White British	<input type="checkbox"/>	White Irish	<input type="checkbox"/>	White Other	<input type="checkbox"/>	White and Black Caribbean	<input type="checkbox"/>	White and Black African	<input type="checkbox"/>	White and Asian	<input type="checkbox"/>	Gypsy or Irish Traveller	<input type="checkbox"/>	Mixed Other	<input type="checkbox"/>	Indian	<input type="checkbox"/>	Pakistani	<input type="checkbox"/>	Bangladeshi	<input type="checkbox"/>	Asian Other	<input type="checkbox"/>	Black Caribbean	<input type="checkbox"/>	Black African	<input type="checkbox"/>	Black Other	<input type="checkbox"/>	Chinese	<input type="checkbox"/>	Chinese Other	<input type="checkbox"/>	Other Ethnic Group	<input type="checkbox"/>	Prefer not to say	<input type="checkbox"/>
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Prefer not to say	<input type="checkbox"/>																																							
Date of birth:																																								
Do you consider yourself to have a long-term disability, or physical or mental impairment? Yes / No / Prefer not to say																																								
If yes, please specify details?   We implement the Guaranteed Interview Scheme for Disabled People. This means we will guarantee to interview all applicants with disabilities who meet the essential criteria for a vacant post. You can choose to take part in the guaranteed interview scheme by indicating that you have a disability and the manager who is recruiting you will be advised accordingly. If you do not wish the recruiting manager to know that you have a disability, (and therefore do not wish to take part in the scheme) please indicate this on your application form.  Do you wish to take part in this scheme?    Yes /No																																								
If you are currently employed by The Beeches Learning and Development Trust, please indicate that you are an internal applicant. Otherwise, please choose external.  Internal/External																																								

## PERSON SPECIFICATION – Teacher (Template 2a)

<b>Qualifications</b>	<b>Essential</b>	<b>Desirable</b>
A good degree in a relevant subject	✓	
A teaching qualification together with Qualified Teacher Status (QTS)	✓	
An infectious passion for your subject and subject knowledge sufficient to challenge all students and achieve high outcomes	✓	
A good understanding of curriculum developments	✓	
Evidence of participation in professional development or further study	✓	
<b>Previous Work Experience</b>		
A record of consistent good and outstanding teaching resulting in high levels of attainment and achievement for students at each key stage taught	✓	
Experience or desire to work in a socially and culturally diverse school community	✓	
<b>Professional Knowledge Skills &amp; Experience</b>		
To fulfil and possess a commitment to exceed the GTC code of conduct and the TDA standards relevant to experience and stage of career	✓	
Have the flexibility to employ a range of teaching styles and activities to inspire and engage students to ensure effective learning	✓	
Awareness of the strategies available for improving the learning & achievement of all students	✓	
Familiarity with and a strong commitment to Assessment for Learning approaches	✓	
A confident & competent user of ICT to support all aspects teaching and learning	✓	
A willingness and commitment to ensure that current and future ICT, and other resources and new technologies, can be used to enhance the quality and experience of student's learning	✓	
The skill to ensure that students understand in detail how to improve and are consistently supported in doing so through all forms of teacher, self and peer assessment	✓	
Ability to communicate proactively and appropriately to a high standard to a variety of audiences	✓	
Ability to interpret student data in order to modify lesson planning and personalise support	✓	
A commitment to contribute to the wider education and support of all pupils as outlined in the school aims	✓	
<b>People Management Skills</b>		
The ability to work independently and collaboratively as a member of a team and to contribute to team development	✓	
Understand and value the processes of planning, monitoring and evaluation as a aid to raising standards		✓
<b>Other Personal Qualities</b>		
A firm and active commitment to safe guarding and child protection	✓	
A commitment to helping students identify, explore and expand their talents	✓	

A firm belief in the untapped potential of all students	✓	
Creativity in problem solving together with a willingness to take on or try new approaches & ideas		✓
A willingness to support, take part in or run wider and extra-curricular opportunities for students		✓
A strong belief and recognition of the vital role and diverse skills of all members of staff	✓	
<b>The school is fully committed to the DfE guidance on Safeguarding Children and Safer Recruitment in Education. All candidates will be subject to vetting procedures following Buckinghamshire Council's guidance on Safer Recruitment and Selection in Schools including a DBS check.</b>		

<b>PERSON SPECIFICATION – Secondary Head of Department (Template 2b)</b>		
<b>Qualifications</b>		
A good honours degree in a relevant subject	<b>Essential</b>	<b>Desirable</b>
A teaching qualification together with Qualified Teacher Status (QTS)	✓	
An infectious passion for your subject and subject knowledge sufficient to challenge able students and achieve high outcomes	✓	
A good understanding of curriculum developments in the specific subject area	✓	
Evidence of participation in professional development or further study		✓
<b>Previous Work Experience</b>		
A record of consistent and successful teaching resulting in high levels of attainment and achievement for students at each key stage taught	✓	
Experience or desire to work in a socially and culturally diverse school community	✓	
<b>Professional Knowledge Skills &amp; Experience</b>		
Have the flexibility to employ a range of teaching styles and activities to inspire and engage all students to ensure effective learning and progress	✓	
Awareness of the strategies available for improving the learning & achievement of all students and particularly high ability students	✓	
Familiarity with and a strong commitment to Assessment for Learning approaches	✓	
A confident & competent user of ICT to support all aspects teaching and learning		✓
A willingness and commitment to ensure that current and future ICT, and other resources and new technologies, can be used to enhance the quality and experience of student's learning	✓	
The skill to monitor and strategically develop practice to ensure that students understand how to improve and are consistently supported in doing so through teacher, self and peer assessment across the department.	✓	
Ability to communicate proactively and appropriately to a high standard with staff, students, parents and governors	✓	
Ability to interpret student data in order to modify schemes of work to ensure personalised support	✓	
A commitment to their department contributing to the wider education and support of all pupils as outlined in the school aims	✓	
Experience of and a commitment to efficiently managing the workloads of their teams to both secure student progress and ensure a work/life balance for staff	✓	
<b>People Management Skills</b>		
The ability to work independently and collaboratively as a member and leader of a team and to contribute to its development	✓	
Understands and values the processes of planning and monitoring and evaluation as a aid to raising standards	✓	
<b>Other Personal Qualities</b>		
The presence and leadership qualities to develop departmental commitment and consistency to whole school and departmental developments	✓	
A firm and active commitment to safe guarding and child protection	✓	
A commitment to helping students identify their talents	✓	

A firm belief in the untapped potential of all students	✓	
Creativity in problem solving together with a willingness to take on or try new approaches & ideas		✓
A willingness to support, take part in or run wider and extra-curricular opportunities for students		✓
A strong belief and recognition of the vital role and diverse skills of all members of staff	✓	
<b>The school is fully committed to the DfE guidance on Safeguarding Children and Safer Recruitment in Education and all candidates for the post will therefore be subject to vetting procedures following Buckinghamshire Council's guidance on Safer Recruitment and Selection in Schools.</b>		

**Dorney SCHOOL**  
**Assistant Headteacher**  
**Person Specification**  
**(Template 2c)**

<b>Qualifications and experience</b>	<b>Essential</b>	<b>Desirable</b>
A good honours degree in a relevant subject.	✓	
Having qualified teacher status.	✓	
Evidence of participation in professional development or further study.	✓	
Experience in a management role e.g. Assistant Headteacher, Head of Department or Head of Year/Key Stage, SENCO.	✓	
A record of mentoring or coaching colleagues to improve the outcomes for students with measurable impact.	✓	
Demonstrate a history of planning, monitoring and evaluation as a aid to successfully raising standards.	✓	
Experience of and a commitment to efficiently managing the workloads of their teams to both secure student progress and ensure a work/life balance for staff	✓	
<b>Knowledge, Skills and Abilities</b>	<b>Essential</b>	<b>Desirable</b>
An outstanding classroom practitioner.	✓	
A committed, sensitive and dynamic team player.	✓	
The ability to lead, motivate and inspire all members of the school community recognising and valuing their role in making the vision for the school a reality.	✓	
An ability to work proactively and independently demonstrating initiative and accountability and development.	✓	
Awareness of & ability to contribute to the School Development Plan and strategic self-evaluation.	✓	
Demonstrate the ability to problem solve whilst maintaining an awareness of new and approaching developments and legislation.	✓	
Ability to effectively line manage colleagues and ensure progress, accountability and the development of both the middle leaders and their teams.	✓	
A willingness and commitment to ensure that current and future ICT, and other resources and new technologies, can be used to enhance the quality and experience of student's learning.	✓	
A confident & competent user of ICT to support all aspects teaching and learning, management and leadership.	✓	
Ability to communicate proactively and appropriately to a high standard and adapt to a variety of audiences.	✓	
An awareness of and sensitivity towards parental concerns about their child's academic progress and personal development.	✓	
Ability to interpret, summarise and explain student data.		✓

<b>Knowledge</b>	Essential	Desirable
A knowledge of how to remove barriers to learning.	✓	
A knowledge of safe-guarding, child protection and safe working practices.	✓	
<b>Personal Qualities</b>	Essential	Desirable
A constant and consistent focus on the core importance of teaching and learning.		
A desire and commitment to undertake further professional training as appropriate.	✓	
An exceptional verbal and written communicator who always demonstrates an awareness of their audience.	✓	
A commitment to helping students identify and develop their talents.	✓	
A firm belief in the untapped potential of all students.	✓	
Experience or desire to work in a socially and culturally diverse school community.	✓	
A strong belief and desire to develop the professional expertise and experience of all members of staff and a recognition of their vital role and diverse skills.	✓	
Resilience and a sense of humour.	✓	
A commitment to embrace, foster, protect and promote the unique ethos of Dorney School.	✓	
Ambitious for promotion with a thirst for a range of experiences.	✓	
<b>The school is fully committed to the DfE guidance on Safeguarding Children and Safer Recruitment in Education and all candidates for the post will therefore be subject to vetting procedures following Buckinghamshire Council's guidance on Safer Recruitment and Selection in Schools.</b>		

# Dorney SCHOOL

## Deputy Headteacher Person Specification

(Template 2d)

<b>Qualifications and experience</b>	Essential	Desirable
A good honours degree in a relevant subject	✓	
Meets the requirements re: the National Professional Qualification for Headship		✓
Experience as a Deputy or Assistant Headteacher or equivalent		✓
Demonstrated the ability to work strategically and successfully at a senior leadership level.	✓	
Successfully led, planned, managed and evaluated change which has had a significant impact at whole school level	✓	
Demonstrated outstanding, sustained, and successful experience as a teacher in a secondary context	✓	
Successful experience of the delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation.	✓	
Experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance.	✓	
Experience of developing and sustaining a learning culture that has the Every Child Matters five outcomes at its core, including high expectations and standards of achievement.	✓	
Experience of and a commitment to efficiently managing the workloads of their teams to both secure student progress and ensure a work/life balance for staff	✓	
<b>Knowledge, Skills and Abilities</b>	Essential	Desirable
Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision.	✓	
A detailed knowledge of safe-guarding, child protection and safe working practices.	✓	
Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement and personal development and well-being.	✓	
Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school review, self evaluation and performance management and have experience of these.	✓	
Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance	✓	
Experience of holding individuals, teams and whole school to account for pupil learning outcomes	✓	
Experience of strategies that encourage parents and carers to support their children's learning.		✓
Ability to communicate proactively and appropriately to a high standard and adapt to a variety of audiences	✓	
Experience of building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education of pupils.		✓
<b>Personal Qualities</b>	Essential	Desirable
Understands the significance of interpersonal relationships and strategies for promoting individual and team development.	✓	
Knows how to promote an open, fair and equitable culture.	✓	

Has a clear understanding of the impact of change and different leadership styles on individuals and organisations.	✓	
Inspire, challenge, motivate and empower teams and individuals to achieve high goals	✓	
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people	✓	
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	✓	
A desire and commitment to undertake further professional training as appropriate.	✓	
Experience and/or desire to work in a socially and culturally diverse school community	✓	
A strong belief and recognition of the vital role and diverse skills of all members of staff	✓	
<b>The school is fully committed to the DfE guidance on Safeguarding Children and Safer Recruitment in Education and all candidates for the post will therefore be subject to vetting procedures following Buckinghamshire Council's guidance on Safer Recruitment and Selection in Schools.</b>		

## **Shortlisting of Candidates for Interview**

Template 3 should be completed when template 4 will not sufficiently differentiate candidates for candidates who are being considered for a teaching post at Dorney School by the SBMr or the Line Manager in charge of the appointment.

The Senior Manager in charge of the appointment for a specific teaching post must complete Template 4 prior to shortlisting and invitation to interview.

Template 5b may be used or 5c adapted for use in non-teaching posts, however a summary grid must be completed prior to shortlisting. For non-teaching posts the grid should be completed by the relevant line manager for the post.

## **References**

References must be obtained from a minimum of two referees for all posts and cover the last five years where possible.

One reference must be from the candidate's current employer and be completed by a senior manager. Where the candidate is not currently employed, verification must be sought from the most recent employer. Where the candidate is not currently working with children, a reference must be sought from the relevant employer when the candidate last worked with children. If the candidate has never worked with children, then the reference must be from their current employer.

For teaching posts Template 5a must be used.

Once received references must be studied carefully and should be followed up by telephone and any discrepancies/anomalies between the information provided and that provided by candidates should be followed up and checked prior to any formal job offer.

The SBM will check that references have been written by the person stated on the form/a legitimate source. This will be clarified via a telephone call from the SBM to the referee wherever possible

Where a reference is from a school or college, the reference should be confirmed by the Headteacher or Principal as being accurate in respect to disciplinary investigations.

## **Interview Questions & Record Keeping**

Template 7 should be used to record candidate's responses to questions during interview.

Staff must adhere to the conditions outlined in the above policy and the guidance in Appendix 1a

**SHORTLISTING TEMPLATE for SLT, Core HODs and selected non-teaching posts/optional where template 4 will not differentiate candidates sufficiently (Template 3)**

Post Applied for: Candidates Name: Date:			Met	Partially met	Not Met (NM) or Can't say because info missing /incomplete (CS)
<b>Qualifications and experience</b>	Essential	Desirable			
<b>Knowledge</b>	Essential	Desirable			
<b>Skills and abilities</b>	Essential	Desirable			
<b>Personal Qualities</b>	Essential	Desirable			

Completed by:



## **SHORTLISTING CRITERIA SUMMARY GRID (Template 4)**

**Position:**

**Closing Date:**

Candidates Name	Good Honours + QTS	Degree in actual or closely related subject	ICT Competency	Experience in UK mainstream schools	Experience with 11-18	Experience in private schools only /abroad/ other	Required skills	Required Personal Qualities	Unexplained gaps in history	Current DBS Clearance	Fully completed application form	Personal Statement	Proactive CPD Record	Notes		Date of Birth	Ethnicity
<b>Complete as follows:</b>			Met = M		Partially Met = PM			Not Met = NM		Incomplete Information - II							

**Dorney School REFERENCE FORM – Teaching Staff**  
**STRICTLY PRIVATE & CONFIDENTIAL (Template 5a**  
**2025-2026)**



<b>Candidate's name:</b>	
<b>Position applied for:</b>	
<b>Name of Referee:</b>	
<b>Organisation:</b>	
<b>Referee position in organisation:</b>	
<b>Telephone:</b>	

**Personal Details & Employment Record**

How long have you known the candidate and in what capacity?

Candidate's job title?	
Present salary or salary upon leaving the post?	

Please state start and end dates of employment DD/MM/YY		Has the applicant had any breaks in employment? If yes, please give dates: DD/MM/YY	
From:		From:	Details:
To:		To:	
		From:	
		To:	

If the applicant has left your employment, please give the reason:

1. Using the enclosed Job Description and person specification please comment on whether you are satisfied with the candidate's suitability for the post in question? Is there anything else you would like to add in support of this reference?

**Disciplinary, Attendance and Child Protection**

2. Does the candidate have a current/expired disciplinary warning on file? If the candidate has left your employment, did they have a disciplinary warning on file at the date of leaving? YES/NO

**If YES, then please give details**

3. Has the candidate been the subject of any allegations/concerns or any disciplinary procedures (include those which may have expired) involving issues related to the Health & Safety and the welfare of children or young people? (**\*do not include allegations against teachers and school staff that have been proven to be unsubstantiated, unfounded or malicious**) YES/NO

If YES, then please give details

4. Have you ever referred the candidate to the Independent Safeguarding Authority? YES/NO

If YES, then please give details

5. Do you have any other comments on the applicant's performance history or conduct?

6. Part of the job involves handling money either manually or electronically. Do you have any concerns about us employing the candidate to carry out this type of work? YES/NO

If YES, then please give details

7. **This job involves working directly with children & young people or involves work in a school setting:**

a) Are you completely satisfied about the candidate's suitability to work in such a role? If not please specify your concerns and the reasons why this may make them unsuitable. YES/NO

b) Are you completely satisfied that the candidate is not involved in 'extremism' being vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs? Extremism also calls for the death of members of our armed forces, whether in this country or overseas. YES/NO

If NO, then please give details

8. **Personal Qualities and Suitability for the Advertised Post**

Please tick the most appropriate description, but leave blank if you are unable to comment

1. Teaching Ability	Students learn easily in his/her classes	Most students learn effectively in his/her classes	Students occasionally have difficulties	Needs support and further training
2. Preparation of Lessons	First class, always attends to fine detail	Sound, sets well-focused and realistic objectives	Satisfactory but lacking imagination	Needs support and prompting on occasions
3. Marking of Work	Always detailed, thorough and positive	Conscientious and thorough	Lacks detail	Has needed prompting on occasions
4. Relationships with Students	Students respond extremely positively	Students are usually well motivated	Acceptable but at times distanced	Needs support and further training
5. Enthusiasm, Drive, Energy	Works very hard with great interest	Works well	Levels fluctuate	Needs regular support and encouragement
6. ICT capability	Confident, effective use of ICT, both in teaching and administration	Developing confidence and skills; keen to improve	Uses ICT when required; is not developing confidence	Very limited use of ICT
7. Organisation	First class organiser	Sound organiser	Acceptable but tends to be "last minute"	Needs support and further training
8. Use of Assessment data	Systematically analyses and uses data to effect positive outcomes for all students	Analyses and uses data to effect positive outcomes for most students	Uses data but with limited effect	Use of data is poor
11. Class exam/assessment results	In <b>all</b> exam classes the vast majority of students have positive value added residuals.	In most exam classes the majority of students have positive value added residuals	Some exam classes have positive value added residuals	Exam classes rarely have positive value added residuals
12. Relationships with Colleagues	Highly effective within or leading teams	Effective as part of a team	Prefers to work alone but does contribute to teams	Somewhat isolated amongst colleagues
11. Contribution outside of the classroom	Diverse, substantial and sustained with real impact	Substantial and Sustained with real impact	Substantial Sustained	Limited

12. Recent Observation Judgements	Outstanding	Good	Requires Improvement	Inadequate
13. Suitability for the post	Highly recommended for this post	Worthy of serious consideration	Suitability difficult to judge	Unsuitable at this time in his/her career
14. If you were looking to fill the post the candidate had filled in your school, would you..	Go out of your way to appoint or retain this candidate	Be happy to appoint or retain this candidate	Be prepared to appoint or retain this candidate if no better candidate was available	Definitely not appoint or retain this candidate

I confirm this reference is an accurate and factual account and does not contain any material misstatement or omission.

I understand that if requested the content of this reference may be disclosed to the subject concerned.

<b>FOR REFEREE USE ONLY</b>	
SIGNED	
DATE	
PLEASE PRINT NAME	
POSITION IN ORGANISATION	
CONTACT TELEPHONE NUMBER	
I CONFIRM THAT THE HEADTEACHER OF MY SCHOOL HAS APPROVED THIS REFERENCE, IF I AM NOT THE HEADTEACHER	YES/NO

<b>FOR MANAGER USE ONLY</b>	
I confirm that I find this reference satisfactory	
SIGNED	
PRINT NAME	
DATE	
JOB TITLE	

**Dorney School REFERENCE FORM –**  
**HEAD OF DEPARTMENT (Secondary) OR SLT**  
**STRICTLY PRIVATE & CONFIDENTIAL (Template**  
**5b 2025-2026)**

<b>Candidate's name:</b>	
<b>Position applied for:</b>	
<b>Name of Referee:</b>	
<b>Organisation:</b>	
<b>Referee position in organisation:</b>	
<b>Telephone:</b>	

**Personal Details & Employment Record**

How long have you known the candidate and in what capacity?

Candidate's job title?	
Present salary or salary upon leaving the post?	

Please state start and end dates of employment DD/MM/YY		Has the applicant had any breaks in employment? If yes, please give dates: DD/MM/YY	
From:		From:	Details:
To:		To:	
		From:	
		To:	

If the applicant has left your employment, please give the reason:

1. Using the enclosed Job Description and person specification please comment on whether you are satisfied with the candidate's suitability for the post in question? Is there anything else you would like to add in support of this reference?

**Disciplinary, Attendance and Child Protection**

2. Does the candidate have a current/expired disciplinary warning on file? If the candidate has left your employment, did they have a disciplinary warning on file at the date of leaving? YES/NO

**If YES, then please give details**

3. Would you re-employ the candidate?

**If NO, then please give details**

4. Has the candidate been the subject of any allegations/concerns or any disciplinary procedures (include those which may have expired) involving issues related to the Health & Safety and the welfare of children or young people? (**\*do not include allegations against teachers and school staff that have been proven to be unsubstantiated, unfounded or malicious**) YES/NO

**If YES, then please give details**

5. Have you ever referred the candidate to the Independent Safeguarding Authority? YES/NO

**If YES, then please give details**

6. Do you have any other comments on the applicant's performance history or conduct?

7. Part of the job involves handling money either manually or electronically. Do you have any concerns about us employing the candidate to carry out this type of work? YES/NO

If YES, then please give details

8. **This job involves working directly with children & young people or involves work in a school setting:**

c) Are you completely satisfied about the candidate's suitability to work in such a role? If not please specify your concerns and the reasons why this may make them unsuitable. YES/NO

d) Are you completely satisfied that the candidate is not involved in 'extremism' being vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs? Extremism also calls for the death of members of our armed forces, whether in this country or overseas. YES/NO

If NO, then please give details

9. **Personal Qualities and Suitability for the Advertised Post**

Please tick the most appropriate description, but leave blank if you are unable to comment

1. Teaching Ability	Students learn easily in his/her classes	Most students learn effectively in his/her classes	Students occasionally have difficulties	Needs support and further training
2. Preparation of Lessons	First class, always attends to fine detail	Sound, sets well-focused and realistic objectives	Satisfactory but lacking imagination	Needs support and prompting on occasions
3. Marking of Work	Always detailed, thorough and positive	Conscientious and thorough	Lacks detail	Has needed prompting on occasions
4. Relationships with Students	Students respond extremely positively	Students are usually well motivated	Acceptable but at times distanced	Needs support and further training
5. Accuracy of lesson observation analysis	Provides accurate judgements and identifies specific individual areas of strength and for development	Provides appropriate judgements and accurately identifies general areas of strength and development	Provides sound overall judgements but does not analyse strengths and areas for development accurately	Observation judgements are often inaccurate and development points lack focus

6. Enthusiasm, Drive, Energy	Works very hard with great interest	Works well	Levels fluctuate	Needs regular support and encouragement
7. ICT capability	Confident, effective use of ICT, both in teaching and personally	Developing confidence and skills; keen to improve	Uses ICT when required; is not developing confidence	Very limited use of ICT
8. Organisation	First class organiser	Sound organiser	Acceptable but tends to be "last minute"	Needs support and further training
9. Use of Assessment data	Systematically analyses and uses data to effect positive outcomes for all students	Analyses and uses data to affect positive outcomes for most students	Uses data but with limited effect	Use of data is poor
10. Holds team members to account	Negotiates challenging SMARTI objectives and provides effective ongoing tailored support and challenge. Refers matters to line managers(LM) at appropriate times	Identifies SMARTI objectives and provides positive support and challenge. Refers matters to line managers	Identifies appropriate objective areas and provides limited support. Does not refer matters to LM or does so at inappropriately	Objectives are identified but are general and do not take account of the colleagues individual strengths and needs and often lack challenge.
11. Actively aware of and manages teams workloads	Actively monitors team workloads and makes both strategic and reactive changes	Monitors team workloads and makes reactive changes	Makes reactive changes to issues brought to their attention by Line Manager	No evidence of managing team workloads
12. Class exam/assessment results	In all exam classes the vast majority of students have positive value added residuals.	In most exam classes the majority of students have positive value added residuals	Some exam classes have positive value added residuals	Exam classes rarely have positive value added residuals
13. Project management	Has successfully planned, implemented, reviewed and developed whole school/departmental projects of significant impact.	Has successfully implemented, whole school/departmental projects.	Has made significant contributions to the design and or implementation of whole school/departmental projects	Rarely if ever contributes to the design/implementation of whole school/departmental projects

14. Coaching of colleagues	Has a record of tailoring support to significantly develop the individual practice of colleagues	Has provided support to individual colleagues that has positively influenced their practice	Has demonstrated own personal practice or shared resources for colleagues to learn from	Rarely if ever supports colleagues to improve their practice or shares own expertise
15. Relationships with Colleagues	Highly effective within or leading teams	Effective as part of a team	Prefers to work alone but does contribute to teams	Somewhat isolated amongst colleagues
16. Contribution outside of the classroom	Diverse, substantial and sustained with real impact	Substantial and Sustained with real impact	Substantial Sustained	Limited
17. Recent Observation Judgements	Outstanding	Good	Requires Improvement	Inadequate
18. Suitability for the post	Highly recommended for this post	Worthy of serious consideration	Suitability difficult to judge	Unsuitable at this time in his/her career
19. If you were looking to fill a similar post would you.....	Go out of your way to appoint or retain this candidate	Be happy to appoint or retain this candidate	Be prepared to appoint or retain this candidate if no better candidate was available	Definitely not appoint or retain this candidate

I confirm this reference is an accurate and factual account and does not contain any material misstatement or omission.

I understand that if requested the content of this reference may be disclosed to the subject concerned.

<b>FOR REFEREE USE ONLY</b>	
SIGNED	
DATE	
PLEASE PRINT NAME	
POSITION IN ORGANISATION	
CONTACT TELEPHONE NUMBER	
I CONFIRM THAT THE HEADTEACHER OF MY SCHOOL HAS APPROVED THIS REFERENCE, IF I AM NOT THE HEADTEACHER	YES/NO

<b>FOR MANAGER USE ONLY</b>	
I confirm that I find this reference satisfactory	
SIGNED	

PRINT NAME	
DATE	
JOB TITLE	

**Dorney School REFERENCE FORM – Non-Teaching Staff STRICTLY PRIVATE & CONFIDENTIAL**  
**(Template 5c 2025-2026)**

<b>Candidate's name:</b>	
<b>Position applied for:</b>	
<b>Name of Referee:</b>	
<b>Organisation:</b>	
<b>Referee position in organisation:</b>	
<b>Telephone:</b>	

**Personal Details & Employment Record**

How long have you known the candidate and in what capacity?
---

Candidate's job title?	
Present salary or salary upon leaving the post?	

Please state start and end dates of employment DD/MM/YY		Has the applicant had any breaks in employment? If yes, please give dates: DD/MM/YY	
From:		From:	Details:
To:		To:	
		From:	
		To:	

If the applicant has left your employment, please give the reason:

--

**10.** Using the enclosed Job Description and person specification please comment on whether you are satisfied with the candidate's suitability for the post in question? Is there anything else you would like to add in support of this reference?

--

**Disciplinary, Attendance and Child Protection**

3. Does the candidate have a current disciplinary warning on file? If the candidate has left your employment did they have a disciplinary warning on file at the date of leaving?

YES/NO

If yes, then please give details

--

4. Do you have any other comments on the applicant's performance history and conduct?

--

**5. Personal Qualities and Suitability for the Advertised Post**

Please tick the most appropriate description, but leave blank if you are unable to comment

1. Relationships with Students	Students respond extremely positively	Students are usually well motivated	Acceptable but at times distanced	Needs support and further training	Not Applicable (NA)
2. Enthusiasm, Drive, Energy	Works very hard with great interest	Works well	Levels fluctuate	Needs regular support and encouragement	
3. Attention to detail	Forensic attention to detail that ensures that all data and documents are accurate before distribution	Good attention to detail and picks up on the majority of issues and uses others to check prior to distribution	Average attention to detail and picks up on the most of issues	Poor attention to detail. Documents frequently sent out with data, typo and or layout inconsistencies	
4. Time Management	Plans work and meetings strategically to ensure they and others always meet deadlines	Plans work to always meet deadlines	Tends to be last minute in ensuring they meet most deadlines	Frequently misses deadlines	
5. ICT capability	Confident, effective use of ICT, both in teaching and personally	Developing confidence and skills; keen to improve	Uses ICT when required; is not developing confidence	Very limited use of ICT	
6. Organisation	First class organiser	Sound organiser	Acceptable but tends to be "last minute"	Needs support and further training	

7. Analysis and use of data	Strategically & systematically analyses and uses data to inform their role	Interprets and uses data to inform their role	Uses data but with limited effect	Use of data is poor	
8. Holds themselves to account	Negotiates challenging SMARTI objectives and responds effectively to support and challenge with clear impact. Refers matters to their line manager (LM) at appropriate times	Identifies SMARTI objectives and acts on support and challenge to some effect. Refers matters to line managers	Identifies appropriate objective areas and takes note of support. Does not refer matters to LM or does so at inappropriately	Objectives are identified but are general and do not take account of their strengths and areas for development and often lack challenge. That do not accept or act on support	
9. Project management	Has successfully planned, implemented, reviewed and developed whole school/departmental projects of significant impact.	Has successfully implemented, whole school/departmental projects.	Has made significant contributions to the design and or implementation of whole school/departmental projects	Rarely if ever contributes to the design/implementation of whole school/departmental projects	
10. Coaching of colleagues	Has a record of tailoring support to significantly develop the individual practice of colleagues	Has provided support to individual colleagues that has positively influenced their practice	Has demonstrated own personal practice or shared resources for colleagues to learn from	Rarely if ever supports colleagues to improve their practice or shares own expertise	
11. Relationships with Colleagues	Highly effective within or leading teams	Effective as part of a team	Prefers to work alone but does contribute to teams	Somewhat isolated amongst colleagues	
12. Suitability for the post	Highly recommended for this post	Worthy of serious consideration	Suitability difficult to judge	Unsuitable at this time in his/her career	

13. If you were looking to fill a similar post would you.....	Go out of your way to appoint or retain this candidate	Be happy to appoint or retain this candidate	Be prepared to appoint or retain this candidate if no better candidate was available	Definitely not appoint or retain this candidate	

6. Has the candidate been the subject of any allegations/concerns or any disciplinary procedures (include those which may have expired) involving issues related to the Health & Safety and the welfare of children or young people? (**\*do not include allegations against teachers and school staff that have been proven to be unsubstantiated, unfounded or malicious**)  
YES/NO

**If YES, then please give details**

7. Have you ever referred the candidate to the Independent Safeguarding Authority? YES/NO

**If YES, then please give details**

8. **This job involves working directly with children & young people or involves work in a school setting:**

e) Are you completely satisfied about the candidate's suitability to work in such a role? If not please specify your concerns and the reasons why this may make them unsuitable.  
YES/NO

f) Are you completely satisfied that the candidate is not involved in 'extremism' being vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs? Extremism also calls for the death of members of our armed forces, whether in this country or overseas.  
YES/NO

If NO, then please give details

**I confirm this reference is an accurate and factual account and does not contain any material misstatement or omission.**

**I understand that if requested the content of this reference may be disclosed to the subject concerned.**

<b>FOR REFEREE USE ONLY</b>	
SIGNED	
DATE	
PLEASE PRINT NAME	
POSITION IN ORGANISATION	
CONTACT TELEPHONE NUMBER	

**FOR MANAGER USE ONLY**  
I confirm that I find this reference satisfactory

SIGNED	
PRINT NAME	
DATE	
JOB TITLE	

**Dorney School REFERENCE FORM – Non-Teaching Staff STRICTLY PRIVATE & CONFIDENTIAL (Template 5d 2025-26) Finance**



<b>Candidate's name:</b>	
<b>Position applied for:</b>	
<b>Name of Referee:</b>	
<b>Organisation:</b>	
<b>Referee position in organisation:</b>	
<b>Telephone:</b>	

**Personal Details & Employment Record**

How long have you known the candidate and in what capacity?
---

Candidate's job title?	
Present salary or salary upon leaving the post?	

Please state start and end dates of employment DD/MM/YY		Has the applicant had any breaks in employment? If yes, please give dates: DD/MM/YY	
From:		From:	Details:
To:		To:	
		From:	
		To:	

If the applicant has left your employment, please give the reason:

--

**11.** Using the enclosed Job Description and person specification please comment on whether you are satisfied with the candidate's suitability for the post in question? Is there anything else you would like to add in support of this reference?

--

**Disciplinary, Attendance and Child Protection**

9. Does the candidate have a current disciplinary warning on file? If the candidate has left your employment did they have a disciplinary warning on file at the date of leaving?

YES/NO

If yes, then please give details

10. Do you have any other comments on the applicant's performance history and conduct?

**11. Personal Qualities and Suitability for the Advertised Post**

Please tick the most appropriate description, but leave blank if you are unable to comment

14. Relations with Students	Students respond extremely positively	Students are usually well motivated	Acceptable but at times distanced	Needs support and further training	Not Applicable (NA)
15. Enthusiasm, Drive, Energy	Works very hard with great interest	Works well	Levels fluctuate	Needs regular support and encouragement	
16. Attention to detail	Forensic attention to detail that ensures that all data and documents are accurate before distribution	Good attention to detail and picks up on the majority of issues and uses others to check prior to distribution	Average attention to detail and picks up on the most of issues	Poor attention to detail. Documents frequently sent out with data, typo and or layout inconsistencies	
17. Time Management	Plans work and meetings strategically to ensure they and others always meet deadlines	Plans work to always meet deadlines	Tends to be last minute in ensuring they meet most deadlines	Frequently misses deadlines	
18. ICT capability	Confident, effective use of ICT, both in teaching and personally	Developing confidence and skills; keen to improve	Uses ICT when required; is not developing confidence	Very limited use of ICT	

19. Organisation	First class organiser	Sound organiser	Acceptable but tends to be "last minute"	Needs support and further training	
20. Analysis and use of data	Strategically & systematically analyses and uses data to inform their role	Interprets and uses data to inform their role	Uses data but with limited effect	Use of data is poor	
21. Holds themselves to account	Negotiates challenging SMARTI objectives and responds effectively to support and challenge with clear impact. Refers matters to their line manager (LM) at appropriate times	Identifies SMARTI objectives and acts on support and challenge to some effect. Refers matters to line managers	Identifies appropriate objective areas and takes note of support. Does not refer matters to LM or does so at inappropriately	Objectives are identified but are general and do not take account of their strengths and areas for development and often lack challenge. That do not accept or act on support	
22. Project management	Has successfully planned, implemented, reviewed and developed whole school/departmental projects of significant impact.	Has successfully implemented, whole school/departmental projects.	Has made significant contributions to the design and or implementation of whole school/departmental projects	Rarely if ever contributes to the design/implementation of whole school/departmental projects	
23. Coaching of colleagues	Has a record of tailoring support to significantly develop the individual practice of colleagues	Has provided support to individual colleagues that has positively influenced their practice	Has demonstrated own personal practice or shared resources for colleagues to learn from	Rarely if ever supports colleagues to improve their practice or shares own expertise	
24. Relationships with Colleagues	Highly effective within or leading teams	Effective as part of a team	Prefers to work alone but does contribute to teams	Somewhat isolated amongst colleagues	
25. Suitability for the post	Highly recommended for this post	Worthy of serious consideration	Suitability difficult to judge	Unsuitable at this time in his/her career	

26. If you were looking to fill a similar post would you.....	Go out of your way to appoint or retain this candidate	Be happy to appoint or retain this candidate	Be prepared to appoint or retain this candidate if no better candidate was available	Definitely not appoint or retain this candidate	

12. Has the candidate been the subject of any allegations/concerns or any disciplinary procedures (include those which may have expired) involving issues related to the Health & Safety and the welfare of children or young people? (**\*do not include allegations against teachers and school staff that have been proven to be unsubstantiated, unfounded or malicious**)  
YES/NO

**If YES, then please give details**

13. Have you ever referred the candidate to the Independent Safeguarding Authority? YES/NO

**If YES, then please give details**

14. Part of the job involves handling money either manually or electronically. Do you have any concerns about us employing the candidate to carry out this type of work?  
YES/NO

**If YES, then please give details**

15. **This job involves working directly with children & young people or involves work in a school setting:**

g) Are you completely satisfied about the candidate's suitability to work in such a role? If not please specify your concerns and the reasons why this may make them unsuitable.  
YES/NO

h) Are you completely satisfied that the candidate is not involved in 'extremism' being vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs? Extremism also calls for the death of members of our armed forces, whether in this country or overseas.  
YES/NO

**If NO, then please give details**

**I confirm this reference is an accurate and factual account and does not contain any material misstatement or omission.**

**I understand that if requested the content of this reference may be disclosed to the subject concerned.**

**FOR REFEREE USE ONLY**

SIGNED

DATE	
PLEASE PRINT NAME	
POSITION IN ORGANISATION	
CONTACT TELEPHONE NUMBER	

<b>FOR MANAGER USE ONLY</b>	
I confirm that I find this reference satisfactory	
SIGNED	
PRINT NAME	
DATE	
JOB TITLE	

**EXAMPLE REFERENCE REQUEST PROFORMA - TEMPLATE 6**

Dear

**Name:**

The above named person has given your name as a referee in applying for the post of ??? at our school.

I should be grateful if you could let me have your frank assessment of this candidate's suitability for the post in question. Your views as to their capabilities for the post would also be of great assistance. It would be most helpful if you could explain in what capacity you know the candidate and should this be as an employer, please confirm employment details, health and attendance record, especially over the past three years, and whether you would consider re-employment.

As the post applied for involves working with Children/Young People could you please let me know if the candidate has been subject to any disciplinary offences in which the sanction is still current and/or offences relating to children, including any in which the penalty is time expired, or child protection concerns/allegations. Please inform me of the outcome of any enquiry or disciplinary procedure.

The post for which this application has been made is exempt from Section 4 (ii) of the Rehabilitation of Offenders Act 1974 by virtue of the Exceptions Order 1975. It is not, therefore, in any way contrary to the Act to reveal any information you may have concerning convictions, which would otherwise be considered as 'spent', in relation to this application and which you consider relevant to an assessment of the applicant's suitability for employment. Any such information supplied will be treated in strict confidence and used only in consideration of the suitability of this applicant for a position where such an exemption is appropriate. The reference provided will be retained for a period of six months if the candidate is unsuccessful or until the candidate leaves the Local Authority's employment if successful. The candidate has a right to see the reference under the Data Protection Act 1998. Please advise me in writing if you wish your identity to be withheld from any subject access request.

Please remember when completing the pro forma that as a referee you have a responsibility to ensure that the reference is factual and accurate and does not contain any material misstatement or omission.

Please accept my thanks for your reply, which I shall be grateful to receive ASAP. If you can return by 1<sup>st</sup> class post or Email: [office@dorneyschool.co.uk](mailto:office@dorneyschool.co.uk)

Yours sincerely

Mrs S Lee  
Headteacher



(3) What do you look for when observing a lesson?	
(4)	
<b>Choose one of the following 2 questions for ALL candidates for a particular post</b>	
(5) AT DS we thrive to create an inclusive environment for all where everyone can meet their full potential. We have a diverse school community including race, gender, LGBT, social mobility etc and recognise that Diversity covers a range of factors.  What challenges/opportunities would this present at DS with our diverse school community?	
(6) What does Diversity and Inclusion mean to you? How have you demonstrated that commitment and how might you demonstrate that at DS?	

**Pick one of the following 2 questions to ask to ALL candidates for a particular post**

(7) Tell me about a time when you have been working with children and your authority has been seriously challenged.

- How did you react? What strategies did you use to regain control? How comfortable were you in this situation?

**(Highlight any observed behaviours)**

**PICK QUESTION 7 OR 8**

Notes

+ indicators  
Proactive & has personally taken actions to improve safeguarding culture.

Has personal experience of having appropriately dealt with a challenging safeguarding issue.

Personally committed towards making improvements. Sees it as part of their job.

Prepared to challenge others in the workplace to make tangible improvements to safeguarding.

Prepared to tackle difficult issues, confront individuals if necessary in order to promote best practice.

Shows a good understanding of the issues. Up to date with events & legislation. Knows about test cases.

-ve indicators  
No evidence of having taken steps in own right to make improvements.

Passive approach to safeguarding issues.

Reluctance to challenge people/systems/processes to make things better.

No real experience of handling safeguarding issues.

Naïve approach.

Sees it as someone else's job and/or responsibility.

Not well versed or clear in understanding of the issues/sensitivities.

Intolerant of bureaucracy around safeguarding.

Shows a tendency to take inappropriate chances/risks in are of safeguarding.

<p>(8) Give me an example of when you have had safeguarding concerns about a child.</p> <ul style="list-style-type: none"> <li>• What did you do? Who did you involve? What was the outcome?</li> </ul> <p><b>(Highlight any observed behaviours)</b></p>	<p><b>+ indicators</b> Proactive &amp; has personally taken actions to improve safeguarding culture.</p> <p>Has personal experience of having appropriately dealt with a challenging safeguarding issue.</p> <p>Personally committed towards making improvements. Sees it as part of their job.</p> <p>Prepared to challenge others in the workplace to make tangible improvements to safeguarding.</p> <p>Prepared to tackle difficult issues, confront individuals if necessary in order to promote best practice.</p> <p>Shows a good understanding of the issues. Up to date with events &amp; legislation. Knows about test cases.</p>	<p><b>- indicators</b> No evidence of having taken steps in own right to make improvements.</p> <p>Passive approach to safeguarding issues.</p> <p>Reluctance to challenge people/systems/processes to make things better.</p> <p>No real experience of handling safeguarding issues.</p> <p>Naïve approach.</p> <p>Sees it as someone else's job and/or responsibility.</p> <p>Not well versed or clear in understanding of the issues/sensitivities.</p> <p>Intolerant of bureaucracy around safeguarding.</p> <p>Shows a tendency to take inappropriate chances/risks in are of safeguarding</p>
<p><b>Notes</b></p>		

<p><b>(9) SPECIFIC ISSUES IDENTIFIED FROM APPLICATION FORM</b></p>	<p>Issue:</p> <p>Notes:</p>
<p>(10) Do you have any questions for us?</p>	
<p>(11) Is there any reason that you are aware of that would prevent you from working unsupervised with children?</p>	
<p>(12) Have you handed in your Self Declaration Form and are there any criminal disclosures that you have not made on your Self Declaration form or that may be covered in the DBS check that you have not already disclosed?</p>	
<p>(13) If offered the post would you be in a position to accept it?</p>	
<p>(14) Chair of interview panel confirmation – is the application form signed in person by the candidate? (<i>not electronic signature. It must be hand signed</i>)</p> <p>Do references cover a 5-year period and the current/last post working with children (where applicable)?</p>	



(17)	
(18)	

**Choose one of the following 2 questions for ALL candidates for a particular post**

<p>(19) AT DS we thrive to create an inclusive environment for all where everyone can meet their full potential. We have a diverse school community including race, gender, LGBT, social mobility etc and recognise that Diversity covers a range of factors.</p> <p>What challenges/opportunities would this present at DS with our diverse school community?</p>	
<p>(20) What does Diversity and Inclusion mean to you? How have you demonstrated that commitment and how might you demonstrate that at DS?</p>	

**Pick one of the following 2 questions to ask to ALL candidates for a particular post**

(21) Tell me about a time when you have been working with children and your authority has been seriously challenged.

- How did you react? What strategies did you use to regain control? How comfortable were you in this situation?

**(Highlight any observed behaviours)**

**PICK QUESTION 7 OR 8**

Notes

+ indicators  
Proactive & has personally taken actions to improve safeguarding culture.

Has personal experience of having appropriately dealt with a challenging safeguarding issue.

Personally committed towards making improvements. Sees it as part of their job.

Prepared to challenge others in the workplace to make tangible improvements to safeguarding.

Prepared to tackle difficult issues, confront individuals if necessary in order to promote best practice.

Shows a good understanding of the issues. Up to date with events & legislation. Knows about test cases.

-ve indicators  
No evidence of having taken steps in own right to make improvements.

Passive approach to safeguarding issues.

Reluctance to challenge people/systems/processes to make things better.

No real experience of handling safeguarding issues.

Naïve approach.

Sees it as someone else's job and/or responsibility.

Not well versed or clear in understanding of the issues/sensitivities.

Intolerant of bureaucracy around safeguarding.

Shows a tendency to take inappropriate chances/risks in are of safeguarding.

<p>(22) Give me an example of when you have had safeguarding concerns about a child.</p> <ul style="list-style-type: none"> <li>• What did you do? Who did you involve? What was the outcome?</li> </ul> <p><b>(Highlight any observed behaviours)</b></p>	<p><b>+ indicators</b></p> <p>Proactive &amp; has personally taken actions to improve safeguarding culture.</p> <p>Has personal experience of having appropriately dealt with a challenging safeguarding issue.</p> <p>Personally committed towards making improvements. Sees it as part of their job.</p> <p>Prepared to challenge others in the workplace to make tangible improvements to safeguarding.</p> <p>Prepared to tackle difficult issues, confront individuals if necessary in order to promote best practice.</p> <p>Shows a good understanding of the issues. Up to date with events &amp; legislation. Knows about test cases.</p>	<p><b>- indicators</b></p> <p>No evidence of having taken steps in own right to make improvements.</p> <p>Passive approach to safeguarding issues.</p> <p>Reluctance to challenge people/systems/processes to make things better.</p> <p>No real experience of handling safeguarding issues.</p> <p>Naïve approach.</p> <p>Sees it as someone else's job and/or responsibility.</p> <p>Not well versed or clear in understanding of the issues/sensitivities.</p> <p>Intolerant of bureaucracy around safeguarding.</p> <p>Shows a tendency to take inappropriate chances/risks in are of safeguarding</p>
<p><b>Notes</b></p>		

<p><b>(23) SPECIFIC ISSUES IDENTIFIED FROM APPLICATION FORM</b></p>	<p>Issue:</p> <p>Notes:</p>
<p>(24) Do you have any questions for us?</p>	
<p>(25) Is there any reason that you are aware of that would prevent you from working unsupervised with children?</p>	
<p>(26) Have you handed in your Self Declaration Form and are there any criminal disclosures that you have not made on your Self Declaration form or that may be covered in the DBS check that you have not already disclosed?</p>	
<p>(27) If offered the post would you be in a position to accept it?</p>	
<p>(28) Chair of interview panel confirmation – is the application form signed in person by the candidate? <i>(not electronic signature. It must be hand signed)</i></p> <p>Do references cover a 5-year period and the current/last post working with children (where applicable)?</p>	

## SELECTION ACTIVITY SUMMARY SHEET Template 6b

Candidate	Pre Interview			Tour	Lesson	Student Panel	Panel Interview	Other (Detail):
	Application	Meets Pers Spec	Refs					
1.								
2.								
3.								
4.								
5.								
6.								

\*\*\*\* Excellent \*\*\*Good \*\*Satisfactory \* Some Concerns No star is Poor

## Appointment Summary Sheet (Template 9)

<b>Job Title:</b>		<b>SLT L</b>
<b>Name of Successful Applicant</b>		<b>SLT L</b>
<b>Has the applicant verbally accepted the role subject to references?</b>		<b>SLT L</b>
<b>Full or part-time</b>		<b>SLT L</b>
<b>If part-time please state hours requested/agreed (state which) and any requested restrictions on days or times.</b>		<b>SLT L</b>
<b>Starting Date:</b>		<b>SLT L</b>
<b>Starting Scale (e.g.M6 / UPS1) or Range</b>		<b>SLT L</b>
<b>Will the applicant be an NQT from the contract start date?</b>		<b>SLT L</b>
<b>TLR Level (state level and confirm as in advert)</b>		<b>SLT L</b>
<b>R &amp; R Payments (confirmed with headteacher)</b>		<b>SLT L</b>
<b>Permanent or Temporary? (If temporary list starting and finishing dates)</b>  <b>(N.B. Where teaching posts will be re-advertised temp teachers can only be paid on a daily supply basis and not on a fixed term contract)</b>		<b>SLT L</b>
<b>Maternity cover? (Yes/No)</b>		<b>SLT L</b>
<b>Do referee details on the application form cover the last 5 years?</b>		<b>SLT L</b>
<b>Have two references been received covering last 5 years?</b>		<b>SLT L</b>
<b>Are both references using the DS proforma?</b>		<b>SLT L/NKU</b>
<b>Reference 1 satisfactory</b>		<b>SLT L/NKU</b>
<b>Reference 2 satisfactory</b>		<b>SLT L</b>
<b>If essential information is missing from a reference confirm that you have asked</b>		<b>SLT L</b>

<b>APA to seek one using the DS proforma</b>		
<b>Has the candidate completed a DBS application and identity check? (check with APA and establish when this will occur if not completed)</b>		<b>SLT L/NKU</b>
<b>Certificate of Good Conduct if applicable (If candidate has lived abroad for over 6 months in the last 5 years) For UK and non-UK nationals</b>	<b>Required Yes/No</b>	<b>SLT L</b>
<b>Certificate of Good Conduct Required (for each country where an applicant has lived:</b> <ul style="list-style-type: none"> <li>● For 12 months or more (continuously or total)</li> <li>● In the past 10 years</li> <li>● While aged 18 or over</li> </ul>	<b>Required Yes/No</b>	<b>SLT L</b>
<b>Where relevant, has the candidates eligibility to work in the UK been confirmed and if so how and by whom?</b>		<b>NKU</b>
<b>Has Self Declaration Criminal Disclosure Form been handed in and seen</b>		<b>SLT L</b>
<b>Completed by:</b>	<b>Signature:</b>	<b>SLT</b>
	<b>Date:</b>	
<b>POST APPOINTMENT</b>		
<b>Offer letter sent?</b>		<b>AJG</b>
<b>Contracts checked and signed?</b>		<b>NKU</b>
<b>Health check completed?</b>		<b>NKU</b>
<b>Any health check actions completed?</b>		<b>AJG</b>
<b>All sections above completed (if any were outstanding when form originally processed)?</b>		<b>NKU</b>
<b>Systems manager informed of appointment?</b>		<b>NKU</b>
<b>SIMs code identified?</b>		<b>NKU to inform JJO</b>
<b>Confirmed attendance at induction (date)</b>		<b>RHA/LBA</b>
<b>Completed by:</b>	<b>Signature:</b>	<b>NKU</b>
	<b>Date:</b>	

# **The SLT lead for the appointment is responsible for the completion of this form**

## **TEMPLATE 10 Example Introductory Letter (BGS template - edit appropriately for Dorney School)**

Dear Applicant

Thank you for your interest in applying for this role at Dorney School. I do hope that the information attached encourages and inspires you to make a formal application for this post.

Our diverse community of staff, students and parents believe that this is a truly unique school. Our students are bright and eager to do well. They are hardworking, but also full of personality and a joy to teach, reflecting the diversity of their backgrounds and cultures. They contribute fully to school life, are proud of the part that they play and continue to surprise me on a daily basis with their acts of kindness and their generosity of spirit. We frequently receive comments from the local community about the fantastic contribution that our students make and visitors to our school are always quick to compliment us on our caring and inclusive ethos. However, our students do not always understand or believe how talented they are.

The staff are a uniquely close-knit, supportive and considerate team and the caring ethos makes this a rewarding place to work and develop. I was pleased that Ofsted recognised that "The headteacher's commitment to involving staff at all levels in the school's development is nurturing a loyal and dedicated staff." Staff opinion and involvement is highly valued and if appointed you will find that you are fully supported in successfully fulfilling your role and gain experience to help your career progression through personalised and targeted professional development. The involvement of the staff in the running of the school and in the development of key policies, and our continual efforts to support a work-life balance, have been reflected in us retaining the prestigious Investors in People Gold Award in 2021. The successful candidate will play an active part in the further development of both learning and teaching and other aspects of school life.

Not every candidate will be suited to the ethos of the Dorney learning community or able to fully contribute to our journey to be recognized as an exceptional school leading the development of practice nationally. Candidates for this post will already be exceptional and reflective practitioners or possess the qualities and desire to become exceptional.

We are, of course, proud of our examination results but students' education at Dorney goes far beyond the academic. The exceptional and diverse range of extra-curricular opportunities and activities inspires and develops students' characters and resilience and exposes them to a range of unique experiences and challenges. We are passionate about the wider development of each individual student to ensure that they positively contribute to their communities now and in the future. This outstanding practice is reflected in us achieving a number of national awards such as the Music Mark Award, Gold Kitemark for Sport, the International School Award and winning the Stonewall School Award.

We welcome applications from the right candidates regardless of age, disability, gender identity, sexual orientation, religion, belief or race and want members of staff who have interests and expertise that goes beyond the classroom and physical boundaries of the school. With 61 different first languages spoken by students we are a very diverse school and would want our staff to reflect this diversity.

Quite simply Dorney School is an idyllic learning community where the relationships and teamwork between staff and students are fostered with care and the key strength of the school. We provide the support and reassurance for our students to develop the resilience and mindset to strive to be their very best. Our school aims are summarised by the overarching motto:

# “Embracing Challenge”

Our students are constantly challenged and supported to volunteer answers at the edge of their understanding and learn from their mistakes to ensure that they fulfil their potential at each key stage and have the confidence and resilience to aspire to and achieve their dreams.

I do hope that you will decide to make an application to join us and that we will have the opportunity to welcome you to our learning community and meet you in person. To hear more about working at Dorney please use this link <https://www.youtube.com/watch?v=YVRCUBLEUBk>.

Yours sincerely

Headteacher

## Checks on New Staff and the Single Central Record

The Checklist below details the checks that need to be made on the appointment of all new members of staff. This checklist must only be completed by staff designated by the headteacher and indicated by the initials on the form.

### Checking References

When checking references it is essential to confirm the identity of the referee. If the number provided is a direct line it is essential to confirm their position either:

- Via the company or school website
- By phoning the general switchboard of the company/school

The referee must be asked to confirm that they have provided a reference for the candidate and that it is in the format supplied.

Verification of a candidate's identity will include checking the name on their birth certificate, where this is available.

### Single Central Record

Completed checklists (Template 9) must be passed to the School Business Manager for completion of the single central record. Only when this has been completed can they be placed in personnel files. The headteacher will review the Single Central Record at regular intervals and will be immediately informed of any missing information.

### Permission to Work Whilst Waiting for DBS Clearance

The DFE strongly recommends that disclosures are obtained on staff before they take up post but recognises that in certain exceptions staff may need to be employed at short notice.

In these circumstances, headteachers have the discretion to employ staff who have not yet received their Disclosure, provided that they have been checked against the TRA, Teacher Employment Access service web page for a Children's Barred List Check and that all other relevant pre-appointment checks have been carried out on them. In these cases references must be confirmed by two members of staff, one being the headteacher, and the steps taken above to confirm the referee's identity and the authenticity of the reference.

Templates 9 must be completed by a senior manager and discussed with the headteacher. This form is only for use in exceptional cases and be retained on the employee's personal file indefinitely. A COPY OF THE COMPLETED Template 9 must be forwarded to the Safeguarding in Employment Team, Buckinghamshire Council, County Hall, Walton Street, Aylesbury, Bucks, HP20 1XA.

In such cases, teachers will be monitored by senior staff through unannounced visits to their lessons until enhanced DBS clearance is confirmed. Non-teaching staff will not be allowed to supervise any students unaccompanied until DBS clearance is confirmed.

Wikipedia says:

The **Independent Safeguarding Authority (ISA)** was a [non-departmental public body](#) for England, Northern Ireland and Wales, that existed until 1 December 2012, when it merged with the [Criminal Records Bureau](#) (CRB) to form the [Disclosure and Barring Service](#).<sup>[1]</sup>

The ISA was created by the [Labour Government 2007–2010](#). The tabloid media campaign and the decision to set up the ISA followed an inquiry headed by [Sir Michael Bichard](#) that was set up in the wake of the [Soham murders](#). The ISA was to oversee a new **Vetting and Barring Scheme** in [England, Wales](#) and [Northern Ireland](#),<sup>[2]</sup> which was to have required all those working with vulnerable groups to undergo an enhanced [vetting](#) procedure before being allowed to commence any relevant duties.

On 15 June 2010, the [new coalition government](#) Home Secretary [Theresa May](#) announced that plans under which all new applicants for jobs working with children and the vulnerable along with those changing posts would have to register with the Independent Safeguarding Authority were being halted and that the Vetting and Barring Scheme would be severely "scaled back". This will save the UK taxpayer around £100 million a year. The Home Secretary went on to say that the protection of children and [vulnerable adults](#) would from here on focus upon "common sense" rather than the measures Labour introduced. She said that "what we have got to do is actually trust people again [and that the philosophy

behind the setting up of the ISA was based upon an assumption that] you were assumed to be guilty, in a sense, until you were proven innocent and told you were able to work with children."

A review into the Vetting and Barring Scheme was published on 11 February 2011. This made recommendations for the merger of the [Criminal Records Bureau](#) and Independent Safeguarding Authority into one [non-departmental public body](#), responsible for barring individuals and completing criminal record checks. Under the [Protection of Freedoms Act](#), the new scheme will not require registration, nor in most cases will any details be retained on a database.<sup>[9]</sup> The exception will be for those who are barred, whether this be on the basis of a crime or on the basis of 'soft intelligence', e.g. a dismissal by an employer. This has led to continued criticism from a variety of organizations.

## Process for electronic DBS applications

Applicant is set up by a Business Unit Administrator

An email is automatically sent to the applicant providing them with their log-in details and a link to the system

Applicant completes his/her DBS application form online

An email is automatically sent to the nominated ID Verifier informing them that the applicant has completed their DBS

### Appointment Summary Sheet (Template 9)

The DBS application is automatically sent to the HR Joining Team (Bucks Council)

Application is countersigned by the HR Joining Team (BC)

The DBS application is sent to the DBS

DBS completes criminal record check

DBS Certificate is posted to the applicant by the DBS

Clear Certificate

DBS check results will be sent as an email to the nominated manager

Positive Certificate

Manager **must** see applicant's original DBS Certificate to view content.

Manager completes *Positive DBS Certificate Risk Assessment* and holds discussion with applicant to discuss information held on Certificate.

Manager takes copy of individual's Certificate (only with individual's consent, which can be given by completing page 3 of the *Positive DBS Certificate Risk Assessment*).

Manager calls BC Senior HR Officer on 01296 382231 to discuss employment decision, and to discuss the secure sending of DBS documentation.

Once employment decision has been made, manager files paperwork securely, to be destroyed within 6 months.

Steps 9 and 10 are optional for Academies and External Umbrella Clients.

## REGULATED ACTIVITY: BARRED LIST CHECK CONSENT FORM

### To be attached to the Pre-Employment Risk Assessment Form

*This form should only be completed by applicants who will be undertaking regulated activity with children who will be starting work prior to Disclosure and Barring Service (DBS) Check clearance being received from the Buckinghamshire Council DBS Team.*

The position that you have applied for is deemed to be regulated activity working with children. Please note that any person who is barred by the DBS from working with children commits a criminal offence by applying for a position in regulated activity working with children. This declaration confirms your consent to a DBS Children's Barred List check being carried out.

Signed:	Date:
Print Full Name:	Job Title:  School / Academy:

#### Checks on overseas staff

The School will undertake a DBS for all staff involved in regulated activity, as defined by the DBS. Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges. This includes obtaining (via the applicant) an enhanced DBS certificate (including children's barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, the School will make any further checks it think appropriate so that any relevant events that occurred outside the UK can be considered. Following the UK's exit from the EU, the School will apply the same approach for any individual who has lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world.

Checks could include:

- Criminal records check for overseas applications
- A letter from the professional regulating authority (eg Ministry of Education, but this will depend on the country in question) in which the applicant has worked confirming they have not imposed any sanctions or restrictions, and that they are not aware of any reason why they may be unsuitable to teach.

#### **Contractors Working in the School**

DS follows the recommended safe employment guidelines for contractors in schools set out in the Bucks Safe Recruitment Tool Kit – see Buckinghamshire Council's Schools Web.

## **Appendix 1a - SAFE RECRUITMENT – BUCKS CC GUIDANCE ON INTERVIEWING**

### **Things to remember:**

- All papers read & ready
- Clear on what questions are being asked & how they relate to the role
- Clear on who is doing what
- Note taking responsibilities
- Do any of the candidates have a disability which means adjustments need to be made to the interview process
- Seating arrangements
- Water/refreshments
- Phones diverted
- No interruptions

### **Getting the interview started:**

#### **Some things you might want to include.....**

##### **Welcomes & introductions**

- Say who you are and what your role is

##### **Outline of the interview**

- Say who will be asking questions, in what order etc
- Explain that questions will be structured around the role requirements & personal attributes for the job as well as some specific things we may want to clarify from your application
- Explain that you will be looking for specific examples of things done
- Explain that you will be taking notes, which may mean you lose eye contact during conversation from time to time
- Say how long you plan to take
- Explain there will be a chance for applicants to ask questions too
- Encourage people to ask if anything is not clear.

##### **Interview Questions:**

See Core Standards for Safer Recruitment on Buckinghamshire Council's Schools Web.

### **Motivations for working with children/young people?**

- What is it that motivates you to want to work with children/young people?
- What do you find enjoyable about working with children/young people?
- What aspects do you find less enjoyable?
- How do you manage occasions when your patience is tested or you get frustrated? Give an example
- What other activities do you engage in outside of work?

### **Tell us about a person you have had difficulty working with?**

- What made the situation difficult?
- How did you get around it?
- How was the situation resolved?
- What might you have done differently?

### **Add in any other questions you want to ask:**

#### **Interview close:**

##### **Things you might want to mention:**

- We have now nearly completed asking the questions we wanted to ask.
- There are just one or two points I would finally like to clarify.....( any areas from application form, references or an outstanding aspect of the interview)
- Do you have any questions for us?
- Is there anything you would like to have had the chance to tell us which we have not explored?
- The next steps from here will be
- Thanks you for your time and the chance to meet with you today

## **Appendix 1b - Appointing Qualified Teachers:**

### **A Brief Guide for Senior Managers on Checking their Qualifications**

Any teacher you plan to appoint, even a newly-qualified one, must have Qualified Teacher Status (QTS). To work lawfully as a qualified teacher in a maintained school or non-maintained special school, they need to have QTS, save for certain exceptions which are listed below[1].

**What is QTS?** QTS is an accreditation, made to teachers who have demonstrated that they have met the required professional standards to be able to teach in maintained schools, non-maintained special schools or pupil referral units in England. Without QTS a teacher cannot register with the General Teaching Council for England (GTCE) and, therefore, cannot be employed as a qualified teacher in state schools. The GTCE is the awarding body for QTS.

**How is QTS awarded?** Trainee teachers undertake a training course that has been accredited by the Training and Development Agency for Schools (TDA).

The GTCE awards QTS when it is informed by an accredited teacher training provider, that a trainee has met all the standards for QTS. The GTCE will then process the result and issue the teacher with a QTS certificate, or, in some cases, a letter confirming that the teacher holds QTS.

Please note that Teacher Reference Numbers (TRN) are issued to trainee teachers during their training. A TRN is not proof that a person holds QTS. Teachers who qualified in Scotland, Northern Ireland or the European Economic Area are entitled to request that the GTCE recognises their qualifications and award them QTS in England without further training. This is not, however, the case with other overseas trained teachers.

**Is a PGCE or BEd qualification the same as QTS?** No. The academic award, such as a PGCE or teaching degree, is separate and a trainee may meet the academic requirements, but still fail to meet the standards laid down for QTS. The skills tests are one of these standards and trainees will not be awarded QTS until they have passed them.

Also the academic award may be aimed at the post-16 sector. Qualifications for the post-16 sector do not lead to the award of QTS.

**QTS and the skills tests** The standards for QTS require that a trainee teacher passes the relevant skills tests before QTS can be awarded.

Those who were awarded QTS between 1 May 2001 and 20 April 2002 were required to pass the Numeracy and Literacy tests.

Those who qualified on 1 May 2002 and after are required to have passed numeracy, literacy and ICT skills tests.

Until the trainee has met the standards for QTS — including the relevant skills tests — the training provider will not recommend that QTS should be awarded.

A teacher cannot commence their induction period until they have been awarded QTS. Any period of induction undertaken before QTS is awarded is invalid.

A trainee who has met all the QTS standards apart from passing the skills tests was previously allowed to work as unqualified teachers for up to a total of five years. However, from 1 September 2008 trainees who complete their initial teacher training but have not passed the skills tests cannot be employed as unqualified teachers. This means that all teachers who are required to pass the skills tests in order to be awarded QTS must have done so by 31 August 2008 in order to continue teaching.

**Induction** Once QTS has been awarded the teacher becomes an NQT. They are then required to undertake their Induction period. Until they have successfully completed their Induction period the teacher remains an NQT. If the teacher fails their Induction year then they are barred from working as a qualified teacher, although their QTS award is not removed from them.

Appropriate bodies (LAs and the ISC) inform the GTCE of Induction results and the GTCE issues Induction certificates to successful teachers.

**Overseas Trained Teachers (OTT)** Overseas trained teachers are eligible to work as unqualified teachers for a maximum of four years without the need to gain QTS. The four year exemption period begins on the first day that a teacher takes up their post in a state school and expires four calendar years later.

OTTs who are on employment based teacher training schemes when the four year period expires have until 31 August 2008 to complete their QTS. Any enquiry that they have concerning QTS should be directed to the TDA on 0845 6000 991

Please note that though they are qualified in their own countries you will need to satisfy yourself that their competence and experience satisfies the needs of your school.

OTTs who have not obtained QTS within the four years may be redeployed as an instructor. OTTs can only be classified as instructors where and for as long as there is no suitable qualified teacher or teacher on the employment-based teacher training scheme available to fill the post.

If you have enquiries about this note or teacher qualifications generally the DCSF on 020 7925 5161 or 5859. **Beyond the exceptions given above, you should expect that anyone you plan to appoint does have QTS and the only way to be certain, regardless of any other qualifications they have offered you, is to check with the Department for Education. Human Resources can undertake this on your behalf.**

Appendix 1c

## **CONTRACTORS**

When the School uses contractors to provide services, we will set out our safeguarding requirements in the contract between the organisation and the School.

We will ensure that any contractor, or any employee of the contractor, who is to work at the School has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information). For all other contractors who are not engaging in regulated activity relating to children, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including children's barred list information) will be required. In considering whether the contact is regular, it is irrelevant whether the contractor works on a single site or across several sites. In cases where the contractor does not have opportunity for regular contact with children, we will decide on whether a basic DBS disclosure would be appropriate.

Under no circumstances should a contractor on whom no checks have been obtained be allowed to work unsupervised or engage in regulated activity relating to children. We understand that we are responsible for determining the appropriate level of supervision depending on the circumstances. In relation to an individual working at the School who is self-employed, the School will consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account. The School will always check the identity of contractors on arrival at the School.

**CONTRACTOR INFORMATION TABLE**

<b>Contractor Name and Address</b>	<b>Work being undertaken</b>	<b>Location of work</b>	<b>Dates on site</b>	<b>Number of days</b>	<b>Details of any necessary risk management precautions (A/B/C/D)</b>

## Safeguarding Interview Questions for Administrative and Caretaking Staff in School Settings

Asking a selection of the following questions would be useful for administrative/caretaking staff and/or volunteers who are working around children and young people during the school day:

- What is your understanding about your responsibilities for the safety and welfare of children in a school setting? Who would you ask for more information?
- Tell me about a time when you lost your temper with a child or young person in a school or workplace setting. What happened?
- If you saw or heard something that concerned you about the safety of children or a child in the school what would you do?
- What do you think are the things you need to consider about your own behaviour when working with children and young people?
- What do you think about children who make allegations against staff? Has an allegation ever been made about you? *(Note: this is an important question in relation to the lessons from Soham. Ian Huntley was the school caretaker with a number of previous allegations against him).*

For people who are on the school setting but when children are not around, we would recommend the following:

- What is your understanding about your responsibilities for the safety and welfare of children in a school setting? Who would you ask for more information?
- Although it is unlikely you would come into direct contact with children or young people, what things do you think you would need to consider about your behaviour if you did come into contact with a child or young person at work?
- If you saw or heard something that concerned you about the safety of children in the school what would you do?

### Emotional Maturity & Resilience

Consistency under pressure, ability to use authority and respond appropriately, ability to seek assistance/support where necessary

#### Possible Questions (please insert your own if preferred). Ask a selection, not all

- Tell me about a time when you have been working with children or vulnerable adults when your authority (or patience) was seriously challenged. How did you react? What strategies did you employ to bring things back on course? How comfortable were you in this situation?
- Tell me about a person you have had particular difficulty dealing with. What made it difficult? How did you manage the situation?
- How do you define boundaries in your work? Tell us about a time when you have felt at risk of crossing boundaries?
- Talk about a time when you have had to resolve conflict and deal with a challenging situation? What have you learnt from this particular example?
- Tell me about a particularly stressful situation you have dealt with. How did you react to this situation? What networks did you have for support?
- How has your childhood experience of authority (at home and/or at school) influenced the way you have dealt with authority as an adult – at home and in the workplace?

Positive behaviours		Negative Behaviours
<ul style="list-style-type: none"> <li>● Behaves consistently &amp; appropriately under pressure or in a position of authority.</li> <li>● Has control over emotions with adults &amp; with children/young people</li> <li>● Understands the power that comes with their position &amp; how this must be managed</li> <li>● Understands how to manage boundaries.</li> <li>● Knows when &amp; how to seek help in difficult circumstances.</li> <li>● Open, prepared to be challenged, listens to the views of others</li> </ul>	Record answers here	<ul style="list-style-type: none"> <li>● Inappropriate responses when under pressure or when in a position of power.</li> <li>● Inconsistent responses.</li> <li>● Handles conflict badly.</li> <li>● Fails to control temper/emotions with children &amp; young people or adults.</li> <li>● Doesn't seek help when needed.</li> <li>● Sees no potential dangers in their position of authority</li> <li>● Closed, defensive when challenged</li> <li>● Not prepared to listen or seek input</li> </ul>

| A

| B

| C

| D

**Evidence exceeds the standard set**

**Evidence meets & sometimes  
exceeds the standard set**

**Some evidence, but fall short or  
requires further development  
against the standard set**

**No evidence or falls  
completely short of the  
standard set**

## **APPENDIX 2 – TEMPLATE JOB DESCRIPTIONS**

### **GENERIC JOB DESCRIPTION FOR DEPUTY HEADTEACHER**

Each Deputy Headteacher is a member of the Leadership Team and reports to the Headteacher. In addition the Deputy Headteacher will:

1. Deputise for the Headteacher in his absence.
2. To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.
3. To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including the provision of cover for absent teachers.

#### **Ethos**

4. Proactively work to improve pupil learning
5. Encourage the achievement, enjoyment and satisfaction of students and staff in their daily work.
6. Lead assemblies to promote the school aims.
7. Ensure that they and the staff that they line manage understand and are fully committed to the DFE and Bucks Council guidance on Safeguarding Children and Safer Recruitment.

#### **Leadership and school improvement**

8. Take responsibility for specific targets in the School Development Plan (SDP) aimed at improving pupil learning.
9. Edit and maintain sections of the School Self Evaluation Document (SEF) related to their areas of responsibility and identify areas of cross over and inform other members of the SLT of their work and its impact on sections they do not edit.
10. Contribute significantly to the development, monitoring and evaluation of the SDP.
11. Meet weekly with the Headteacher and the Leadership Group on matters of policy and improvement planning.
12. Chair one or more staff groups and take the lead on policy development, school improvement and/or operational matters.
13. To advise and assist the governing body as required in the exercising of its functions including attending meetings and making reports
14. Keep abreast of national and local developments to inform decision making with the Headteacher and other Deputy Headteacher and provide recommendations for decisions based on research and evaluation of different options and an analysis of costs and benefits.
15. Participate in departmental reviews and take a leading role in those that the DHT line manages.

#### **Learning**

16. Share responsibility for the learning and personal development of all pupils.
17. Line manage up to 6 specific Heads of Department and/or Heads of Key Stage.
18. Line Manage support staff in their areas of responsibility as directed.
19. Monitor and evaluate aspects of the school's work, including teaching and learning of specific subject departments.
20. Promote cross curricular work and the development and implementation of cross-curricular policies.

#### **Staff**

21. Provide support for teaching and support staff colleagues, with the aim of providing a secure and friendly environment for their work and professional development.
22. Carry out Performance Management and Appraisal reviews.
23. Promote the professional development of staff.
24. Manage and assist in the appointment of staff following the school's Safe Recruitment policy.

#### **Community**

25. Attend school events and activities as required by the Headteacher.

26. To help in maintaining and developing effective communications and links with parents and to provide positive responses to concerns and problems regarding their children's education.
27. Represent the school at external meetings and other events.
28. Contribute to the school's programme of income generation.
29. To assist liaison with other educational establishments in order to promote the continuity of learning, progression of achievement and curriculum development.
30. To assist liaison with other professional bodies, agencies and services.
31. Carry out a share of supervisory duties in accordance with published rosters.

In addition to these responsibilities, each Deputy Headteacher has specific responsibilities which may change periodically to reflect their own professional development needs and priorities in the school improvement plan.

This generic job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time and have regard to section 52 and other relevant sections of the School Teachers' Pay and Conditions Document 2020.

***As part of the Beeches Learning Development Trust, Dorney School is committed to safeguarding & promoting the welfare of its students & staff & expects all staff & volunteers to share this commitment. Successful candidates will be required to undertake an enhanced Disclosure & Barring Service (DBS) check.***

## **GENERIC JOB DESCRIPTION FOR ASSISTANT HEADTEACHER**

Each Assistant Headteacher is a member of the Senior Leadership Team and reports to the Headteacher. In addition the Assistant Headteacher will:

1. Deputise for the Headteacher in his absence if a Deputy Head is unavailable.

### **Ethos**

2. Proactively work to improve pupil learning.
3. Encourage the achievement, enjoyment and satisfaction of students and staff.
4. Lead assemblies if they request to do so or if a theme directly relates to their specific responsibilities.
5. Ensure that he/she and the staff that he/she line manages understand and are fully committed to the DFE and Bucks Council guidance on Safeguarding Children and Safer Recruitment.

### **Leadership and school improvement**

6. Take responsibility for specific targets in the school improvement plan aimed at improving pupil learning.
7. Edit sections of the SEF as directed and contribute to the development of the SEF based on their areas of responsibility.
8. Contribute to the development and monitoring of the SDP and consequent updates of the SEF.
9. Meet weekly, or as directed, with the Headteacher and the Senior Leadership Team on matters of policy and improvement planning.
10. Participate or lead in one or more staff groups on policy development, school improvement and/or operational matters.
11. Attend and advise meetings of the governors and governors' committees and working groups, as appropriate.
12. Keep abreast of national and local developments to inform decision making with the Headteacher and other members of the SLT.
13. Participate in departmental reviews and take a leading role in those that the AHT line manages.

### **Learning**

14. Share responsibility for the learning and personal development of all pupils.
15. Line manage up to 4 specific Heads of Department or Head of House.
16. Line Manage support staff in their areas of responsibility as directed.
17. Monitor and evaluate aspects of the school's work, including the monitoring and evaluation of teaching and learning of specific subject departments.
18. Promote cross curricular work and the development and implementation of cross-curricular policies.

### **Staff**

19. Provide support for teaching and support staff colleagues, with the aim of providing a secure and friendly environment for their own work and professional development.
20. Carry out performance management reviews.
21. Promote the professional development of staff.
22. Manage and assist in the appointment of staff following the school's Safe Recruitment policy.

### **Community**

23. Attend school events and activities as required by the Headteacher.
24. Represent the school at external meetings and other events.
25. Contribute to the school's programme of income generation.
26. Liaise with other schools outside agencies and other stakeholders as appropriate.
27. Carry out a share of supervisory duties in accordance with published rosters.

In addition to these responsibilities and those outlined in the job description for a classroom teacher, each Assistant Headteacher has specific responsibilities which may change periodically to reflect their own professional development needs and priorities in the school improvement plan.

This generic job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time and have regard to section 52 and other relevant sections of the School Teachers' Pay and Conditions Document 2020.

***As part of the Beeches Learning Development Trust, Dorney School is committed to safeguarding & promoting the welfare of its students & staff & expects all staff & volunteers to share this commitment. Successful candidates will be required to undertake an enhanced Disclosure & Barring Service (DBS) check.***

## **THE ROLE OF THE DIRECTOR OF SUBJECT (Secondary)**

The following job specification is for a Director of a Core Subject, with either a TLR1C **or** on the Leadership Scale. The expectations of those on the Leadership scale are slightly different and this is clear throughout the job description.

### **A. Name**

### **B. Job Title – Director of Core Subject**

**C. Job Purpose** - To lead, develop, support & hold accountable the Department to ensure high standards of teaching and learning and the development of staff and students. (If on the Leadership scale) to be associate member of the senior leadership team and contribute as appropriate to whole school development.

**D. Accountable** - To the governors and senior leadership of the school for the effective discharge of all duties.

For the effective teaching learning and support of the school's students in the department.

For enabling the staff of the department to identify and address their continuing professional development needs, providing opportunities for cascading new learning to other colleagues, as appropriate.

For evaluating all factors in the department contributing to student achievement in the department, and intervening appropriately to promote success.

For line managing the second(s) in department, other teachers and support staff attached to the department as appropriate.

### **E. Responsibilities**

#### **1. School improvement and school self-evaluation**

Lead the department in relevant school improvement and school self-evaluation activities, with specific attention to the service to students in the department.

Lead departmental preparation for inspections by OFSTED and other accredited bodies.

Contribute to whole school developments as appropriate, in consultation with the senior leadership team and, where appropriate, to have a whole school responsibility as directed by the Headteacher.

Fulfil any whole school responsibilities or projects allocated to them by the Headteacher.

#### **2. Co-operate with internal Departmental Reviews for their department and to assist in the reviews of other departments as directed.**

Lead and manage the creation of a three-year Departmental Strategic Plan and Vision and a one-year Departmental Development Plan. Review and evaluate these plans with the line manager as directed in the line management schedule.

Monitor and quality assure department members' report writing and assessments and monitor and quality assure staff planners to ensure agreed schemes of work are followed.

Complete monthly line management proformas, leading to the production of a Departmental Evaluation Form (DEF), which includes the one-year Departmental Development Plan & Departmental Vision

#### **3. Teaching and learning and student development**

**Ensure that departmental teaching and learning practices and schemes of work (SOW) clearly reflect the principles and guidance in the Learning and Teaching policy and meet identified whole school requirements for SOW.**

Stay abreast of recent subject developments and plan, enact and evaluate, at least annually, all courses, appropriate syllabuses, materials, schemes of work and revision programmes.

Ensure that the department's SOW and lesson resources have clearly identified aims and objectives and success criteria which are shared with the students.

Ensure that the department's curricular provision includes citizenship, cross-curricular themes and spiritual, moral, social and cultural dimensions.

Lead the provision of varied methods of teaching and learning, appropriate to the abilities and aspirations of the students and which enable them to take maximum responsibility for their own learning.

Ensure that the SOW are used as working documents to share resources and decrease workloads.

#### **4. Student assessment, reporting and support**

**Monitor the assessment of work by teachers within the department at least twice annually to ensure that it, and the work sampling process itself, follows departmental and whole school policies and offer guidance to teachers on improvement where necessary.**

Meet the published data standards to analyse student performance and value-added data in the subject.

Ensure that all members of their department are abiding by the whole school Feedback Policy and the Marking Code as well as any additional departmental feedback requirements.

Use SIMs behaviour to monitor behaviour across the department and identify students, classes or teachers that require additional support and liaise with the HOH as appropriate. Ensure that appropriate support and direction is given to them, monitored, evaluated, altered where necessary and communicated to the HOH

Explore trends in achievement and progress according to age, gender, ethnicity, socio-economic background, ability and any other groups of learners including targeted under performing groups and Pupil Premium students.

Take responsibility for the allocation of students to particular classes in the subject, in consultation with the curriculum manager and according to school policy and practice.

Ensure the effective and efficient provision of a programme of formative and summative student assessment, consistent with the whole-school Feedback and Learning and Teaching policies.

Ensure that key assessment of students' Effort and Progress Grades, especially controlled assessments and required practical work, are standardised within the department and that a timetable for such work is communicated to relevant staff.

Ensure that accurate and up-to-date records of student achievement and attendance are kept within the department.

Participate in all school-wide activities for responding to such records, including the monthly Line Management proformas preparation of a DEF to governors and the line manager on progress of action plans, the examination results of the previous academic year and key developments for the coming year.

Manage the controlled assessments and required practical work for the relevant syllabi and ensure that examination board directions are known by all relevant staff and acted upon. Annually review procedures to take into account syllabi changes and moderators reports from the previous year.

#### **5. Finance and resource management**

Manage the stock, consumable and financial resources of the department and any other allocated whole school budget, in a cost-effective way, following the school's financial procedures and order and allocate materials and equipment as appropriate and maintain an up-to-date inventory of equipment and resources using school procedures only and at all times.

Prepare Capitation spreadsheets as directed to request annual funding for their department.

Advise the senior leadership of the school on the staffing, resource and accommodation needs of the department.

Prepare the annual analysis of the staffing needs of the department according to the current staffing policy of the school and work with the timetable to plan staffing and accommodation allocation in the department.

Provide departmental statistics as required by senior leaders, governors or other relevant bodies.

#### **6. Personnel**

To line-manage staff in the department and to manage the work of non-teaching staff allocated to the department, including appraisal where relevant.

Convene department meetings as specified by the school calendar, ensuring that agendas and minutes are circulated according to school policy. Convene extra ad hoc department meetings as necessary.

Contribute to the process of appointing staff to the department and follow the Safer Recruitment Policy without exception.

Design and implement an appropriate programme for the departmental induction of new staff or staff who are taking on new departmental responsibilities.

Participate in the school's staff appraisal and performance management systems, both as appraiser and appraisee as appropriate.

Contribute to the identification and support of career development and continuing professional development and training for members of the department and run whole staff INSET as required as an associate member of the leadership team (where appropriate).

Ensure adherence to school policies by members of the department.

Annually review department risk assessments and alter in the light of changes to department practice. To termly pass signed and dated risk assessments to line manager and to ensure that the health and safety policy is followed by the department and its members, in particular that risk assessments are made.

Ensure that all members of the department follow the school Communications Policy.

Ensure that the department handbook is up-dated annually as a reference document for departmental staff, which, it is suggested, should contain the following sections:

- Table of contents
- Departmental aims
- Breakdown of responsibilities within the department
- Current staffing including individual staff timetables
- Teaching and learning, including sharing good practice
- Programmes of study including syllabuses and schemes of work
- Differentiation
- Cross-curricular themes in practice
- Assessment, recording and reporting practice
- Independent study practice
- Examinations, including recent history of results
- Departmental improvement plan
- Monitoring and evaluation practices
- Governor links
- Health and safety, including risk assessments
- Accommodation and other resources, including stock lists
- Links with feeder primaries, higher education and industry
- Report forms and any other frequently-used documentation

## **7. Liaison within and outside school**

Foster links with feeder and partner schools, higher education and outside agencies relevant to the department, in accordance with school policies.

Ensure that the departmental page on the DS website is regularly updated and contains all required information

Ensure the preparation of up-to-date and appropriate liaison and publicity material relevant to the department, in accordance with school guidelines.

Work with the attached governor, arranging at least one annual governor visit and to prepare the annual Departmental Evaluation Form to report to the governing body on the department's work.

Liaise with any other outside agencies or organisations as directed by the Headteacher.

## **8. General Duties**

Participate in appropriate meetings with colleagues, students, parents and governors relative to the role of Head of Department, having the line management responsibility for a significant number of people.

Carry out a share of supervisory duties in accordance with published rosters.

Comply with and promote school policies and procedures.

Abide by and actively promote the school's Child Protection Policy and Procedures and Safe Working Practice for the Protection of Children and Staff in Education Settings.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time and have regard to section 52 of the School Teachers' Pay and Conditions Document 2020.

***As part of the Beeches Learning Development Trust, Dorney School is committed to safeguarding & promoting the welfare of its students & staff & expects all staff & volunteers to share this commitment. Successful candidates will be required to undertake an enhanced Disclosure & Barring Service (DBS) check.***

## **THE ROLE OF THE HEAD OF DEPARTMENT(Secondary)**

The following job specification is for Head of Department TLR1. The same specification applies to TLR2, except four or fewer people are in the team being led.

### **Generic Job Description for Head of Department TLR1, having the line management responsibility for a significant number of people**

#### **A. Name**

#### **B. Job Title - Head of (insert subject) Department**

**C. Job Purpose** - To lead, develop, support & hold accountable a team of more than four people focusing on a discrete curricular area (department) to ensure high standards of teaching & learning and the development of staff & students.

**D. Accountable** - To the governors and senior leadership of the school for the effective discharge of all duties. For the effective teaching learning and support of the school's students in the department. For enabling the staff of the department to identify and address their continuing professional development needs, providing opportunities for cascading new learning to other colleagues, as appropriate. For evaluating all factors in the department contributing to student achievement and intervening appropriately to promote success. For line managing the second in department or, where relevant, teacher in charge of subject.

#### **E. Responsibilities**

##### **1. School improvement and school self-evaluation**

Lead the department in relevant school improvement and school self-evaluation activities, with specific attention to the service to students in the department.

Lead departmental preparation for inspections by OFSTED and other accredited bodies.

Contribute to whole school developments as appropriate, in consultation with the senior leadership team and, where appropriate, to have a whole school responsibility as directed by the Headteacher.

Fulfil any whole school responsibilities or projects allocated to them by the Headteacher.

##### **2. Co-operate with internal Departmental Reviews for their department and to assist in the reviews of other departments as directed.**

Lead and manage the creation of a three-year Departmental Strategic Plan and Vision and a one-year Departmental Development Plan. Review and evaluate these plans with the line manager as directed in the line management schedule.

Monitor and quality assure department members' report writing and assessments and monitor and quality assure staff planners to ensure agreed schemes of work are followed.

Complete monthly line management proformas, leading to the production of a Departmental Evaluation Form (DEF), which includes the one-year Departmental Development Plan & Departmental Vision

##### **3. Teaching and learning and student development**

**Ensure that departmental teaching and learning practices and schemes of work (SOW) clearly reflect the principles and guidance in the Learning and Teaching policy and meet identified whole school requirements for SOW.**

Stay abreast of recent subject developments and plan, enact and evaluate, at least annually, all courses, appropriate syllabuses, materials, schemes of work and revision programmes.

Ensure that the department's SOW and lesson resources have clearly identified aims and objectives and success criteria which are shared with the students.

Ensure that the department's curricular provision includes citizenship, cross-curricular themes and spiritual, moral, social and cultural dimensions.

Lead the provision of varied methods of teaching and learning, appropriate to the abilities and aspirations of the students and which enable them to take maximum responsibility for their own learning.

Ensure that the SOW are used as working documents to share resources and decrease workloads.

#### **4. Student assessment, reporting and support**

**Monitor the assessment of work by teachers within the department at least twice annually to ensure that it, and the work sampling process itself, follows departmental and whole school policies and offer guidance to teachers on improvement where necessary.**

Meet the published data standards to analyse student performance and value-added data in the subject.

Ensure that all members of their department are abiding by the whole school Feedback Policy and the Marking Code as well as any additional departmental feedback requirements.

Use SIMs behaviour to monitor behaviour across the department and identify students, classes or teachers that require additional support and liaise with the HOH as appropriate. Ensure that appropriate support and direction is given to them, monitored, evaluated, altered where necessary and communicated to the HOH

Explore trends in achievement and progress according to age, gender, ethnicity, socio-economic background, ability and any other groups of learners including targeted under performing groups and Pupil Premium students.

Take responsibility for the allocation of students to particular classes in the subject, in consultation with the curriculum manager and according to school policy and practice.

Ensure the effective and efficient provision of a programme of formative and summative student assessment, consistent with the whole-school Feedback and Learning and Teaching policies.

Ensure that key assessment of students' Effort and Progress Grades, especially controlled assessments and required practical work, are standardised within the department and that a timetable for such work is communicated to relevant staff.

Ensure that accurate and up-to-date records of student achievement and attendance are kept within the department.

Participate in all school-wide activities for responding to such records, including the monthly Line Management proformas preparation of a DEF to governors and the line manager on progress of action plans, the examination results of the previous academic year and key developments for the coming year.

Manage the controlled assessments and required practical work for the relevant syllabi and ensure that examination board directions are known by all relevant staff and acted upon. Annually review procedures to take into account syllabi changes and moderators reports from the previous year.

#### **5. Finance and resource management**

Manage the stock, consumable and financial resources of the department and any other allocated whole school budget, in a cost-effective way, following the school's financial procedures and order and allocate materials and equipment as appropriate and maintain an up-to-date inventory of equipment and resources using school procedures only and at all times.

Prepare Capitation spreadsheets as directed to request annual funding for their department.

Advise the senior leadership of the school on the staffing, resource and accommodation needs of the department.

Prepare the annual analysis of the staffing needs of the department according to the current staffing policy of the school and work with the timetable to plan staffing and accommodation allocation in the department.

Provide departmental statistics as required by senior leaders, governors or other relevant bodies.

#### **6. Personnel**

To line-manage staff in the department and to manage the work of non-teaching staff allocated to the department, including appraisal where relevant.

Convene department meetings as specified by the school calendar, ensuring that agendas and minutes are circulated according to school policy. Convene extra ad hoc department meetings as necessary.

Contribute to the process of appointing staff to the department and follow the Safer Recruitment Policy without exception.

Design and implement an appropriate programme for the departmental induction of new staff or staff who are taking on new departmental responsibilities.

Participate in the school's staff appraisal and performance management systems, both as appraiser and appraisee as appropriate.

Contribute to the identification and support of career development and continuing professional development and training for members of the department and run whole staff INSET as required as an associate member of the leadership team (where appropriate).

Ensure adherence to school policies by members of the department.

Annually review department risk assessments and alter in the light of changes to department practice. To termly pass signed and dated risk assessments to line manager and to ensure that the health and safety policy is followed by the department and its members, in particular that risk assessments are made.

Ensure that all members of the department follow the school Communications Policy.

Ensure that the department handbook is up-dated annually as a reference document for departmental staff, which, it is suggested, should contain the following sections:

- Table of contents
- Departmental aims
- Breakdown of responsibilities within the department
- Current staffing including individual staff timetables
- Teaching and learning, including sharing good practice
- Programmes of study including syllabuses and schemes of work
- Differentiation
- Cross-curricular themes in practice
- Assessment, recording and reporting practice
- Independent study practice
- Examinations, including recent history of results
- Departmental improvement plan
- Monitoring and evaluation practices
- Governor links
- Health and safety, including risk assessments
- Accommodation and other resources, including stock lists
- Links with feeder primaries, higher education and industry
- Report forms and any other frequently-used documentation

#### **7. Liaison within and outside school**

Foster links with feeder and partner schools, higher education and outside agencies relevant to the department, in accordance with school policies.

Ensure that the departmental page on the DS website is regularly updated and contains all required information

Ensure the preparation of up-to-date and appropriate liaison and publicity material relevant to the department, in accordance with school guidelines.

Work with the attached governor, arranging at least one annual governor visit and to prepare the annual Departmental Evaluation Form to report to the governing body on the department's work.

Liaise with any other outside agencies or organisations as directed by the Headteacher.

#### **8. General Duties**

Participate in appropriate meetings with colleagues, students, parents and governors relative to the role of Head of Department, having the line management responsibility for a significant number of people.

Carry out a share of supervisory duties in accordance with published rosters.

Comply with and promote school policies and procedures.

Abide by and actively promote the school's Child Protection Policy and Procedures and Safe Working Practice for the Protection of Children and Staff in Education Settings.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time and have regard to section 52 of the School Teachers' Pay and Conditions Document 2020.

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## **Job Description for Assistant Head of .....**

### **A. Name**

### **B. Job Title – 2<sup>nd</sup> in Department**

**C. Job Purpose** - To lead, develop, support & hold accountable members of the department to ensure high standards of teaching & learning and the development of staff & students.

**D. Accountable** - To the head of department and senior leadership of the school for the effective discharge of all duties.

To assist with the effective teaching, learning and support of the school's students in the department.

To assist with enabling the staff of the department to identify and address their continuing professional development needs, providing opportunities for cascading new learning to other colleagues, as appropriate.

For evaluating all factors in the department contributing to student achievement at a particular key stage and intervening appropriately to promote success.

### **E. Responsibilities**

#### **1. School improvement and school self-evaluation**

Lead the department in relevant school improvement and school self-evaluation activities, with specific attention to the service to students in the department.

Lead departmental preparation for inspections by OFSTED and other accredited bodies. Contribute to whole school preparation as appropriate, in consultation with the senior leadership team.

Co-operate with internal Departmental Reviews for their department.

Contribute to the creation of a three-year Departmental Strategic Plan and Vision and a one-year Departmental Improvement Plan. Review and evaluate these plans with the line manager as directed in the line management schedule.

Monitor the quality of department members' report writing and assessments for a particular key stage.

Assist in the completion of monthly line management proformas which includes the one-year Department Development Plan and results analysis.

#### **2. Teaching and learning and student development**

Ensure that departmental teaching and learning practices and schemes of work clearly reflect the principles and guidance in the Learning and Teaching policy.

Stay abreast of recent subject developments and plan, enact and evaluate, at least annually, all courses, appropriate syllabuses, materials, schemes of work and revision programmes.

Ensure that the department's schemes of work and lesson materials have clearly identified aims and objectives which are shared with the students for a particular key stage.

Ensure that the department's curricular provision includes citizenship, cross-curricular themes and spiritual, moral, social and cultural dimensions.

Lead the provision of varied methods of teaching and learning, appropriate to the abilities and aspirations of the students and which enable them to take maximum responsibility for their own learning.

#### **3. Student assessment, reporting and support**

Assist in the monitoring of assessment by teachers within the department at least twice annually to ensure that it, and the work sampling process itself, follows departmental and whole school policies and offer guidance to teachers on improvement where necessary.

Assist in ensuring that all members of their department are abiding by the whole school Feedback Policy and the Marking Code as well as any additional departmental feedback requirements

Meet the published data standards to analyse student performance and value-added data in the subject.

Explore trends in achievement and progress according to age, gender, ethnicity, socio-economic background, Pupil Premium and ability for a particular year group.

Take responsibility for the allocation of students to particular classes in the subject, in consultation with the curriculum manager and according to school policy and practice for a particular key stage.

Ensure the effective and efficient provision of a programme of formative and summative student assessment, consistent with the whole-school assessment and Learning and Teaching policies.

Ensure that key assessment of students' performance and progress grades are standardised within the department and that a timetable for such work is communicated to relevant staff for a particular key stage.

Ensure that accurate and up-to-date records of student achievement and attendance are kept within the department and on SIMS.

Ensure the identification of students who are experiencing difficulties and that appropriate support and direction is given to them, monitored, evaluated, altered where necessary and communicated to the HOH as appropriate.  
Assist with co-ordinating and moderating Controlled Assessment and ensure that examination board directions are known by all relevant staff and followed.

#### **4. Finance and resource management**

Order and allocate materials and equipment as appropriate and maintain an up-to-date inventory of equipment and resources using school procedures only and at all times.

Advise the senior leadership of the school on the staffing, resource and accommodation needs of the department.

Contribute to the annual analysis of the staffing needs of the department according to the current staffing policy of the school and work with the timetable to plan staffing and accommodation allocation in the department.

#### **5. Personnel**

To deputise for the Head/Director in their absence.

To performance manage one or more staff in the department.

Contribute to the process of appointing staff to the department and follow the Safer Recruitment Policy.

Contribute to the programme for the departmental induction of new staff.

Contribute to the identification and support of career development and continuing professional development and training for members of the department.

Ensure adherence to school policies by members of the department.

#### **6. Liaison within and outside school**

Assist in ensuring all members of the department follow the school Communications Policy.

#### **7. General Duties**

Participate in appropriate meetings with colleagues, students, parents and governors relative to the role.

Carry out a share of supervisory duties in accordance with published rosters.

Comply with and promote school policies and procedures.

Abide by and actively promote the school's Child Protection Policy and Procedures and Safe Working Practice for the Protection of Children and Staff in Education Settings.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The above responsibilities are subject to the general duties and responsibilities contained in the statement of School Teachers' Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time and have regard to section 52 and other relevant sections of the School Teachers' Pay and Conditions Document 2020.

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## **Job Description for Teacher & Form tutor (Secondary)**

### **A. Name**

### **B. Job Title - Teacher of ????**

**C. Job Purpose** - To ensure high standards of teaching and learning in the appropriate subject(s), in line with the schemes of work, objectives and policies of the relevant department(s) and pastoral team so that assigned students make the greatest possible progress and to support students in their personal development.

**D. Accountable** - To the appropriate line manager(s) and, through, her/him, the governors and senior leadership of the school, for the effective discharge of all duties.

### **E. Responsibilities**

#### **1. School improvement and school self-evaluation**

Participate as appropriate and as required by the line manager in school improvement and school self-evaluation activities, including Department Line Management Proformas.

Participate in departmental and whole school preparation for inspections by OFSTED and other accredited bodies.

#### **2. Teaching and learning and student development**

Have a secure knowledge and understanding of the subject(s) taught.

Plan, prepare, deliver and review lessons and other activities with the aim of ensuring the effective learning of assigned students in the agreed syllabus (es).

Ensure that planning stays abreast of policy changes within the school.

Participate with other members of the department in interpreting syllabuses and developing materials and schemes of work, which include clearly identified aims and objectives which are shared with students.

Employ varied methods of teaching and learning, appropriate to the abilities and aspirations of the students and which enable them to take maximum responsibility for their own learning.

Ensure that citizenship, cross-curriculum themes and spiritual, moral, social and cultural dimensions are delivered appropriately according to the departmental schemes of work.

Ensure that lessons provide opportunities for Assessment for Learning (AFL) and reflect principles as outlined in the Learning and Teaching Policy recommended practice.

Use prior attainment data to plan appropriately differentiated work, ensuring sufficient challenge for all assigned students.

Be a Form Tutor to an assigned vertical group of students, with responsibility for promoting the well-being of individual students as well as the whole group, and for daily organisation communications with the group.

Register the assigned students in the relevant tutor group and accompany them to assembly according to the school's policy and practice.

Implement, as appropriate, the school's policy and practice on daily collective worship in registration time.

#### **3. Student assessment, reporting and support**

Maintain effective records of the attendance and progress of assigned classes and individual students in accordance with school and departmental policies.

Consult with and inform relevant school staff regarding the progress, attainment and attitude of assigned students, especially where barriers to learning have been identified.

Complete annual & interim reports for all assigned students, according to published deadlines, in line with school policy.

Guide assigned students with self-assessment and appropriate target-setting in the relevant subject(s).

Monitor the progress of the assigned students in the relevant tutor group with regard to achievements & difficulties, both academic and pastoral, including attendance, punctuality and uniform/dress.

Keep appropriate records and intervene as appropriate to address problems.

Guide the students with personal target-setting and review both on and between Academic Review Days.

Oversee the completion of all interim, progress and annual records, including work and conduct reports and other references, for the assigned students in the relevant tutor group.

Implement the Academic Review Day process for the assigned students in the relevant tutor group and monitor their targets.

Monitor through a range of data the progress of the assigned students in the relevant tutor group.

Monitor through a range of data the progress of the assigned students in the relevant tutor group and implement and co-ordinate extra support for those students identified by Heads of House.

Provide information to the relevant member of staff for the awarding of relevant Celebrations Assembly Certificates

#### **4. Finance and resource management**

Ensure that the accommodation, equipment and resources provided are maintained in safe working order and contribute to an educationally stimulating environment.

Immediately report any damage to equipment that could pose a health and safety risk to the health and safety officer, and the head of department.

#### **5. Personnel**

Participate as appropriate in induction programmes for new staff and staff undertaking new responsibilities.  
Participate in the school's agreed staff appraisal or performance management system(s) as appropriate.  
Comply with the school's health and safety policy whilst in school and on all school connected activities.  
Participate in the school's continuing professional development programmes as required.

#### **6. Liaison within and outside school**

Alert appropriate staff to difficulties experienced by assigned students in the relevant tutor group.  
Keep the relevant Head of House informed about the progress and development of the assigned students in the relevant tutor group, seeking guidance from him/her as appropriate.  
Contact parents of the assigned students in the relevant tutor group and other recognised persons or bodies concerned with student welfare, as directed by the HOH or SLT when necessary, to address academic or pastoral matters.  
Complete **Parental Contact forms** of these contacts on SIMS.  
Participate in school publicity and recruitment events as appropriate.  
Positively represent the school in the community at large.

#### **7. General duties**

Participate in appropriate meetings with colleagues, students, parents and governors relative to the role of Teacher and Form Tutor.  
Carry out a share of supervisory duties in accordance with published rosters.  
Comply with and promote school policies and procedures.  
To abide by and promote the school's Child Protection Policy and Procedures and Safe Working Practice for the Protection of Children and Staff in Education Settings.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The above responsibilities are subject to the general duties and responsibilities contained in the statement of School Teachers' Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post hold must use Directed Time and have regard to clause 4(1)(f) of the School Teachers' Conditions of Employment.

The school tries to ensure a work/life balance for all staff. An annual Work Load Working party will review all aspects of job descriptions and working practices to try and improve the work/life balance of staff whilst maintaining the high expectations for student progress and development that we have at DS.

Signed: \_\_\_\_\_ (teacher)

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### **TEACHER FURTHER GUIDANCE**

1. Planning
  - Plan individual lesson using the department's programmes of study and schemes of work and briefly fill in the lesson by lesson sections in the staff planner. If the lesson is an observed one then the detailed lesson planning sheet used for performance management should be filled in.
  - Have regard to the Learning and Teaching policy when designing lessons and/or schemes of work.
  - Meet the published data standards to allow the interpretation of past, current and predictive performance data to allow planning to meet the needs of the students and appropriately differentiate the lesson and associated materials.
  - Ensure that the lesson is properly differentiated so that all can access the material presented and that the most able are sufficiently challenged. Use prior attainment data to set challenging work.
  - Ensure that the correct equipment has been booked ready for the start of the lesson.
  - Ensure that all equipment and the classroom itself are safe in terms set down in the health and safety policy and report any damaged or unsafe equipment to Mrs Evans, the Site Management Staff and or the Head of Department.

- Ensure that work is set according to the homework timetable and that students have access to 'Show My Homework'.
- Ensure that where appropriate lessons contribute to the spiritual, moral, social and cultural development of students.
- Inform the **Cover Co-ordinator** of any known or planned absence and provide appropriate cover work on a 'cover slip' of an appropriate structure and in sufficient detail for a CSA to deliver.

## 2. Management and Monitoring

- Ensure that all students follow the code of conduct when in lessons and take appropriate action if they fail to do so.
- Deal with disciplinary matters with support from the form tutor, head of department HoH if required.
- Ensure that students have the opportunity to make progress in the lesson and be prepared to vary learning activities and approaches during the lesson if progress is not being made.
- Monitor the progress made by each individual in the class as well as the class as a whole.
- Manage school resources, e.g. stationery, so as to minimise unnecessary wastage.
- **Record any relevant rewards or sanctions onto SIMs Behaviour as directed**

## 3. Recording, Reporting and Assessment

- Record the attendance of the class during the lesson using the appropriate means: SIMS attendance and lesson monitor modules. Paper registration lists must be kept of lesson attendance whenever access to SIMs is not possible.
- Follow the whole school Feedback and Literacy Policies and departmental policies.
- Assess and record the progress and/or ability of the students in the class following the guidance on the schemes of work and according to departmental policy.
- Keep an accurate mark book in a staff planner or elsewhere of individual student progress. In this respect it is essential that subject teachers summatively assess each student at least before each progress grade and record examination grade (for GCSE (Years 7-11), AS and A2 (Years 12 & 13)) on SIMs as directed.
- Ensure that records of student progress and the topics covered are sufficiently detailed that another member of staff would be in a position to take over the class.
- Complete progress grades for students according to the protocols and deadlines set down in the school calendar using the whole school definitions of progress grades.
- Complete the annual written report on students according to the deadlines set down in the school calendar.
- Assist students in the completion of self-assessments, including those as part of Academic Review Day preparation.
- Advise students on appropriate targets for the subject being taught.
- Attend parents' evenings of all year groups taught and provide feedback that enables students to identify priorities and actions for improvement.

## 4. Controlled Assessments and Prescribed Practical Work

- Ensure that all students' controlled assessments/prescribed practical work is completed by the specified deadlines and is stored securely at all times in line with departmental and whole school guidelines.
- Ensure that all controlled assessments/prescribed practical work is marked and ready for departmental moderation procedure by the deadlines set by the head of department.
- Follow the school's procedure to record the receipt of coursework:
- All staff must follow, and support as directed by the Head of Department, the departmental arrangements for the completion of controlled assessments/prescribed practical work

When a student hands in controlled assessments/prescribed practical work the recipient teacher **MUST SIGN** for it on a check list in the presence of the student. This is to protect staff from allegations that coursework has been handed in, when it has not been, and resultant complaints that the teacher has 'lost' it.

It is imperative that the following procedure takes place:

- A list of all students' names regarding each piece of assessments/prescribed practical work is drawn up.
- Columns are made to show date/s when the assessments/prescribed practical work is returned and the teacher's initials and the student's also as a further safeguard.
- If assessments/prescribed practical work is taken away again for re-working, the above should apply in labelled columns.
- All students must be told clearly that without initialled receipt on a checklist, coursework is not deemed to have been handed in (i.e. not simply to leave it somewhere/ hand it to others etc.).

## Overview

At Dorney School we strive for the highest standards of pastoral care, showing concern and respect for the individual.

Being a form tutor entails accepting the major role in caring for the well-being of all in the form: it involves some routine tasks, but principally it provides the opportunity to help students develop not only academically but in personal, social, moral and cultural ways too.

For ease of reference the various responsibilities and tasks conducted by the form tutor are arranged in terms of general responsibilities and then in terms of their frequency: daily, weekly, fortnightly, etc.

### General Responsibilities

1. Get to know the students in order to help them settle into the form as quickly as possible and derive the greatest benefit from school life.
2. Monitor the progress of all students with regard to achievements or problems, both academic and pastoral, including attendance and punctuality. Students can be removed from assemblies by their tutors to achieve this at the discretion of the Head of House.
3. Encourage the students, individually and collectively, to give of their time, talents and abilities to activities in the school and in their houses, and to celebrate these through all possible systems.
4. Take the initiative in giving advice and guidance about options, careers, courses and grants and to keep a record of applications to other institutions (colleges, universities, etc.) and to keep track of the results of these applications.
5. Encourage the students to feel a sense of care and ownership of their form room through use of display, in particular the form board.
6. Encourage the students to take on positions of responsibility, including: form representative, environment representative, media reporter and form board monitor.
7. Deal with disciplinary matters with support from either Head of Department or Head of House as appropriate and according to the Code of Conduct. Staff will refer problems they cannot deal with to heads of department first and will keep form tutors informed.
8. Organise and monitor mentoring programmes as directed by your HOH.
9. Keep a log of information to assist you in the writing of UCAS references for your Year 13 students

### Daily Responsibilities

The form tutor is responsible for and should be with the tutor group from 8.45-9.00 a.m. (including assemblies). If it is not possible to attend a registration period then the cover co-ordinator should be informed so that cover can be arranged.

1. Marking Registers
  - Silence should be maintained during calling of the register. An appropriate student response would be 'Yes, Mrs. X' or 'Present'. All names should be called by the tutor. Tutors are reminded that the register is a legal requirement. It **must** be completed electronically unless there is a problem with the system, in which case a paper copy may be sent to reception. Students can only be marked as in attendance if physically present when the register is taken.
  - Tutors should not enter any attendance codes onto the register **other than** indicating if a student is **present, absent or late**. Tutors must not amend any codes on the register, but should send students to reception if there is a query.
2. Recording Lateness
  - Students arriving late at registration should be marked L in the register as late. Students arriving after 8.45 a.m. but before 9am should be marked as late by their tutor and sign the late register at reception. Students arriving late after 9am should sign in at reception.
3. Recording Absence
  - Parents are asked to contact reception on the first day of absence via phone or email and to send a note with the student on return to school if a phone call has been made. Tutors should collect absence notes, sign and date them, and leave them in the register. Where possible tutors should remind their tutees to bring in a note where they know that this has not happened.
  - Registers should be completed electronically and in a timely fashion and before 9am. If it is necessary to complete a paper copy this should be obtained from reception and returned at 9am.
4. Granting Leave of Absence
  - Pass on requests for holiday absence to the Headteacher.
  - Occasional absence (doctors, dentist, etc.) can be granted by the form tutor but should be requested in advance by parents. Tutors should sign notes and return them to students, who should show the note to relevant members of the

teaching staff. Students should then take the note to Reception who will allow the student to sign out before leaving the premises.

- Those students in Year 11 who are awarded senior student status and who wear the senior student tie may leave the school site in break 2, signing out as sixth form students do. Some students in Years 7 – 11 also have parental permission to go home for lunch during break 2.

- All Years 12-13 and Year 11 students with senior status may leave premises during break 2, but should be on the premises at break 1.

- Year 7-13 students do not have routine permission to leave school premises in lesson time.

- Any students leaving the site before the end of the school day must sign out at reception.

#### 5. Other Daily Duties in Registration Time

- Check uniform

- Present Pause for Thought and discuss the contents or invite students to reflect silently on at least one occasion each week.

- Read notices on Buzz and any placed in the register.

- Follow up queries with individual students.

- Remind students of detentions as detailed on the daily detention list.

- Arrange and monitor mentoring within the form.

- To use SIMs Behaviour to set Code of Conduct detentions and give out rewards, including merits/well done as appropriate.

#### Weekly Responsibilities

1. Monitor positive and negative House points for individual students. Read and act upon Behaviour and detention reports/emails where appropriate.

2. Monitor Student use of Show my Homework

- Guidance to be given in Sept.

#### Fortnightly Responsibilities

1. Monitor Attendance

- The reception staff and the Pastoral Manager will be primarily responsible for chasing unexplained absences and dealing with persistent absence. Tutors will be kept informed of any significant information regarding attendance of their tutees and may want to get involved in their pastoral care role where this is having an impact on the well-being and academic achievement of the student.

- It is the tutor's responsibility to be alert to possible truancy; this may come to light in reports from subject staff/student gossip etc. HOH should be informed as soon as possible, and it may be necessary to contact parents during the day.

2. ARD and Student monitoring

- Tutors are responsible for managing students' target-setting. In addition to the formal Academic Review Days held twice a year, tutors should check regularly with their students about progress being made with personal targets as appropriate. Tutors will also be responsible for ensuring that tutees are provided with ARD booklets and are appropriately prepared for ARDs.

All new tutors will be expected to attend ARD training.

Tutors must pay particular attention to the monitoring of any Pupil Premium students in their form group and liaise with their Deputy Head of House as directed and communicate successes and issues.

Tutors should also ensure that they are appropriately prepared for ARD interviews and that they use all information provided for them to conduct effective interviews. This includes academic and behaviour data.

Tutors must also return the ARD Log spreadsheet to the appropriate Head of House by the deadline.

Any proposed changes to student ARD appointments must be communicated to the school office prior to approval or confirmation.

In addition to this tutors will ensure that any other documentation that they are provided with relating to a student's academic career at DS is given out in registration in a timely fashion. (E.g., Levels Ladders booklets, trip letters etc.)

### Other Responsibilities

1. Keep the HOH informed of their students' performance and seek guidance from the HOH where particularly difficult issues arise.
2. Monitor student progress through analysis of Progress Grade Residual spreadsheets.
3. Attend Pastoral meetings with the Head of House as determined in the school calendar, contributing information regarding individual students.
4. Contact parents on pastoral or academic matters as necessary. Written communications need to be approved by the SLT link and a copy placed in the student's file (this can be done by emailing a copy to the Headteacher's PA). Telephone communications need to be logged on SIMs.
5. Monitor and sign daily any positive Behaviour Report cards issued by the Head of House.
6. Ensure the completion of Round Robins on SIMs or paper as appropriate.
7. Assist students in checking progress grades/long reports when they are given out. Tutors are also the first point of contact for parents wishing to discuss the contents of students' reports.
8. Lead a year group assembly on occasion as a tutor group.
9. Ensure that Litter Duty is carried out by your form. Once four weeks (depending on the timetable), each form will be expected to carry out a whole school litter sweep. This will be done on a designated day, by House form groups. The form tutor should first collect small plastic bags or a small number of large black rubbish bags. These can be collected from the Site Manager's office or a container in the staffroom. Students should be registered in class and any important notices read out. Students should then be taken outside and broken into groups of 2/3. Each group should then be given a specific part of the school grounds to sweep. In the event of rain, students should be allowed to go to their lockers and get their coats. Please follow the published timetable and advice.

### Head of House involvement

1. Head of House should be the main point of contact for tutors when seeking advice about any pastoral matters with their tutees.
2. If parents ask tutors for subject specific information then these should be passed to the Heads of Department, not the Head of House.
3. Tutors should ensure that they respond to general parental queries, via telephone or email as appropriate, and only pass the responsibility for these conversations on to the Head of House or Head of Department when it is deemed necessary for the conversation to be escalated.

### CHILD PROTECTION

Andy Lennon is the designated member of staff responsible for child protection (Designated Safeguarding Lead). ALL suspicions or disclosures made by children must be reported to him or, in his absence, Lucy Ann White, Craig Burrows, or Andy Gillespie who are the Deputy Designated Safeguarding Leads.

NO OTHER MEMBER OF STAFF MAY CONTACT PARENTS OR OUTSIDE AGENCIES ON THIS MATTER UNLESS SPECIFICALLY DIRECTED TO BY ONE OF THE ABOVE MEMBERS OF STAFF.

Full details appear in the Child Protection Policy.

### Linked Policies:

1. Child Protection Policy
2. Special Educational Needs Policy
3. Student Code of Conduct/ Behaviour Management Policy
4. Safe working practices policy
5. Pastoral Care Policy
6. Pupil Premium Policy

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