

DEPUTY HEAD based at Welwyn Garden City

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Dear Candidate

A unique and exciting opportunity has arisen to become a Deputy Head in the James Marks Academy Trust, with the opportunity to access meteoric career progression, for the right candidate. If you want to work in a supportive environment that offers unrivalled personal and professional satisfaction, due to the incredible outcomes our vulnerable pupils achieve (academically, personally and socially), you simply need to apply, because you won’t be disappointed. We are looking for a creative, enthusiastic individual who recognises the importance of building strong relationships with all stakeholders.

This post is available due to our current expansion plans. We have three provisions, Roman Fields in Hemel, Forest House in Radlett and our third site the James Marks Academy in Welwyn. The vacancy is at our newest site the James Marks Academy, a new Special Free School for pupils with high anxiety and mental health issues for whom a ‘traditional SEMH school would be deemed inappropriate.’

We are looking for an outstanding Deputy Head with a passion and vision for inclusive education, with the ability to impact on the lives of our pupils. If you are ambitious and looking to progress your career rapidly, we will be looking to appoint a Head Teacher in the Trust within three years of this advert.

If rapid promotion isn’t your goal and you want to focus on becoming an exceptional Deputy Head, we are still interested in receiving your application. We simply want to hear from exceptional leaders, with a passion to engage and support pupils.

The Trusts’ website contains stakeholder and independent (Ofsted/National Autistic Society) feedback and exam results, demonstrating just how much our pupils can achieve in the right climate. These outcomes are for our long established founder school, Roman Fields and Forest House Education Centre. Please note it is too early for our new free school to have GCSE and A level outcomes and/or inspection feedback, although it will be forthcoming shortly! What we want to do is replicate these incredible outcomes at the JMA (James Marks Academy)

We have an exceptionally stable staff body with retention rates that really are amongst the very best. Please look at our website and come and visit if you are in two minds about making an application. I can assure you, potential candidates, for all advertised vacancies, deicide to proceed with their application after a visit.

The JMA occupies a large, new, purpose built, state of the art building with generous amounts of parking in our large, beautiful grounds.

Our small Trust prides itself on the quality of relationships throughout the organisation. As an academic organisation, we seek to inspire curiosity and a love of learning.  We are therefore committed to ensuring that learning is engaging and involves discussion, debate and the kinds of challenges that fire the imagination.

What we offer is the opportunity to make a real difference and join a successful, established team committed to ensuring that what we offer is the very best. Our website contains countless genuine comments from parents and pupils, independent Ofsted and the Autism Accreditation reports which we believe best demonstrates the ethos and approach of our Trust.

We would ask that you return the completed application form (compulsory), DBS Declaration (compulsory) and Equal Opportunities Form (optional) by the closing date, either by emailing it to HR@jmatherts.co.uk or posting it to Mandy Crow, James Marks Academy Trust, c/o Roman Fields, Boxmoor House, 11 Box Lane, Hemel Hempstead, Herts. HP3 0DF. Please note we do not accept CVs and the role is based in Welwyn- Roman fields’ plays host to the Trusts central functions.

The Trust is committed to safeguarding and promoting the welfare of children and pupils and expects all staff and volunteers to share this commitment. All appointments are subject to our pre-employment checks which include an enhanced DBS check, receipt of two satisfactory safeguarding references and interview.  In addition, a prohibition order check and a pre-employment medical questionnaire will be carried out.

Please feel free to call me at any time to discuss this post further and/or arrange a visit.

Kind Regards

Trevor Orchard

Executive Head Teacher**Advert Description – Deputy Head based in Welwyn. The address below is our HR base.**

Roman Fields   
Boxmoor House  
Hemel Hempstead  
Herts  
HP3 0DF  
Tel: 01442 256915  
Website: www.jamesmarks.herts.sch.uk

**Pay**: L14 – L18   
  
**Start Date**: Either September 2025 or January 2026 dependent on availability. Our priority is securing the right calibre of applicants.

**Deputy Head with the opportunity to develop within the James Marks Academy Trust**

A unique and exciting opportunity has arisen to join the James Marks Academy Trust as a Deputy Head. We are looking for an outstanding leader, with passion and vision for inclusive education. The successful individual will have a key role in ensuring high standards are maintained at the JMA so they are in line with the other successful provisions within the Trust.

As the latest school to join our Trust, the JMA is staffed with new employees and those who originally worked at Roman Fields Academy. It therefore has a mixed team of fairly long established and committed Trust senior staff working with an exceptional body of relatively new colleagues. The school is housed in a new state of the art building designed with its intended cohort in mind, in Welwyn.

You will support the direction and vision for the Trust from the outset, working collaboratively with other leaders. The JMAT was established on 1 April, 2021. The founding school in the MAT is Roman Fields which is Ofsted ‘outstanding’ in all areas and holds ‘Advanced’ status from the National Autistic Society. The addition of the James Marks Academy is seeking to replicate, in HCC’s words, ‘the outstanding work Roman Fields has done in the West of the county, in the East’. You may be required to work on one or both sites, on occasion; this will be discussed further at interview. Both schools will meet the needs of learners that have EHCP and diverse needs, which has led to high anxiety and, prior to entry, resulted in school refusal. The task therefore is to create a culture that re-ignites a love of learning, sense of worth and confidence, so that the pupils are supported to become successful, economically active, happy adults. A real commitment to providing all children with the opportunity to access excellent educational and wider opportunities is therefore a key facet of the role. The James Marks Academy Trust endeavours to develop this passion for learning in pupils, through encouraging enquiring minds and resilience, so that prior barriers which stem from these vulnerable pupils’ mental health are eradicated.

An application pack and further details are available from Ms. Mandy Crow, CFO/Company Secretary: 01442 256915 or email mandy.crow@jmatherts.co.uk, or alternatively on our website www.jamesmarks.herts.sch.uk, where the application pack can be downloaded.

Closing date for applications is close of business on Friday 11th July 2025. Candidates are welcome to call and speak to the Head Teacher and/or arrange to visit the school site. Please use contact details above to make arrangements.

Please address your covering letter of interest and application to: HR@jmatherts.co.uk

Applications Close: Friday 11th July 2025

Interviews: Week Commencing Monday 14th July 2025

For more information and to apply online: [www.teachinherts.com](http://www.teachinherts.com/)

**DEPUTY HEAD JOB DESCRIPTION**

James Marks Academy Trust is committed to creating a diverse workforce. We’ll simply consider all qualified applicants for employment.

# Job details

**Salary:** L14 – L18

**Contract type:** Permanent

**Reporting to:** Head teacher and Exec Head

**Responsible for**: Subject leaders and other support staff (decided at interview, based on skills-set)

# Main purpose

The Deputy Head Teacher, under the direction of the Head, will:

* Lead and manage teaching and learning aspects of the provision. Work with colleagues and external professionals to ensure pupils are supported and challenged, and thus make effective progress.
* Lead and manage assessment.
* DSP Lead.
* Support devolved leadership and manage staff and resources effectively.
* Monitor progress towards the achievement of the school’s aims and objectives as outlined in the Development plan.
* Ensure, with the SENDco, that pupils have the right provision in place as outlined in their EHCP.

If the Head Teacher is absent, the Deputy Head Teacher will deputise, as directed by the governing board. The Deputy Head Teacher will also be expected to fulfil the professional responsibilities of a Head Teacher, as set out in the School Teachers’ Pay and Conditions Document (STPCD).

# Qualities

The Deputy Head Teacher will:

* Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct.
* Build positive and respectful relationships across the school community.
* Serve the best interests of the school’s pupils.

# Duties and responsibilities

**School culture and behaviour**

Under the direction of the Head, the Deputy Head Teacher will:

* Create a culture where every pupil experiences a positive and enriching school life.
* Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of both their education and wider life.
* Ensure a culture of professionalism pervades within the organisation.
* Monitor the engagement of pupils on site.
* Use consistent and fair approaches when dealing with all stakeholders.
* Develop and maintain partnerships with parents/carers, other agencies and the community.
* Develop effective communication between all staff, parents and pupils.
* Ensure that effective systems are in place to monitor data, rewards, accreditation and progression.
* Develop and maintain a motivating, enabling and safe learning environment.
* Ensure the safeguarding agenda is prioritised.
* To explore and implement other opportunities for pupils to develop their skills, confidence and experience.
* Share performance management of staff with the Head Teacher, setting realistic goals for staff to drive improvement.
* Contribute to the development of the SEF.

**Teaching, curriculum and assessment**

Under the direction of the Head, the Deputy Head Teacher will:

* Lead on Teaching and Learning.
* Ensure teaching is underpinned by strong subject knowledge/expertise.
* Effectively use formative assessment to inform strategy decisions.
* Ensure the teaching of a broad, structured and coherent curriculum.
* Establish curriculum leadership, allowing subject leaders access to professional networks and communities.
* Use valid, reliable and proportionate approaches to assessing pupils’ knowledge and understanding of the curriculum.
* To lead and implement effective monitoring and progress of pupils.
* Monitor the curriculum offer for each pupil to ensure quality, appropriateness so the right accreditation options are pursued.
* Develop the accreditation offer to ensure access for all abilities and groups.
* Develop the vocational offer including enterprise and work experience.
* Ensure that there is quality assessment, informed planning, robust reporting and positive outcomes.
* Ensure that effective systems are in place to monitor data, rewards, accreditation and progression.
* To lead on ensuring there is an effective examination system with the support of the Exams Secretary.

**Additional Special educational needs (SEN) and disabilities**

Under the direction of the Head, the Deputy Head Teacher will:

* Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation to plans where appropriate.
* Support the SENDCo to ensure the school fulfils statutory duties regarding the [SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).
* Monitor the engagement and behaviour of pupils on site and work with the AIO on strategies to secure stronger attendance.
* Provide support to pupils, parents, SEN Officers and other professionals.

**Organisational management and school improvement**

Through collaboration with the Head, the Deputy Head Teacher will:

* Establish and sustain the school’s ethos and strategic direction.
* Ensure staff and pupils’ safety and welfare is prioritised through a proactive culture of safeguarding.
* Manage staff, with due attention to their workload/ work/life balance.
* Ensure rigorous approaches to identifying, managing and mitigating risk.
* Allocate financial resources appropriately, efficiently and effectively.
* Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school’s context.
* Contribute to the development of the SEF.

**Professional development**

Under the direction of the Head, the Deputy Head Teacher will:

* Lead, monitor and evaluate staff training (CPD) and ensure this is linked to our strategic development priorities.
* Keep up to date with developments in education.
* Seek training and continuing professional development opportunities for self and wider colleagues.

**Governance, accountability and working in partnership**

Under the direction of the Head, the Deputy Head Teacher will:

* Understand the principles of effective governance and be open to challenge.
* Ensure that staff understand their professional responsibilities and are held to account.
* Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
* Work successfully with other schools and organisations.

**Other areas of responsibility**

* To work with the Assistant Head with regard to overseeing the timetable.
* To work with the Integration Manager to review the utilisation of staff as a resource when new pupils join.
* Attend multi-agency meetings to discuss the needs of the pupils and then work with professionals, including our SENDco to ensure pupils access the support they need.

# Notes:

This job description may be amended at any time in consultation with the post holder.

**Last review date:**

**Next review date:**

**Line manager’s signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Post holder’s signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks. The post holder may be required to do other duties appropriate to the level of the role.

The JMA Deputy Person Specification

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| --- | --- | --- |
|  | Essential | Desirable |
| Qualifications and Training | * Degree * Qualified Teacher Status | * Evidence of recent continuing professional development * Experience of being a DSP previously. |
| Knowledge and Experience | * Successful leadership and management experience in a school * Teaching experience * Involvement in school self-evaluation and development planning * Demonstrable experience of successful line management and staff development * Experience of leading and developing teams * Evidence of experience of leading or contributing to strategic planning and change management at school, service, or local area level * Experience of working effectively with parents and carers * Evidence of experience of positive outcomes related to work as an effective practitioner. * Evidence of successfully implementing initiatives that have had a positive impact on outcomes. | * Experience of creating and delivering engaging and challenging programmes of study * Experience of peer observation processes * Evidence of delivering inset to teaching staff * Experience of providing advice and support to others around pupils with emotional and complex needs * Experience of working with governors, other agencies, alternative education partners and the wider community * Experience of working effectively with local authority officers, other professionals, agencies and organisations * Experience of designing and implementing alternative educational programmes with relevant partners * Evidence of curriculum planning, implementation, assessment and interventions leading to improved outcomes for pupils. |
| Skills and Abilities | * Data analysis skills, and the ability to use data to set targets and identify weaknesses * Understanding of high-quality teaching, and the ability to model this for others and support others to improve * Effective communication and interpersonal skills * Ability to communicate a vision and inspire others * Ability to build effective working relationships * Leadership skills - an inspirational, enthusiastic leader, able to motivate and empower others to deliver excellent outcomes * High quality organisational skills - able to manage a varied and wide range of responsibilities * Excellent communication skills - an ability to apply these equally effectively and sensitively with staff, students, parent/carers, governors and the wider community * Flexible and creative – able to find and follow through solutions to complex situations and problems (and support others to do so) * Performance management skills – able to interpret, analyse and use data to improve outcomes, able to deal with underperformance effectively * Personal resilience – able to remain positive, confident and enthusiastic when working under pressure and dealing with difficult situations * Partnership working skills – able to understand, plan, negotiate and empower positive outcomes | * Understanding of school finances and financial management |
| Special Requirements | * A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school * Ability to work under pressure and prioritise effectively * Commitment to maintaining confidentiality at all times * Commitment to safeguarding * Commitment to inclusion and equality and diversity * Commitment to supporting the local strategies for special educational needs/disabilities and behaviour * Understanding of and commitment to multi-agency working | * Thorough and up-to-date knowledge of recent legislation and guidance with regard to progression, alternative education and careers development. * Commitment to supporting effective transition within educational settings and progression which optimises opportunities * Up to date knowledge of recent legislation and guidance about children and pupils with special educational and additional needs including alternative educational provision * Thorough and up to date knowledge of recent legislation and guidance in relation to safeguarding, safer recruitment and child protection * Demonstrable expertise in knowledge and understanding of the issues and challenges faced by pupils with complex needs and their families and how to improve their achievement and wellbeing |

**APPLICATION FORM – TEACHING POST**

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| POST |  | | | | | | | | | SCHOOL SERVICE | | | |  | | | | | | | |
| Please ensure you return this form on or before the date and time stated in the advertisement. | | | | | | | | | | | | | | | | | | | | | |
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| Personal Details | | | |  | | |  | | |  | | | |  | | | | |  | | |
| First Name |  | | |  | | |  | | |  | | | |  | | | | |  | | |
| Surname |  | | |  | | |  | | | Title | | | |  | | | | |  | | |
| Home Address |  | | |  | | |  | | |  | | | |  | | | | |  | | |
| Town/City |  | | |  | | | Country | | |  | | | | Post Code | | | | |  | | |
| Telephone |  | | |  | | | Mobile | | |  | | | | Email | | | | |  | | |
| Teacher Ref No. |  |  |  |  |  |  |  | NI No |  | |  |  |  | |  |  | |  | |  |  |
| Permission to work in the United Kingdom (UK) | | | | | | | | | | | | | | | | | | | | | |
| Are there any restrictions on your rights to work in the UK? (TICK AS APPLICABLE) | | | | | | | | | | | | | | | | | YES | |  | NO |  |
| IF YES PLEASE PROVIDE FURTHER INFORMATION | | | | | | | | | | | | | | | | |  | |  |  |  |

PLEASE NOTE: PERMISSION TO WORK WITH A PREVIOUS EMPLOYER OR IN A PREVIOUS POST IS NOT TRANSFERABLE

**Qualifications, Training and Statutory Induction Period**

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| --- | --- | --- | --- | --- | --- |
| **DETAILS OF TEACHING QUALIFICATIONS OBTAINED OR IN PROGRESS** | | | | | |
| Name of college, university or other institutions, location | Inclusive dates Month & Year | | Degree/PGCE/Other | Grade/Class (or state if still in progress) | Main Subject and age range |
| From | To |
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| **QUALIFIED TEACHER STATUS (QTS) OR QUALIFIED TEACHER LEARNING AND SKILLS (QTLS) STATUS** | |
| Please provide the date when QTS or QTLS was, or is expected to be awarded: | |
| QTS DATE | QTLS DATE |

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| **DETAILS OF DEGREES/DIPLOMAS AND ANY OTHER QUALIFICATION OBTAINED OR IN PROGRESS** | | | | | | | |
| Name of college, university or other institution, location | | Inclusion dates Month & Year | | Type of Degree/course title | | Grade/Class (or state if still in progress | Main Subject |
| From | To |
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| |  |  |  | | --- | --- | --- | | **SECONDARY SCHOOL(S) OR EQUIVALENT** | | | | Name of school/college location | Examinations passed | | | Date | Subjects (with Grades) | |  |  |  | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **NQT INDUCTION PERIOD** | | | | | | | | | If you gained QTS after 7 May 1999 have you completed the statutory NQT Induction Period? | | | | | | | | | **YES** |  | **NO** |  | **PARTIALLY** |  |  |  | | | | | | | | |
| **DETAILS OF ANY RELEVANT SHORT COURSES ATTENDED IN THE PAST FIVE YEARS** | | | | | | | |
| Date | Course Title | | | | Provider | | |
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**Employment history**

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| **DETAILS OF CURRENT OR MOST RECENT EMPLOYMENT** | | | | | | | | | | |
| Name and Address of employer | | Position Held | | Full/Part time | | Inclusive dates Month & Year | | | | Reason for leaving  (if applicable) |
| From | | To | |
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| **PAYSCALE/OR GRADE AND CURRENT SALARY. ALSO INDICATE ANY ALLOWANCE(S) AWARDED AND LEVEL OF PAYMENT** | | | | | | | | | | |
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| TYPE OF PAYSCALE/OR GRADE | | | | | | CURRENT | | | | |
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| **PREVIOUS EMPLOYMENT, VOLUNTARY WORK OR OTHER ACTIVITIES** | | | | | | | | | | |
| Please complete with most recent employment/other activities first; detailing gaps in employment/other activities, e.g. Bringing up family, time spent travelling, periods of unemployment etc. Please include any voluntary work or school based work experience. | | | | | | | | | | |
| Employer/Organisation | Nature of Business | | Position Held | | Full/Part time | | Inclusive dates Month & Year | | | Reason for leaving |
| From | | To |
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LEISURE ACTIVITIES

Please state briefly what your main leisure interests are, particularly where these are relevant to the work for which you are applying:

**Personal statement in support of application**

In this section you are asked to detail how your knowledge, skills and experience, or any other factors, relate to the criteria listed on the person specification and job description. This section is very important and enables you to demonstrate any successes or impact evidence you have to support your application.

**Referees**

Please list referees who can comment on your skills and abilities to carry out the duties of the post for which you are applying. One of these must be your current line manager/last employer. If your employer is/was a school, the referee provided must be the Head teacher. Our normal practice is to take up references prior to interview.

REFEREE 1. CURRENT OR MOST RECENT EMPLOYER

|  |  |
| --- | --- |
| NAME | ADDRESS |
| STATUS | NAME OF EMPLOYER |
| TELEPHONE | EMAIL |

|  |  |  |
| --- | --- | --- |
| May we contact the named person prior to interview? | Yes |  |

REFEREE 2.

|  |  |
| --- | --- |
| NAME | ADDRESS |
| STATUS | NAME OF EMPLOYER |
| TELEPHONE | EMAIL |

|  |  |  |
| --- | --- | --- |
| May we contact the named person prior to interview? | Yes |  |

**Declaration of criminal offences**

The school is required to give you the opportunity to voluntarily declare all cautions, bind overs, pending prosecutions, spent and unspent convictions. You will be provided with a self-declaration form by the school shortly. All posts in schools are exempt from the Rehabilitation of Offenders Act 1974. If you are appointed, you

will be required to complete a disclosure application that will be sent to the Disclosure & Barring Service (DBS). The existence of a criminal background does not automatically mean that you cannot be appointed but it may do so.

The DBS now offers an update service which keeps DBS certificates up to date and allows employers to make an online check, with an applicant's consent. This applies where the type and level of check are identical and in the same workforce area (e.g. schools).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Please confirm if you currently subscribe to the update service: | YES |  | NO |  |

**Declaration**

Do you have a close relationship with, and/or are you related to, anyone in school or a governor?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| YES |  | NO |  | (TICK AS APPROPRIATE) | IF YES, STATE DETAILS |

I confirm that I am not barred, either totally or to a limited extent, from work involving regular contact with children, young person, or other vulnerable people, nor subject to any prohibitions, sanctions, conditions, restrictions or disqualifications in relation to my employment/work imposed by the Secretary of State or a

Regulatory body.

In accordance with the Data Protection Act 1998, I agree that information I have provided may be held and used for personnel reasons.

I understand that an offer of appointment will be subject to satisfactory references, DBS clearance, proof of identity and right to live and work in UK, medical checks and relevant qualifications.

I understand that failure to disclose any relevant information, or the provision of false information, could result in the withdrawal of any offer of appointment, or my dismissal without notice at any time in the future, and possible criminal prosecution.

I hereby declare that information given on this form is complete and accurate.

|  |  |
| --- | --- |
| NAME | SIGNATURE |
| DATE |

You will be asked to sign this at the interview which then makes this a legal document.

**Childcare (Disqualification) Regulations 2009**

The Department for Education (DfE) has revised its Statutory Guidance "Keeping Children Safe in Education".

This update requires schools which provide care for pupils under the age of 8, to ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.

A person may be disqualified through

1. having certain orders or other restrictions placed upon them
2. having committed certain offences
3. living in the same household as someone who is disqualified by virtue of 1 or 2 above (this is known as disqualification by association)

**Upon appointment an education setting may, therefore, require you to sign a declaration confirming that you are not disqualified under those Regulations from working in schools.**

|  |  |  |  |
| --- | --- | --- | --- |
| **How did you find out about this job?** | |  | (PLEASE TICK OR STATE AS INDICATED) |
| Advertisement on Teach in Herts website |  |  | Other (Please Specify) |
| Advertisement on the TES website |  |  |  |
| Advertisement in Times Education Supplement |  |  |

**Additional information**

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All employees in the James Marks Academy Trust will require an Enhanced DBS Check

**Declaration of a Disclosure & Barring Service Enhanced Disclosure**

1. Under the Protection of Children Act 1999 and the Criminal Justice and Court Services Act 2000 it is an offence for anyone either convicted of a Schedule Four offence, or on the Barred List, or on the Department of Health (DoH) or National Assembly of Wales lists to apply for work with pupils. It is also an offence for anyone knowingly to employ such a person in such a capacity, either on a voluntary or paid basis.
2. The School meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, and is a Registered Body within the Disclosure & Barring Service (DBS) for the purposes of obtaining access to criminal record checks for employment and voluntary appointments. In accordance with the Bureau’s Code of Practice a copy of the school’s Policy on the Recruitment of Ex-Offenders is attached, and a copy of DBS’s Code of Practice is available on request.
3. Following a risk assessment, the School considers that because the post you are applying for is a position of trust the successful applicant for the post will be required to agree to an Enhanced DBS check before the appointment can be confirmed. This Disclosure will contain details of all convictions on record, including those which are defined as ‘spent’ under the Rehabilitation of Offenders Act, and details of any cautions, reprimands or warnings held on the police national computer.
4. Difficulties which may occur following this Disclosure can be reduced if details of your criminal record, if any, are declared on initial application. You are therefore requested to complete the declaration overleaf and return it with your application.
5. A criminal record will not necessarily be a bar to employment at the School. If you have declared a criminal record and this is believed to bar you from the post you will be advised. If you have a criminal record, and you are shortlisted for interview, it will be discussed with you at the interview. If you are selected for and offered the post, subject to a Disclosure Check by the DBS, and the subsequent Disclosure reveals a criminal record which you have not declared or significant discrepancies between your Declaration and the DBS Disclosure, this may lead to the offer being withdrawn in accordance with the attached policy.

**Policy Statement on the Recruitment of Ex-offenders**

1. As an organisation using the Disclosure & Barring Service (DBS) to assess applicants’ suitability for positions of trust we comply fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of a conviction or other information revealed.
2. The Trust is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.
3. The Trust actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcomes applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.
4. Job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.
5. Where a Disclosure is to form part of the recruitment process, we require all applicants to provide details of their criminal record at an early stage in the application process. We guarantee that this information will be kept in the Director of Finance & Administration’s office confidentially.
6. We ensure that all those in Trust who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders e.g. the Rehabilitation of Offenders Act 1974.
7. We make every subject of a DBS Disclosure aware of the existence of the DBS Code of Practice and make a copy available on request.
8. We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.
9. Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences.

**Confidential Criminal Record Declaration Enhanced Disclosure**

**\*** Delete as appropriate

Do you have any convictions, cautions, reprimands or final warnings that are not ‘protected’

As defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)?

YES/NO\*

If yes, please give details of offences, penalties and dates below:

Do you have any cases pending against you? YES/NO\*

If yes, please give details below:

Have you ever been the subject of an investigation or enquiry by the police or a statutory protection agency following an allegation made against you about the abuse or neglect of a child or vulnerable adult?

YES/NO\*

If yes, please give details below:

Are you aware of any reasons why you would be considered unsuitable to work with children?

YES/NO\*

I confirm that the information I have given on this form is correct and complete, and that I understand that any misleading statements may be sufficient reason for cancelling any agreements made. I confirm that in the event that I am selected for the post I shall agree to an Enhanced Disclosure Check by the DBS, and that the offer of the post would be conditional on a satisfactory outcome from this check.

Signed ………………………………………………………..

Name.……………………….………………………………..

Date …………………………………………………………..

**Equal Opportunities Monitoring Form**

The Trust is committed to promoting equality and fairness. Your job application will be assessed on merit and you will receive equal treatment regardless of your gender, age, disability, sexual orientation, religion or ethnic origin.

We would appreciate it if you would complete this form to enable us to monitor the effectiveness of our Equal Opportunities Policy.

Telling us the following information about yourself is your decision and is voluntary. Information given will be separated from your application before it is assessed and will be used for HR, statistical and monitoring purposes only. It will be held by HR as confidential although it will be possible to link this information to other information about you.

|  |  |
| --- | --- |
| Position applied for |  |

|  |  |
| --- | --- |
| Gender - please state |  |

|  |  |
| --- | --- |
| Do you consider yourself to have a disability? | Yes/No |
| If yes, please give details |  |

|  |  |
| --- | --- |
| Sexual Orientation – heterosexual, bisexual, same-sex, other - please state |  |

|  |  |
| --- | --- |
| Religion or Belief - please state |  |

**Ethnic Origin**

|  |  |
| --- | --- |
| **White**  British  Irish  Any other White background, please state |  |
| **Mixed**  White and Black Caribbean  White and Black African  White and Asian  Any other Mixed background, please state |  |

|  |  |
| --- | --- |
| **Asian or Asian British**  Indian  Pakistani  Bangladeshi  Any other Asian background, please state |  |

|  |  |
| --- | --- |
| **Black or Black British**  Caribbean  African  Any other Black background, please state |  |

|  |  |
| --- | --- |
| **Chinese or other ethnic group**  Chinese  Any other ethnic group, please state |  |

**CHILD PROTECTION POLICY STATEMENT**

The Trust is a local authority funded alternative provider for those pupils who struggle in education, or have been out of education for some time. Over 95% of our cohort is autistic and we have recently been awarded our autism accreditation for the third time.

* In all of its functions and activities, the provision is fully committed to the following statements and beliefs:
* The welfare of the pupil is paramount;
* All children without exception have the right to protection from abuse;
* All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately; and
* All of the governors, staff and volunteers have a responsibility to report concerns. With regard to the Child Protection Policy, the term ‘child’ applies to all pupils within the Trust.

The policy applies to all employees of the Trust and to onsite alternative providers and is considered in the recruitment, training and monitoring of all personnel at the school. The person with overall responsibility for Child Protection issues is the Child Protection Officer; Mr Mark Reynolds. In developing and implementing this policy, the Trust will pay particular attention to the Children Act and the ‘Working Together to Safeguard Children’ document. The school will also take into account local procedures and the advice of organisations such as the DfES and the NSPCC and will act upon advice from the Social Services and the police.

**Thank you for your interest in our provision and we hope to hear from you.**

**Please do not hesitate to contact us should you have any queries.**

**By Post: James Marks Academy Trust, c/o Roman Fields, Boxmoor House, 11 Box Lane, Hemel Hempstead, Herts. HP3 0DF**

**Email: HR**[**@jmatherts.co.uk**](mailto:mandy.crow@romanfields.herts.sch.uk)

**Tel: 01442 256915**