



Higher Level Teaching Assistant for PE & Sports (Healthy Schools) Recruitment Pack

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Dear Applicant,

Thank you for expressing an interest in applying for the position of HLTA for PE & Sports (Healthy Schools) at The Devonshire Hill Nursery and Primary School. This is an exciting opportunity to work in a friendly and successful school, where we pride ourselves on our high expectations for our pupils and our excellent pupil behaviour and attitude. We have very supportive community and we work together to achieve the very best outcomes for our pupils.

Together with the Leader for PE & Sports I am now looking to further develop our PE & Sports offer across the school. I am looking for someone who ideally has previous experience as a HLTA/ Sports Coach working with children. This person will be positive and innovative, with high expectations of themselves and others, to be part of a team of like-minded staff who have a commitment to improving the health and active lifestyles of our children. This has been made all the more urgent with the constraints of living in a pandemic over the last 18 months. We really want to get our pupils, active, healthy and improve their mental and emotional wellbeing through PE & by engaging in a range of sports.

Devonshire Hill is in the heart of Haringey, an extremely diverse borough with high levels of economic polarisation. Our school community is made up of children from many different backgrounds and cultures. This enriches the school and the children's experiences, and also presents on-going challenges as we strive to create an environment that best meets the needs of all of our pupils. We value our community and work closely with families and the wider community to support and enhance the learning of our children.

The appointed HLTA for PE & Sports will work closely with the lead for PE/Sports, teachers, the advising consultant and experts from within and beyond Haringey. At Devonshire Hill we value professional development and ensure staff are well-supported and developed.

Devonshire Hill is a member of Haringey Education Partnership (HEP). We are committed to Teacher Training, developing and growing Future Leaders. The school runs a highly successful programme into teaching, working with TEACHFirst, and a range of Universities and career entry providers. We have accredited Specialist Leaders in Education (SLEs) at our school and have a solid history of working with and supporting other schools.

It is very important to us that you see the school before you apply, and I strongly encourage you to visit. The ethos of the school is built upon an enthusiasm for and commitment to the broad and balanced, long-term development of each child, and it would be useful for you to get a feel of how this looks in practice.

Please read the accompanying job description and specification.

I look forward to receiving your application.

Julie D'Abreu
Headteacher

About The Devonshire Hill Nursery and Primary School

We are a Haringey Council Community School in Tottenham for children aged from 2 to 11. The majority of our families live locally, many in the White Hart Lane ward. We are a two-form entry primary school with a nursery that offers either 15 or 30 hours per week for children aged 2, 3 and 4.

Devonshire Hill is a successful school with a solid history of success, attaining Ofsted Good in October 2016. The staff and governors at our school are committed to providing the very best learning opportunities for children 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 mastery in mathematics. Alongside this, we teach an exciting curriculum including many learning opportunities to add depth and breadth to the children's experience. At our school, alongside the full statutory curriculum, children 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 trip to Pendarren House in Wales (Year 6).

We have a strong focus on using technology as a learning tool and children have access to a range of technology, including the use of laptops and tablets. All classrooms are equipped with touchscreen interactive boards which enhance the classroom experience by enabling the full use of audio-visual resources.

We have our established 'STEAM Engine' – a dedicated classroom for Science, Technology, Engineering, Maths and Art & Design work. This facility is well resourced with materials, tools and technology that enable children to explore ideas and experience exciting, practical learning. We also have a dedicated Music & Performing Arts space, and a well-resourced library. The school has extensive grounds, part of which is dedicated to our Forest School site, March Wood.

The school offers a range of extra-curricular activities before school, during lunchtimes and after school. We work in partnership with Tottenham University, Into University 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, designing and running a fashion show, to 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 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.

Julie D'Abreu | Headteacher

HLTA for PE & Sports (Healthy Schools)

Responsible to	: The Headteacher
Pay scale	: Scale 6 £27, 978 - £28, 992
Terms and conditions	: 32.5 hours per week; Term time only Fixed Term Contract for one year (in the first instance)

The Headteacher and Governing Body invite applications from experienced, motivated and organised individuals with energy and vision to join our excellent and dedicated team in this brand new role of HLTA for PE & Sports (Healthy Schools).

We are looking for a strong, confident and talented candidate who can provide great skills, energy and passion for improving the active lifestyles for children.

The successful candidate will be forward thinking and able to support the Headteacher and Lead for PE/Sports to develop school systems to enable us to deliver the highest quality physical education to all children from nursery to Year 6.

Our school can offer you:

- An opportunity for you to make a real difference in the lives of young people
- A supportive school community, impressive space, with our own school field and Forest School!
- A welcoming and enthusiastic environment with a talented and dedicated staff team.

The successful candidates will need to:

- Ideally have experience of being a HLTA /Sports Coach/working with young children
- Have effective interpersonal skills and the ability to work as part of a team
- Have excellent organisational, analytical and problem solving skills
- Be able to adapt, use own initiative and commit to being flexible, eg taking children and teams to competitions
- Be confident and capable with information technology and have clear written communication skills.

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 Sylvia Chambers, Office Manager, on 0208 808 2053 or by emailing admin@devonshirehill.haringey.sch.uk. Please visit www.devonshirehill.com/vacancies for further application documentation.

Closing date:	12 noon, Friday, 16th July
Shortlisting:	Friday 16th July
Interview date:	Week beginning 19th July
Start Date:	Wednesday 1st September (or as soon as possible thereafter)

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.

HLTA for PE & Sports

The Devonshire Hill Nursery & Primary School

School vision

- To provide children with an exceptional educational journey throughout their time at our school that will provide the right skills to enable them to be Successful Learners.
- To teach an exciting and rich curriculum both inside and outside the classroom that allows children to develop physically, emotionally and academically, enabling individual success.
- To deliver a curriculum that allows children to be immersed in experiences that are career focused. We will achieve this by having a Science, Technology, Engineering, Arts and Mathematics (STEAM) led curriculum content from very early on.
- To ensure we provide a safe and secure learning environment where your child can thrive.

We will do this by:

- Providing high standards in English and mathematics where children will be taught to use and apply these skills across the broader curriculum subject areas.
- Delivering a range of learning experiences for children that not only teach knowledge but also focus on skills and progression of skills.

When children leave our school at the end of Year 6, they will have been on a rich learning journey and will be well prepared for secondary school.

Employment details – Job Description

Employment details

Job title:	HLTA for PE/Sports (Scale 6-) (Healthy schools)
Reports to :	Headteacher & Deputy Headteacher

Main duties/responsibilities

General duties
Act as a member of the school team across KS1 and KS2, informing the shaping, delivery and development of PE/Sports (Healthy schools) and the extra-curricular offer beyond the school day.
Work alongside the Leader for the management of the KS1 and KS2 PE/Sports (Healthy schools) PSHE Curriculum, to inform and contribute to the school's PE/Sports (Healthy schools) policies, targets and practices in accordance with the school's aims, ethos and vision.
In conjunction with the PE/Sports Leader & the Deputy Headteacher, work towards securing high-quality learning and teaching across PE/Sports (Healthy schools) for KS1 and KS2, aiming to raise achievement and overcome learning barriers for all pupils within the subject area.
In conjunction with PE/Sports Leader & the Deputy Headteacher, work towards securing a sequence of high-quality learning and teaching across the whole school in PE/Sports (Healthy schools) ensuring there is clear progression of knowledge and skills being taught year on year.
Curriculum area
Supporting the planning, implementation and review of the PE/Sports (Healthy schools) curriculum within the framework of the national curriculum and the school's approach to the curriculum.
Work with the PE/Sports Leader & the Deputy Headteacher to effectively monitor and evaluate the curriculum within PE/Sports (Healthy schools) and work collaboratively with other subject leaders to develop cross-curricular links.
In liaison with colleagues within the school, and in accordance with the requirements of the curriculum, contribute to the development of appropriate schemes of work for pupils of different abilities and groups across KS1 and KS2 that is engaging, creative and challenging.
Liaise closely with the Assistant Head for Inclusion and the SEND Team to develop and implement an appropriate curriculum for pupils with special educational needs and disabilities (SEND).
Ensure that teaching styles and resources are differentiated to accommodate pupils' different needs.
Work with the PE/Sports Leader & the Deputy Headteacher to implement appropriate and effective systems of monitoring and moderation, and evaluate the quality of teaching and learning in PE/Sports (Healthy schools) across KS1 and KS2.

Work with the PE/Sports Leader & the Deputy Headteacher on regular and thorough internal assessment, ensuring that records of these are kept by members of staff and are used to inform our PE/Sports curriculum offer
Support planning, assessment, target setting, recording and reporting systems to be implemented in line with school policy.
Work alongside the PE/Sports Leader & the Deputy Headteacher to quality-assure all assessments and reports created within the PE/Sports (Healthy schools) and school's assessment cycle.
With support from the Leadership Team, analyse assessment data to monitor individual pupils' progress, identifying intervention where necessary, and ensure that all actions are focussed on achieving accelerated progress and expected attainment for all learners.
Ensure that pupils' positive achievements are regularly celebrated throughout the subject area.
Develop regular opportunities for parents to engage with pupils' PE / Sports experiences, through celebrating their child's progress and achievements.
Market activities regarding PE/Sports (Healthy schools) through the use of excellent display, and publications such as regular bulletin, e-newsletter and on the school website.
Contribute to the work of the Senior Leader for English to develop the school library facilities for all pupils and that book corners in classrooms are of a high quality reflecting the diversity of the school and the world we live in through PE/Sports (Healthy schools.)
Provide children and staff with high quality learning experiences in P.E. and ensure the ethos of enjoyment, collaboration and challenge in an inclusive environment for success.
Leading, developing and enhancing the practice of others
Create a culture and environment that is focussed on success through innovation, enthusiastic delivery of the school's vision, and a clear sense of purpose and pride about PE/Sports (Healthy schools) PSHE.
Act as an excellent role model for pupils and staff by demonstrating 'outstanding' classroom practice that sets a standard for other staff to implement.
Work with staff to promote and maintain the highest quality of practice, planning and evaluation, which engages and encourages pupils in learning.
Work with staff to promote creative and innovative teaching practices which cater for different learning styles and pupils' needs.
Monitor, evaluate and review classroom practice within the school through observation, assessments, moderation and data analysis, and support colleagues to make necessary improvements through regular feedback.
Supporting staff in relation to planning and assessment in line with school and national requirements.
Liaise with staff members and parents to promote and support positive wellbeing and behaviour for pupils in KS1 and KS2 within the PE/Sports (Healthy schools) sessions.

Support the development of new approaches, methodologies and initiatives within PE/Sports (Healthy schools).

Staff and self development

Support the development of staff, including trainee teachers, under the direction of the PE/Sports Leader & the Deputy Headteacher.

Under the direction of teachers to support staff that are delivering any aspects of the PE/Sports (Healthy schools) curriculum, including interventions.

Keep up-to-date with current affairs, and update staff members with any policy changes or curriculum developments to ensure these are understood and implemented.

Encourage staff members to engage in the CPD opportunities offered, as well as additional CPD undertaken during personal time.

Develop own practice through professional development opportunities offered by the school, and by keeping abreast of new initiatives.

Strategic development

Be an active part of the production, implementation and evaluation of policies and documents, ensuring these are in line with whole-school policies and procedures.

Organise regular meetings to establish good communication and consistency in practice, and use these as an opportunity to discuss pupil progress.

Develop and communicate strategies within PE/Sports (Healthy schools) which contribute to the school development plan.

Evaluate the actions and strategies implemented to raise standards within the PE/Sports (Healthy schools) programme of study and contribute accurate analysis to support the school development plan.

Contribute to and provide evidence for the school's self-evaluation form.

Undertake decision-making and policy development in conjunction with the PE/Sports Leader & the Deputy Headteacher.

Attend and contribute to meetings, representing PE/Sports (Healthy schools).

Liaise with the Deputy Headteacher in all matters relating to the PE/Sports (Healthy schools) timetable, curriculum, assessment and pupil achievement.

Other

Establish staff and resource needs within the PE/Sports (Healthy schools) PSHE curriculum and make appropriate recommendations to the PE/Sports Leader for expenditure.

Manage existing resources within an agreed budget, ensuring that these are distributed effectively and all staff are familiar with these.

In liaison with other subject staff members, explore opportunities to develop or incorporate new resources from a wide range of sources, both inside and outside of school.

With the PE/Sports Leader & the Deputy Headteacher develop initiatives across the school as required, and act in accordance with relevant school policies at all times.

Lead on extra curricula PE/Sports (Healthy schools) PSHE activities, after and before school clubs and bring in activities that enhance the PE/Sports (Healthy schools) curriculum and pupils experiences, such as opportunities to take part in competitive sports and competitions. Plan for and to take part in opportunities in PE/Sports (Healthy schools) such as focus days/ sports weeks/events both in school and nationally, including individual and team sporting competition.

Person specification

	Essential	Desirable
Qualifications and training	<p>The successful candidate will:</p> <ul style="list-style-type: none"> • Higher Level Teaching Assistant standards or equivalent qualification or experience • Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths • A proven track record of successful teaching and engagement with children across the primary age range • Experience of teaching a number of disciplines and activities, for example, athletics, games, gymnastics, dance - supported by relevant qualifications • Have evidence of undergoing sufficient training relevant to the post. • Be willing to undertake further training. 	<p>Significant experience of working with children in a school setting</p> <p>First aid certificate.</p>
Experience	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"> • Raising standards for all pupils, including those who are underachieving, and those with SEND. • Promoting highly effective communication. • Promoting positive pupil behaviour conducive to learning, focussed on raising standards. • How ICT is used to enhance learning opportunities • A working knowledge of relevant polices / codes of practice / legislation • A working knowledge and experience of implementing the national curriculum and other relevant programmes of learning • A good understanding of child development and learning processes 	<ul style="list-style-type: none"> • Developing others. • A working knowledge of statutory frameworks relating to the world of teaching
	<p>The successful candidate will be able to:</p> <ul style="list-style-type: none"> • Show an understanding of relevant legislation and educational developments. 	<ul style="list-style-type: none"> • Show how data analysis can be used to inform future teaching and

<p>Knowledge and skills</p>	<ul style="list-style-type: none"> • Demonstrate a clear understanding of PE/Sports (Healthy schools) across KS1 and KS2. • Demonstrate how primary teaching and learning strategies can be used to raise pupil attainment and achievement. • Demonstrate different teaching methods, and how teaching should be adapted to cater for pupils' different needs. • Demonstrate effective intervention strategies to improve the quality of their teaching and learning. • Demonstrate effective strategies for inspiring and motivating others to achieve. • Demonstrate how strategies for motivating staff contribute to raising standards and school improvement. • Show how resources can be managed and deployed effectively. • Show an understanding of the important role of parents and the community in school improvement, and how this can be developed. 	<p>learning, and reduce attainment gaps.</p>
<p>Personal qualities</p>	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • An enhanced DBS certificate and barred list check. • A good attendance and punctuality record. • Excellent verbal and written communication skills. • Excellent time management and organizational skills. • Enthusiasm, determination and drive to inspire others and achieve high standards. • A personable nature that allows effective relationships with all members of the school community. • High expectations of self and professional standards. • A commitment to CPD. • The ability to work as part of a team and independently. • The ability to maintain successful working relationships with other colleagues. • High levels of drive, energy and integrity. <p>The successful candidate will be:</p> <ul style="list-style-type: none"> • Passionate to developing a positive ethos of inclusion whilst promoting a programme of sporting opportunities both within and beyond the school • Able to provide appropriate mentoring, support, guidance and advice to teachers, sports leaders and volunteers working within our school • Determined to promote pupils' resilience and emotional well-being so that all experience the opportunity of enjoyment, success and improvement • Committed to working with children and to providing equality of opportunity 	

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| | <ul style="list-style-type: none">• Able to work as part of a team, ensuring the high standards of pastoral care for all of our children• Committed to undertaking additional training / staff development as appropriate, for self and others• Able to reflect on own professional practice through self-evaluation and learning from others• Able to implement and lead whole-school initiatives.• Committed to protecting the welfare of pupils.• Dedicated to promoting their professional development, and that of others.• Creative and forward-thinking with their approach towards teaching, learning and management.• Able to promote good behaviour consistently.• Able to plan and take control of situations.• Committed to contributing to the wider school and its community.• Able to effectively promote the school's ethos and vision.• Capable of handling a demanding workload and successfully prioritising work.• Professionally assertive and clear thinking.• Able to work flexibly, attending morning and evening meetings, in addition to managing a demanding workload. | |
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Guidance Notes to completing your application form

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.

APPLICATION DEADLINE

Completed application forms must be received by noon, **Friday 16th July 2021**. There are three available channels for application documents submission.

- Email your application form and other supporting documents to: 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 and other supporting documents to: **Headteacher, The Devonshire Hill Nursery and Primary School, Weir Hall Road, London N17 8LB**;
- Hand deliver application form and other supporting documents to: **Headteacher, The Devonshire Hill Nursery and Primary School, Weir Hall Road, London N17 8LB**.

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10. MONITORING

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Equality Objectives Statement

Under the Equality Act 2010, the school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school.

This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness. We are committed to having a balanced and broad curriculum.

We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in an age appropriate way that prevents discrimination and promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs. Dealing with prejudice. We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost seriousness. When an incident is reported, through our reporting procedure, our school will ensure appropriate action is taken and a fair resolution is put into place.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.
- The school's employee's will:
- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.

Equality and dignity in the workplace

We do not discriminate against staff with regards to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality. We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community. Equality permeates all school policies and practices, however, this statement operates in conjunction with the following policies in particular:

- Equality Information & Objectives Policy
- Complaints Procedures Policy
- Equal Opportunities Policy
- Grievance Policy
- Disciplinary Policy and Procedures
- Anti-bullying Policy
- Safeguarding Policy and Procedures
- SEND Policy
- Family Friendly Policies
- Data Protection Policies

Safeguarding Written Statement

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 relationships, sex health education programme 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, anti-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.
- Relationships, Sex, Health Education and Relationships Policy;
- Attendance and Truancy Policy;
- Drugs;
- Safer Recruitment Policy;
- Whistleblowing Policy;
- Pupil Behaviour and Discipline Policy;
- Staff Handbook;