

Saint John's

college school

Co-educational Independent Day and
Boarding School for children aged 4-13
in the heart of Cambridge



Head of English

Application Pack

September 2019





Head of English

September 2019

| | |
|---|----|
| About Us | 2 |
| Flexible Learning | 4 |
| Teaching Arrangements | 5 |
| Admissions | 6 |
| Destination Schools | 6 |
| Safeguarding | 6 |
| The Setting | 8 |
| Head of English - Overview | 10 |
| Job Description | 12 |
| Person Specification | 15 |
| Terms of Employment | 15 |
| Remuneration | 16 |
| Applications | 16 |
| The Application and Recruitment Process | 17 |
| Publications | 20 |

About Us

Set in the heart of Cambridge, St John's College School is an independent co-educational school (460 children aged 4-13), which traces its roots to the Seventeenth Century when it was founded by St John's College for the education of the Choristers of the College Choir. It is described by the Good Schools Guide as "a joyous place that's buzzing".

The School has long enjoyed and deserved a national reputation for the exceptional quality of education and care it provides. The school focuses on fostering the aptitudes and nurturing the growth of each child. St John's has been awarded national Best Prep School and national Best Prep School Head awards in the Tatler Schools Awards. Its teaching has been rated 'inspirational' by the Independent Schools Inspectorate and it is the first of the very few to have achieved the coveted 'exceptional' grade for children's attainment.

At St John's, we believe in a childhood filled with affection, in which children know that they are known and valued, in which they learn to trust themselves and each other, in which they find and express their voice, discover the difference they can make for themselves and others, learn to think for themselves, to question, to collaborate, to be independent, to own and take charge of their learning and their lives.

A curriculum that believes in children draws from them the highest and the deepest levels of attainment. Our children's achievement is described by inspectors as 'exceptional'. Though we are not selective in our Kindergarten, our children are on average at the 85th percentile on national tests of ability before they leave. Our exam results are outstanding and on average our 56 leavers gain around 26 scholarships to the strongest schools. Up to one-third of our past pupils in due course gain Oxbridge places each year, more than in the most academically selective of schools: our children continue to be exceptional learners.





The School's commitment to academic excellence is matched by its belief in the importance of the 'non-examined' subjects of Art, Drama, Music, DT, Computing and Sport, all of which are specialist taught. Be it in Ancient Greek or Debating, Advanced Computing Club, a host of choirs and instrumental ensembles, an array of Drama productions, or team and individual sports coaching of all kinds, extra-curricular activities encourage the children to develop their skills and enthusiasm.

The School has an excellent teaching staff, who give generously of their time and interests to the children. At the heart of the School's success and the children's growth is the School's commitment to the children's social and emotional development through its 'Emotions for Learning' (E4L) curriculum which starts in Kindergarten. In the pastoral life of the School, care of and respect for others are fostered. Encouragement, fun and kindness are emphasised, relationships between staff and children are relaxed and friendly and the School gives the highest priority to its pastoral care for the children. Overall, we seek to care for each child's individual needs, aptitudes and excellences.

Education at its best is a deep act of care. If we care, then we will notice. If we notice, then we will act on a child's behalf. If we act for each child, then each of our children will grow best, will achieve best, will become their best selves. To be known, to be noticed, to be valued, to be cared for: fundamental things for all of us, these are the essentials of a good childhood and they are at the heart of the St John's way.



Flexible Learning

Our youngest children are full of questions, rich with curiosity. We work to preserve and strengthen their questioning and thinking skills. From the earliest age, we give them the essential tools, knowledge and understanding but we aim to give them more. Our Flexible Learning programme of developments incorporates child-led independent learning, creative and critical thinking, digitally enhanced learning, philosophy, emotions for learning, compassion and loving-kindness teaching, as well as outdoor learning which benefits from the recent addition of a landscaped forest garden. An Enrichment programme has been implemented with our 9 to 13 year olds every Thursday afternoon to explore projects such as our Sustainability developments, as well as cross-curricular work in computing, the arts, design technology, maths and science and to give space to My Mind (incorporating mindfulness, study skills, Tai Chi, PSHEE and philosophy as a foundation for the skills necessary for critical thinking, self-management of learning and management of self). The aim is to foster children's ability to possess their own learning, to engage their innate curiosity and creativity and to encourage them to connect with feeling to themselves and their world.

Our education is about the whole child. Our children become independent learners and creative thinkers prepared to question, with their curiosity very much alive. They get the best from themselves and achieve very highly within and beyond the classroom. We aim for our children to develop a real generosity of spirit, who will know and care about how to get the best for others, and who will do well when they are with us and when they are long beyond our shores.

Teaching Arrangements

The School aims for class sizes no greater than 20, although this may increase to no more than 22 in some year groups. They are co-educational throughout the School. In the two classes per year group in Kindergarten to Year 2, children are taught predominantly by their Form Teacher, assisted throughout by a Teaching Assistant, with Music, Drama and PE taught by subject specialists.

At the First Form (Year 3) stage, there is an intake of up to 16 more children and three classes are formed by combining the existing children with the new intake. The First and Second Form (Years 3 & 4) classes are taught by their Form Teacher for the core subjects. A degree of classroom assistance continues and extension and enrichment groups are formed on a flexible basis according to the children's needs. Subject specialist teaching is provided in varying degrees according to the particular interests and talents of the Form Teacher. Music, Art, Drama, Computing, DT, Science/STEM, French and PE may all be specialist taught in the First and Second Forms.

The pupils move to the Senior House site in the Third Form (Year 5), remaining within their previous class groupings. There is setting in Maths and English and enrichment groups are offered as appropriate, and Latin is introduced. A Tutor system operates, whereby a team of tutors, with a Pastoral Head of Year, is responsible for the pastoral care of the children. Each tutor has no more than 10 pupils in his or her care.

From the Fourth Form (Year 6), all subjects are specialist taught. For the final two years, setting is introduced in all examined subjects. Drama, Art, Computing, DT, Music and PE all retain their specialist taught status and timetabled status in a School which is committed to a broad and fulfilling curriculum.



Admission

Entry to the School at the 4+ stage is by registration and parental interview. There is no formal assessment of children at this stage other than to ensure that a child is ready for a School environment. Two-thirds of the School's intake is thus non-selective. At 7+, the intake is selective only in so far as we seek to ensure that a child will cope with the demands of our strong academic curriculum and, as such, seek to answer the question 'will this child be happy here?' Overall, then, the pupil population is of mixed ability though by the time the children leave the average attainment on standardised tests is around the 85th percentile nationally.

Destination Schools

Children leave us for a wide range of Schools at 13+, proceeding via Common Entrance, Scholarship or other examinations. Our leavers often gain between 20 and 30 scholarships each year.

Safeguarding

The School fully recognises the contribution it makes to Safeguarding and Child Protection as set out in the Safeguarding and Child Protection Policy.

Our approach to the care of our children aims to ensure that they will feel secure, and that they will be able to talk and to feel that they will be heard. The PSHEE curriculum supports discussion of relationships, trust and personal space and includes various aspects of the Cambridgeshire 'Personal Safety' programme. While this formal curriculum is important, the culture of the School, the strength of the tutorial system and the positive relationships formed between children and teachers all strengthen not just our overall care but also the likelihood both that our children may feel able to confide in us and that we will ourselves be aware of causes for concern. Our day-to-day contact with the children means that we are well placed to observe outward signs of abuse.

We have three fully trained designated safeguarding leads led by the Deputy Head. All staff, including visiting instrumental teachers and individual needs teachers, catering and maintenance staff and administration staff and volunteers, receive training and this training is regularly updated for all staff.

Keeping Children Safe in Education (2018) requires all School staff to pass on information which gives rise to a concern about a child's welfare, including risk from non-accidental injury, neglect, emotional or sexual abuse, to the Head and/or the designated safeguarding leads. The School will seek, as appropriate, to discuss any concerns with parents, and where possible seek their consent for any referral to the County Social Care Department. However, this can only be done where such discussion and agreement-seeking will not place the child at increased risk of significant harm.

The School ensures that the criminal background of applicants for vacant posts is checked in accordance with statutory guidance. In all such matters, the School is bound by and willingly complies with its legal obligations.

Introduction to the Safeguarding Policy

St John's College School fully recognises the responsibility it has under section 157 (Section 175 for State Schools) of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children. With regard to the provisions we make for safeguarding and safer recruitment, the School takes into account the nature, age range and other significant features of the School including specifically, EYFS pupils, pupils who board, as well as choristers.

The Safeguarding and Child Protection Policy has been drawn up having regard to Disqualification under the Childcare Act February 2006.

This responsibility is more fully explained in the statutory guidance for Schools and colleges "Keeping Children Safe in Education" (September 2018, including Prevent). All staff have read at least Part 1 and Annex A of this guidance. All staff must sign to say they are aware and understand their duties and responsibilities under part one of this document. Staff will be required to read every new edition of Keeping Children Safe In Education. The Designated Safeguarding Lead will ensure all staff are made aware of any changes or updates to the guidance. All staff will then be expected to read and sign to say they have read and understood the changes.

Staff must read the above document together with What to do if you're worried a child is being abused: Advice for practitioners March, 2015 and Working Together to Safeguard Children (July 2018) which refers to the non- statutory advice Information Sharing (July 2018).

The Safeguarding & Child Protection policy also has due regard for Prevent Duty Guidance: for England and Wales (March 2015) supplemented by the non- statutory advice and a briefing note The Prevent duty: Departmental Advice for Schools and Childcare providers (June 2015) and The Use of Social Media for On-line Radicalisation (July 2015).

Through their day-to-day contact with pupils and direct work with families, staff at the School have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Social Care via the Cambridgeshire Direct Contact Centre. If at any time there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately. The School is aware that if a crime may have been committed, the matter should be reported to the police immediately.

The Safeguarding & Child Protection policy sets out how the School's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the School and to ensure that the policy is fully implemented. Our policy applies to all staff, volunteers and contractors, paid and unpaid, working in the School including governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the School and its governors.

It is important to note that safeguarding is everyone's responsibility and that anyone can make a referral to children's social care if necessary.

Our policy is consistent with the Peterborough and Cambridgeshire Local Safeguarding Children Board (LSCB) procedures.

Please refer to the full Safeguarding and Child Protection Policy and other policies available on our website (<https://www.sjcs.co.uk/policies>).



The Setting

The School is located in leafy Grange Road, a short walk from the centre of Cambridge and the College, at the heart of which sits the Chapel, home to the internationally renowned College Chapel Choir. The School site has undergone significant rebuilding or redevelopment in the last few years to ensure the facilities, layout and fabric of the buildings fully support the delivery of the School's ethos.

The School occupies two sites, Byron House and Senior House, some 200 yards apart, across Grange Road from the extensive playing fields owned by and shared with St John's College. At Byron House, the Junior Department houses about 120 pupils (about 40 per year in two co-educational classes) aged 4-6 and is also home to about 120 pupils (in three co-educational classes per year) in the 7-8 age range. The Senior House site houses boys and girls aged 9- 13 (approximately 230 pupils in all).

Byron House provides outstanding newly designed facilities for 4-9 year olds, including specialist Music, Art/DT, Computing facilities, a Junior Library, Drama/Assembly Room, a Hall/Stage/Dining Room/Gymnasium, Individual and Small Group Teaching rooms. The new Forest Garden has been planned around a new circular teaching space and the Kindergarten enjoys Forest School Fridays in this specially designed spacious outdoor area.

A self-contained Boarding House is a short walk away from Senior House and accommodates up to 40 boys and girls, twenty of whom are the Choristers.

The Senior House site itself has been completely redeveloped in recent years with bespoke classrooms, an outstanding library, a DT and computer control and graphics facility, two Science labs, a Drama studio, Music facilities, a multi-sports court, changing areas and excellent staff facilities. It also contains other specialist facilities such as the Chapel, Theatre and Gymnasium.

The whole School has been networked as part of an ICT development plan which has, for some years, placed St John's at the forefront in this area.





Head of English - Overview

A dedicated, well-qualified and inspirational Head of English is required to lead this established and successful department from September 2019. The post is full time, leading the teaching of English throughout the School in the 4-13 age range.

This is an exceptional opportunity to lead a department in a School with a deep commitment to creative and cultural learning. The School produces an anthology of the children's poetry writing annually and frequently wins awards in national competitions. Children also write almost all of the 'copy' for the School's magazine, The Eaglet. The English Department has a long history of success in public examinations at 11+ and 13+. The children enjoy an exciting range of trips and visiting speakers, and are fully engaged in creative activity through such activities as poetry workshops, Carol Service readings, and the annual Book Week.

The Head of English will be further supported by colleagues with positions of responsibility, as follows:

- The School has a library on each of the Senior House (age 9-13) and Byron House (age 4-8) sites. The School Librarian is responsible for both libraries, assisted by a part-time Librarian at Byron House. The Head of English will liaise with the Librarian with regard to the promotion of reading, the teaching of library skills, the organisation of e.g. the School's 'Book Week' etc.
- In addition to mainstream English teaching, the School has an outstanding Individual Needs department which supports any child with a specific learning difficulty and liaison with the Head of Individual Needs will be essential.
- The School's Drama department is outstanding and has a separate Head of Drama. The Teacher of English may wish to contribute to the teaching of Drama and will certainly wish to work closely with the Head of Drama to foster the children's creative and expressive abilities.

The Head of English has a very considerable level of support and plays a vital role in bringing together the many departments connected with English teaching, either formally as above, or informally in considering the cross-curricular issues involved in English.

The line manager for the Head of English is the Director of Studies.



Job Description

Children in the Junior Department are taught English by their Class Teacher. At Senior House, teaching in Year 5 is taught either by the Class Teacher or by specialist English staff. In Years 6 to 8, English is specialist taught and the children are setted.

The responsibility for the English curriculum throughout the School falls to the Head of English, supported by specialist teaching staff and, in the Junior Department (Reception to Year 4) at Byron House, by the Byron House Director of Studies.

The role of the Head of English includes the following:

Curriculum

- Monitoring and development of programmes of study that are appropriate to the differentiated needs of children in each age group.
- Ensuring consistency and continuity of teaching within each age group.
- Collating and checking, with sufficient frequency, Schemes of Work of teachers of the subject to ensure that the appropriate range of skills will be taught. Supporting teachers in the preparation of such Schemes of Work.
- Leading curriculum development within the subjects.
- Ensure that the school's digital tools are used to support and enhance learning in the subject.
- Creating policy documents, in conjunction with teachers, for all aspects of the subject, as appropriate.
- Revising and updating Curriculum Summaries as appropriate.
- Departmental Handbook – maintaining and updating the department handbook in accordance with the School's procedures.
- Managing, maintaining and updating as necessary the department's folder on the School ICT network.
- Overseeing and monitoring the homework requirements in the subject.

Reporting, Assessment and Monitoring

- Overseeing, and contributing to, the creation of appropriate examination papers and entry test materials.
- Overseeing the employment of a consistent and appropriate marking and presentation policy within the subject.
- Ensuring that appropriate forms of assessment and recording of pupils' performance are conducted with sufficient frequency.
- Ensuring that there is an adequate transfer of information regarding pupils when pupils change teachers.
- Ensuring that the individual needs of pupils are monitored and referred, as necessary, to the Individual Needs department or other agencies.
- Overseeing decisions with regard to the teaching provision appropriate to each pupil in terms of grouping by ability.

Resources

- Budgeting. Management of the budget allocation within the subject. Co-ordinating all budget requests within the subject and presentation of such requests, with appropriate justification, to the Bursar and Director of Studies.
- Managing stock and resources. Creating and updating an inventory of all textbooks and other resources within the department and the presentation of such an inventory as appropriate.

Staff, Pupil and Subject Development

- Monitoring and planning of training needs within the subject area. The support of staff in finding appropriate training opportunities and the planning of training according to specified curriculum goals.
- Carrying out inductions for new subject staff, ensuring their acquaintance with and understanding of, for example, curriculum documents, Schemes of Work and the routines of the department.
- Contributing as required to the appraisal and performance management of staff within the department.
- Monitoring pupils' performance within the subject, ensuring that teachers are supported in reaching the required goals.
- Preparing pupils for public examinations according to their individual needs.
- Managing and planning subject meetings, with an agenda to be published in advance and minutes to be recorded with an appropriate frequency.
- Planning the extra-curricular development of the subject and of 'events' associated with the subject.
- Contributing as required to the School's annual magazine, the Eaglet, and other school publications, to ensure that the subject is appropriately represented.
- Contacting parents with regard to departmental issues and managing contact with parents by subject staff with regard to any difficulties experienced by pupils.
- Long term development planning- contributing an understanding of departmental needs, with regard to buildings, facilities, resources, training and other needs, with an eye to the long term future of the department.
- Annual review and development cycle – completing an annual departmental self-evaluation leading to departmental planning for the forthcoming year in accordance with the School's procedures.
- Taking part as required in the School's two yearly internal departmental review cycle under the management of the Director of Studies.

General

- The Head of English will wish to pay particular attention to the quality of work displayed in the classroom and to the classroom environment in general.
- The pastoral role of the Head of English extends beyond the classroom, to each child's family and it is essential that a partnership is forged with each child's parents.
- The duty of care towards the pupils applies throughout the School day, and it is expected that the successful candidate will take an interest in all the pupils' areas of activity, within and beyond the formal curriculum, inside and outside of the classroom.
- All employees must at all times promote and safeguard the welfare of all children as well as adhere to and ensure compliance with the School's Child Protection procedures and staff guidance. If, in the course of carrying out the duties of the post, the Head of English becomes aware of any actual or potential risks to the safety and welfare of children in the School s/he must report any concerns to one of the School's designated Child Protection officers or to the Head.
- Assisting the Head and the Head of Drama in the preparation of readers for the School's Christmas Carol Services
- Promoting Poetry and other creative workshops and performances and contributing broadly to the extra-curricular life of the subject.

All members of staff are required to:

- undertake a significant pastoral role in addition to teaching duties and the successful candidate should wish to make a substantial contribution to the pastoral life of the School as a year group tutor of up to ten pupils
- attend staff meetings, including those after School or immediately prior to the start of term
- attend parents' evenings arranged to discuss children's progress or to deal with more general educational issues
- offer an extra-curricular club each term
- attend external courses or Training Days arranged in School during holiday periods
- set aside adequate time to prepare for a new term or tidy up after a term has ended
- provide cover for absent colleagues
- take a share of break and lunch duties.

This Job Description is not exhaustive, and will be reviewed from time to time.

Person Specification

Overall, the successful applicant will wish to play a full part in the life of a highly energetic, caring and successful School and is likely to possess some or all of the following qualifications, characteristics and experience:

- Must hold Qualified Teacher Status
- A good honours degree
- A highly successful teaching record in the relevant age group.
- Evidence of an interest in further professional development.
- Knowledge of the requirements of the National Curriculum and of the demands of the Common Entrance and private Schools' scholarship examinations.
- Digital literacy and an understanding of the role technology can play in enhancing learning.
- A belief in the importance of the expressive, creative and co-operative elements of language, literature and drama in a child's personal, emotional and educational development.
- A commitment to developing the individual talents and meeting the individual needs of each child within and beyond the curriculum.
- A commitment to the safeguarding of, pastoral care of, and respect for, children.
- An ability to communicate with and co-operate with colleagues.
- A commitment to the School's aims and ethos.

Terms of Employment

Overall, a full time appointee will teach for approximately 21 hours per week.

The School is committed to providing the best possible training for staff, through a programme of internal training days and through the funding of external training. A successful candidate's training needs will be considered as part of the School's comprehensive and supportive induction programme.

Remuneration

- The Salary will be on the St John's teaching salary scale, the top point of which is currently £41,681 per annum for a full time role; the entry point on the scale will depend upon qualifications, competencies and experience.
- In addition, the Head of English receives a responsibility allowance of 4 points on top of the St John's scale, amounting to £5,600 per annum.
- Salaries are reviewed annually and adjusted in September of each year. The next review point will be September 2019.
- For full-time teaching staff there is a reduction of 50% of the day fee (where no other bursaries or scholarships apply) for children educated at the School. For part-time teaching staff the fees reduction is calculated in accordance with the percentage of a full-time post worked.
- A private health scheme may also be made available to the successful applicant.
- The School encourages staff to take part in the state Teachers' Superannuation Scheme, for which the School enhances Life Insurance cover to five times salary.

Applications

A handwritten letter of application should be sent with a fully completed application form (see 'The Application and Recruitment Process at St John's') to the Headmaster, St John's College School, 73 Grange Road, Cambridge CB3 9AA, to arrive no later than 12pm on Monday 18th February 2019. Interviews will take place in the week commencing 4th March 2019.

References will be taken up and short-listed candidates will then be invited to visit the School for the final interview procedure, which will involve tours of the School, meetings with various members of staff, the teaching of an observed lesson and interviews, which will include questions related to safer recruitment.

All reasonable interview expenses will be reimbursed by the School.

St John's College School is committed to safeguarding and promoting the welfare of children.

Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

All appointments are subject to a criminal background check and proof of qualifications in accordance with the requirements of the Children Act.

The Application and Recruitment Process

Application Form

- The School will only accept completed Application Forms from candidates. CVs will not be accepted in substitution.
- All posts in the School involve some degree of responsibility for safeguarding children and this post is consequently exempt from the Rehabilitation of Offenders Act 1974. All convictions, cautions, reprimands or final warnings that are not “protected” in line with current legislation must be declared.
- The successful applicant will be required to obtain an Enhanced Disclosure and Barring Service Certificate.
- The School will seek references on all shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications prior to interview. References will be verified by telephone.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any child protection allegations or concerns and if so, the outcome of any enquiry or disciplinary procedure. If you are not currently working with children, but have done so in the past, your previous employer in this instance will be asked about these issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children, although he/she may answer ‘not applicable’ if your duties have not brought you into contact with children or young people.
- You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if you have been selected and possible referral to the Police and/or the Disclosure and Barring Service.

Invitation to Interview

- If you are invited to interview, this will be conducted in person and will explore your skills and experience as well as your suitability to work with children.
- All candidates invited to interview must bring original documentation confirming any educational or professional qualifications that are necessary or relevant for the post. Where originals or certified copies are not available, written confirmation of the relevant qualifications must be obtained from the awarding body.

- All candidates invited to interview must also bring with them:
 - A passport
 - A current driving licence or a birth certificate
 - A utility bill or financial statement showing your current name and address. This must be less than three months old. If these are not available, a Council Tax bill or P60 from the previous 12 months is also acceptable.
 - Any evidence of a change of name, where appropriate

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

Conditional Offer of Appointment: Pre-Appointment Checks

Any offer of a post will be conditional upon the following:

- Receipt of at least two satisfactory references
- Verification of identity, qualifications and career history
- A check of the Children’s Barred List held by the Disclosure and Barring Service, if applicable
- A satisfactory Enhanced DBS Certificate
- Verification of eligibility to work in the UK
- Verification of professional status, such as QTS, NPQH
- For teaching posts, verification of the successful completion of the statutory Induction period (applies to those who obtained QTS after 7 May 1999)
- For teaching posts, a clear check of the DfE’s Prohibited Teachers List (UK and EU)
- For relevant posts, a completed self-declaration regarding Disqualification from Childcare
- For relevant posts, a clear check of the Section 128 Directions list (Prohibition from Management)
- A medical self-declaration of fitness to carry out the required duties.
- For volunteers, a check with the school community that there are no concerns
- Satisfactory completion of the probationary period

WARNING

Where a candidate is:

- Found to be on the Children's Barred List, or the DBS Certificate shows that s/he has been disqualified from working with children by a Court; or
- Found to have provided false information in, or in support of his/her application; or
- The subject of a serious concern as to his/her suitability to work with children

These facts will be reported to the Police and/or the Disclosure and Barring Service.

Disclosure and Barring Service

Filtering rules for Criminal Record Check Certificates

In line with current legislation, the following filtering rules now apply to all Disclosure and Barring Service (DBS) checks:

For those aged 18 or over at the time of the offence:

An adult conviction will be removed from a DBS certificate if:

- 11 years have elapsed since the date of conviction; and
- It is the person's only offence, and
- It did not result in a custodial sentence

Even then, it will only be removed if it does not appear on the list of offences which will never be removed from a certificate. If a person has more than one offence, then details of all their convictions will always be included.

An adult caution will be removed after 6 years have elapsed since the date of the caution – and if it does not appear on the list of offences relevant to safeguarding.

For those under 18 at the time of the offence:

The same rules apply as for adult convictions, except that the elapsed time period is 5.5 years.

The same rules apply as for adult cautions, except that the elapsed time period is 2 years.

Please note:

- The term 'Caution' includes reprimands and warnings.
- A conviction is a determination of guilt by a court in relation to a specific offence. Multiple offences, whether arising from different occasions or from a single event, and in relation to which a court on one or more occasions reaches a determination of guilt, are to be treated as multiple convictions for filtering purposes.

Source: DBS Filtering Rules for Criminal Record Check Certificates, v 2.2

Policy on Recruitment of Ex-Offenders

As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), St John's College School (SJCS) complies fully with the code of practice and undertakes to treat all applicants for positions fairly.

SJCS undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.

SJCS can only ask an individual to provide details of convictions and cautions that we are legally entitled to know about. Where a DBS certificate at either standard or enhanced level can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended, and where appropriate Police Act Regulations as amended).

SJCS can only ask an individual about convictions and cautions that are not protected.

SJCS 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.

This policy on the recruitment of ex-offenders is made available to all DBS applicants at the start of the recruitment process.

SJCS actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome 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.

An application for a criminal record check is only submitted to DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that an application for a DBS certificate will be submitted in the event of the individual being offered the position.

SJCS ensures that all those in SJCS who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. SJCS also ensures 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.

At interview, or in a separate discussion, SJCS ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

SJCS undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.

Disclosure and Barring Service Checks – Policy on Information Handling

General principles

As an organisation using the Disclosure and Barring Service (DBS) checking service to help assess the suitability of applicants for positions of trust, St John's College School complies fully with the code of practice regarding the correct handling, use, storage, retention and disposal of certificates and certificate information.

It also complies fully with its obligations under current Data Protection legislation and all other legislation pertaining to the safe handling, use, storage, retention and disposal of certificate information and has a written policy on these matters, which is available to those who wish to see it on request.

Storage and access

Certificate information is kept securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

Handling

In accordance with section 124 of the Police Act 1997, certificate information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom certificates or certificate information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Usage

Certificate information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

Retention

Once a recruitment (or other relevant) decision has been made, we do not keep certificate information for any longer than is necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints.

If, in very exceptional circumstances, it is considered necessary to keep certificate information for longer than six months, we will consult the DBS about this and will give full consideration to the Data Protection and Human Rights of the individual before doing so.

Throughout this time, the usual conditions regarding the safe storage and strictly controlled access will prevail.

Disposal

Once the retention period has elapsed, we will ensure that any DBS certificate information is immediately destroyed by secure means, for example by shredding, pulping or burning. While awaiting destruction, certificate information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack).

We will not keep any photocopy or other image of the certificate or any copy or representation of the contents of a certificate. However, notwithstanding the above, we may keep a record of the date of issue of a certificate, the name of the subject, the type of certificate requested, the position for which the certificate was requested, the unique reference number of the certificates and the details of the recruitment decision taken.

Acting as an umbrella body

Before acting as an umbrella body (an umbrella body being a registered body which countersigns applications and receives certificate information on behalf of other employers or recruiting organisations), we will take all reasonable steps to satisfy ourselves that they will handle, use, store, retain and dispose of certificate information in full compliance with the code of practice and in full accordance with this policy.

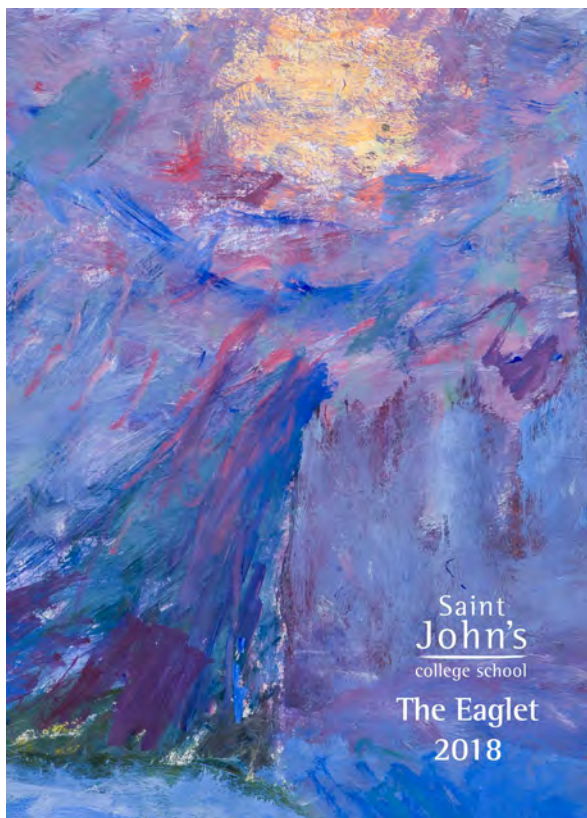
We will also ensure that any body or individual, at whose request applications for DBS certificates are countersigned, has such a written policy and, if necessary, will provide a model policy for that body or individual to use or adapt for this purpose.

Publications

The School produces a range of publications each year to profile the wide range of activities, developments and achievements. Click on each publication below to view an online copy.

The Eaglet

An overview of the year, written by the children.



Kindergarten

An introduction to a child's first year at St John's.



Highlights

Achievements and developments across a range of subjects over the last year.



Poetry

An anthology of the children's poetry from Kindergarten to Form 6.



Find out more online

Please visit our website to find out more about St John's College School: www.sjcs.co.uk



Saint
John's

college school

© St John's College School 2019