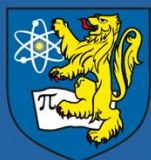




Head of History Woodkirk Academy

Information Pack



Woodkirk
Academy
& Sixth Form

a member of Leodis Academies Trust

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LEODIS ACADEMIES TRUST
c/o Blackgates Primary Academy, Smithy
Lane, Tingley, Wakefield, WF3 1QQ



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<https://www.leodisacademiestrust.com/>



Welcome



Dear Candidate

Thank you for your interest in applying for a role working at Woodkirk Academy, which is part of the Leodis Academies Trust family of schools. We hope the information provided will encourage you to seriously consider becoming part of one of the most successful and vibrant schools in Leeds.

Woodkirk Academy is a popular, successful and oversubscribed school. Our mission is: to empower every individual to be the best they can be in all aspects of their life as a 21st Century global citizen, and our work towards this is underpinned by our core values of hard work, acting with kindness and taking responsibility. These values are embodied by our students and staff, and we are proud of what we achieve together.

We benefit from a friendly atmosphere and excellent student behaviour. Students enjoy learning with support and encouragement from a committed and ambitious teaching and pastoral staff. Examination results are always high and we know the significance these have on a young person's future. So too do we understand and value personal development, which is supported through the taught curriculum, careers education information and guidance and a wide range of extra-curricular opportunities.

We have a well-qualified, experienced and enthusiastic staff that has a strong team approach in all its endeavours. We are dedicated to providing the best opportunities for all staff and students in the school. We:

- Expect high standards and teamwork from students, staff and parents to create a safe, calm and supportive culture within and around the school.
- Prioritise positive experiences so that staff and students can succeed and enjoy every day.
- Value the personal growth and development of all students and staff and promote opportunities within and beyond the school to support this.
- Recognise every individual ensuring fairness, and equality of ambition and opportunity for all.
- Believe that most success can be achieved by working in collaboration with all stakeholders; we consult with students, staff and parents and listen to each other's views.

- Provide the opportunities and experiences that enable students to develop the necessary knowledge and character to achieve our aims for them and their aims for themselves.
- Care about our students and staff and consider their well-being when decisions are made.
- Work in partnership with Leodis Academies Trust towards the shared aim of Forging Young Futures.

A comprehensive induction programme for teaching and non-teaching staff ensures that colleagues are given appropriate support to make a successful transition to our school. Each member of staff is greatly valued, and we are eager to recruit a colleague who is committed, enthusiastic and shares our vision and values.

More details on the role itself is contained in the Job Description later in this document. I hope that the information provided is of use. If you require any further information or would like to speak to someone about your application, you will find some contact details in the 'Application Process' section of this document. We look forward to receiving your application.



Mr Tim Jones
Principal



Leodis Academies Trust

Leodis Academies Trust was established in April 2016 to formalise the collaborative working of four high performing schools within close proximity of one another. In September 2018, Blackgates Primary Academy joined the Trust cementing our place at the heart of the Tingley and Ardsley Community. Leodis offers young people the opportunity to experience consistency and security in their education from 2 to 18 years old; from the start of nursery to the end of sixth form and into adulthood.

Leodis Academies Trust and our individual Academies are committed to 'Forging Young Futures'. To do this, each Academy has its own ethos and identity and has the freedom to develop individually as well as working collaboratively to secure high quality outcomes for all its young people. By providing an extensive curriculum both within and beyond the classroom we cater for the wide range of talent and ability that our students have to offer. We work tirelessly to improve the life chances of all our young people and support them to make a positive contribution to their community.



Whilst Leodis consists of schools closely geographically located, the Trust works collaboratively with a wide range of partner organisations both locally in Morley and south Leeds as well as further afield with our Initial Teacher Training partnerships, Universities and employers.

Our positive outlook and excellent reputation enables us to attract and sustain high quality staff teams led by exceptional leadership teams. We value our staff and the experience that they can bring to the Trust so that we can continue to build on our strengths. Those we recruit need to demonstrate that they want to be part of the collaborative working culture upon which we pride ourselves. We want to be the employer of choice in the area and working for the Trust, you will be able to access the many staff benefits on offer.



Values and Aims

At Leodis Academies Trust we are committed to developing every young person's full learning potential through a wide variety of educational experiences in an environment that fosters positive relationships based on mutual respect.

Every individual part of the whole:

Each of our schools have their own identity and ethos that reflects their specific community and the needs of the young people within them. However, they are all underpinned by a strong sense of purpose, order and control which in turn produces confident and enthusiastic young people who value education and the opportunities it affords them.

Building on excellence together:

Not content with focusing on academic excellence we all work hard to shape our young people into fully rounded individuals, ready to face the demands of a rapidly changing society. We access a comprehensive range of support and development services, in-house and externally, to ensure barriers to learning are tackled and their impact on attainment is reduced to allow every young person to make significant progress.

Our positive outlook and excellent reputation enables us to attract and sustain high quality staff teams lead by exceptional leadership teams. Our tireless focus on quality first teaching secures a safe, happy and high achieving learning environment for all our young people. We value every success and celebrate the achievements of all our young people through events, newsletters and our websites.

Looking outwards to strengthen within:

With collaboration at the heart of our work as a Trust we are able to share good practice, resources, and a philosophy that secures high quality teaching and learning across our schools. We focus on the breadth of curriculum; and value and provide enrichment opportunities for our young people to develop their talents and to find new skills and interests.

Whilst we focus on working together across the schools, we recognise that we cannot grow, develop and fulfil our vision for every young person without strong partnerships. Central to this is the relationship between home and school; strong communication and open, honest dialogue ensuring we know our young people well and can work together to meet their needs.



Staff Benefits & Wellbeing

At Leodis Academies Trust we pride ourselves on our collaborative approach to working together. We look for individuals who can contribute to this and make a difference to the academies that form our Trust. In return we can offer:

- Attractive salaries and annual leave entitlements.
- Free parking on site.
- Enhanced maternity, paternity and adoption leave.
- Auto-enrolment into an attractive pension scheme (West Yorkshire Pension Fund for support staff and Teachers Pension Scheme for teaching staff).
- Access to an Employee Assistance Programme providing confidential support 24 hours a day, 7 days a week, telephone GP appointment, Physiotherapy, Mediation advice and much more.
- Access to job related learning and development opportunities.
- Access to an expanding range of lifestyle benefits including free flu vaccinations and a cycle to work scheme.



Job Description

Head of History

Working Pattern	Full time
Grade	MPS/UPS plus TLR 2c £8,611
Contract Type	Permanent
Responsible to	Director of Humanities

Purpose of the Role

To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students.

To work as part of a team with other Heads of Department and the Senior Leadership Team, to effect the school's mission statement and to realise its objectives to ensure a strong commitment to local communities and to provide cost effective high quality education and training.

The Job Description should be read alongside the range of professional duties of Teachers as set out in the Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

Teaching Duties

Teaching and Managing Pupil Learning

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Oversee planning/schemes of work in the History Department to ensure curriculum entitlement and progression is achieved.
- Ensure curriculum coverage, continuity and progression for all students through clearly written and regularly reviewed schemes of work.
- Ensure Teachers are clear about teaching objectives, provide guidance on methodology.
- Develop and sustain students' literacy and numeracy skills through the subject.
- Consider how the subject can promote citizenship, spiritual, cultural, mental and physical development and preparation for adult life.

Planning and Setting Student Expectations/Pupil Achievement

- Set expectations for staff and students in relation to student achievement and monitor progress
- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment.
- Plan the use of ICT within schemes of work, where appropriate monitor the quality of this aspect of lessons and ensure that ICT skills are regularly assessed in accordance with School guidance.

Assessment and Evaluation

- Where appropriate establish and implement clear practices for assessing recording and reporting on student achievement in line with the school policy
- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Monitor pupil standards and achievement against annual targets and track progress in the History Department

Relationship with parents and the wider community

- Prepare and present informative reports to parents
- Provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context.
- Where appropriate liaise with agencies responsible for pupils' welfare.

Manage own performance and development

- Take responsibility for own professional development and to keep up to date with research and developments in pedagogy and in the subject
- Share corporate responsibility for the implementation of school policies and practices
- Set a good example to the pupils in their presentation and their personal conduct
- Evaluate own teaching critically and use this to improve effectiveness

Managing and developing staff and other adults

- Lead, manage and develop the History department
- Role model classroom practice
- Develop the role of support staff in delivering across all age and ability groups across the school
- Monitor standards of teaching within the History Department, provide feedback, and identify and meet the CPD needs of staff within the department.
- Lead in the development of effective teaching and learning styles in the History Department
- Help staff achieve constructive working relationships with students
- Support colleagues in their management of student behaviour by using the school policy and procedures
- Devolve responsibilities and delegate tasks appropriately, recognising and utilising the strengths of others
- Sustain motivation; promote enthusiasm, openness to new ideas, commitment and a happy and homogenous team
- Be concerned for the professional development of colleagues
- Provide full and regular feedback to team members, through departmental meetings, briefings and emails of matters discussed at meetings held for curriculum managers. Ensure the department is represented at these meetings.

- Promote links and cooperation with other departments. Encourage departmental involvement in school wide initiatives in development of the whole school policy
- Ensure that senior colleagues and governors are well informed about Departmental policies, plans, priorities, targets and professional development needs.
- Assist with the selection of staff within the departmental area
- Be responsible for supporting training, monitoring ECT's and students placed within the department

Managing Resources

- Advise senior leaders of staff and resource needs for the department
- Ensure the effective and efficient management and organisation of learning resources
- Ensure there is a safe working and learning environment in which risks are properly assessed.
- In consultation with the team, formulate the department's Strategic and Action plans and implement the processes by which they will be monitored and evaluated
- Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.

Strategic Leadership

- Identify areas for improvement within the History Department and contribute to school self-evaluation and improvement planning
- Use data and other information to inform strategic planning, to identify improvement targets and to inform the schools leadership team.
- Develop and implement policies and practices for the subject that reflects the school's commitment to high achievement
- Analyse current performance of students in the subject throughout the Department and devise strategies for improving standards further
- Establish, with the involvement of your line manager, plans for developing and resourcing the department to bring about continuous improvement in teaching and learning student achievement
- Monitor the progress being made towards targets established in subject planning
- To undertake regular audits and quality assurance monitoring across the department to ensure the highest standards.

The Job Description should be read alongside the range of professional duties of Teachers as set out in the Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

The duties and responsibilities highlighted in this job specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis. It will be subject to review through annual Performance Management.

Leodis is a Multi Academy Trust comprising of four founding members East Ardsley Primary, Hill Top Primary and Westerton Primary and Woodkirk Academy and one additional academy

Blackgates Primary. The post holder is based at Woodkirk Academy and may be required to work across a number of sites.

Department Information – Humanities

The History Department

In the department there are 6 history specialists, and all rooms are situated in the Humanities block. the department is very well resourced, and all classrooms have an interactive screen.

In Year 7, 8 and 9 students are taught in mixed ability groups and follow the national curriculum. Students follow a 'journey through history' which begins with the Celts and Romans in Year 7 and ends with key events in Britain after 1945 in Year 9.

At Key Stage 4 students follow the Edexcel history syllabus and study The American West, Early Elizabethan England, Medicine in Britain 1250 to present and Weimar and Nazi Germany.

At Key Stage 5 students follow the AQA history syllabus and study the Tudors for component 1, Russia 1917– 54 for component 2 and Protest and Parliamentary reform 1815–1918 for the NEA.

History is a popular subject with large numbers choosing to study it at GCSE and a good uptake at A level.

The Geography Department

The Department comprises of five Geography specialists who teach across all Key Stages and abilities. There is a diverse and complementary mix of specialisms, expertise and experience.

The department is based in a Humanities block and has specialist teaching rooms. The department is well resourced with ICT and interactive whiteboards, visualisers and wireless internet access.

Key Stage 3 Geography in Year 7 and Year 8 is taught in mixed ability groups. The scheme of work in Year 7 encourages students to look at the world we live in on a variety of scales: starting globally and working right down to their local area. It incorporates a variety of transferrable skills that are valuable to students in all areas of school life. The scheme of work in Year 8 is called "Around the World" and aims to deliver the Key Stage 3 curriculum for Geography whilst giving an exciting overview of the geography of all seven continents. The scheme is heavily enquiry based and promotes independent learning. The Year 9 curriculum revolves around the Superpower theme, and investigates the social, economic, environmental, and political characteristics of a range of emerging superpower countries.

At Key Stage 4 the geography department follows the AQA GCSE Geography specification. The specification is un-tiered and no longer includes the controlled assessment element of the previous course. All students at Woodkirk study a 2-year Key Stage 4. Students study a variety of human and physical topics at GCSE. The course promotes fieldtrips including a visit to both Liverpool to look at urban regeneration strategies and to York to look at river processes and flood management.

At Key Stage 5 the department delivers the Edexcel Specification for their A Level Geography course. The course is extremely popular and prepares students well for future employment and education. The course includes a 2-day residential to Scarborough and the Holderness coast and the opportunity to attend the Sorrento/Sicily trip.

Geography is a popular subject with large numbers choosing to study it at GCSE and a good uptake at A level.

Key

A – Application form

C – Certificate

R – Reference

T – Task

I – Interview

Person Specification

Head of History

Qualifications	A History specialist with a good honors degree.	E	AC
	Qualified teacher status	E	AC
	Evidence of further professional study	D	AC
Experience	A successful record of teaching History including excellent exam results at one or more of KS3, KS4 or KS5	E	AR
	Experience of leading and/or developing other colleagues	E	AR
	Evidence of pastoral work/training e.g form tutor responsibilities	D	AR
	Evidence of contribution to extra-curricular activities	D	AR
CPD	Recent CPD to support this position	D	ARI
	Evidence of providing training and development opportunities to other staff	D	AI
Personal Commitment	Commitment to actively supporting the ethos of the school and department.	E	ARI
	Evidence of commitment to previous employer/training	E	ARI
Professional Competencies	Wide knowledge and understanding of subject specialism	E	ARIT
	A knowledge of current educational issues	E	AI
	Ability to teach at all levels of ability, including areas of Post 16	E	ARIT
	Proven ability to raise attainment of learners through inclusion and intervention	E	AI

Skills & Attributes	• Excellent communicator with drive and determination	E	AIT
	• Passion for teaching History	E	ARIT
	• Ability to lead a team and further develop the status of the school	E	ARIT
	• Ability to be a role model and disseminate good practice in teaching and learning	E	AIT
	• Ability to motivate and relate to students	E	ARIT
	• Ability to interpret data and a commitment to self and school improvement	E	AIT
	• Capacity to develop and maintain values and standards by example.	E	ARI
	• Good time management and ability to meet deadlines.	E	ARI
	• Ability to reward achievement and use positive behavioural management techniques.	E	ARIT
	• Ability to communicate effectively with students, staff, senior staff and parents.	E	ARIT
	• Ability to work as part of a team.	E	ARI



Application Procedure

For a discussion on this vacancy please contact Adam Richards, Director of Humanities
a.richards@woodkirk.leodis.org.uk

Please apply using the online application form – [click here](#). In compliance with Safer Recruitment guidelines, CVs will not be accepted.

Closing Date	Monday 28 th September 2026 @ 9am
Interview Date	Friday 9 th October 2026

Shortlisted candidates will be contacted with details of the interview process. We will contact everyone who has submitted a correctly completed application form to let you know whether you have been successful or not. If you have not been shortlisted, unfortunately, due to the number of applications that we receive, we are unable to comment and give feedback on your application.

If your application is successful, you will be invited to teach a one-off lesson titled 'JFK: Evidence, Interpretation and the Historians task' to a Year 9 mixed ability group

Safer Recruitment

The schools within Leodis Academies Trust are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We therefore have a rigorous recruitment process which includes assessing candidates' suitability to work with children. All staff will be required to hold an enhanced DBS Disclosure.

Equal Opportunities

Leodis Academies Trust is an equal opportunities employer and welcomes applications from all sectors of the community. At Leodis Academies Trust we believe that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in the school have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation and religion or belief.

The Privacy Notice for Applicants can be found on the Leodis Academies Trust website.

Recruitment Process

Leodis Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

APPLICATION FORM (online process)

You are expected to complete an online application form as the first part of our recruitment process

which can be found on our website www.Leodis.org.uk

DISABLED APPLICANTS

If you are a disabled person and may not be able to meet some of the job requirements because of your disability, please specify this in your application. If you meet all other criteria, you will be shortlisted, and we will discuss with you if there are ways in which the post can be modified to meet your needs.

EQUAL OPPORTUNITY EMPLOYER

Leodis Academies Trust is an equal opportunity employer committed to the elimination of discrimination throughout its employment practices. Selection criteria procedures will be reviewed frequently to ensure that individuals are selected and treated based on their merits and abilities. All information is treated in confidence and personal information submitted as part of the Equal Opportunities questions will not form part of your application; the shortlisting panel do not have access to this information.

REHABILITATION OF OFFENDERS

The post you are applying for requires you to have a Disclosure & Barring Service check. Prior to your interview you will be required to disclose details of your criminal history as appropriate in line with the Rehabilitation of Offenders Act 2013. Guidance about what you are required to disclose can be found [here](#). Having a criminal record is not necessarily a bar to obtaining a post. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly.

Failure to disclose required information will result in any offer of employment being withdrawn. A DBS check will be carried out for successful applicants – this check for disclosure of criminal history will include spent convictions, pending prosecutions/current court proceeding and police enquiries. In the event of employment, any failure to disclose such convictions will normally result in dismissal by the Trust. Any information given will be completely confidential and will be considered only in relation to this application. We have a written policy on the recruitment of ex-offenders, which can be found on the Leodis Academies Trust website

CANVASSING

You must not try to influence any current employee or member of the school governing board or Trust, to act in your favour as this will disqualify you. If you are related to a current employee, governor or Trust member, you must indicate this in the relevant section of the application form.

REQUIREMENTS FOR REFERENCES

At least one of the references should be your current employer. If you are not currently working with children, but have previously done so, then you must include a referee from the last post where you worked with children. If you have not been in recent paid employment, referees should be appropriately qualified to provide confirmation of your suitability for employment. Referees will normally be contacted before interview where possible. You should be aware that your referees will be asked if, in relation to you, they are aware of any Child Protection allegations or issues of a similar nature.

SHORTLISTING & INTERVIEWS

Applicants who meet the requirements will normally be shortlisted for interview, however, places for interview will need to be limited to a manageable number. In addition, the school may conduct tests and/or written exercises in appropriate circumstances and you may be asked to undertake such exercises as part of the selection process. At the interview, the panel will ask questions which are intended to allow you to expand on your application and to demonstrate how you meet the requirements of the post. This is also your opportunity to ask questions relating to the job. You will also be asked for your views on the importance of safeguarding children and provide evidence of your suitability to work with young people through your responses to interview questions.

SALARY SCALES & INCREMENTS

Administrative, Professional, Technical & Clerical (APT & C) Grades relating to Operational Staff – Progression on the salary scale is by annual increment until the maximum within the grade is reached, subject to at least 6 months service in the grade and a satisfactory performance review and levels of attendance by that date.

PRE-APPOINTMENT CHECKS

Permission to Work in the UK

Please note that we can only consider applications from British citizens, EU citizens with settled status (in line with right to work guidelines after Brexit) and those holding valid UK visas.

At Interview

Under the Asylum and Immigration Act 1996, we must ensure that you have permission to work in the United Kingdom. No offer of employment can be made without verification of proof of identity.

During the period 1 January to 30 June 2021, employers can continue to use European Economic Area (EEA) and Swiss passports and national identity cards as evidence of an individual's right to work in the UK.

As evidence of your right to work in the UK, you will need to submit one of the original documents included in List 1 below, or two original documents specified in List 2 below. Alternatively you can provide your right to work share code to us so that we can check online your right to work in the UK.

List 1

- A passport showing that the holder is a British citizen, or has a right of abode in the United Kingdom.
- A document showing that the holder is a national of a European Economic Area country or Switzerland. This must be a national passport or identity card. EEA and Swiss nationals who are in the UK before 31 December 2020 have until 30 June 2021 to apply for either settled or pre-settled status, which will give them the right to work in the UK.
- A resident permit issued by the Home Office to a national from a European Economic Area country or Switzerland.
- A Biometric Residence permit or current passport endorsed to show that the holder can stay indefinitely in the United Kingdom or has no time limit on their stay.
- A passport or other travel document endorsed to show that the holder can stay in the United Kingdom; and that this endorsement allows the holder to do the type of work you are offering if they do not have a work permit.
- An Application Registration Card issued by the Home Office to an asylum seeker stating that the holder is permitted to take employment.

List 2

– First Combination of two documents

- A document giving the person's permanent National Insurance Number and name. This could be a P45, P60, National Insurance card, or a letter from a Government agency.
- Plus, one of the following documents:
 - A full birth certificate issued in the United Kingdom, which includes the names of the holder's parents; OR
 - A birth certificate issued in the Channel Islands, the Isle of Man or Ireland; OR
 - A certificate of registration or naturalisation stating that the holder is a British citizen; OR
 - A letter issued by the Home Office to the holder which indicates that the person named in it can stay indefinitely in the United Kingdom, or has no time limit on their stay; OR
 - An Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the person named in it can stay indefinitely in the United Kingdom, or has no time limit on their stay; OR
 - A letter issued by the Home Office to the holder which indicates that the person named in it can stay in the United Kingdom, and this allows them to do the type of work that you are offering; OR
 - An Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the person named in it can stay in the United Kingdom, and this allows them to do the type of work that you are offering.

– Second Combination of two documents

- A work visa or other approval to take employment that has been issued by the UK government. Plus, one of the following documents:
- A passport or other travel document endorsed to show that the holder is able to stay in the United Kingdom and can take the employment in question; OR
- A letter issued by the Home Office confirming that the person named in it is able to stay in the United Kingdom and can take the employment in question.

QUALIFICATIONS

At Interview

Evidence of qualifications relevant to the post and proof of Qualified Teacher Status (if applicable) will also be required. We can only accept original certificates. If you cannot produce original documents or certified copies, written confirmation of your relevant qualifications must be obtained from the awarding body.

PROOF OF IDENTITY

At Interview – In accordance with Keeping Children Safe in Education, we must see proof of your identity and evidence your name, date of birth, address and see some form of photographic identity.

At Appointment – In accordance with Safer Recruitment guidelines designed to protect young people, we will check your suitability to work with children. You will need to undertake an Enhanced Disclosure via the Disclosing and Barring Service (DBS), involving completing an electronic application for this purpose and provide original supporting documents. A copy of the DBS Code of Practice can be made available on request.

MEDICAL CLEARANCE

At Appointment – Verification of your medical fitness is required and again you will be asked to complete a form. You will not be able to start work, for insurance purposes, until medical clearance has been received.



Policy Statement on the Recruitment of Ex-Offenders

- The Trust is committed to the fair treatment of its staff, potential staff or users of its services, regardless of any protected characteristics (e.g. age, disability, gender reassignment, marriage or civil partnership status, pregnancy and maternity, religion or belief, sex, sexual orientation, race/colour/nationality/ethnic origin, disability) or their responsibilities for dependants or their offending background.
- This policy will be made available to all applicants at the outset of the recruitment process.
- The Trust 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.
- A DBS check is usually required for most positions in the Trust. For positions requiring a DBS check, all application forms, job adverts and recruitment briefs will contain a statement that a satisfactory DBS check is an essential condition of employment with the Trust.
- A DBS check will be requested after an offer of employment has been made, and the person has accepted the offer of employment. Therefore, any offer of employment is subject to receipt of a satisfactory DBS check.
- Where a DBS check is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. Applicants called for interview should provide details of their relevant criminal record by completing the self-disclosure form which will be sent to them when they are invited for interview. This form should be given to the Chair of the interview panel. This is to ensure that only those who are entitled to see the information are privy to it. If you are unsure what constitutes a relevant criminal record, please refer to [this document](#) for clarification.
- Failure to provide full details of a criminal record or information that is directly relevant to the position sought could lead to the offer of employment being withdrawn or dismissal if the successful candidate has already commenced employment in the post.
- The Trust will take advice from a suitably trained person (usually the Trust's HR Manager or Legal Adviser) to identify and assess the relevance and circumstances of offences.
- At interview, or in a separate discussion, the Trust will ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position.
- The Trust makes every subject of a DBS check aware of the existence of the Code of Practice and make a copy available on request.
- The Principal (or designated senior manager) and the HR Manager will be made aware that all information in relation to previous convictions given by applicants must be treated in the strictest confidence.
- The Trust undertake to discuss any matter revealed in a DBS check with the person seeking the position before withdrawing a conditional offer of employment.



Woodkirk Academy & Sixth Form

a member of Leodis Academies Trust

Email: humanresources@leodis.org.uk | Phone: 0113 3400036

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