



# Nexus Educational Schools Trust

## Deputy Headteacher / SENDCo

### Recruitment pack



May 2024



NEST IS seeking to appoint an outstanding and inspiring prospective Deputy Headteacher with responsibility for SEND Coordination for September 2024. This is an exciting opportunity for a dynamic and talented leader, with a proven track record of leading and managing staff and implementing programme and raising achievement for Pupils, to work with a great community of children, staff, and parents. This is a fulltime role

Salary	L8 - L12
Location	Dog Kennel Hill
Hours	FTE
Reports to	Headteacher
Start Date	September 2024
Closing Date	17 May 2024
Interview Date	W/C 20 May 2024

An exciting opportunity has arisen to join our dynamic and successful team

### We are seeking a Deputy Headteacher/ SEND Coordinator who:

- Has current Leadership experience and with a SENDCo Qualification or be willing to train
- Share our vision of transforming learning to raise aspiration, secure an enjoyment and love of learning and develop a sense of pride in all that we do
- Put children at the heart of everything they do and have high expectations of them
- Be an outstanding and enthusiastic classroom practitioner with a proven track record of raising standards
- Be an excellent leader with a passion and commitment to improving the life chances of our children
- Has a proven ability to lead, inspire and motivate others.
- Has the ability to drive forward developments in our curriculum • Strong commitment to well-being and mental health for pupils and staff
- Has a track record of developing effective partnerships with staff, governors, parents, and the wider community agencies in order to drive forward change and shape the future for our pupils with additional needs.

You will have the leadership qualities and drive to inspire and encourage staff and pupils to achieve their very best. You will have an innovative, inclusive approach to leadership and work closely with the Headteacher.

### We can offer:

- Support and lead a team of skilled and committed staff to support inclusive practice
- Work with amazing pupils and supportive families
- Develop the school vision and strategy of SEND and inclusive provision alongside the Head of School, Executive Headteacher and a supportive Local Committee who are committed to your continued professional development
- Work as part of a dynamic partnership of NEST schools

### We welcome visits please contact the school office or arrange to talk to Mrs Amien-Cloete, Executive Headteacher

Applications should be received by [recruitment@nestschools.org](mailto:recruitment@nestschools.org) by 12 noon on 17 May. Interviews to be held w/c 20<sup>th</sup> May 2024.

### Nexus Education Schools Trust (NEST)

NEST is a growing Multi Academy Trust, presently with 19 primary schools across four local authorities. Our schools have benefited from capital investment over the last five years and provide excellent learning opportunities for our pupils.

NEST *is an exceptional and distinctive learning community of schools* where there is a **focus upon learning**.

At NEST our commitment to the learning process challenges all our schools to fully endorse the concept of collaborative learning. Just as our commitment to inclusion is non-negotiable, so too is each school's contribution to inter-school learning and the development of a NEST wide professional learning community.

You will join a team committed to the principle:

***"We have a moral purpose to provide excellence and opportunity for all, to enable lives to be transformed"***.

Nexus Education Schools Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful candidate will be required to undergo an enhanced DBS clearance.

The work of Nexus Education Schools Trust is underpinned by its four core principles;

**Nurture, Educate, Succeed and Transform** and the values we agree as members of the organisation – in other words, our choices.

The value statements and choice descriptors are applicable to pupils, staff and reinforced through the work of the Trust.

In our schools, you will see children who are inspired by an excellent education that raises aspirations and enriches lives.





## Nexus Education Schools Trust

Dear Candidate,

Thank you for your interest in this role within Nexus Education Schools Trust.

This is a hugely exciting time for our schools as the Trust now includes:

### Beckenham/ Bromley

Alexandra Infant School  
Alexandra Junior School  
Balgowan Primary School  
Bickley Primary School  
Highfield Infants' School  
Highfield Junior School  
Pickhurst Infant Academy  
Worsley Bridge Primary School

### Orpington/ Kent

Farnborough Primary School  
Manor Oak Primary School  
Perry Hall Primary School  
Joydens Wood Infant School  
Joydens Wood Junior School

### Lewisham/ Southwark

Childeric Primary School  
Goose Green Primary School  
John Donne Primary School  
John Keats Primary School  
Dog Kennel Hill Primary School  
Rotherhithe Primary School

### NEST Nurseries

### Thames South Teaching School Hub

All schools are judged to be good or outstanding, have strong leadership and provide a breadth of opportunities and excellent outcomes for all pupils. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across schools.

Nexus Education Schools Trust believe that all decisions and choices should be child centred. We aim to:

- nurture every individual,
- provide excellent education outcomes,
- enable all to succeed and
- transform the life opportunities and aspirations of our pupils, allowing them to be fulfilled individuals within an ever-changing world.

As an organisation, we recognise that each school's community is different. We value this uniqueness and contribution in ensuring pupils have the best education and experiences. Each school is fundamental to the success of the organisation. We believe passionately that together we can make a greater difference providing higher education outcomes and wider opportunities for our pupils as well as greater prospects for our staff and communities.

The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike. Those we recruit can demonstrate that they

- share our values,
- are highly motivated to work with colleagues within and beyond their school
- continuously develop their skills and pursue professional excellence and
- are committed to providing the highest standards and breadth of opportunity for all children.

I hope the pack encourages you to apply and look forward to receiving your application for the post.

Regards,

Paula Farrow OBE

**CEO**

**Nest Education Schools Trust**

CEO: Mrs P Farrow OBE (MBA, B.Ed (Hons) CMgr MCMI, NPQH, National Leader of Education)

Nexus Education Schools Trust (NEST) is a charitable company limited by guarantee and registered in England and Wales. Company Number 08753719.

NEST is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

## Job Description

## Deputy Headteacher / SEND Coordinator

**Main purpose of the job:**

- To work in partnership with the Executive Headteacher in the leadership and management of the school, within the context of local and national guidance and legislation and in consultation with the Executive Headteacher and Local Committee
- To promote an environment which achieves high standards in all areas of the school's work.
- To manage and organise the school to meet its aims and targets.
- To evaluate the school's performance (working with others) and identify the priorities for continuous improvement and raising standards.
- To help secure the commitment of the wider community to the school.
- To assist in the promotion, direction, and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for pupils with special educational needs.
- Manage, develop, and maintain high-quality SEND Inclusive provision.

**Grade: Leadership Scale (Inner)****Key responsibilities and tasks:****Shaping the Future**

- To provide leadership and support for colleagues (teachers and assistants) with regard to teaching and learning and the curriculum.
- To ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.
- Review and develop the school development plan with evidence-informed strategies that aim to raise levels of achievement and expectation for all pupils and that creates the conditions necessary for all children to learn, make progress and feel proud of their achievements in line with the current school aims.
- Lead the development of SEND Provision and inclusion in the school.

**Leading Learning and Teaching**

- To provide inspiration and strong strategic leadership to the teaching team to ensure that the school continues to deliver the highest standards of learning across the board. Sustain high quality, expert teaching across all phases.
- To develop a curriculum, within the context of statutory requirements, appropriate to the needs and aptitudes of all the pupils.
- To ensure the curriculum is delivered with high standards that maximises achievement of pupils whilst minimising all forms of education disadvantage.
- To lead and advise Curriculum Co-ordinators in line with agreed school practice and new developments.
- To provide an environment where all pupils achieve their full potential and overcome any potential barriers to achievement or educational disadvantage based on class, gender, disability, or ethnic origin.
- To regularly monitor the progress of pupils in the school and provide reports for parents and governors.
- To constantly review standards of achievement ensuring targets for pupil attainment are met.
- To have high expectations for all pupils' behaviour, built upon relationships, policies, rules, and routines which are understood clearly by all staff.
- Exercise a key role in assisting colleagues with the strategic development of SEND policy / provision.
- Review and adapt the curriculum plans in liaison with staff to meet the needs and aptitudes of SEND pupils.

- To ensure the curriculum is delivered with high standards that maximises achievement of pupils whilst minimising all forms of education disadvantage.
- To lead and advise Curriculum Co-ordinators in line with agreed school practice and new developments.
- Support all staff in understanding the needs of SEND pupils and ensure the objectives to develop SEND are reflected in the school development plan.
- Monitor progress of objectives and targets for pupils with SEND from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements.
- Analyse and interpret relevant school, local and national data and advise colleagues on the level of resources required to maximise achievement.
- Liaise with staff, parents, external agencies, and other schools to coordinate their contribution,
- Provide maximum support and ensure continuity of provision.
- To provide an environment where all pupils achieve their full potential and overcome any potential barriers to achievement or educational disadvantage based on class, gender, disability, or ethnic origin.
- To regularly monitor the progress of pupils in the school and provide reports for parents and governors.
- To constantly review standards of achievement ensuring targets for pupil attainment are met.
- To have high expectations for all pupils' behaviour, built upon relationships, policies, rules and routines which are understood clearly by all staff.

### Teaching and Learning

- To support the identification of and disseminate the most effective teaching approaches for pupils with SEND.
- To work with colleagues to develop effective ways of bridging barriers to learning through
  - assessment of needs
  - monitoring of teaching quality and pupil achievement
  - target setting, including IEPs
  - using the Trusts assessment systems
- To collect and interpret specialist assessment data to inform practice.
- To undertake day-to-day coordination of SEND pupils' provisions through close liaison with staff, parents, and external agencies.
- To work with colleagues to ensure all pupils learning is of equal importance and that there are realistic expectations of pupils.
- To consider the range of teaching strategies / equipment that could be utilised for pupils requiring specialist provision.

### Leading and Managing

- To provide professional guidance to staff to secure good teaching for SEND pupils, through both written guidance and meetings.
- To contribute to the appraisal process for identified staff.
- To advise on and contribute to the professional development of staff, including whole school INSET provision.
- To provide regular information to the Head of Primary Phase and Head of Inclusion on the evaluation of SEND provision and the impact on improving outcomes.
- Regularly review own practice, set personal targets, and take responsibility for own develop

### Monitoring, Assessment, Planning and Tracking

- To assist in the identification of pupils' Special Educational Needs through observation in the classroom, individual screening, and assessment of reports
- To oversee the writing and regular review and updating of Individual Education Plans
- To liaise with external agencies in regard to particular pupils to ensure that the school is providing appropriate support for the child
- To liaise with classroom teachers concerning the needs and progress of individual pupils and to provide advice as appropriate about teaching strategies to assist particular pupils

- To interpret the recommendations of Educational Psychologist, Occupational Therapist, and other reports and to disseminate them so that they are effectively implemented in the classroom
- To use data generated by school assessments effectively to inform future pupil progress

**Communication, reporting and relationships**

- Create a positive School ethos in which every individual is treated with dignity and respect and promote safeguarding to ensure the welfare of young children is paramount
- Promote and maintain a culture of high expectations for self and others.
- Ensure effective planning, allocation, support, and evaluation of work of teams and individuals.
- Contribute to the development of collaborative approaches to learning within the school and across the Trust
- To write reports for parents on the pupils receiving specific teaching
- To liaise with parents and carers concerning pupil progress and concerns, and concerning updates to the IEP, and to be proactive in communication about these issues
- To make recommendations to parents concerning the use of external agencies for identifying SEND

**Developing Self and Working with Others**

- In partnership with the Headteacher, produce clear, evidence-based improvement plans for the development of the school
- In partnership with the Headteacher and Local Committee, recruit, retain and deploy staff in line with NEST Equal opportunities policies safeguarding procedures.
- Appropriately manage the workload of staff, to achieve the vision of the Trust
- To maintain a thorough and up to date knowledge and understanding of the current SEND Code of Practice and of the school's curriculum and policies
- To participate in INSET provided by the school and where appropriate to lead INSET on SEND issues
- To ensure that the School's Health and Safety Policy is followed
- Implement effective strategies and procedures for staff induction, professional development, and performance review
- To supervise and participate in any arrangements for the performance appraisal of teaching and non-teaching staff, within agreed national and local frameworks
- To ensure that all staff in the school have access to advice, training, and induction appropriate for their needs
- To brief and update colleagues on relevant policy and practice through meetings and workshops
- To advise on and lead relevant training ensuring staff have access to high quality sustained professional development opportunities in SEND
- Contribute to rigorous self-evaluation
- To be a leading teacher and an exemplary role model throughout the school.
- To prioritise the professional development of staff which is consistent with the approaches laid out in the standard for teachers' professional development
- To motivate, support and direct your team to achieve the highest possible standards
- To regularly review own practice, set personal targets and take responsibility for your own development seeking advice and support from other agencies (such as the Trust Board, Hub Board and Local Committees)

**Securing Accountability**

- Develop an ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Secure improvement through appraisal, and take responsibility for the Performance Management of identified staff
- Support staff in understanding their own accountability and develop approaches to its review and evaluation
- Use a range of data sources to set realistic yet challenging targets for children, analyzing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and identify priorities for the school and wider Trust

development plans

- Ensure every individual child has access to high quality teaching and learning.
- Report the performance of the School to Parents, Carers, Local Committee members and other key Stakeholders
- To collect and use a rich set of data to understand the strengths and weaknesses of the school.
- To monitor, evaluate and track pupils' learning to ensure pupils across the school make the necessary progress
- To engage the school community in the systematic and rigorous self-evaluation of the work of the school through compiling relevant data and analysing performance using statistical analysis.
- To observe colleagues at work to improve their practice and to inform future school development
- To evaluate standards of achievement of SEND pupils across the school and inform, liaise with the Head of School /Executive Headteacher on future needs
- To regularly review the work and organisation of the SEND provision in school/s in order to monitor progress towards achieving set targets against relevant benchmarks of quality and achievement.
- To ensure that high standards of professional performance are established and maintained acknowledging excellence and challenging under performance at all levels.
- To ensure individual staff accountabilities are clearly defined, understood, and agreed.
- Work with the Head of School, Executive Headteacher and governors to enable them to meet their statutory responsibilities

### **Strengthening Community**

- To actively foster and maintain the multi-cultural ethos within the school and take account of the cultural needs of pupils from all the communities represented in the school
- Support positive strategies for promoting equality and for challenging racial and other prejudice
- To ensure that strategic planning takes account of the diversity, values, and experience of the school and local community
- To support and influence policies for the pastoral care of pupils, building on existing good practice and taking account of pupil's differing social and cultural backgrounds.
- To promote good behaviour among the school community in accordance with the discipline and antibullying policies of the school.
- To encourage pupils to have a clear understanding of values, self-discipline, self-respect, and respect for others.
- To ensure good behaviour is always maintained during the school day (including break times), when pupils are present on school premises and whenever pupils are engaged in authorised school activities on or off school premises
- To establish positive relationships with all pupils in the school, to consult them regularly and support and involve the School Council. To be committed to pupil's individual social and educational development.
- Support subject leaders in the development and implementation of curricular initiatives which are inclusive.
- To monitor the quality of teaching and learning, in line with the school policy. This may include lesson observations, monitoring of short- and-medium term planning and scrutiny of pupils' work.
- To review long term planning to ensure coverage, progression, and a range of learning experiences throughout the school for SEND pupils
- Evaluate and enhance the development of a curriculum which provides SEND children with opportunities to enhance their learning within the wider community
- To work with the Local Committee and staff to strengthen and develop the ethos of the school, allowing this to influence and shape all areas of the school's work, and specifically for SEND pupils.
- To develop and encourage positive relations with parents in all communities. To ensure they are given regular and accessible information about the school curriculum, the progress of their children and other matters affecting the school
- Support the development of the school within the community, strengthen partnerships with other schools and services in the Trust and beyond



- Lead by example as a teacher, manager, and leader, achieving high standards of pupil attainment, behaviour, and motivation through effective teaching
- To actively involve a Collaborate with other agencies to ensure children and community needs are met and to safeguard the welfare of children and welcome parents into all aspects of school life
- Support the development of the school within the community, strengthen partnerships with other schools and services in the Trust and beyond
- To liaise where appropriate with other schools and educational establishments, to share and/or adopt good practice. To support and assist pupils in making a successful transfer to secondary education
- Collaborate with other agencies to ensure SEND children and community needs are met, and to safeguard the welfare of children
- Promote and model good relationships with parents, which are based on partnerships to support and improve.
- Set appropriate expectations for staff and pupils in relation to standards of pupil's achievements and the quality of teaching, establishing clear targets for improving and sustaining SEND pupil's achievement supporting the process of teaching and learning in accordance with agreed policies and guidelines. supporting staff to meet personal and professional targets.
- Ensure staff share the aims of the school in promoting a high quality of learning in the classroom for SEND pupils.

**Safeguarding**

- To serve as or liaise with the Designated Safeguarding Lead.
- To co-ordinate and lead staff induction and INSET to ensure best practice in safeguarding
- To review the school's safeguarding policy and procedures annually

**Special Conditions of Service**

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Employees are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because the post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks.

**Policies and Procedures**

Ensure, comply and be aware of all school policies and procedures in relation to all aspects of the school's management, teaching and learning.

**Contacts and Relationships**

Provide the specified standard and level of service that is expected, noting, and passing on any shortfalls or potential improvements.

Maintain high professional standards of attendance, punctuality, appearance, conduct and positive courteous relations with pupils' parents/carers and colleagues.

**Equalities**

Ensure implementation of the school's equal opportunities policies and its statutory responsibility with regard to other individuals and service delivery.

**Data Protection**

Nexus Education Schools Trust (NEST) is committed to protecting your privacy when you apply for a position with us. It is important to us that you can trust us to keep your information safe and to use it in ways that you will think are reasonable and ethical. NEST is the data controller for the information we hold about you, this means we control how your personal information is processed, and for what purposes.

For further information please refer to our Data Protection Policy <http://nestschools.org/nest-policies/>

This job description may be amended at any time after discussion with you.

The successful candidates will have:

**Education and Training**

• Qualified Teacher Status	E
• First Degree or Equivalent	E
• Evidence of further professional development – National award for SEN Coordination	D
• Further training in Management - NPQH	D

**Relevant experience**

• Substantial (four years plus) high quality experience of teaching across at least two Key Stages.	E
• A proven track record of successful leadership	E
• Excellent classroom teacher across all primary phases with a proven commitment to improving the quality of children’s learning	E
• Knowledge and experience of relevant legislation - in particular of the SEND Code of Practice, equal opportunities, and disability discrimination legislation	E
• Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the school’s resources and the individual child	E
• Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Education Welfare Services	E
• Experience and knowledge of implementing a consistent behaviour policy.	E
• Experience of monitoring and assessing teaching and learning across the Primary phase	E
• Understanding the importance of using data to raise standards	E
• Experience in leading in SEND/ Inclusive provision	D
• Experience of leading on developing provision of more able children	D
• Experience of leading Performance Management	D
• Experience of Experience of inter-agency work	D

**Knowledge, Skills, and Aptitudes**

• A good understanding of the Primary Curriculum and an understanding of children’s development and the way that they learn across the Primary phase	E
• Knowledge of a wide range of effective teaching methods	E
• Ability to communicate effectively, both written and oral, with a wide range of people	E
• Commitment to the safeguarding and promoting the welfare of children and young people	E
• Knowledge and evidence of delivery of self-evaluation processes	E
• Ability to motivate and lead a team with sensitivity and energy	E
• Understanding of effective assessment in education and its use to promote the academic progression for pupils	E
• Skilled at managing change	D
• A commitment to promoting high expectations of pupil outcomes at all times	E
• Ability to foster excellent relationships with pupils	E
• Ability to promote inclusion, at all times.	E
• Demonstrate the ability to reflect on own practice in order to impact positively on children’s learning	E

• Have excellent interpersonal skills	E
• To effectively organise and manage whole school resources	D
• To be committed to the safeguarding of all pupils	E
• Experience of effective governance working	E
• Experience and understanding of ICT as a management tool	E
• Ability to foster links with local community and with other schools, locally, nationally, and internationally	E
• Ability to motivate commitment among all staff groups and to lead staff meetings	E
• Evidence of participating in and developing extra-curricular activities	D
• Ability to develop and maintain good relationships with the parents, carers, Local Committee Members and Trust Central Team and Board	D
<b>Personal Qualities</b>	
• A commitment to a productive learning environment which is engaging and fulfilling for pupils	E
• Passion for teaching and learning	E
• A commitment to raising the academic and personal achievement of pupils significantly and holding high expectations of all children	E
• Good organisational and timekeeping skills	E
• Have the ability to use initiative and make decisions in line with school priorities	E
• Sense of humour	E
• Stamina and resilience	E
• Motivated to develop own practice	E
• Present a good role model for pupils and staff	E
• Perceptive and sensitive to the needs of others	E



Nexus Education Schools Trust

## Application Process

### Applications

Applications will only be accepted from candidates completing the Trust's Application Form.

Please complete **ALL** sections of the Application Form which are relevant to you as clearly and fully as possible. Your supporting statement should evidence your skills and experience against the requirements of the job description and person specification.

CVs will **NOT** be accepted in place of a completed Application Form.

### Invite to Interview

After the closing date, short listing will be conducted by an interview panel.

Candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. If you do not hear from us within 14 days of the closing date of this position, unfortunately you have been unsuccessful on this occasion.

If you have been shortlisted, your references will be taken up and you will be asked to sign a self-disclosure form relating to disclosable cautions and convictions prior to interview. This post is exempt from the Rehabilitation of Offenders Act (1974). The amendments to the Exceptions order 1975 (2013 & 2020) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website.

You will be selected for interview entirely on the contents of your application form, so please read the job description and person specification carefully before you complete your form.

In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- 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.

## Assessment Process

Applications will be assessed against the job description and person specification within the applicant brief.

Successful applicants will be invited to the selection process.

We will use a variety of assessment tools during the assessment process, these may include:

- leading individual/group work with children/adults
- presentations
- written and numerical tasks
- aptitude/ability tests.

*\*Please note this is not an exhausted list, and may include different types of activities related to the role.*

## Child Protection & Safeguarding Policy

The Trust is committed to Safeguarding and Promoting the Welfare of all its pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

Throughout any recruitment process, Safeguarding and Child Protection are given a high priority. All interview panels include at least one member who has completed Safer Recruitment training within the last 3 years.

**The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.**

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred.

School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

### ***Keeping Children Safe in Education (2023)***

As such, it is the duty of all who work for the Trust to:

- Ensure that a safe environment is provided for all children and young people to learn;
- Ensure all staff are capable of identifying children and young people who are suffering or likely to suffer significant harm; and
- Ensure all staff are willing to take appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

The Trust pays full regard to '**Keeping Children Safe in Education**' guidance 2023.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

Please visit [www.nestschools.org](http://www.nestschools.org) for the full policy.

## Safer Recruitment & Pre-employment Checks

**Nexus Education Schools Trust** is committed to safeguarding children.

This means that all employees (on either a paid or voluntary basis) require an Enhanced DBS check which includes a Barred List check.

For individuals applying for leadership and management positions a S128 check will also be required. For individuals who have previously lived abroad, overseas checks will also need to be taken prior to commencing employment.

Keeping Children Safe in Education, paragraph 220 introduces a new duty to consider 'carrying out an online search as part of their due diligence on the shortlisted candidates'. Please be advised that we will carry out online searches of all shortlisted candidates and may request details of any social media handles.

New employees will not commence work until all relevant checks have been completed.

### Standard Checks

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK;
- Documentary evidence of identity that will satisfy DBS requirements;
- Documentary proof of current name and address;
- Where appropriate any documentation evidencing change of name;
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary, photocopies or certified copies **will not** be accepted.

### Enhanced Checks

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced check.

Accordingly, this post is exempt from the Rehabilitation of Offenders Act (1974). The amendments to the Exceptions order 1975 (2013 & 2020) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website

- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about any disciplinary offenses, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings.
- If you are not currently working with children, but done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children – this may only be answered 'not applicable' where your duties have not brought you into contact with children or young people.

### **Pre-Employment Checks**

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK;
- Receipt of at least two satisfactory references (if these have not already been received);
- Verification of identity checks and qualifications;
- Satisfactory Enhanced DBS Check;
- Verification of professional status such as QTS Status, NPQH (where required);
- Satisfactory completion of a Health Assessment;
- Satisfactory completion of the probationary period (where relevant);
- Where the successful candidate has worked, or been resident overseas for at least 12 months, in the previous ten years, such checks and confirmations as may be required in accordance with statutory guidance including a statement of good conduct.

### **References & Verifications**

We will seek references on shortlisted candidates for all positions and may approach previous employers for information to verify experience or qualifications before interview.

Any relevant issues arising from the application form, references or self-disclosure will be taken up at interview.