



Learning Guide Recruitment Pack

BOSTON SPA LEARNING - Westwood Way, Boston Spa, Leeds, LS23 6DX **Tel:** 0113 3235871
HEADINGLEY LEARNING - Buckingham Villas, Buckingham Road, Leeds LS6 1BP **Tel:** 0113 3235871
WOODHOUSE LEARNING - Crowther Place, Leeds, LS6 2ST **Tel:** 0113 3235871

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Principal: Keeley Murray
Email: info@westoaksschool.co.uk
www.westoaksschool.co.uk

12th January 2026

Dear Applicant

Learning Guide vacancies at West Oaks

Thank you for your interest in the post of Learning Guide at West Oaks School.

It is a real privilege to work and be a part of the West Oaks family and I wish you every success with your application. If you believe in excellence for everyone, please read on.

I hope you will enjoy reading through our recruitment pack and I look forward to receiving your application. Application forms should be completed online through the e-teach portal, CVs will not be accepted. The closing date is Sunday 1st February 2026 at midnight. Should you have any questions regarding the role or the application process, please email recruitment@westoaksschool.co.uk.

Please note that it is our policy not to accept late applications except in exceptional circumstances which are outside of your control. If we have not contacted you within four weeks of the closing date, please assume that your application has been unsuccessful.

If you have a disability and require this information in a different format, please contact Liz Mason, Director of Operations.

I look forward to receiving your application. Good Luck!

Yours faithfully

Keeley Murray
Principal



INFORMATION ABOUT THE SCHOOL

"Excellence for Everyone"

West Oaks School is an all-age 2-19 specialist provision catering for pupils with profound and multiple learning difficulties, severe learning difficulties, communication difficulties and those with a diagnosis of autism. The school operates over three locations.

Our main site is based in the inner city Meanwood area of Leeds and is known as Woodhouse Learning. Our Woodhouse site opened in September 2015 and due to demand for our places, we added a £10 million extension to our site which opened in September 2021. The additional facilities include 3G sports pitch, rebound facility, life skills flat, science lab and multiple specialist areas.

Our provision, based in Boston Spa, a village on the North East outskirts of Leeds, opened in 1976 and has a strong focus on outdoor learning and has recently been refurbished to include new teaching areas, 16+ Bistro, daily mile track and MUGA.

Our third site, Headingley Learning, opened in September 2022 in a Grade II listed building, and when full, will provide a base for a further 125 West Oaks pupils, Training and Development Centre, and Therapeutic support with a strong outdoor and inclusive curriculum.

All our sites, Boston Spa Learning, Headingley Learning and Woodhouse Learning embrace the same vision for educating children and young people and putting their needs first. West Oaks is proud of its inclusive and innovative practice where every child and young person's needs are met with no compromise. A place where we strive, alongside parents, carers, and Leeds LA to achieve the best outcomes for everyone. The learning needs of all our pupils are at the core of our thinking, with a positive culture driving excellence for everyone within our school and college community.

Our learners reflect the wide ethnic and cultural diversity of the city of Leeds.

We design and teach a broad and balanced curriculum, highly differentiated through five distinct pathways to incorporate the needs, interests and motivations of all our 500 pupils. We celebrate individualism at all levels and have a reputation for being ever responsive to the needs of our pupils. We believe that pupils learn best and enjoy learning when they are actively engaged in practical experiences and are confident in established routines.

Boston Spa Learning

Boston Spa Learning is set within a small rural location and has been established in the village of Boston Spa, near Wetherby, for nearly 50 years. It is very much a part of the village community, and we make effective use of the rural setting to enrich our curriculum. We have created real and meaningful work-based experience for our 16+ learners through our WeCanDo Company.

The pupils' abilities range from very early developmental levels upwards. Pupils are transported from all parts of Leeds and our pupil population is culturally diverse.

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Woodhouse Learning

Woodhouse Learning was established as a response to the growing pressures on high quality special school places in Leeds. The building was funded by the Education Funding Agency. West Oaks was asked to develop the provision from the plan and design stage, to build and then take on the leadership of the site to complement and expand the provision already established at Boston Spa.

Woodhouse Learning is based in the inner-city area of Meanwood, 13 miles from Boston Spa. The building covers 4 levels and is very modern and spacious in design. Pupils are transported from all parts of Leeds, making our pupil population rich and culturally diverse. We have pupils from Early Years to Key Stage 5 at this site. A £10 million expansion was completed in August 2021 to provide additional accommodation to meet growing need for SEN places.

Headingley Learning

Our Headingley Learning site on Buckingham Road is situated only 1 mile from our Woodhouse Learning campus and complements our inner-city provision perfectly.

Once fully occupied Headingley Learning will provide a total of 125 places at KS2-KS5 providing 500 specialist places across the city delivered by 250 high quality staff members.

Vision and Values

We pride ourselves on our educational philosophy knowing that whatever we do it is always children first and we strive for excellence for everyone within our school community.

Safeguarding

We are committed to safeguarding and promoting the wellbeing of all children and we expect our staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure Barring Service Check (formerly Criminal Records Bureau Disclosure).



JOB DESCRIPTION

Post Title:	Learning Guide
Accountable To:	Class Lead
Location:	West Oaks School
Scale:	B1

PURPOSE OF THE POST

To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom.

Posts are recruited to West Oaks School and staff may be required to work at Boston Spa Learning, Headingley Learning or at our Woodhouse Learning site.

1. To attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
2. Supporting pupils who may have complex medical needs and who may need emergency medical support, training will be provided.
3. Supporting pupils who require additional support with communication, including those pupils with a mechanical system of communication and PECS. The postholder may also be required to use British Sign Language and/or Makaton, (a form of sign language for SEN pupils) if so, training will be provided.
4. Supporting pupils with speech difficulties under the guidance of a Speech Therapist to support individual pupils with specific needs - in-house training provided.
5. Providing support to pupils who need assistance with personal care, such as feminine hygiene, changing nappies etc. for incontinent pupils and assisting pupils to use the toilet if they are unable to use the toilet unaided.
6. Feeding pupils and assisting them with drinking, in-house training given.
7. Supporting pupils who because of their physical needs may need moving and handling care and/or in transported in wheelchairs, training will be provided. Due to the clientele of special schools in Leeds where pupils may be aged from 2-19 years of age, the pupils may be adult size and weight.

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8. The postholder may also be required to assist pupils with physiotherapy under the guidance of physiotherapist.
9. As part of this role, it will be necessary to administer medication and support children with medical interventions
10. The postholder may be required to physically intervene with pupils who may harm themselves or others. Some pupils may bite, kick, nip and punch etc. themselves, staff and or other pupils. Support will be given, and Team Teach Training provided where necessary.
11. To supervise and support pupils ensuring their safety and access to learning
12. To establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
13. To promote the inclusion and acceptance of all pupils.
14. To encourage pupils to interact with others and engage in activities led by the teacher
15. To encourage pupils to act independently as appropriate.
16. To prepare classroom as directed for lessons and clear afterwards and assist with the display of pupil's work.
17. To be aware of pupil problems/progress/achievements and report to the teacher as agreed.
18. To undertake pupil record keeping as requested.
19. To support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
20. To gather/report information from/to parents/carers as directed.
21. To provide clerical/administrative support - photocopying, typing, filing, collecting money etc.
22. To support pupils to understand instructions.
23. To support pupils in respect of local and national learning strategies as directed by the teacher.
24. To support pupils in using basic ICT as directed.
25. To prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.

26. To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
27. To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
28. To contribute to the overall ethos/work/aims of the school.
29. To appreciate and support the role of other professionals.
30. To attend relevant meetings as required.
31. To participate in training and other learning activities and performance development as required.
32. To assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
33. To accompany teaching staff and pupils on visits, trips and out of school activities as required.

PERSONAL RESPONSIBILITIES

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To take responsibility for safeguarding and promoting the welfare of children.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To undertake training and professional development as appropriate.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.

West Oaks School is committed to safeguarding and promoting the wellbeing of all children and we expect our staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure Barring Service Check (formally Criminal Records Bureau Disclosure). We promote diversity and aim to establish a workforce which reflects the population of Leeds.

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Learning Guide - Person Specification

Category	Essential	Desirable	Where Identified		
			Application Form	Interview	Selection process/ certificate
Personal					
▪ Good Numeracy/literacy skills	✓		✓	✓	
▪ GCSE A-C or CSE level 1 in Maths and/or English		✓	✓		✓
▪ Use basic technology – computer, video, photocopier	✓		✓		
▪ Ability to relate well to children and adults	✓		✓	✓	
▪ Ability to work constructively as part of a team	✓		✓	✓	
Knowledge and Understanding					
▪ Working with or caring for children of relevant age	✓		✓	✓	✓
▪ Working with children in a specialist educational setting		✓	✓	✓	
▪ Appropriate knowledge of first aid		✓	✓		
▪ Understanding classroom roles and responsibilities and your own position within these	✓		✓	✓	✓
▪ To be aware of policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection		✓	✓	✓	
Qualifications/Training					
▪ Participate in development and training opportunities	✓		✓	✓	✓
▪ Completion of NVQ/DfE Teacher Assistant Induction Programme		✓			✓
Equal Opportunities					
▪ An acceptance of and commitment to the principles of equal opportunities and rights	✓			✓	
Other Conditions					
▪ Enhanced DBS check	✓				✓
▪ Pre-employment medical questionnaire	✓				✓

LEARNING GUIDE STANDARDS TEACHING AND LEARNING

T & L 1	Provide support for learning activities <ul style="list-style-type: none"> • Provide support for teacher and pupils to ensure effective teaching and learning • Work with the teacher to agree own role in learning activities and the support you will give. This could be with a whole group, small group or individual. • Provide support across the curriculum, including literacy and numeracy. • Support could be given within a classroom, on visits, residential or anywhere teaching and learning takes place. • Prepare, use, and manage resources, including ICT, to help support learning.
T & L 2	Support children/young people's development <ul style="list-style-type: none"> • Using knowledge and understanding of child development, SLD, PMLD, ASD etc, observe the development of individual pupils, sharing information with teachers to inform assessment.
T & L 3	Provide displays, prepare, and maintain the learning environment <ul style="list-style-type: none"> • With the teacher, identify the purpose of the display, gather materials, and produce the display. This may involve pupils. • Maintain displays, ensuring safety. • Ensure learning resources are available and ready for planned lessons.
T & L 4	Plan, deliver and evaluate teaching and learning activities under the direction of the teacher <ul style="list-style-type: none"> • Plan and deliver learning activities to complement, reinforce or extend teaching and learning planned by the teacher. • Provide feedback on pupil progress and contribution.
T & L 5	Support children's learning through appropriate play <ul style="list-style-type: none"> • Developing areas and play spaces to facilitate play • Intervening to support pupil development
T & L 6	Liaise with parents, carers, and families <ul style="list-style-type: none"> • Establish and maintain effective relationships and communication with parents, carers, and families with regards to the care and education of their children.

ACHIEVEMENT

A 1	Observe and report on pupil performance, contributing to maintaining pupil records <ul style="list-style-type: none"> • Observe and report to teachers to provide evidence upon which teachers make judgements on pupils' stage of development. • Contribute to learning journals and other forms of ongoing record keeping and assessment.
A 2	Support pupils with a range of disabilities and special needs <ul style="list-style-type: none"> • Provide care and encouragement to pupils, supporting them to participate fully. • Work with families as appropriate • Work with other agencies to provide support in terms of physical needs, language development including augmentative communication and learning needs. • Work in class teams to provide resources and support to meet diverse individual needs.
A 3	Contribute to Assessment for Learning <ul style="list-style-type: none"> • With teacher, use assessment to promote pupils' learning. • Encourage pupils to review their own learning where appropriate.

BEHAVIOUR AND SAFETY

B & S 1	Help children to stay safe <ul style="list-style-type: none"> • Respond to accidents, emergencies, and illness. • Have knowledge of safeguarding procedures and policies.
B & S 2	Contribute to positive relationships <ul style="list-style-type: none"> • Interact positively with children, young people and adults including parents. • Value all people equally.
B & S 3	Contribute to moving and handling individuals <ul style="list-style-type: none"> • Follow procedures for moving and handling children and young people. • Support therapists and children and young people before, during and after therapy sessions. • Contribute to review of therapy sessions.
B & S 4	Promote positive behaviour <ul style="list-style-type: none"> • Contribute to the prevention of and management of challenging behaviour in children and young people. • Implement agreed behaviour management strategies to promote positive behaviour. • Support pupils to manage their own behaviour.
B & S 5	Promote children's wellbeing and resilience <ul style="list-style-type: none"> • Help young people develop self-reliance, self-esteem, and emotional resilience. • Provide an environment which supports, affirms and values children and young people, helping them to manage their own feelings and relationships.
B & S 6	Support children and young people during transitions in their lives <ul style="list-style-type: none"> • During any significant change that can affect behaviour and / or development. (e.g., move of school, bereavement, puberty)
B & S 7	Escort and supervise pupils on educational visits and out of school activities <ul style="list-style-type: none"> • Maintain the health and safety and wellbeing of pupils outside the school setting.

LEADERSHIP

L 1	Provide effective support for your colleagues <ul style="list-style-type: none"> • Work effectively with colleagues, taking an active role in developing skills and expertise.
L 2	Reflect on and develop practice <ul style="list-style-type: none"> • Engage in self-evaluation and reflection to learn and develop practice. • Take part in CPD and reflect on how this develops practice.
L 3	Support teaching and learning in a curriculum area <ul style="list-style-type: none"> • Use and develop subject knowledge and skills to support teaching and learning in a curriculum area.
L 4	Lead an extra-curricular activity <ul style="list-style-type: none"> • E.g., clubs, recreational activities, sports teams, performing arts with limited supervision.
L 5	Monitor and maintain curriculum resources <ul style="list-style-type: none"> • Monitor and maintain resources to support curriculum delivery • Work with teachers to identify required resources, carry out routine maintenance and cleaning.
L 6	Develop and maintain working relationships with other practitioners <ul style="list-style-type: none"> • Work effectively with other practitioners, sharing expertise to support colleagues' development. This may include providing learning opportunities for a colleague. This may also include mentoring a colleague.



GUIDANCE NOTES ON COMPLETING THE APPLICATION FORM

You are advised to read the following notes carefully as, unless other preselection techniques are used, the decision to shortlist you for interview will be based solely on the information you provide in the Application Form. This advice is designed to help you complete the Application Form as thoroughly as possible. Information you provide in the Application form will be treated as confidential.

EXAMINE THE INFORMATION PACK

All information packs contain, Application Form, Job Description and Person Specification, further information about the school, Equal Opportunities Policy Statement, Procedures in Relation to the Protection of Children: Disclosure of Criminal Background (if applicable) Requirements of the Asylum and Immigration Act 1996.

EQUAL OPPORTUNITIES

The school is committed to offering equality of opportunity in employment regardless of race, sex, marital status, sexual orientation, disability, or age. To monitor effectiveness of Equal Opportunities policies we need to monitor the numbers of applications by sex, race, and disability. You are therefore requested to provide this information.

DISABLED APPLICANTS

A disability or health problem does not preclude prospective applicants from consideration for a job and applications are encouraged from disabled people. Disabled applicants whose impairment prevents them from carrying out any aspects of a post are still encouraged to apply since it may be possible to change the duties of a post.

You are asked to indicate in the 'Additional Information' section of the Application Form whether your disability prevents you from undertaking any of the duties of the post and why. There is provision for information to be provided in large print and Braille or on tape. If you have difficulty completing the Application Form, you may alternatively submit a CV. However, this should still follow the same format as the Application Form. Disabled applicants who meet the essential criteria of a vacant post are guaranteed an interview. You are asked to indicate in the 'Additional Information' section of the Application Form any arrangements which may need to be made for you to attend an interview.

CANVASSING

You must not canvass members of the school's Governing Body which includes Elected Members of the Council. This means you must not seek their support or attempt to ask them to influence the decision – if you do, you will be disqualified.

CRIMINAL CONVICTIONS

Under the terms of the Rehabilitation of Offenders Act 1974, all school posts are classed as those for which applicants must declare all criminal convictions/cautions regardless of whether or not they are spent.

RIGHT TO WORK IN THE UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live and work in the United Kingdom. Applicants will be expected to provide proof at interview stage of their eligibility to work in the UK.

PRESENTATION

- Use a **black pen** or type your Application Form.
- Check the spelling and that you have answered every question.
- Remember to sign the Application Form to declare that the information you have provided is accurate.
- Always keep a copy of the Application Form for reference.
- Ensure that you send the form to the correct address.
- Ensure that your Application Form arrives before the closing date, it is not the school's policy to accept late applications (although exceptions may be allowed in the case of disabled applicants who receive information in a different format, or who have difficulty in completing an Application Form).

COMPLETING THE APPLICATION FORM

- **General.** Ensure that you read the application form fully before you write anything. Write out your application form in rough first to help you organise your thoughts. Ensure the information you provide is accurate. Applicants who conceal or misrepresent relevant information at any stage during the recruitment process are liable to disqualification.
- **Employment Experience.** Complete this section as fully as possible giving exact dates. Where you cannot remember specific dates, provide as good an indication of the time involved as possible.
- **Qualifications.** Where specific qualifications are required for the position, this will be included in the Job Description and Person Specification. You should complete this section giving details of relevant examination results and grades. If your application is successful, you will be required to provide verification of these qualifications. Make sure you include any NVQ's which you are working towards or have obtained if you are applying for a non-teaching post.
- **References.** If you object to your references being sought at this stage, you may indicate this on the application form.

- **CV's WILL NOT** be accepted, with the exception of disabled applicants who have difficulty completing the standard application form.

INFORMATION IN SUPPORT OF APPLICATION

- Please read the Job Description and Person Specification carefully, so you understand what the position involves.
- Ask yourself why you are interested in the position? For example, would it be a promotion or, alternatively, a good career move sideways to broaden your experience?
- Do not simply repeat your career history. Pick out skills, knowledge and experience required by the Job Description and Person Specification and provide evidence you possess them.
- Be as concise as possible, any additional information included should relate specifically to the post applied for.
- You may attach additional information in support of your application (**please ensure you clearly write your name and the job you are applying for on each additional sheet you submit**) but **IN NO CIRCUMSTANCES SHOULD THIS EXCEED TWO SIDES OF A4 PAPER**. This restriction does not apply to those applicants who declare a disability and provide additional information, in order that consideration may be given to a reasonable adjustment.
- **Please note that applicants will only be short listed if they demonstrate that they meet the essential requirements of the Person Specification that can be assessed from the application form.** You must, therefore, give evidence which shows how you meet the specification. If the specification states “able to use initiative and work unsupervised” it will not be sufficient to say “I can work unsupervised and show initiative” you must quote examples of your work/life which demonstrate these attributes.
- Mention any relevant experience you have acquired outside work, such as community, voluntary or leisure interests.
- Above all, gear your application to this specific job.
- Internal applicants must not assume any prior knowledge by the shortlist and interview panel and must give full details.

Recruitment of Ex-Offenders Policy

1. Introduction

The [code of practice](#) published under section 122 of the Police Act 1997 advises that it is a requirement that all registered bodies must treat DBS applicants who have a criminal record fairly and not discriminate automatically because of a conviction or other information revealed.

The code also obliges registered bodies to have a written policy on the recruitment of ex-offenders; a copy of which can be given to DBS applicants at the outset of the recruitment process.

2. Further information about conviction information

On the 29 May 2013, legislation came into force that allows certain old and minor cautions and convictions to no longer be subject to disclosure.

- in addition, employers will no longer be able to take an individual's old and minor cautions and convictions into account when making decisions.
- all cautions and convictions for specified serious violent and sexual offences, and other specified offences of relevance for posts concerned with safeguarding children and vulnerable adults, will remain subject to disclosure. In addition, all convictions resulting in a custodial sentence, whether or not suspended, will remain subject to disclosure, as will all convictions where an individual has more than one conviction recorded.
- applicants can be directed to the guidance and criteria which explains the [filtering of old and minor cautions and convictions](#) which are now 'protected' so not subject to disclosure to employers

3. Policy

- as an employer 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), West Oaks School complies fully with the [code of practice](#) and undertakes to treat all applicants for positions fairly
- West Oaks School undertakes not to discriminate unfairly against any subject of a criminal record check based on a conviction or other information revealed.
- West Oaks School can only ask an individual to provide details of convictions and cautions that West Oaks School 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)
- West Oaks School can only ask an individual about convictions and cautions that are not protected.
- West Oaks School 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 dependents, age, physical/mental disability, or offending background.
- West Oaks School has a written policy on the recruitment of ex-offenders, which is made available to all DBS applicants at the start of the recruitment process.
- West Oaks School 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.
- West Oaks School select all candidates for interview based on their skills, qualifications, and experience

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- 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.
- West Oaks School ensures that all those in the school who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences.
- West Oaks School 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, West Oaks School ensures that an open and measured discussion takes place about 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 the withdrawal of an offer of employment.
- West Oaks School makes every subject of a criminal record check submitted to DBS aware of the existence of the [code of practice](#) and makes a copy available on request
- West Oaks School undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.