

INFORMATION FOR CANDIDATES

Post Available: Clerical Assistant



**ERASMUS DARWIN
ACADEMY**
EXCELLENCE FOR ALL

Welcome to Erasmus Darwin Academy

Introduction

Erasmus Darwin Academy is a highly successful, hugely popular, non-selective 11-18 school. We opened in 1970 as Chasetown High School and became an Academy in July 2011, changing our name to Erasmus Darwin Academy in the process. At this point, we were one of the first schools in Staffordshire to become a converter Academy

Where to Find Us

The Academy occupies a quiet and pleasant site on the edge of Cannock Chase and in close proximity to Chasewater. We are situated just off Junction 6 of the M6 Toll Road and a 10 minute drive from Trent Valley railway station. From the Academy, it is only a 10 minute drive to the centre of Lichfield and Birmingham city centre is only a 35 minute car journey away.

Our Site and Facilities

The main buildings were opened in 1970 and have undergone extensive, high quality programmes of maintenance and improvement ever since. In addition, a new Sports Hall was built in 2005, incorporating excellent facilities such as a dance studio, a fully equipped gym, specialist P.E. classrooms with networked computers and a large sports hall. We also recently increased our car-parking provision to ensure that all Academy staff and 6th Form students now benefit from a guaranteed, on-site parking space.

Owing to the fact that we occupy a large site, our buildings are supplemented by excellent outdoor spaces and facilities including extensive sports fields (incorporating cricket nets, football pitches and rugby pitches) tennis courts and an excellent, full-sized, all-weather pitch.

Our Educational Mission: *Excellence For All*

When we became an Academy, we didn't just change our name; we proudly adopted the motto of 'Excellence for All'. This motto was never simply intended to be a catchy tagline that we put on publicity materials. Rather, it was always meant to be a statement of our intent to provide the very best education for every single young person that we have the honour of working with. And since we adopted it, we have worked incredibly hard to live up to our motto, securing sustained improvement and achieving exceptionally high standards in all areas of school life and not just in one or two narrow areas of specialism or priority.

Furthermore, in order to help us maintain a sharp focus on delivering excellence in all areas of the school, we have identified 6 equally important strategic areas of performance, in which we strive for excellence and which provide the parameters for improvement planning at all levels:

- Academic Success**
- Broadening Horizons**
- Culture and Ethos**
- Developing Staff**
- Engaging the Community**
- Facilitating Learning**

With regards to **Academic Success**, we are firmly established as one of the highest performing schools in the local authority and indeed the region, for both attainment and progress. Furthermore, according to the all-important Progress 8 measure, we have become firmly established in the top 5%-7% of secondary schools nationally. We are also proud of the fact that the performance of all groups

of students and all key subject areas typically make progress that is significantly above national averages.

As well as having a sharp focus on academic success, we place great value on **Broadening the Horizons and Skills Sets** of our young people in preparation for their future lives. Consequently, we pride ourselves on have an exciting and extensive range of high quality extra-curricular opportunities on offer, which all students are actively encouraged to participate in. These are delivered by our incredibly dedicated staff who give freely of their time in order to benefit our young people. We are exceptionally proud of our annual production together with our numerous concerts, educational visits (local, national and international) charitable events, clubs, sports teams, student leadership opportunities and careers activities. Details of our exceptional extra-curricular provision can be found in our Extra-Curricular Directory and on Twitter @EDarwinAcademy.

We also believe that our **Culture and Ethos** must be conducive to ongoing educational excellence and personal development on a daily basis. This means that we continually work hard to ensure that everyone feels they belong to a school community which is:

- caring and friendly
- calm and orderly
- aspirational and collaborative
- safe

Indeed, we are very proud of that fact that visitors to EDA always comment on our calm, orderly and friendly atmosphere. They also invariably comment on our positive, articulate, well-behaved and well-mannered young people, who are wonderful ambassadors for the Academy and who take real pride in doing things "The EDA Way."

Pursuing Excellence for All obviously applies to **Developing Staff** as well as students. We want all of our staff to be the best that they can be, so that they can help every single young person excel, both in and out of the classroom. Therefore, the Academy is committed to investing in staff wellbeing, to ensure that all our staff feel happy, cared for, listened to and professionally equipped to fulfil their role to the highest possible standard. And, as part our wellbeing strategy, we seek to provide high quality continuing professional development for all staff at every stage of their career. To illustrate this, our school day was re-structured in 2019 to facilitate weekly CPD sessions for staff, to help them become the best practitioners possible. In addition, our NQT programme was described as 'exceptional' by a national accrediting body and we are recognised as a leading ITT provider in the Arthur Terry Teaching School Alliance. Furthermore, we also have a successful record of training teachers ourselves through the School Direct route and for growing and developing our own middle and senior leaders (both teaching staff and associate staff.)

Our approach to **Engaging With the Community** is borne out the realisation that it is not possible for a stand-alone school, working in splendid isolation, to enjoy sustainable success and improvement. Therefore, being proactive and truly collaborative in the way that we work with stakeholders and engage with community partners is vital. We do not just believe that we are in the community, but that the community is in us. Therefore, developing deep and meaningful working relationships with parents, local businesses, local schools, charities, community groups, community leaders and other agencies is integral to what we do.

At the heart of everything we do and aspire to be as an academy is **Facilitating Learning** as effectively as possible. We believe that teaching should never be reduced to or regarded as a pedagogical performance. Rather, it should only ever be regarded as the vehicle for facilitating high quality, intentional learning and progress of all students over time, in accordance with careful curriculum planning. The curriculum for Years 7-13 is based on 50 periods scheduled over a fortnight and is organised into the Development Stage (Years 7-9) the Qualifications Stage (Years 10-11) and the Advanced Stage (Years 12 and 13.) The Academy aims to provide all students with opportunities to enjoy learning and achieve success in a curriculum which is broad, balanced, ambitious relevant

and sensitive to their abilities, aptitudes and interests.

At EDA there is a strong, shared belief that the teaching of every teacher needs to improve; not because they are not good enough but because they can be even better, for the benefit of our young people, who only have one chance at an education.

Recognising our Success

Our sustained journey of significant improvement has helped the academy achieve a strong and growing reputation both locally and over a wider geographical area and we are now the school of choice for an increasing number of families. This is reflected by our steady and sustained growth in pupil numbers: We are now heavily oversubscribed, having grown from c.800 on roll in 2010 to c1150 students on roll as of September 2020. The school admits students from Burntwood and the surrounding towns and villages in south Staffordshire, with students being admitted from over 30 primary schools.

In addition to our popularity amongst a large and growing number of families, there are many other accolades and indicators of our ongoing success, which remind us and reassure us that the Academy is in a very healthy position:

- We regularly receive recognition and national awards for academic achievement from reputable educational organisations such as SSAT.
- We have gained Category 1 status (the highest grade possible) for four years running, as a result of the local authority's remote inspection process. This grading is based upon a rounded judgement of our performance, not just exam results.
- We have been approached by the regional press to feature in their 'Elite Schools' publications for four years running.
- We have been asked to feature in national publications and contribute to national education forums.
- We continue to be asked to join established Multi Academy Trusts as a leading school which has the capacity to help others improve.
- We have gained recognition for the way in which we work with the DofE Award Scheme and the Outward Bound Trust so positively.
- Our careers provision is second to none and we are currently putting the finishing touches to our preparations for an imminent Careers Quality Mark assessment.
- Our retention rate for teaching staff is incredibly high, with staff being proud of belonging to EDA and wanting to progress their careers here. This guarantees ongoing stability and quality in the classroom.
- Parent survey results show exceptionally high satisfaction rates.
- Pupil attendance has risen to be significantly above national benchmarks, showing that our young people really enjoy belonging to and attending the Academy.
- Ofsted gave us a glowing report, as summarised on the next two pages, when they last visited us in January 2018.

The Academy has clearly come a long way in the last ten years and we are now extremely well-placed to enter the next, exciting phase of our development by becoming an active and productive member of a Multi-Academy Trust. And, as Primitas Learning Partnership really begins to take shape, I am absolutely convinced of the positive benefits and exciting opportunities that will be generated for our students, staff and the local community.

In conclusion, Erasmus Darwin Academy offers an exceptionally friendly and caring environment in which to work and study, where every individual is valued and supported and where everyone works together towards the vision of “Excellence for All” with high expectations of themselves and others.

We welcome applications from well-qualified staff who genuinely love working with young people and who will commit themselves to the ongoing improvement of our fantastic school.

Mark Maydew
Principal

Summary of OFSTED Findings

When Ofsted last visited EDA in 2018, a number of judgements were made about the Academy, which are shared below:

Positive Judgements

“You, your leaders and all staff show a genuine desire for pupils to be safe and happy while they achieve to the very best of their abilities.”

“The quality of care in the school and the school’s ethos of ‘excellence for all’ stand out.”

“Erasmus Darwin Academy is a strong community and relationships are exemplary across the school.”

“Morale is high. All staff who spoke to inspectors said that they are proud to work at the school.”

“Parents and carers value your leadership and the education that the school provides for their children.”

“An overwhelming majority of parents who responded to Parent View agreed that the school is well led and said that they would recommend the school to other parents.

“Parents said that their child is happy and safe at school”

“The leadership of safeguarding is strong, as is the scrutiny provided by the governing body.

“All staff understand that keeping pupils safe is their top priority. They are well trained and regularly updated about safeguarding issues “

“All pupils that we spoke to during the inspection said that they feel safe in school”

“All Parents who completed Parent View said that their children are safe in school, as did all members of staff we spoke to.”

“Pupils are friendly, courteous and well behaved”

“The number of pupils being excluded from school has fallen significantly.”

“The school is a calm learning environment.”

“Teaching is strong...and the great majority of pupils achieve very well as a result.”

“Teaching is particularly effective in English, mathematics and science.”

“Students demonstrate positive attitudes to their learning and act as role models to younger peers.”

“Over time, pupils at key stage 4 make progress that is at least in line with other pupils nationally.”
“The school’s curriculum offers a wide range of learning experiences, both in and outside of the classroom.”

“The curriculum includes regular teaching on how to stay safe, including from potential dangers that can arise when using the internet and social-media platforms. As a result, pupils have a good understanding of these issues.”

“The curriculum is enlivened by extra-curricular activities which pupils really value.”

“Pupils have the opportunity to study a range of academic and vocational courses at key stage 4 and in 6th form.”

“Leaders regularly analyse and evaluate the effectiveness of the curriculum and adapt it as necessary.”

“The experience of students in the sixth form is having a positive impact on their progress.”

“Students are complimentary about their sixth-form experience and would recommend it to others”

“Retention is high because staff make sure that students are on courses that are appropriate for them and that they are well supported throughout their time in the sixth form.”

“All students benefit from personalised advice and guidance about their next steps. As a result of this, the vast majority move on to university, apprenticeships or training.”

“Leaders have recently introduced new systems to monitor and track the performance of the school. These systems allow leaders to put well-focused plans in place to address any areas of underperformance. As a result, many areas of previous weakness have improved and are now strong”

“The school’s assessment systems have been restructured recently and leaders are now able to track, monitor and spot trends over time more easily. This allows them to act swiftly to put highly effective intervention strategies in place. As a result, pupils who need to catch up do so quickly and outcomes have improved.“

“You know your school very well, including its strengths and weaknesses. Your self-evaluation is accurate and understood by all, including governors. Your plans to address the few areas that need to improve are clear and appropriate and are underpinned by detailed action plans”

Areas For Development

“Disadvantaged pupils and most-able pupils have performed less well in some subjects...especially in languages. ...but you have already got actions plans in place to tackle this issue.”

“...some less effective teaching remains, especially in languages.”

“Leaders and those responsible for governance should ensure that:

- pupils are not entered for examinations before they are ready, to enable them to make maximum progress.
- target-setting is aspirational while, at the same time, taking account of individual pupils’ needs and abilities to ensure that it motivates them to achieve their best.”

The Role

Erasmus Darwin Academy are looking for an effective and enthusiastic Clerical Assistant to join our admin team as soon as possible, at this highly successful and heavily over-subscribed school which is the highest performing 11-18 school in Staffordshire and in the top 8% of schools nationally for progress. We gained 'Good' in our 2018 Ofsted inspection and as part of the Local Authority's quality assurance strategy, we have gained Category 1 status, the highest category of school performance, for three years running. We are a founding member of Primitas Learning Partnership, a new Multi Academy Trust which seeks to make a positive difference in the local community.

This post will involve providing general clerical, photocopying and administrative support to the school.

We welcome applications from adults who can provide excellent support and engage with students.

We offer a positive school culture, opportunities for further professional development and strong support from the Senior Leadership Team.

In return, we offer an incredibly positive working environment, passionately believing that our human resources are our most important and valuable resources. Therefore, our staff wellbeing strategy is at the heart of our ongoing improvement work, meaning that middle and senior leaders are committed to ensuring that all staff are happy, cared for, listened to and professionally equipped to fulfil their role to the highest possible standard. Furthermore, opportunities for career progression regularly arise, with the Academy having an excellent record of training and developing our staff from within.

Salary: Grade 3 (£18,562 - £18,933 approx whole year), £12,813 - £13,069 approx actual salary dependent on years service according to the Academy Pay Policy.

Job Description

Academy Purpose and Values

To work under the direction and guidance of senior staff to provide general clerical and administrative support to the school.

Support to Pupils, Parents and the Community

- Undertake reception duties, answer routine telephone and face-to-face enquiries and sign in visitors.
- Assist with pupil welfare duties; liaise with parents/staff etc.
- Assist in arrangements for visits from external bodies, eg School Nurse, photographer, etc.

Support to the Organisation

- Provide routine clerical/administrative support e.g. photocopying, filing, emailing, completing routine forms, responding to routine correspondence.
- Liaise with copier company to register any copier faults.
- Maintain manual and computerised records/management information systems.
- Produce lists/information/data as required, e.g. pupil data.
- Undertake more complex typing, word-processing and other IT based tasks e.g. assisting in the preparation of reports and circulars.
- Sort and distribute mail.
- Undertake routine administrative procedures.

- Maintain and collate pupil reports.
- Operate relevant equipment/computer applications (e.g. Word, Excel, databases, spreadsheets, Internet).
- Maintain stock and supplies, cataloguing and distributing as required.
- Provide general advice and guidance to staff, pupils and others.
- Undertake routine financial administration.

Support to Academy (this list is not exhaustive and should reflect the ethos of the Academy)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the Academy.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with student needs as appropriate during the Academy day.

Professional Accountabilities (this list is not exhaustive and should reflect the ethos of the Academy)

The post holder is required to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. In addition they are to contribute to the achievement of the Academy's objectives through:

Safeguarding

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

Financial Management

- Personally accountable for delivering services efficiently, efficiently within budget and to implement any approved savings and investment allocated to the service area.

People Management

- To comply and engage with people management policies and processes
- Contribute to the overall ethos/work/aims of the Academy.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

Equalities

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

Health and Safety

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the Academy's Health and Safety policy.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the Academy's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

Person Specification Clerical Assistant Level 2

Essential Criteria	Measured By
Experience <ul style="list-style-type: none"> • General clerical/administrative/financial work. 	AF/I
Qualifications/Training <ul style="list-style-type: none"> • NVQ 2 Business and Administration or equivalent qualification or experience in relevant discipline. • Good numeracy and literacy skills. 	AF/I
Knowledge/Skills <ul style="list-style-type: none"> • Effective use of ICT packages. • Ability to use relevant equipment/resources. • Good keyboard skills. • Knowledge or relevant policies/codes of practice and awareness of relevant legislation. • Ability to work constructively as part of a team. • Ability to relate well to children and to adults. • Good organising, planning and prioritising skills. • Methodical with a good attention to detail. 	AF/I
Behavioural Attributes <ul style="list-style-type: none"> • Customer focused. • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	AF/I

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

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

How to Apply

To apply for this post, please complete the application form and return to the Principal's PA, Mrs Debbie Westwood, either by post or email hr@primitas.co.uk. CV's will not be accepted

The deadline for applications is **9.00 am on Monday 27th September 2021**

If you have any queries about the role or would like to discuss the role in more detail, please contact Mrs Debbie Westwood on 01543 685828 or via email hr@primitas.co.uk.

For further information regarding the Academy, please visit our website at www.erasmusdarwinacademy.co.uk

Guidance Notes for Applicants

Please read the important information in these guidance notes prior to completing and submitting your application

- You must complete the application form to apply for this vacancy. CVs are not accepted.
- There is opportunity within the application to provide evidence of your experiences, skills and qualifications as related to the person specification. You may provide further details on additional sheets if required.
- Please ensure all gaps in employment and education history are fully explained on your application form. We may wish to verify this information during the recruitment process.
- Please complete the Equality & Diversity Monitoring Form. We are keen to ensure that our jobs are accessible to all members of the community and use this data to monitor our progress in doing this.
- Make sure you return your application form by the closing date.
- No applications will be accepted once the closing date has passed.
- After the closing date the applications will be shortlisted. Please keep free any interview date given; it is not normally possible to re-arrange this date.
- If we haven't contacted you within 14 days of the closing date you can assume that this time your application has been unsuccessful.
- We welcome applications from all sections of the community and will be pleased to help meet any requirements arising as part of the recruitment process.
- You will be asked to sign a copy of your electronically submitted application form at interview.

References

To help us get a quick response, please ensure that you provide us with referees who are contactable and available. If possible, please provide e-mail addresses for your referees and advise them that they will be asked to provide a reference for you if you are shortlisted for the post. When providing details please ensure that one relates, if applicable, to your present job, or most recent employer and where possible, you must provide one referee who can comment on your previous work with children. If you have recently left full-time education, please ensure you include a Head Teacher/College/University Principal (or their representative) as one of your references.

Please state in what capacity the two referees are acting, e.g. current employer. Please note that, where a school is the employer, it is Academy policy to send reference requests to the Headteacher/Principal. Please, therefore, give the Headteacher/Principal's contact details as appropriate.

Please note that references from relatives or friends are not acceptable.

Equal Opportunities

We recognise the importance of promoting equality of opportunity across all service provision as well as in the employment of our staff. We aim to promote equality of opportunity for all with the right mix of talent, skills and potential and we welcome applications from a diverse range of candidates.

Data Protection Act

The Data Protection Act 1998 places responsibilities on us to process personal data that we hold in a fair and proper way. The Act came into force on 1 March 2000 and regulates the use of personal data, including any data you supply on this application form. The information you give us will be kept confidential and will only be used for the purpose of personnel management.

We may contact other organisations (such as the Disclosure and Barring Service (Formerly Criminal Records Bureau), Job Centre Plus, previous employer(s), education establishments, etc) to check the factual information you have given on the application form. The information will be stored securely, both manually and electronically and destroyed after 6 months if your application is unsuccessful.

If we offer you the position, we will use some of the information you give us on the application form in your contract of employment. The information you give on the recruitment monitoring form will only be used to monitor the application of our Equality & Diversity Monitoring Form and the effectiveness of our recruitment and advertising strategies.

Audit Commission Fair Processing Protocol

The Academy is under a duty to protect funds it administers, and to this end may use the information you have provided as part of the recruitment process for the prevention and detection of fraud. It may also share this information with other bodies responsible for auditing or administering public funds for these purposes.

As part of this on-going responsibility the Academy participates in the Audit Commission National Fraud Initiative every two years. Key payroll and other data is used in a matching exercise to identify frauds, data errors etc; For further information, please visit www.staffordshire.gov.uk/nfi

Employment Terms & Conditions

Annual Leave

Arrangements for Teachers preclude the necessity for annual leave entitlements. Provisions regarding the working time of various categories of teaching staff are contained in their relevant conditions of employment set out in the School Teachers Pay and Conditions Document.

Learning Support Assistants are not required to work during school closure periods, which is deemed to be annual leave.

Other Associate Staff are subject to NJC terms and conditions of employment. Under these terms you will be entitled to a minimum of 24 days annual leave (excluding bank holidays). The amount of annual leave increases over time and is based on the level of your post and is pro rata for part time employees. Our annual leave year runs from 1st April to 31st March. In calculating your actual annual leave entitlement, we take account of the length of continuous local government service you have as well as your basic salary.

New entrants to the service are entitled to annual leave proportionate to the completed months of service during the leave year of entry.

NJC Terms & Conditions

SALARY	0 - 4 yrs	5 - 14 yrs	15 – 24 yrs	25 yrs & over
Up to SCP 28	24	29	30	31
SCP 29 – 40	26	30	31	32
SCP 41 & over	27	31	32	33

Term-time workers are entitled to annual leave and public holidays proportional to a whole year employee's entitlement.

Associate staff are expected to take any annual leave entitlement during school closure periods.

Public/Extra Statutory and Local Leave

As well as annual leave, our offices are closed on the following 9 days, and paid leave is granted to staff:

Good Friday and Bank Holiday Monday

May Day (first Monday in May)

Late Spring Bank Holiday

August Bank Holiday

Christmas and Boxing Day

New Year's Day

Other Leave

Special leave arrangements also exist which cover bereavement, carer leave, adoption, maternity leave, work break, paternity leave and parental leave.

Working Hours

The standard working week for full-time staff in schools is 37 or 32.5 hours dependant on their terms and conditions. Hours of work and shift patterns are usually indicated in the advertisement and application pack. Where posts are part-time the benefits of a full-time post, will be a pro rata entitlement to salary and annual leave, sick pay, maternity leave and pension rights.

Relationship to Members or Employees/Canvassing

You must tell us in writing if, to your knowledge, you are related to a member of staff or Governor of the school. There is an opportunity to do this on your application form. We also expect you to state if you are related to a student at the school.

We will not appoint you if you canvass any of the above directly or indirectly – this means asking for help to get a job using their position in the council/ school.

Proof of Qualification

You will have to provide proof of relevant qualifications during the selection process.

Immigration, Asylum and Nationality Act 2006

We must take copies of evidence that you are able to legally work within the UK; the following list details the acceptable documents/combinations of documents which we must see and copy:

Single documents (that we only need to see/copy once) –

- A United Kingdom Passport
- A Passport/National Identity Card from a country in the EEA Agreement stating that the holder is a national of that country
- A United Kingdom residence permit, registration certificate or document certifying or indicating permanent residence issued by the Home Office/ UK Border Agency to an EEA national.
- A permanent residence card issued by the Home Office, UK Border Agency to the family member of a national of an EEA country or Switzerland.
- A Biometric Immigration Document (ID Card) issued by the UK Border Agency to the holder which indicates that the person named in it is allowed to stay indefinitely in the United Kingdom, or has no time limit on their stay in the UK.
- A Passport or other travel document stating the holder is 'exempt from immigration control', is allowed to stay indefinitely/has right of abode in the UK or has no time limit on their stay in the UK.

Combinations of documents (that we only need to see/copy once) –

- An official document giving the person's permanent National Insurance Number and their name issued by a government agency or a previous **employer in combination with one of the following documents:**
 - An immigration status document issued by Home Office/ Border Agency to the holder with an endorsement indicating that the person named has no time limit on their stay in the UK
 - A full birth OR adoption certificate issued in the United Kingdom/ the Channel Islands, Isle of Man or Ireland
 - A certificate of registration or naturalisation as British citizen
 - A letter from the Home Office/ Border Agency confirming the individual can undertake the specific work in the UK

Documents that we need to see/copy every 12 months –

- A Passport or other travel document showing the individual can enter the UK and is allowed to do the type of work in question, provided it doesn't require a work permit
- An ID Card issued by the UK Border Agency to the holder which indicates that the person named in it is allowed to stay in the United Kingdom, and is allowed to do the work in question.
- A work permit or other approval to take employment issued by the Home Office or the UK Border Agency IN COMBINATION WITH a passport or another travel document/letter endorsed to show the holder can stay in the UK and is allowed to do the work in question.
- A Certificate of Application issued by the Home Office or the Border Agency to or for a family member of a national of a EEA/ Switzerland stating that the holder is permitted to take employment which is less than 6 months old IN COMBINATION WITH evidence of verification by the UK Border Agency Employer Checking Service
- A Certificate of Application issued by the Home Office or the Border Agency to or for a family member of a national of a EEA/ Switzerland stating that the holder is permitted to take employment, which is less than 6 months old
- An Application Registration Card issued by the Home Office or UK Border Agency stating that the holder is permitted to take employment IN COMBINATION WITH evidence of verification by the UK Border Agency Employer Checking Service
- An Immigration Status Document issued by the Home Office/Border Agency to the holder with an endorsement indicating that the person named in it can stay in the United Kingdom, and is allowed to do the type of work in question IN COMBINATION WITH A document issued by a previous employer or Government agency which contains the National Insurance number of the holder.
- A letter issued by the Home Office or the UK Border Agency to the holder or the employer or prospective employer, which indicates that the person named in it can stay in the UK and is allowed to do the work in question IN COMBINATION WITH a document issued by a previous employer/Government agency which contains the NI number and name of the holder. Any document/s you provide must be an original and must be provided when requested during the recruitment process.

The Rehabilitation of Offenders Act 1974

The Rehabilitation of Offenders Act was introduced to make sure that you are not discriminated against when applying for jobs, if you have been convicted of a criminal offence and you have not re-offended for a period of time since the date of your conviction.

The Act allows certain types of convictions to be treated as "spent" after a certain (variable) period of time. You are no longer legally required to disclose to us convictions that have become "spent", unless the post you are applying for is exempted. In the case of more serious crimes, such as where the sentence is more than 5 years imprisonment, the conviction can never become "spent" and must always be taken into account.

Exceptions Orders exist to protect vulnerable client groups such as children, young people, and the elderly, sick or disabled. In such cases, we are legally entitled to ask you for details of all convictions, even if they are "spent" or "unspent" under the Rehabilitation of Offenders Act. All details of convictions will be disclosed by the Disclosure and Barring Service (Formerly Criminal Records Bureau) for the preferred candidate.

Cautions, reprimands and final warnings are not criminal convictions and are not covered by the Rehabilitation of Offenders Act. They become "spent" immediately and we may only consider them when appointing to exempted posts.

All applicants who are offered employment to a posts subject to a criminal record check from the Disclosure and Barring Service (Formerly Criminal Records Bureau) before the appointment is confirmed will have to provide details of cautions, reprimands or final warnings, as well as convictions.

Having an "unspent" conviction will not necessarily bar you from employment. This will depend on the circumstances and background to your offence(s).

For all other criminal convictions you will only need to disclose any convictions that are not 'spent'. A conviction is regarded as spent if you have served a 'rehabilitation period'. These periods vary according to the sentence received as follows: -

Sentence	Rehabilitation Periods (spent after)	
	Age 18 or over when convicted	Under 18 when convicted
Prison and Young Offender Institution - sentence of 6 months or less	7 years	3 years
Prison and Young Offender Institution - sentence of more than 6 months – 2 years	10 years	5 years
Fines, compensation order, probation (for people convicted on or after 3 Feb 1995), community service, combination order, action plan, curfew order, drug treatment, reparation order	5 years	2 years
Borstal (abolished 1983)	7 years	7 years
Detention centres (abolished 1988)	3 years	3 years
Absolute discharge	6 months	6 months

Sentences for which the rehabilitation period varies:

Probation order (for people convicted prior to 3 Feb 1995), conditional discharge, bind over, supervision order, care order	Until the order expires (minimum period of 1 year)
Attendance centre orders	Length of the order plus 1 year
Hospital order	2 years after the order expires (with a Minimum of 5 years from the date of conviction)
Suspended sentences are treated the same as for the full sentence	
<p>Consecutive and Concurrent sentences An offender may be sentenced at one time for several offences. If the court decides that imprisonment is the right penalty for more than one offence, it can order this to run concurrently or consecutively. If a person is sentenced to two terms of imprisonment of six months each, to run concurrently, the person will be subject to a rehabilitation period of 7 years. If they were ordered to run consecutively, they would be subject to a rehabilitation period of ten years.</p>	
<p>Extension of Rehabilitation periods Rehabilitation periods may be extended if a person receives further convictions while an original rehabilitation period is still running. If the second conviction is for a summary offence, i.e. an offence that can be tried only in a magistrates' court, then the first rehabilitation period is not affected and both rehabilitation periods will run their separate course. If, however, the second conviction is more serious and could be tried in crown court, then neither conviction will become spent until the longer rehabilitation period has expired. Where the original sentence resulted in a disqualification, prohibition or other penalty, the rehabilitation period will not be affected if the person is convicted of a further offence.</p>	

Safer Recruitment Checks

We are required to ensure that the confidentiality and safety of our service users is protected and we therefore undertake the most stringent vetting of all our staff. This includes criminal record checks and thorough referencing, scrutiny of previous employment history and checks against our client and employee records. A trace against these does not mean that applicants are unsuitable for employment. It does, however, allow us to explore and address any potential conflicts of interest and also assesses suitability for employment. Signing your application form indicates your consent for such checks to be undertaken.

All our documents are available in large print, Braille or another language on request.