



# Class Teacher & KS1 Phase Leader Recruitment Pack

The Devonshire Hill Nursery & Primary School  
★★★★★  
Successful Learners

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## Letter from the Headteacher

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Dear Applicant,

Thank you for expressing an interest in applying for the position of Class Teacher & Phase Leader at The Devonshire Hill Nursery and Primary School. This is an exciting and unique opportunity to work in a friendly and successful school, and to make a marked contribution to help shape its future and continue building on its successes.

In line with Haringey's Safer Recruitment policy, we ask that all parts of the application form are completed, and any gaps in employment history (with dates) clearly marked within Section 3.

Note that referees will be contacted, in advance, for those applicants selected for interview. Additionally, as this position involves close work with children, an enhanced DBS will be sought.

I look forward to receiving your completed application in due course. In the meantime, please note that visits to the school are welcomed and strongly advised.

Yours sincerely,

Julie D'Abreu  
Headteacher

## About The Devonshire Hill Nursery and Primary School

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We are a Haringey Council Community School, with children aged from 2 to 11, situated in Tottenham. The majority of our families live locally to the school, many in the White Hart Lane Ward. Our school is two form entry from Reception to Year 6. We have a nursery that offers part time places of 15 hours spread equally over the week of either morning or afternoon sessions for children age 2, 3 and 4. We also offer 30 hours spread equally over the week which includes the children's care across lunchtimes.

Devonshire Hill is a successful school, attaining Ofsted Good in October 2016. Our results in 2016/2017 put us in the Times Top 10 performing schools in Haringey. We were also commended by the Rt Hon Nick Gibbs for having progress from KS1 – KS2 in the top 2% of schools nationally.

The staff and Governors at our school are committed to providing the very best learning opportunities for your child in a safe, secure and friendly community environment. We provide very high quality education with a strong focus on teaching children key skills in English and maths. Alongside this we teach an exciting themed curriculum, including many learning experiences outside of the classroom through a range of school trips and by inviting experts into school.

During your child's time in our school, alongside the full statutory curriculum they will have the opportunity to learn to speak Mandarin, learn to play an instrument, learn to swim and to visit many places of interest including a residential to Pendarren House in Wales (Year 6).

We have a strong focus on using technology as a learning tool and the children have access to a range of technology including the use of netbooks and tablets.

We have our newly established 'STEAM Engine' which is a dedicated classroom for Science, Technology, Engineering, Maths and Art & Design work. This resource is equipped with the highest technologies to enable children to experience really exciting practical learning.

The school offers a range of extra-curricular activities before school, during lunchtimes and after school.

We work in partnership with Tottenham University, IntoUniversity and the Brilliant Club. This offers our children the opportunity to visit high achieving universities and to undertake assignments and projects at a high academic level.

The school works with a range of organisations to promote careers and every year we have a work/careers week whereby every child has an opportunity to experience a range of different work places such as banks in the city, being a 'Chef' for the day and what it would be like to be a Fire Fighter!

We have the highest expectations of all our children and we expect them to aim high and to achieve their full potential academically and with their personal social development both in and out of school. We have a strong belief in good behaviour and good manners with an emphasis on caring for each other and taking on responsibility, which is one of our eight school House Characteristics. All staff and children from Year 1 to Year 6 are placed into one of our four 'Houses' and will be in friendly competition each week to score individual and team House points!

We want all our children to go onto secondary school ready to further develop their lifelong love of learning, with a solid foundation in the core skills enabling them to build upon these skills, and to become confident, successful and responsible citizens for the future.

If you would like to find out more, I would be delighted to show you around.

Julie D'Abreu

Headteacher

# Class Teacher & KS1 Phase Leader

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<b>JOB TITLE</b>	: Class Teacher and Phase Leader
<b>RESPONSIBLE TO</b>	: Senior Leadership Team
<b>PAY SCALE</b>	: MPS or UPS with TLR2 (£3,000.00)
<b>TERMS</b>	: Full-time, permanent

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The school is seeking to appoint a Classteacher/Phase Leader for Key Stage 1. This role would appeal to a highly skilled Teacher who is either already leading a Phase or is currently ready to move on with their career progression. To find out more about this exciting opportunity please contact the school to make an appointment to visit the school or to speak with the Headteacher. This post is available for a September start.

## Our school can offer you:

- An opportunity for you to make a real difference in the lives of children.
- A supportive school community.
- A welcoming and enthusiastic environment with a talented and dedicated staff team.

## The successful candidates will need to have:

- Evidence of continuing and recent professional development relevant to the post
- Proven ability to make a positive impact in leading a subject or area beyond own class and successfully developing staff through leading professional development
- Proven record of raising standards for all pupils, including underachieving pupils
- Experience of promoting positive behaviour conducive to learning, focused on raising standards.
- Experience of promoting highly effective communications within and between teams and other stakeholders in the school community
- A passion for teaching and investing in the development of the profession
- Fantastic resilience with a real 'can do attitude'
- A wiliness to go over and above 'the call of duty'
- A great sense of humour.

The Devonshire Hill Nursery and Primary School is committed to safeguarding and promoting the welfare of children. Rigorous checks will be made of the successful applicant's background credentials, including enhanced DBS checks.

Visits to Devonshire Hill are warmly encouraged and can be organised by contacting the School on 020 8808 2053 or by emailing [admin@devonshirehill.haringey.sch.uk](mailto:admin@devonshirehill.haringey.sch.uk).

Please visit [www.devonshirehill.com/vacancies](http://www.devonshirehill.com/vacancies) for further application documentation.

**Closing date:** Friday 6<sup>th</sup> April 2018 (midnight)

**Interview date:** Week commencing 16<sup>th</sup> April 2018

**Start date:** September 2018

The Devonshire Hill Nursery and Primary School is an equal opportunities employer. Our environment is diverse in character and in its student population and we aspire to reflect this diversity in our staff. We positively welcome applications from minority groups. We are committed to safeguarding and promoting the welfare of children. This is reflected in our rigorous approach to the recruitment and professional development of staff. The successful applicant will be subject to an enhanced DBS check.

# Job Description

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<b>JOB TITLE</b>	: Class Teacher and Phase Leader
<b>RESPONSIBLE TO</b>	: Senior Leadership Team
<b>PAY SCALE</b>	: MPS or UPS with TLR2 (£3,000.00)

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In addition to the responsibilities of class teacher, as set out by the class teacher job description and the school teachers' pay and conditions document, the holder of this post is expected to carry out the professional duties of a TLR post holder with the responsibilities as described below, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.

## KEY PURPOSE

Teach a class of pupils and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs.

Maintain the positive ethos and core values of the school, both inside and outside the classroom.

Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors.

Ensure that the current national conditions of employment for school teachers are met.

## MAIN ACTIVITIES

1. Implement agreed school policies and guidelines.
2. Support initiatives decided by the Headteacher and staff.
3. Plan appropriately to meet the needs of all pupils, through differentiation of tasks/having the highest expectation of every child, believing that every learner has unlimited potential for development.
4. To plan and deliver the curriculum within the framework of present school policies, both in short and long term planning structures.
5. Set clear targets, based on prior attainment, for pupils' learning.
6. To plan and resource a classroom which will encourage the development of all aspects of children's learning. In particular, to encourage children independent use of resources and involvement in their learning.
7. Provide a stimulating and learning environment, where resources can be accessed appropriately by all pupils.
8. To monitor children's progress, keep records and evaluate children's achievements.
9. To set children high standards in the content and presentation of their work by the quality of your displays of that work.
10. To establish and maintain good relationships with colleagues, working as part of a team in all aspects of school improvement.
11. Maintain good order and discipline amongst pupils, in accordance with the school's Behaviour policy.
12. Work in partnership with parents in providing a quality education for all children and report to parents on the development, progress and attainment of pupils.
13. Participate in meetings which relate to the school's management, curriculum, administration or organisation.
14. Communicate and co-operate with specialists from outside agencies.
15. Lead, organise and direct support staff within the classroom.
16. Lead a core curriculum area or aspect (see additional responsibilities below).
17. Participate in the appraisal system for the appraisal of your own performance & that of other teachers.

18. Improve practice by taking an active role in your own professional development and the professional development of colleagues.
19. Contribute to the activities of Tollgate Teaching School Alliance.

## **ADDITIONAL RESPONSIBILITIES**

### **PHASE LEADER**

#### **PURPOSE**

- To ensure that the highest expectations are in place across the Phase
- To have an outstanding learning environment and pupil experience within all classes across the Phase.
- To lead staff to achieve high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils.
- To lead the Phase by modelling a consistently outstanding practice.
- To liaise effectively with the senior leadership team to ensure consistency of approach in teaching and learning in your phase across the school.
- To contribute to, and promote, the vision, culture and ethos of the school within your phase.

#### **KEY RESPONSIBILITIES**

In addition to your responsibilities outlined in the class teacher job description above, within your phase curriculum area you will also:-

- Keep abreast of curriculum developments, ensuring you disseminate, support and monitor best practice across the school.
- Coach and mentor staff through a programme of whole school, phase and individual professional development as needed.
- Monitor and evaluate the quality of teaching and learning, using a variety of methods including tracking, target setting, data analysis, observing lessons, monitoring plans and bookwork and pupil voice.
- Establish staff and resource needs and make appropriate recommendations to the headteacher for expenditure.
- Maintain existing resources, ensuring all staff are familiar with these, and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.
- Ensure relevant stakeholders are well informed about subject policies, plans and priorities, the success in meeting objectives and targets and the progress against action plans.
- Keep organised logs and record in a systematic way the development of the Phase.

#### **LEADING, DEVELOPING AND ENHANCING THE TEACHING PRACTICE OF OTHERS**

- Lead and enable staff in planning, teaching and evaluation of teaching which enthuses and engages children in learning and ensures that high standards are recognised, valued and maintained
- Work with teaching staff to promote best and innovative practice to enrich the range of teaching and learning styles in the school
- Quickly identify any areas of underperformance and address swiftly in a supportive planned way.
- Provide an excellent role model for pupils and for staff, by classroom practice that sets a standard for other teachers to emulate
- Lead high quality CPD that will inspire colleagues and providing information and advice that supports them in further developing their teaching skills and strategies to ensure children enjoy consistently high learning experiences
- Provide guidance to staff in marking and assessment for learning, and standards expected
- To support colleagues to create a stimulating environment for learning
- Attend and contribute to wider SLT meetings

- Contribute and lead on specific areas of the School Improvement Plan

#### **DEVELOP PERSONALLY AND PROFESSIONALLY THROUGH**

- Reflection and development of own practice through professional development programmes and own reading, keeping abreast of new initiatives.

#### **EQUAL OPPORTUNITY**

- The post holder will be expected to carry out all duties in the context of and in compliance with the school's Equal Opportunities Policies.
- This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.

#### **Please Note:**

This job description is intended as a guide to the general duties and responsibilities of this post, which reasonably may vary from time to time according to the needs of the service. It does not form part of the terms and conditions of employment.

All staff in school are expected to:

- Respond confidently and professionally to parents/carers, visitors and staff members at all times
- Demonstrate commitment in line with the school high expectations
- Identify own areas for professional development and commitment to the schools ethos of educational lifelong learning
- Work within the school policies & procedures
- Ensure the well-being of pupils is paramount
- Keep class teachers accurately and robustly informed of the varying needs of pupils
- Attend training as required
- Keep up to date with DFE statutory guidance and the school's website to accurately inform stakeholders as needed.

## **Person Specification**

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<b>Job title</b>	: Class Teacher and Phase Leader
<b>Responsible to</b>	: Senior Leadership Team
<b>Pay scale</b>	: MPS or UPS with TLR2 (£3,000.00)

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#### **Person Specification – Class Teacher & Phase Leader**

All post-holders are expected to demonstrate a commitment to equal opportunities and a proven ability to work effectively in culturally and linguistically diverse classrooms. This person specification is related to the requirements of the post as determined by the job description. Short-listing is carried out on the basis of how well you meet the requirements of the person specification and you should refer to these.

<b>TRAINING &amp; QUALIFICATIONS</b>	
1. Qualified Teacher Status Essential.	Essential
2. Evidence of continuing and recent professional development relevant to the post.	Essential
<b>SUCCESSFUL EXPERIENCE</b>	
3. Experience of outstanding core /Phase leadership.	Essential
4. Proven ability to make a positive impact in leading a subject or area beyond own class and successfully developing staff through leading professional development.	Essential
5. Proven record of raising standards for all pupils, including underachieving pupils.	Essential
6. Experience of promoting positive behaviour conducive to learning, focused on raising standards.	Essential
7. Experience of promoting highly effective communications within and between teams and other stakeholders in the school community.	Essential
<b>KNOWLEDGE AND UNDERSTANDING</b>	
8. Insight and understanding of the importance of an engaging, relevant and creative curriculum that inspires and motivates learners to make progress and achieve high standards.	Essential
9. The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high attainment and progress.	Essential
10. Understanding of a diverse range of teaching and learning styles and techniques.	Essential
11. Good understanding of the importance of culture and ethos and how this impacts on morale, high expectation and high standards. Essential	Essential
12. Good understanding of effective procedures for managing and promoting positive behaviour among pupils.	Essential
13. Good understanding of the role of parents and the community in school improvement and how this can be practised and developed.	Essential
14. Clear understanding of data analysis and the important impact this can have on achievement and attainment.	Essential
<b>CHARACTERISTICS AND COMPETENCIES</b>	
15. Ability and willingness to promote the school's aims and the positive culture and ethos.	Essential
16. Ability to implement and lead whole school initiatives and manage change by collaborating with and motivating colleagues.	Essential
17. Ability to effectively support colleagues in raising standards of teaching and learning	Essential
18. Ability to develop good personal relationships within a team; making an effective contribution to high morale.	Essential
19. Ability to create a happy, challenging and effective learning environment	Essential
20. Ability to communicate effectively (both orally and in writing) to a variety of audiences.	Essential
21. Boundless enthusiasm, determination and drive to inspire others to achieve high standards.	Essential
22. Self-motivated and resilient to the pressures of leadership	Essential
23. A solution-focussed mind-set and determined "no-excuses" approach to raising standards.	Essential

24. A personable nature to build effective relationships with parents and all members of the school community.	Essential
25. A lively, creative and good-humoured approach to all aspects of teaching, management and leadership. Essential School Context The Devonshire Hill Nursery and Primary School is an Ofsted rated 'Good' two form primary school situated in the heart of Tottenham.	Essential

**As a member of the School staff the post holder will be required to:**

- Be aware of and comply with policies and procedures relating to safeguarding, child protection, health and safety, whistle-blowing, security, confidentiality and data protection. Reporting all concerns to the appropriate person.
- Give a high profile to equality of opportunity in all areas of activity, including compliance with the Equality Policy.
- Ensure compliance with the Disability Statement, including the need to notify Personnel of any changes in circumstances.
- Participate in the agreed scheme for staff development, training and appraisal and be committed to continuous professional development
- Carry out all duties with due regard to Health and Safety Regulations. Under the Health and Safety at Work Act 1974 all staff have a duty to assure reasonable care for the Health and Safety of themselves and others affected by their acts or omissions at work and co-operate in meeting statutory requirements
- The post-holder is required to respect the confidentiality of matters relating to pupils and other members of staff
- The post holder must be aware of and comply with the requirements of the Data Protection Act (DPA), details of which will be made available
- The post holder must be aware of and comply with the schools code of conduct including the school's dress code
- Be committed to the future recruitment into the profession by mentoring trainee teachers.
- Actively participate in House activities; all members of staff are allocated to one of four Houses
- Support Parent/ Staff Association activities.
- Flexibility to be able to add to the wider school day – e.g organise and oversee interventions to support pupils to diminish any differences and to achieve age related expectations and greater depth.
- To attend local network meetings
- To organise and lead on parent curriculum meetings/workshops
- To promote and ensure that established and newly written school policy is upheld such as the recently launched Home Learning Policy.

# Guidance Notes to completing your application form

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## APPLICATION DEADLINE

Completed application forms must be received by noon by **midnight, Friday 6<sup>th</sup> April 2018**. There are three available channels for application documents submission.

- Email your Application Form, Declaration of Criminal Record and other supporting documents to: [recruitment@devonshirehill.haringey.sch.uk](mailto:recruitment@devonshirehill.haringey.sch.uk) with your initial, Surname and the position you're applying for in the subject line; e.g. JBloggs – Teaching Assistant;
- Post Application Form, Declaration of Criminal Record and other supporting documents to: **Headteacher, The Devonshire Hill Nursery and Primary School, Weir Hall Road, London N17 8LB;**
- Hand deliver Application form, Declaration of Criminal Record and other supporting documents to: **Headteacher, The Devonshire Hill Nursery and Primary School, Weir Hall Road, London N17 8LB.**

## HOW TO COMPLETE YOUR APPLICATION FORM

The application form plays an essential part in choosing the right person for a job. It is the information contained in your application and supporting statement that will decide whether or not you are invited for an interview or to the next stage in the selection process.

### 1. PERSONAL DETAILS

Where it says 'known as', this is for example if your official documentation shows you as 'Elizabeth', but you like to be known as 'Liz'.

### WORKING IN THE UK

Under the Asylum & Immigration Act 1996, you will be required to provide proof of your eligibility to work in the UK.

We always need to see original documents. You will only be able to work for us once we are sure that you are eligible to work in the UK. If you are unsure about your status, then you should contact the Home Office.

### 2 to 3. PRESENT OR MOST RECENT EMPLOYMENT/ PREVIOUS EMPLOYMENT

We need you to provide us with your complete employment history, and any gaps in your employment history of more than one month should be explained – for example, carers and childcare responsibilities.

\*We may ask for references to cover a full five-year history, which may include time spent at school/further education. For this five-year history please provide full postal addresses, including postcodes.

If you were employed by an agency during that time we need to know the agency details and the companies that you were placed at.

If you have been self-employed during the last five years, this means that we will need to see your tax returns for that period if you are successful.

If you have been claiming benefits in the past five years we may contact the Benefits Office to verify this if you are successful.

### 4. QUALIFICATIONS & TRAINING/ PROFESSIONAL QUALIFICATIONS

Please give details of your education, qualifications and training, starting with secondary school.

## PROFESSIONAL QUALIFICATIONS

If we have requested that you have a professional qualification for this job (like QTS, HLTA status), you will need to provide us with the relevant original certificates/registration documents.

## 5. TRAINING COURSES ATTENDED IF RELEVANT

Mention any short courses that you have attended, including dates, that are particularly relevant to the job you are applying for.

## 6. SUPPORTING STATEMENT & ACHIEVEMENTS

This section is your opportunity to tell us how you meet the criteria in the person specification. Take each relevant item and tell us about your skills, experience, knowledge and achievements.

Give specific examples of what you have done which prove your ability. If the person specification says, 'able to organise activities', you must do more than say, 'I am an organised person'. Give an example by describing something that you have done which tells us about the skills that you used and the steps that you took.

You can use examples from your home life, time spent in education, voluntary work or from your hobbies/interests if you do not have any formal experience.

## 7. REFEREES

You should provide the names and the addresses of two people who know you and who are able to comment on your suitability for the post. One of these should be your current or most recent employer. If you are a school or college leaver, give your head-teacher's or your tutor's name. It is always advisable to make sure that your referees know you have used their names before we contact them. The appropriateness and accuracy of references will be checked. You are also advised that any previous employer may be contacted to verify the details you provide.

## 8. REHABILITATION OF OFFENDERS ACT / DECLARATION

Please read this carefully before completion.

The DBS an Executive Agency of the Home Office, provides wider access to criminal record information through its Disclosure service. This service enables organisations in the public, private and voluntary sectors to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, especially that involving children or vulnerable adults. The DBS was established under Part V of the Police Act 1997 and was launched in March 2002.

Our borough's DBS & Rehabilitation of Offenders Policy is available upon request.

You can get more information about the DBS at [DBS Online](#)

Please make sure that you read and sign/positively tick the declaration.

All applicants are required to complete the online DBS form even if you do not have a criminal record.

We do not exclude people who are related to, or have a close personal relationship with our councillors, employees or school governors. We will make sure that they do not take part in the selection for this post.

## MONITORING

This Authority has an Equal Opportunity in Employment Policy, which we ensure that we monitor to ensure that our employees reflect the community that we serve. The information provided will be treated in strictest confidence, is never available to the recruiting manager and will only be used for monitoring purposes.

# Equality Statement

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We at The Devonshire Hill Nursery and Primary School understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

We recognise that this Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We have high expectations of all pupils from across the ability range by aiming to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting. We will monitor the progress of all pupils in order for them to achieve their expected targets.

We are opposed to any member of the school personnel or others connected with the school being victimised, harassed or bullied by another based on assumptions about their status in the afore mentioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

In order to achieve the aims of this policy we will take measures of positive action to encourage or facilitate the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in this school.

We work hard to maintain a positive ethos where all members of the school community work well alongside each other developing positive working relationships.

We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school.

We want school personnel to see the importance and derive a sense of fulfilment from their work in school but above all we want them to feel valued by everyone in the school community.

We wish to work closely with the House Captains and House Representatives to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

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**The school's full Equality Policy can be found at [www.devonshirehill.com/policies](http://www.devonshirehill.com/policies). This policy was reviewed and endorsed by the Full Governing Body of The Devonshire Hill Nursery and Primary School on Wednesday 9<sup>th</sup> December 2015.**

# Safeguarding Written Statement

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The Devonshire Hill Nursery and Primary School is a safe place for children, where our responsibilities for safeguarding children are taken seriously.

Through our curriculum we teach the children about personal safety, and how to keep themselves safe from harm. There is a strong anti-bullying ethos evident throughout the school. We teach our children how to recognise bullying, how to keep themselves safe from bullying behaviour and how to report it. We listen to our children.

Our curriculum includes opportunities to discuss feelings and emotions, and helps children to think about their own personal safety and their rights as individuals to be kept safe from harm.

We teach our children about the uses and misuses of drugs, at an age-appropriate time and level.

Our sex education program teaches children about keeping themselves safe from harm, at an age appropriate level.

We have clear guidance to help children to use the Internet safely.

Our policies and agreed practices for child protection, health and safety, behaviour management, attendance and looked after children all comply with the recommendations of safeguarding children at school. We have a trained and designated child protection officer and deputy officer, and a designated governor with responsibility for child protection practices at the school.

We have policies to manage potential allegations against staff, whistleblowing and the use of physical intervention.

Our staff recruitment policies and practices are rigorous and comply with safe recruitment and selection requirements. We always pursue identity checks and qualification checks and we take up and scrutinise written references before employment.

We require evidence of enhanced Disclosure and Barring Services (DBS) clearance before employing any staff, in addition to pursuing List 99 checks.

All governors, voluntary helpers, supply teachers, agency staff, and outside club and coaching staff are required to provide evidence of enhanced DBS clearance.

The governing body is regularly updated about child protection, bullying and safeguarding policies and practices by the Headteacher.

It is the responsibility of every adult in the school to ensure that we maintain the highest level of awareness about possible unsafe practices and deal with any issues immediately and appropriately.

This Safeguarding Statement should be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy and Principles;
- Health and Safety Policy;
- Online Safety Policy;
- Disclosure and Barring Services Checks Policy;
- Anti-Bullying Policy;
- Supporting Pupils with Medical Conditions Policy;
- Lettings Policy.
- Sex Education and Relationships Policy;
- Attendance and Truancy Policy;
- Drugs;
- Safer Recruitment Policy;
- Whistleblowing Policy;
- Pupil Behaviour and Discipline Policy;
- Staff Handbook;

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**This written statement was reviewed and endorsed by the Full Governing Body of The Devonshire Hill Nursery and Primary School on Wednesday 9<sup>th</sup> December 2015.**