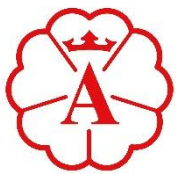




Nexus Education Schools Trust



**Alexandra Infant
and**



Alexandra Junior Schools

Headteacher Recruitment Pack



Alexandra
Infant
School



Alexandra Junior School

Welcome from the CEO

Dear Applicant

We are delighted that you have expressed an interest in the Headteacher position at both Alexandra Infant and Alexandra Junior Schools. This is an exciting time for our community, as we bring the two schools together to strengthen the educational offer for our pupils. The successful candidate will play a pivotal role in leading this next stage of the journey.

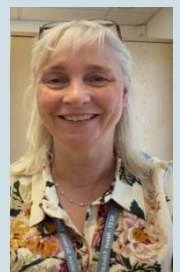
Both schools are proud members of Nexus Education Schools Trust, a trust committed to the transformative power of education and guided by a clear moral purpose: to provide excellence and a broad range of opportunities for all. Our mission is to transform lives through education, deepen understanding, and inspire the leaders of tomorrow.

As we continue to serve one community, the alignment of structures and processes has been supported by our central team and executive leaders throughout the transition. This support will remain in place as the newly appointed Headteacher takes forward the strategic leadership of both schools, helping to shape the future for pupils, staff, and the wider community. There is an Additional ASD Resource Base at Alexandra Infant school for 18 pupils. The children are members of the Alexandra Infant school community. The provision has central leadership who works alongside the SLT of the school and the central inclusion team.

As we continue to build on our journey of improvement and growth, we are seeking applications from talented, committed individuals who bring vision, ambition, and a strong desire to make a meaningful impact. We are keen to hear about the experiences, skills, and leadership qualities you would contribute to this pivotal role. We are looking for professionals who demonstrate a growth mindset, uphold strong values, and show a deep commitment to serving and strengthening our communities. If you are motivated by making a difference and driven to inspire excellence in others, we would be delighted to hear from you. We look forward to your application

Kind Regards

Paula Farrow,
Chief Executive Officer





Our Schools

At Alexandra Schools, we nurture and develop the whole child, equipping every learner with the skills, confidence, and curiosity they need to thrive throughout their education and into adult life. Across both our Infant and Junior settings, children experience a warm, supportive environment where well-being, safety, and personal growth are central to everything we do.

We believe children flourish when school, home, and community work together. Strong partnerships with families ensure every child is supported, valued, and encouraged to achieve their very best. Parents and carers play a vital role in our community, and we welcome their involvement as true partners in their child's learning journey.

Our mottos - **Achieve, Inspire, Succeed** and **Thinking, Learning, Caring** - reflect the aspirations we hold for all pupils. We provide inspirational, inclusive learning experiences that celebrate individuality and promote both personal and academic success. Children are encouraged to ask questions, solve problems, build resilience, and become independent, confident learners.

Our broad and balanced curriculum is enriched by specialist teaching and a wide range of extra-curricular opportunities. From music tuition to sports, clubs, and creative activities, children benefit from experiences that spark enthusiasm and deepen learning. Our commitment to high-quality, inclusive practice is recognised through the Inclusion Quality Mark.

We are passionate about every child's progress. Our creative, purposeful curriculum places children at the centre, fostering curiosity and a lifelong love of learning. It balances skills and knowledge, reflects the needs of our community, and develops the core values that shape our ethos. Life skills, global awareness, mindfulness, and well-being are woven throughout to support the whole child.

At the Junior School, we build on these foundations by helping children persevere, show courage, and view mistakes as learning opportunities. Our skilled staff encourage curiosity and creativity both inside and outside the classroom. The learning habits we nurture prepare children for the years ahead and help them make the most of every opportunity.

Together, we form a vibrant learning community that values each child and the unique qualities they bring. We create a stimulating, rewarding environment where every learner can see themselves as capable, confident, and successful.

Candidate Information

Salary Scale	L18 - L24 London Outer	Band uplift considered for experienced candidates.
Hours	Full-time	
Location	Alexandra Infant School - Kent House Road, Beckenham, Kent BR3 1JG Alexandra Junior School - Cator Road, Sydenham, SE26 5DS Tel: 020 8778 4714 (Infant School) www.alexandra-infant.org.uk www.alexandra-jun.bromley.sch.uk Visits are warmly welcomed. Please ring the Infant school office for an appointment	



Start date	January 2027 - earlier start date possible, dependent on notice requirements for the successful candidate
Closing date	Applications should be sent to lmardle@nestschools.org no later than 12pm on Thursday 14 May 2026
Interviews	Week commencing 18 May 2026





Schools at a glance

Alexandra Infant School (Main School Data)

Age Range 4 -7 years	Number of admission per year (PAN) 60 pupils per year group (180)	Classes per year 2 classes per year group
PPG 6.1 %	SEND (EHCP) 19 % (1%) main school	EAL 28.3 %
EYFS 71%	Phonics 90 %	Attendance (March 26) 95.8 %

Alexandra Junior School

Age Range 7 -11 years	Number of admissions per year (PAN) 64 pupils per year group (256)	Classes per year 2 classes per year group
PPG 11 %	SEND (EHCP) 19.9 % (3.6 %)	EAL 28.9 %
Multiplication 21.98	KS2 Combined 70 %	Attendance (March26) 95.5 %

Headteacher Job Description

Core Role

Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the nation's classrooms.

Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff.

They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Headteachers, together with those responsible for governance, are guardians of the nation's schools –

National Standards for Head Teachers (2016)

The Headteacher of the Alexandra Schools is accountable to the Trust Board and the Chief Executive (CEO) for the professional leadership, strategic direction, and operational management of the schools in order to ensure that the schools' aims are implemented in accordance with the strategy and the policies of the Trust. The Headteacher is required to monitor, evaluate and review the impact of policies, priorities and targets of the schools and take timely action as necessary and work in partnership with the Local Committee.

As a member of a Multi Academy Trust the Headteacher will collaborate with the partner schools, providing additional collaborative opportunities throughout the MAT.

The *National Standards of Excellence for Headteachers* are set out in four 'Excellence As Standard' domains:-

- **Qualities and knowledge**
- **Pupils and staff**
- **Systems and process**
- **The self-improving school system**

Within each domain there are six key characteristics expected of the nation's Headteachers. These have been included in the Job description for the Headteacher and are colour coded.

Supporting statement should reflect the job description and person specification. The Headteacher may be asked by the Trust to undertake other duties reasonably regarded as falling within the duties and responsibilities of the post. This job description will be reviewed annually at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with the post-holder.

Nexus Education Schools Trust as Trustees of the School in partnership with the Local Committee are committed to safeguarding and promoting the welfare of children and the Headteacher must ensure that the highest priority is given to following the guidance and regulations which safeguard children.

Headteacher Job Description

Strategic Direction and Development of the School

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally, and globally, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.
- Ensure that the school's systems, organisation, and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity, and probity.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
- Create outward-facing schools in NEST, which collaborate with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools

Leadership and Management of Pupil Achievement, Progress and Safety

- Demand ambitious standards for all pupils, overcoming disadvantages and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Ensure that pupil safety is at the centre of all of the school's functions, in particular strategic planning, and resource management.
- Provide a safe, calm, and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Ensure an aspirational culture and ethos of challenge and support where all children can achieve success and become engaged in their own learning and the learning of others.
- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every student's learning.
- Create and maintain an environment which promotes good behaviour, discipline and celebrates success.
- Ensure collaboration with other agencies in providing for the intellectual, spiritual, moral, cultural, physical, social, and emotional wellbeing of the children.

Leading and Managing Staff in the Delivery of High-Quality Learning and Teaching

- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise, and skills, and that of those around them.
- Lead, motivate, support, challenge and develop staff to secure improvement.
- Ensure that all staff are engaged with the school's key strategic priorities and the development of the school's aims and objectives, through effective communication across the whole school community, whether they be teaching or support staff.
- **Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.**
- Maximise the contribution of staff to improve the quality of education provided and standards achieved. Ensure that outstanding teaching is the primary objective for all teachers.
- **Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.**
- **Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning within School and Nexus Education Schools Trust.**
- Implement and sustain rigorous procedures for monitoring the performance of all staff including objective setting and personal development plans.
- **Successful experience of monitoring, evaluating, and improving the quality of teaching and learning.**
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams.
- **Hold all staff to account for their professional conduct and practice.**
- **Establish rigorous, fair, and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve, and valuing excellent.**
- **Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.**
- **Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff in school and across NEST.**

Leadership and Management of the Curriculum

- Understanding of the principles of effective teaching and learning and the ability to promote a culture of learning throughout the school.
- Understanding of the principles of how to engage children through an exciting child centred curriculum.
- **Successful experience of reviewing and developing the curriculum.**
- Understanding of the role and impact of assessment in children's learning.
- **Successful experience of promoting the personal, social, moral, cultural, and spiritual development of pupils.**
- **Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting social inclusion.**

Leadership and Management of the Curriculum

- Determine and ensure implementation of a diverse, flexible curriculum to ensure high quality experiences for pupils of all backgrounds and abilities.
- Ensure that the curriculum is providing for the intellectual, spiritual, moral, cultural, physical, social, and emotional wellbeing of all children.
- Ensure that the curriculum enables pupils to progress to the next stage of education with appropriate skills and knowledge and an 'I can' attitude.
- **Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.**

Stakeholders and the Local Community

- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, trustees, and members of the local community.
- Secure the commitment of all parents and carers, especially hard-to-reach parents, and the wider community to the vision and direction of the school. Act at all times as an ambassador for the school in a manner which upholds its values and ethos.
- Seek opportunities to communicate and enhance the value of the school to the local community.
- Contribute to the development of the education system by sharing effective practice, working in partnership with other schools both within NEST and other schools.
- **Develop effective relationships with fellow professionals and colleagues in NEST and other public services to improve academic and social outcomes for all pupils.**
- **Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.**

Accountability and Governance

- Work with the Local Committee to analyse and plan for the future needs and further development of the school within the local, national, and international context.
- Work in partnership with Nexus Education Schools Trust to develop and implement the strategic plan, monitoring and improve the outcomes for pupils across the organization.
- Translate the vision into a plan with agreed, prioritised, objectives and operational plans which will promote and sustain school improvement within an agreed timeframe.
- Encourage a school ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, the Nexus Education Schools Trust, the local community, OFSTED and others, to enable them to contribute effectively.
- **Welcome strong governance to account for pupil, staff and financial performance at local and Trust level.**
- **Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.**

Headteacher Person Specification

Focus	Essential (E) / Desirable (D) Qualification, Disposition and Qualities
Attainments	<ul style="list-style-type: none"> • A Qualified Teacher (E) • An experienced primary Headteacher (D) • Able to demonstrate significant professional development (E) • Further relevant professional qualifications (D) • NPQH (D)
Personal Qualities	<ul style="list-style-type: none"> • An excellent communicator (E) • Self-confident and approachable (E) • Empathetic and able to deal with people sensitively (E) • Organised and able to organise others (E) • Professional and resilient under pressure (E) • Experienced in managing challenging professional situations (E) • Cheerful with a 'can do' attitude (E) • Positive and energetic approach (E)
	Experience
Leadership & Management	<ul style="list-style-type: none"> • Able to inspire and maintain a friendly and enthusiastic atmosphere throughout the school (E) • A strategic thinker who can build, communicate and implement a shared vision of excellence (E) • Able to establish an open, professional and self-reflective culture where staff are enthusiastic about their work (E) • Curious about and courageous enough to embrace innovation and drive change when necessary (E) • Keen to identify and implement best practice through collaboration with outside agencies and other schools (E) • Confident enough to lead by example, embodying the school's aims and values (E) • Skilled in building strong relationships with the children, staff, parents, local committee members and wider community (D) • Determined to run the school in such a way that children's behaviour is managed so everyone can operate at their best (E) • Able to encourage and develop senior leaders and to value and cultivate the skills and experience of all staff (E) • Capable of being a model for professional standards who can demonstrate an effective work/life balance, offering guidance for staff in the management of their workloads, creating a supportive working environment (E) • Prepared to drive fair, rigorous and transparent performance management, including holding staff to account (E)

	Experience
Leadership & Management	<ul style="list-style-type: none"> • Experience of completing and performance management and judging the impact (E) • Evidence of promoting, Implementing and monitoring of equal opportunities aspects across the school (E) • Committed to developing yourself and your staff through continuing CPD (E) • Experience of leading CPD activities for others (E) • Record of exemplary teaching experience in primary schools across the age range (D) • Evidence of school leadership at Headteacher level (E) • Able to deploy resources effectively and efficiently to achieve the school's educational goals (E) • Able to maintain a good relationship with governors, providing them with timely, relevant and revealing reports (E) • Open to constructive challenge(E) • Experience of setting and managing budgets, including setting priorities for expenditure, allocating funds and cost control (D)
	Knowledge, Understanding & Skills
Shaping the Future	<ul style="list-style-type: none"> • Knowledge of legislation and developments in education and the implication of these in the school and wider education context (E) • Evidence of a clear vision for the future of our school (E) • Evidence of an understanding on how the wider organisation can support and develop a stronger school (E) • Recent experience of OFSTED (D) • Recent experience of working within a Multi Academy or structured group of schools (D)
Leading, Learning & Teaching	<ul style="list-style-type: none"> • Sound understanding of how children learn (E) • Awareness of strategies to raise pupil achievement and manage behaviour (E) • Evidence of setting targets, monitoring and rapid improvements of pupil achievement (E) • Evidence of implementation of strategies to support Moral, Social and cultural development of the school community (E) • Evidence of the successful curriculum design, assessment and recording and reporting system to improve pupil outcomes (E)
Inclusion & Diversity	<ul style="list-style-type: none"> • Committed to the promotion of school's ethos of developing confident, caring pupils who act responsibly (E) • Enthusiastic about independent learning (E) • Committed to giving all children the opportunity to be the best they can be (E) • Experienced in and understanding of managing children's behaviour consistently and engaging them effectively with learning (E)

	Knowledge, Understanding & Skills
Inclusion & Diversity	<ul style="list-style-type: none"> • Committed to ensuring equality of opportunity for all (E) • Capable of building on the schools' positive and inclusive ethos (E) • Evidence of action to support cultural diversity and British values within our society (E) • Evidence of an understanding to provide for a range of pupils' needs (E) • Knowledge of the SEN code of practice (D) • Through collective whole school activities, aim to ensure the culture and values of all are celebrated (E) • Ready to value and encourage parental engagement with and partnership in their children's education (E) • Keen to develop staff diversity whenever possible (E)
Developing Self	<ul style="list-style-type: none"> • Enthusiastic about keeping up to date with educational developments and innovations (E) • Strongly committed to your own professional development (E) • Willing to accept support from others including colleagues, leaders, trustees, local committee members and improvement partners to improve personal performance (E) • Effective communicator in writing and orally (E) • Able to promote a positive work life balance (E)
Stakeholders	<ul style="list-style-type: none"> • Evidence of strengthening the community and ability to show an understanding of the importance of partnership links. (E) • Experience of working directly with other stakeholders to raise standards and improve opportunities for pupils (D)
Accountability	<ul style="list-style-type: none"> • Evidence of working with Trustees /Local Committee Members to enable them to meet their responsibilities (E) • Evidence of impact of school self- evaluation documentation (E) • Evidence of working directly with stakeholders to develop and /or improve a school (D)
	Safeguarding
Safeguarding	<ul style="list-style-type: none"> • Evidence of a commitment to safeguarding and promoting the welfare of children and young people (E) • Completion of the safeguarding children training (E) • Completion of the safer recruitment training (E) • Completion of the PREVENT training (E)



Nexus Education Schools Trust

Our Trust

As the newly appointed Headteacher at the Alexandra Schools, you will join the professional community of Nexus Education Schools Trust (NEST) - a vibrant network of schools and exceptional leaders with a shared commitment to excellence.

At NEST, the training and development of staff is central to our mission. This is strengthened by the impactful work of the NEST Thames South Teaching School Hub, ensuring every colleague has access to high-quality professional learning and career development. Our Nursery provision, Specialist Resource Provision, and wraparound care services are all united by a deep passion for education and a belief in the potential of every child.

Learning sits at the heart of everything we do. We believe in the power of great teaching and the transformative impact it has on children's lives. Collaboration is fundamental to our ethos: our schools work together as a professional learning community that drives continuous improvement, innovation, and opportunity.

We are a forward-thinking, outward looking, highly regarded Multi-Academy Trust, proudly serving a growing family of 20 schools across Bromley, Southwark, Kent, and Lewisham. Our community spans infant, junior, primary, and specialist settings, each dedicated to delivering inclusive, inspiring, and high-quality education for every child.

As the home of the Thames South Teaching School Hub, we play a leading role in teacher training and professional development across Bromley, Bexley, and Greenwich. Through strong partnerships with other trusts and maintained schools, we have developed a collaborative network that strengthens education across the wider region.

Our commitment to inclusivity and extending our education offer has enabled the Trust to develop inclusive School Resource Provision, alongside more specialist additionally resourced classes. The Trust's NEST nursery strategy complements our school-based nurseries, and the extended before and after clubs enables our community to have an extended school day and our children to have high quality care and breadth of experience.

This is an exciting time to join NEST. Our Trust continues to grow, welcome new schools, and broaden its impact. What unites us is a shared moral purpose:

“To provide excellence and opportunity for all, transforming lives through education and inspiring the leaders of tomorrow.”

Application Process

Applications

Applications will only be accepted from candidates completing the Trust's Application Form.

Please complete **ALL** sections of the Application Form which are relevant to you as clearly and fully as possible. Your supporting statement should evidence your skills and experience against the requirements of the job description and person specification.

CVs will **NOT** be accepted in place of a completed Application Form.

Invite to Interview

After the closing date, short listing will be conducted by an interview panel.

Candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. If you do not hear from us within 14 days of the closing date of this position, unfortunately you have been unsuccessful on this occasion.

If you have been shortlisted, your references will be taken up, and you will be asked to sign a self-disclosure form relating to disclosable cautions and convictions prior to interview. This post is exempt from the Rehabilitation of Offenders Act (1974). The amendments to the Exceptions order 1975 (2013 & 2020) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website.

You will be selected for interview entirely on the contents of your application form, so please read the job description and person specification carefully before you complete your form.

In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and
- Attitudes to use of authority and maintaining discipline.

Assessment Process

Applications will be assessed against the job description and person specification within the applicant brief. Successful applicants will be invited to the selection process.

We will use a variety of assessment tools during the assessment process, these may include:

- presentations
- group exercises
- written exercises
- aptitude/ability tests

Child Protection and Safeguarding Policy

The Trust is committed to Safeguarding and Promoting the Welfare of all its pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

Throughout any recruitment process, Safeguarding and Child Protection are given a high priority. All interview panels include at least one member who has completed Safer Recruitment training within the last 3 years.

The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred.

School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

Keeping Children Safe in Education (2025)

As such, it is the duty of all who work for the Trust to:

- Ensure that a safe environment is provided for all children and young people to learn;
- Ensure all staff are capable of identifying children and young people who are suffering or likely to suffer significant harm; and
- Ensure all staff are willing to take appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

The Trust pays full regard to '**Keeping Children Safe in Education**' guidance.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g., volunteers and staff employed by contractors.

Please visit www.nestschools.org for the full policy.

Safer Recruitment & Pre-employment Checks

Nexus Education Schools Trust is committed to safeguarding children.

This means that all employees (on either a paid or voluntary basis) require an Enhanced DBS check which includes a Barred List check.

For individuals applying for leadership and management positions a S128 check will also be required. For individuals who have previously lived abroad, overseas checks will also need to be taken prior to commencing employment.

Keeping Children Safe in Education, paragraph 220 introduces a new duty to consider 'carrying out an online search as part of their due diligence on the shortlisted candidates'. Please be advised that we will conduct online searches of all shortlisted candidates and may request details of any social media handles.

New employees will not commence work until all relevant checks have been completed.

Standard Checks

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK;
- Documentary evidence of identity that will satisfy DBS requirements;
- Documentary proof of current name and address;
- Where appropriate any documentation evidencing change of name;
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary, photocopies or certified copies **will not** be accepted.

Enhanced Checks

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced check.

Accordingly, this post is exempt from the Rehabilitation of Offenders Act (1974). The amendments to the Exceptions order 1975 (2013 & 2020) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website.

- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about any disciplinary offences, including those related to children or young people (whether 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 investigation or disciplinary proceedings.
- If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues;
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children – this may only be answered 'not applicable' where your duties have not brought you into contact with children or young people.

Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK;
- Receipt of at least two satisfactory references (if these have not already been received);
- Verification of identity checks and qualifications;
- Satisfactory Enhanced DBS Check;
- Verification of professional status such as QTS Status, NPQH (where required);
- Satisfactory completion of a Health Assessment;
- Satisfactory completion of the probationary period (where relevant);
- Where the successful candidate has worked, or been resident overseas for at least 12 months in the previous ten years, such checks and confirmations as may be required in accordance with statutory guidance including a statement of good conduct.

References & Verifications

We will seek references on shortlisted candidates for all positions and may approach previous employers for information to verify experience or qualifications before interview.

Any relevant issues arising from the application form, references of self-disclosure will be taken up at interview.

