



Prudhoe Community High School Application Pack

Expect Excellence

Keep raising achievement

High standards, High expectations

Promote the Positive

Keep looking outward

Teacher of Computer Science/IT

Permanent full time

MPS /UPS

Closing Date 12 pm 17.04.2023

Guidance notes for completing your application

PLEASE NOTE sending a curriculum vitae (CV) is not an acceptable substitute for completing the form except when a person's disability prevents the completion of an application form.

1. Examine the information pack

It should contain the job description, a person specification and an application form together with additional information about the post. Hopefully, this pack will help you decide whether or not to apply and how to make your application as effective as possible.

2. Look at the person specification

This states the skills, qualifications, knowledge and experience which are required to do the job. When short listing takes place, your application form will be compared against the person specification.

3. Analyse your experience

What evidence can you offer to demonstrate that you possess the skills, qualifications, knowledge and experience necessary to do the job for which you are applying. Describe this experience on the application form. It may be important to include relevant skills and experience outside of work, e.g. domestic responsibilities, trade union, or some activities.

4. Fill in your application form

It must be legible, so you may first wish to do a rough draft then check for mistakes. If you have insufficient space continue on a separate sheet. Ensure that you are provided sufficient evidence that you can do the job for which you are applying. Remember to sign and date your application form, and then send it in on time. Completed applications can be emailed to: c.collings@pchs.org.uk or posted to the school address for the attention of Cherry Collings.

5. Job share

Job sharing is a form of working whereby two or more people share the hours of one full-time post and receive a wage or salary and other benefits pro-rata to the hours worked. The purpose of job sharing is to open up employment opportunities at every level within the Authority. In general, posts involving a working week of 32 hours can be shared. If you wish to be considered for a post on a job-share basis you should indicate this on the application form.

6. Response to your application

If you are not contacted within 3 weeks of the closing date for applications, you may assume that you have not been selected for interview on this occasion. If however, you wish to have formal acknowledgement that your application has been received would you please enclose a stamped addressed envelope when returning your application

School Information

We are a 13-18 High School with approximately 772 students on roll (currently 200 in Sixth Form).

Head Teacher Annmarie Moore
Chair of Governors Susan McArdle

Prudhoe Community High School is a very hardworking and caring school which draws students from 100 square miles around Prudhoe. Our Sixth Form provision caters for over 200 students. We have a good examination record at GCSE and A Level.

We are a school that is full of enterprise, drama, art, music and sport and regard these areas as crucial in developing a whole range of personal and social skills.

We work closely with our parents/carers and directly consult via a parent/carers group which meets half termly. There are opportunities to submit views via regular questionnaires for staff, students and parents/carers.

Our school aims:

We want our young people to:

- Strive for excellence wherever and however they can
- Develop their values and learn to live by them
- Participate actively

We shall:

- Strive for excellence
- Create a hardworking and caring, safe and stimulating community
- Work in partnership with our parents and carers and local, national and international organisations to enrich our outcomes

We are in the unique position of having moved to our brand new purpose build 'under one roof' school in September 2016. We have a brand new 3G pitch and sports facilities shared with Active Northumberland. This is a school where students will be challenged to work hard and give of their best. We are a happy and caring school where individual needs are met and where every individual student matters.

About Prudhoe

Prudhoe (population 19,000) lies in the southern part of Northumberland only 12 miles west of Newcastle. The area around includes attractive rural countryside with dormitory villages, some industry along the Tyne Valley, and there is a wide range of good quality housing available. Prudhoe is close to the Northumberland National Park, yet enjoys easy access by road and rail to the urban amenities of the Tynedale conurbation.

The school is a co-educational 13-18 Comprehensive, and because the school attracts students from neighbouring LEAs this results in a comprehensive diverse mix of ability and background, we are a true rural comprehensive school. We are a successful school, which has shown considerable imagination and initiative in raising standards, breadth of opportunity and commitment for education in the school and the community it serves. Our current "expect excellence" motto, reflects our aspiration for our school and all our students.

Management & Leadership

Our staffing structures are designed to raise levels of student achievement, through a clear focus on the quality of teaching, learning and assessment and tracking progress. The Leadership Team takes the lead in the achievement of the school's objectives and monitors the school's performance. This team is supported by the Team Leaders who have a responsibility for day to day, operational issues, including teaching, learning and assessment, data tracking, quality assurance and appraisal etc. We also have Heads of Achievement and Learning who ensure year groups work effectively.

CPD

We are committed to ensuring every member of staff is able to carry out his/her role in the very best way possible and as a consequence we develop an annual CPD programme that focuses on the needs of staff. In addition there are many opportunities within our Teaching School Alliance e.g. 'Aspiring Senior Leader' and 'Developing Outstanding Teaching' programmes.

Curriculum & Organisation

The foundation year (Year 9) follows a common curriculum of English, Maths, Geography, History, Ethics, Art, Music, Drama, Modern Languages, Physical Education, Science and Technology. In Years 10 and 11 students choose from a wide range of subjects with the option of additional subjects which lead to different qualifications. Students are guided to make a broad and balanced choice. All students follow courses in Maths, English, Science, Social & Ethical Studies and Physical Education. In Years 10 and 11 they have the opportunity to add an integrated and more practical programme of studies to the core of GCSE subjects.

Our Post 16 provision

We have a strong Sixth Form with a high staying-on rate of approximately 65%-70%. Sixth Form students can choose from a comprehensive range of A level and Applied courses.

Guidance and Welfare

Guidance and Welfare is organised on a year group basis. Meetings are arranged so that parents/carers can consult with teachers. Each Year is under the leadership of a Head of Achievement & Learning. Student Year assemblies take place at least weekly and there is a highly effective programme of tutorial called our 'BIG 5' centering on - Current Affairs, PSHE, reading, personal organisation etc.

Extra-Curricular Activities

At PCHS we are justifiably proud of our record in this aspect, with a wide variety of activities in sport, music, art, drama, enterprise, international exchanges, overseas trips, school productions, and charity work.

We are looking for.....

a very well-qualified, enthusiastic, energetic, ambitious, and 'willing to go the extra-mile' applicant to fill this role and support us in moving our school forward. At PCHS, we have a friendly and supportive staff body; we are a warm and welcoming school. We are judged by Ofsted as a 'good' school. Many aspects of the school are fantastic, our extra-curricular programmes, our pastoral support, and our students. Our aspiration is to be one of the best schools in the North east!

Are you interested?

We hope so. Thank you for your interest in working with us here at PCHS and we look forward to receiving your completed application form.

Address Moor Road, Prudhoe, Northumberland NE42 5LJ

Telephone 01661 832486

E-mail enquiries@pchs.org.uk

Web site address www.pchs.org.uk



The Business, Computer Science & IT Department

The Computer Science curriculum is part of the long established Business, Computing and IT Department at Prudhoe Community High School. The department performs consistently well in KS3,4 & 5 and is well respected by students, parents and carers alike. The Department currently offers a range of qualifications to approx 320 students. The Computer Science subject area has grown in student popularity at GCSE and A-level and we have developed a strong reputation. We are now looking for a dynamic team member to both enhance this successful department and to continue to support our drive forward.



We are an enthusiastic and forward-looking team currently consisting of four full time and part time teachers with a range of teaching experience and specialisms. The majority of teaching is allocated within the member of staff's curriculum specialism, however, the team is flexible and we ensure their range of skills and expertise, which span across a range of subjects are used to demonstrate to our students the relevance and usability of Computing and Information Technology in the wider context and employability opportunities.

Every member of the department plays an essential role in ensuring the highest quality of learning for each individual student, regardless of ability. We are a school that strives to be one of the best in the North East and as such it is essential that every team member is able to contribute to the development of teaching and learning and also provide an enthusiastic, creative and productive learning environment for all our students which challenges their way of thinking and helps them thrive. Our teaching staff are efficient, collaborate on teaching materials and have excellent team working skills.

Curriculum time is allocated according to exam board recommendations, providing the scope and opportunity to deliver a full programme of quality first teaching and learning, independent student practice and assessment for all learners within our Department. A-Level Computer Science was recently launched in 2022/23 and this new cohort will be moving into Year 13 in 2023/24.

Are you a dynamic, self motivated and ambitious teacher who aims to use this post as a stepping stone to a promoted position in the future?

Are you able to provide a passionate contribution to the department and support it on its continuing journey towards excellence where students have a love of learning?

If you are, Prudhoe Community High School is looking for a committed, inspirational teacher to join our strong and successful Computer Science, IT and Business team. In return we shall provide you with support with your own professional development and an opportunity to work in a brand new school.

Examination Results

GCSE Computer Science					
Year	Number of Students	Grade 1+	Grade 4+	Grade 5+	Grade 7+
2019	24	100%	76%	67%	24%
2020*	18	100%	78%	67%	28%
2021*	25	100%	92%	80%	60%
2022	28	100%	86%	75%	43%

BTEC L3 IT Results					
Year	Number of students	D*	D	M	P
2019	12	0%	33.3%	58.3%	8.3%
2020*	8	37.5%	37.5%	25.0%	0%
2021*	8	75%	0%	25%	0%
2022	5	25%	50%	25%	0%

* Teacher Assessed Grades

Job Description

Post Title: Teacher of Computer Science/IT

Post Grade: MPS/UPS

Responsible to: Subject Leader of Business, Computing & IT for teaching role and Head of Achievement & Learning for any Tutor role

Job Summary:

- To contribute to the development of the department of Business, Computer Science & IT with particular focus in Computer Science & IT
- To maintain an effective learning environment
- To undertake a teaching responsibility across the full age and ability range
- To be a Form Group tutor, to take a care and guidance responsibility within the school and, where necessary, to deliver and contribute to the development of the tutorial programme

Main Duties:

- To work in accordance with the School's Policies and the School's Improvement Plan
- To be responsible to the link member of the SLT
- To have a teaching responsibility within the Business, Computer Science & IT Department
- To support the development of efficient school tracking and assessment systems

Team Role:

The School requires an individual who is:

- Flexible and can work in a variety of teams to develop the curriculum and wider interests of the school.
- Can collaborate, learn from, and contribute to the wider development of teaching and learning across the school.
- Planning of Computer Science lessons in KS4 & KS5, quality assure and improve existing lessons and schemes of work for Computer Science. Support with planning and delivery of KS4 & KS5 Information Technology (Cambridge National level 2 and Btec level 3)
- Appreciate the importance of Numeracy, Literacy and other whole school priorities within the School's Action Plan.

Corporate tasks:

- Self familiarise with statutory orders and changing National specifications
- Contribute to the development of resources, student assessment, tracking, and target setting
- Take an active role in the department's Self Evaluation Procedures
- Play an active part in department and the school calendar of meetings
- Regularly review staff development needs

In addition:

- The teacher is expected to fulfill those professional duties as contained in the current School Teachers Pay and Conditions Legislation

Person Specification

Essential	Highly Desirable
<p><u>Qualifications</u></p> <ul style="list-style-type: none"> • Graduate (or equivalent qualification) in main or closely related subject • DfE Teaching qualification 	<p><u>Qualifications</u></p> <ul style="list-style-type: none"> • A degree or equivalent qualification in computer Science or IT
<p><u>Experience</u></p> <ul style="list-style-type: none"> • Familiarity with developments in the National framework and Post 16 Curriculum • Experience of delivering KS3 Computer Science & IT • Experience in planning of lessons in a way that clearly demonstrates student progress • Ability to teach Key Stage 3 to Key Stage 5 • Experience in preparing students for GCSE and A Level Computer Science 	<p><u>Experience</u></p> <ul style="list-style-type: none"> • Experience in planning lessons to meet the needs of groups of students, including those with Individual Needs. • Experience of assessment with BTEC level 3 qualifications • Experience/awareness of wider inclusion strategies and how they affect students' self esteem • An ability to teach maths
<p><u>Professional Development</u></p> <ul style="list-style-type: none"> • Evidence of ongoing commitment to and participation in CPD • Capacity to be a role model for all students and a positive support in their university or employment aspirations • Can promote the school's vision to encourage participation in initiatives such as extra-curricular Computer Science and cross curricular projects 	<p><u>Professional Development</u></p> <ul style="list-style-type: none"> • Can work productively with Learning Support Assistants • Can collaborate and seek CPD opportunities with other schools
<p><u>Skills & Qualities</u></p> <ul style="list-style-type: none"> • Willingness to share expertise and curricular techniques • Outgoing and energetic teacher with an ability to link their teaching to wider world examples • Inter-personal skills and sensitivity in dealing with students, colleagues, and parents. • Team Player able to work with others to maximise student achievement and self-esteem 	<p><u>Skills & Qualities</u></p> <ul style="list-style-type: none"> • Evidence of working with students outside the main school curriculum • Evidence of using a variety of teaching techniques that enhance the learning of all students • Problem solving and solutions based attitude

Equality in Employment Policy

1 Scope

This policy is recommended for adoption by the governing bodies of all maintained schools.

2 Purpose

The purpose of this policy is to set out the commitment of the County Council and its schools to tackle discrimination and promote equality and diversity in employment. It sits within the wider context of each school's Single Equalities Scheme and duty to promote community cohesion.

3 Legal considerations

Employers must not discriminate against people on the basis of any of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, unless this can be objectively justified. There are some specific circumstances, known as "occupational requirements", where an employer is allowed to discriminate on the basis of a protected characteristic, which are set out in more detail in the Recruitment and Selection Code of Practice for Schools.

There are four types of treatment which can be unlawful:

Direct discrimination: less favourable treatment of a person compared with another person because they have a protected characteristic or are associated with someone with a protected characteristic (for example, the parent of a disabled child);

Indirect discrimination: The use of an apparently neutral practice, provision or criterion which puts people with a particular protected characteristic at a disadvantage compared with others who do not share that characteristic, and applying the practice, provision or criterion cannot be objectively justified;

Harassment: Unwanted behaviour that has the purpose or effect of violating a person's dignity or creates a degrading, humiliating, hostile, intimidating or offensive environment; and

Victimisation: Subjecting a person to a detriment because they have done a protected act or there is a belief that they have done a protected act i.e. bringing proceedings under the Act; giving evidence or information in connection with proceedings under the Act; doing any other thing for the purposes or in connection with the Act; making an allegation that a person has contravened the Act.

4 Roles and responsibilities

Governing body: The governing body has overall responsibility for this policy and monitoring its effective implementation.

Headteacher: The headteacher is responsible for ensuring that the policy is implemented and maintained within their school, including progressing any action plans developed as part of the school's Single Equalities Scheme.

Employees: Every employee is under a duty to behave appropriately at all times in accordance with this policy and we actively seek to prevent harassment, discrimination, bullying and all other forms of unwarranted or improper behaviour in the workplace. Failure to do so may result in disciplinary action.

5 Policy statement

All schools share Northumberland County Council's commitment to making their school a fully accessible and inclusive organisation that welcomes and respects the diversity of their students, staff, community and visitors to the school.

The County Council wishes to promote a society in Northumberland which embraces the diversity of the whole community, where unjustifiable discrimination or prejudice does not exist and where all individuals are treated with courtesy, dignity and fairness in all ways including the provision of services and employment.

The County Council, including its maintained schools, seeks a workforce which reflects the diversity of the communities we serve. We understand and value the added contribution that people can make when we recognise individual differences in age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We recognise and understand the importance of delivering the maximum benefits to the community through the recruitment, development and retention of a diverse and highly effective workforce. We are determined to eliminate unfair discrimination in all its forms and to recognise and take account of equality and diversity through our employment policies and practices.

6 Policy in practice

This policy applies to every aspect of employment, from recruitment through pay, access to facilities and employment benefits, training, discipline and grievance procedures and so on up to the end of the contractual relationship and beyond, for example, when references are provided.

Each stage of the employment relationship is covered by an individual employment policy or procedure. The full suite of employment policies and procedures will be consistent with the aims and principles of this policy and will take into account the specific equalities considerations that arise in that particular context. Examples include:

- Recruitment and Selection Code of Practice
- Pay Policy
- Dignity at Work Policy (which sets out how we aim to prevent and deal with harassment)
- Leave Policy
- Flexible Working Policy
- Sickness and Disability Procedure
- Redundancy Procedure

All employment policies and procedures are available from the school office and electronically via the Northumberland Schools Network.

7 Publicising the policy

All job applicants will receive a copy of this policy with the application form for the vacancy. All staff will have access to this policy in their school and electronically via the Northumberland Schools Network.

Schools will ensure that awareness and understanding of equality and diversity in both employment and service delivery is included in the induction of new staff and volunteers. Consideration of equality issues will be included in appropriate training courses, including all training provided by the local authority to support the effective implementation of its employment policies and procedures for schools.

8 Complaints or concerns

Complaints from external job applicants under this policy should be sent to the chair of governors, who will consider how to proceed under the school's Complaints Procedure.

An employee who has a concern or complaint under this policy should raise the matter with their line manager in the first instance and may use the school's Grievance Procedure, or the Dignity at Work Policy in cases of harassment, if the matter is not dealt with to their satisfaction.

9 Breaches of this policy

Every employee is under a duty to behave appropriately at all times and we actively seek to prevent harassment, discrimination, bullying and all other forms of unwarranted or improper behaviour in the workplace.

Any employee who commits an act of discrimination or personal harassment will be liable to disciplinary action, and ultimately the possibility of dismissal.

Revision Record of Issued Versions			
Author	Creation Date	Version	Status
School Support	January 1993	1.0	Final version
Changed by	Revision Date		
School Support (SH)	13 August 2010	2.0	As above but updated with changes to department names, statutes etc.
School Support (SH)	23 December 2010	3.0	Updated final version agreed with trade union representatives

Recruiting Ex-Offenders Policy And Procedure

Purpose: The purpose of this policy is for guidance and is not intended to have contractual effect. PCHS reserves the right to vary, amend or depart from the contents of this policy and procedure from time to time in appropriate circumstances.

1.0 Policy

This policy outlines PCHS' approach to the recruitment of ex-offenders.

PCHS is committed to equality of opportunity in employment and welcomes applications from a wide range of applicants.

Applicants will be assessed on their skills, experience and qualifications for the job role. The particular criteria for each employment position will be set out in the applicable person specification and job description for the role. Criminal convictions will not be relied on as immediate grounds for refusal of employment.

PCHS is strongly committed to safeguarding and promoting the welfare of all children and young people and expect all staff to share this commitment.

It is PCHS' policy that the DBS disclosure must be obtained before the commencement of employment of any new employee, as it is assumed that all staff could have the opportunity to be in regulated activity, regardless of their role.

2.0 Scope

PCHS' ex-offenders policy and procedure applies to all external and internal applicants for all vacancies, including voluntary positions.

3.0 Definitions

Applicant: Any individual who applies for a position within PCHS

Employee: full time, part time, permanent and temporary teachers and support staff who undertake to do work under an employment contract for PCHS, personally. Employees are entitled to a wide range of employment rights.

Worker: full time, part time, permanent, temporary individuals who undertake to do, or perform personally, work or a service for PCHS, whether under a contract of employment or any other contract for a reward. 'Worker' includes agency workers, casual workers, but normally excludes those who are self-employed and work that is part of a client or customer relationship. Workers are entitled to some employment rights, including holiday pay and protection against unlawful discrimination.

Volunteer: individuals who willingly, without being required to, carry out unpaid work for PCHS.

Staff: employees, workers and volunteers.

4.0 Principles

It is expected that this policy and procedure will assist with creating a safer recruitment process and will allow individuals to confidently apply for positions with PCHS.

PCHS will ensure that all those involved in the recruitment process will have necessary training, including at least one panel member undertaking Safer Recruitment Training. Page 10 of 14

PCHS will not unlawfully discriminate against any candidate where they are required to provide information about their criminal convictions.

Candidates for interview will be selected based on their skills, qualifications and experience.

PCHS will ensure that at least one member of the recruitment panel has received Safer Recruitment training and is able to identify and assess the relevance and circumstances of offences.

A recruitment manager will be appointed for each vacancy.

5.0 Responsibility

5.1 Local Governing Body

The LGB has responsibility for adopting, developing and reviewing this policy and procedure and ensuring that effective monitoring systems and procedures are in place.

The LGB has delegated authority to the Headteacher, to make decisions in relation to applications from ex-offenders.

5.2 Headteacher

The Headteacher will:

- Ensure that the school operates safe and fair recruitment and selection procedures which are regularly reviewed and updated to reflect any changes to legislation and statutory guidance.
- Ensure that all appropriate checks have been carried out on successful applicants, including internal applicants in the school and be able to identify and assess the relevance and circumstances of offences.
- Monitor any contractor and agency compliance with this document.
- Promote the safety and well-being of children and young people at every stage of this process

5.3 Recruiting Manager

The Recruiting Manager will:

- Oversee the vacancy recruitment, ensuring that all procedures are followed and an open and fair process has been undertaken.
- Ensure that all appropriate checks have been carried out on applicants, including internal applicants in the school and be able to identify and assess the relevance and circumstances of offences.

- Liaise with relevant staff, including the recruitment panel to ensure correct information is provided which will then impact future decisions on individuals.
- Will follow this policy and ensure good data protection policies are followed.

5.4 Applicant/Volunteer

The applicant/volunteer will:

- Ensure that all the relevant convictions are disclosed prior to interview. Guidance on declaring convictions can be found at the Ministry of Justice website.
- Responsibility for this policy lies with the Headteacher who has responsibility for recruitment and safeguarding and should ensure that the process is managed effectively and that applications are considered objectively and fairly.

6.0 Background

The purpose of the Rehabilitation of Offenders Act (ROA) 1974 is to ensure that individuals who have been convicted of a criminal offence in the past are not discriminated against when seeking appropriate employment.

Keeping Children Safe in Education (2021) highlights the need for employers to have an ex-offenders policy for recruitment purposes.

As a result of amendments to the Rehabilitation of Offenders Act 1974 (exceptions order 1975) in 2013 and 2020, some minor offences are now protected (filtered) and should not be disclosed to potential employers, and employers cannot take these offences into account.

If the nature of the disclosed offence is relevant to the role the applicant/volunteer is applying for, the suitability of the applicant will be considered. In these circumstances, PCHS reserves the right to refuse to offer employment to the applicant.

7.0 Procedure

- 7.1 The vacancy advert will include that any position within the school will require a DBS Certificate. If the position is un-supervised and is regulated activity the DBS Clearance will be enhanced and will include a Children Barred List check. If the position is supervised eg a volunteer, then an enhanced DBS Check will be completed but this will not include a Children Barred List Check, unless the volunteer carries out regulated activity.
- 7.2 Shortlisted external applicants who are successfully invited to interview, will be required to disclose any relevant convictions, adult cautions or other matters through a criminal record declaration form. This form must be returned to school prior to interview. The form will include the name of the designated person within School to whom they should provide this information.
- 7.3 In order to assess whether a criminal record is relevant to the role, the convictions disclosed will be assessed by the recruitment panel, prior to/during interview in line with the duties of the role and how the work is carried out. Factors which will be taken into account will include, but are not limited to:

- whether the offence is relevant to the position in question;
- the nature and seriousness of any offence;
- whether it is a one-off offence, or history of offences;
- the type of offence or offences the applicant has committed;
- the circumstances and the explanation offered by the applicant;
- the length of time that has passed since the offence took place;
- whether the applicant's circumstances have changed since the offending took place; and
- decriminalisation and remorse.

- 7.4 Disclosed convictions, cautions or other matters will be discussed by the interview panel and questions will be put to the applicant if necessary, during the interview. (It is recommended that HR advice is sought)
- 7.5 The DBS certificate will be returned direct to the applicant by the DBS and the school/academy will receive notification that the certificate is on its way with a notification that either the 'certificate contains no information' or the 'certificate contains information'.
- 7.6 A failure by the applicant to produce information about convictions relevant to the role could lead to PCHS withdrawing an applicant from the recruitment process, or in the event of an appointment, make the applicant liable to summary dismissal and possible referral to the police. (It is recommended that HR advice is sought)
- 7.7 Where the certificate contains information, that was previously disclosed and discussed at the interview, the recruiting manager will confirm in writing on the certificate that is the same information that has been previously disclosed.
- 7.8 Where the certificate contains information, that was not previously disclosed or differs from the information previously provided, this should be discussed with the applicant. A meeting will take place to establish the facts, between the applicant and the Headteacher. A decision will be made following this meeting. (It is recommended that HR advice is sought)
- 7.9 If an applicant wishes to dispute any information contained in a disclosure, they may do so by contacting the DBS. In cases where the applicant would otherwise be offered a position, were it not for the disputed information, PCHS may, where practicable and at its discretion, defer a final decision about the appointment, until the applicant has had a reasonable opportunity to challenge the disclosure information.

9.0 Data Protection and Retention of Records

All documentation relating to applicants will be treated confidentially in accordance with the Data Protection Act.

Records relating to the successful applicant will be retained on the employee’s personnel file for the duration of their employment and in accordance with legislative requirements, once the employment has ended.

Unsuccessful applicants’ documents will be destroyed six months after the recruitment process is concluded.

10.0 Complaints

PCHS is fully committed to safeguarding. If an individual feels that they have been mistreated in any way they should contact Mrs Cherry Collings via enquiries@pchs.org.uk.

11.0 Further Information

Details on which offences should be disclosed can be found on the Ministry of Justice website. <https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>

Applicants should seek legal advice before completing the Criminal Record Declaration if they are unsure which convictions/offences to disclose. Either at <https://www.nacro.org.uk/criminal-record-support-service/> or at <https://hub.unlock.org.uk/>

12.0 Monitoring and Review

This policy and procedure will be monitored and reviewed biannually by the Headteacher. Where there are issues with the way the policy and/or procedure are working, these will be looked at closely with a view to identifying measures to improve their effectiveness.

Version	Reason for Amendments/Update/Review	Document created:
1.0	New policy and procedure provided by debbiejuddhr Limited.	February 2022

Action	By Whom	By When
Approved	Chair’s Action - SM	28/06/2022
To be reviewed		June 2024