



Ruckleigh School
Solihull

Appointment of Teaching Staff

September 2018

Information for Candidates

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The School

The Location

Ruckleigh is located in a large Edwardian house and set in its own beautiful grounds in the centre of Solihull. The site is approximately 2.15 acres and consists of the main site which houses the main school building, separate purpose built Nursery and Kindergarten buildings, three playgrounds and ample gardens. A short walking distance away is the sports field.

Solihull is a part of the West Midlands conurbation. It is the largest town in, and administrative centre of the larger Metropolitan Borough of Solihull, which has a population of 209,890. Solihull is the most affluent town of the West Midlands, and one of the most affluent areas outside of London. Indeed it has been named as the best place to live in Britain on a number of occasions.

The school is situated on Lode Lane, which is one of the main arterial routes into Solihull. The train station is approximately 10 minutes walk away and major bus routes are close by with some stops just outside the school. The school is a short distance from both Junction 4 and 5 of the M42, so there is easy access to all major routes including M1, M5, M6 and M40. With such excellent transport links, the school is easily accessible to a very large catchment area.

History and Overview

Ruckleigh is a thriving co-educational, independent day school catering for around 240 children aged between three and eleven years. Founded in the 1909, the main building is a substantial Edwardian building, once a large private home - a fact that contributes to the strong family spirit within the school. Over the years the building has been extended and several purpose-built developments added to the main building and in the grounds, including the rebuilding of the area for the Early Years Foundation Stage.

The school aims to cultivate an intimate, caring family atmosphere in which children feel secure and valued. The size of the school enables the Head and Staff to get to know every child well and ensures a real sense of family with the children making many lasting friendships which continue into secondary school and beyond. A number of current parents are former pupils of the school.

The school is non-denominational, with children from all and no faiths. Regular Assemblies take place with both religious and non-religious content. The main religious festivals from mainstream religions are celebrated.

At age 11, Ruckleigh children are happy, confident and courteous, with a good sense of community and a readiness to care for each other and the world around them. They leave having learnt how to work in the ways that best suit them, are receptive to a variety of teaching and are well prepared for the next stage of their education and development.

The school has been based at its current location since 1940. The property is owned freehold by Ruckleigh Holdings Limited, parent company to Ruckleigh School Limited. The company is owned and run by the Carr-Smith family, who have owned the school since the 1940's. Charlotte Laurens (nee Carr-Smith) is the Bursar and looks after the day to day running of the school with the Head.

There is an established structure of governance with the Head and Bursar having joint day to day and strategic control of the school. The school is a member of the Independent Schools Council (ISC), the Independent Schools Association (ISA), Independent Association of Prep Schools (IAPS) and the Independent Schools Bursars Association (ISBA).

Ruckleigh is immensely proud of its well established reputation for being a very friendly, caring, inclusive and stable community. As a school we are unashamedly academic and are unsurpassed in the area for the achievement of our pupils in their entrance exams at the age of 11. In recognition of our pupils achievements in 2014 – 2015 we were Sunday Times Parent Power Prep School of the Year.

The school has its own pension scheme.

School Aims and Values

Ruckleigh aims to ensure that each child's first experience of education will be both happy and empowering. Our academic standards are high, but we believe that it is equally important to offer pupils a rich and varied educational experience. Children are encouraged to be brave thinkers, to take calculated risks and not be afraid of making mistakes on the way to success, in preparation for a world that rewards hardwork, determination and adaptability.

Aims of the School

- To educate the whole child in a stimulating environment where kindness, care and sensitivity towards the needs of others is practised by all.
- To develop each child to reach his/her full potential academically, physically, creatively, socially and morally.
- To guide pupils into habits of self-reliance, courtesy, clear thinking and with willingness at all times to 'have a go'.

Central to our aims are the 'Every Child Matters' principles:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

We realise our aims by supporting our pupils' learning through:

- The delivery and development of the curriculum
- Guidance and mentoring
- Professional development of our staff

These activities are supported by:

- Our deployment of resources
- Monitoring our performance
- Partnership with parents and the community
- Children spend fulfilling years here, becoming confident, independent and caring young people with a love of learning. As they move onto some of the most sought after schools in the region, they will be sad to leave, but thoroughly ready for the next stage of their education.

- Our consistently high results reflect the work of our dedicated team of teachers and learning support staff, with the provision of education offered within the school being second to none. From our Early Years Department, through to their final year, children are progressively prepared for 11+ and Entrance Examinations in order to gain places in to highly selective grammar and senior independent schools of their choice.
- Even more importantly, Ruckleigh aims to provide a stimulating all-round education. The school prides itself upon its lively, friendly atmosphere and community spirit. Every child is valued as an individual and encouraged and challenged to experience a breath of opportunities in order to achieve their potential, not just academically, but socially and morally.
- Inside and outside the classroom our stimulating, caring and disciplined environment supports each child to do their best. Drama, sport, music and extra-curricular activities all form an important part of the school day and help to develop enquiring minds and self-reliance whilst, regular use of the school's all-weather sports facilities and playing fields help children to learn life lessons such as the importance of sportsmanship and self discipline – as well as encouraging a healthy lifestyle. The school's sports teams, coached by specialist staff, enjoy playing regular competitive matches and participating in competitions and tournaments, both locally and nationally; Sports Day is a major event in the school's annual calendar.

School Structure and Facilities

The school currently has 240 pupils aged 3-11 in 8 year groups, with slightly more boys than girls. Nursery and Kindergarten make up the Early Years Foundation Stage (EYFS, ages 3 to 5), which has been consistently over-subscribed; Lower School consists of Year 1 and Year 2 and Middle School is made up of Years 3 and 4 and Upper School, Years 5 and 6.

The EYFS children have purpose built units which are bright and colourful together with a carefully designed outdoor space. They also make good timetabled use of the Computing Room and other parts of the school.

Lower, Middle and Upper School are in the main Edwardian building. These classrooms are bright and welcoming with interactive whiteboards in all rooms. In addition there are 2 sets of tablets and a well equipped Computer Room and Science Room. The Library is used by all year groups and is fully computerised with an experienced librarian and houses over 4500 books.

The school's top floor is multi-functional and is used for Assemblies, speech and drama, music lessons, dance clubs and indoor PE activities.

We have 3 playgrounds; the Little Playground is used exclusively by EYFS and Lower School. The Big Playground and the All Weather are used in rotation by Lower, Middle and Upper school. The All Weather is also used for games lessons and is marked up for multi-sports including tennis, netball, hockey and football. The school field which is just under an acre is used for football and hockey in the autumn and spring terms and athletics, cricket and rounders in the summer. It is used all year round for outdoor lessons in a variety of subject areas. For swimming we use a nearby local sports centre.

The catering is contracted out and meals are fully prepared and cooked in the school's purpose-built kitchen and are served to each year group in four sittings in the dining room. Staff, both teaching and non-teaching benefit from being able to have school lunch. Most take advantage of this in the staff room.

The School Office is manned for 8.00 to 5.30 Monday to Friday (Friday until 5.00) by the Bursar, Assistant Bursar, Admissions Secretary and Credit Controller, reception duties are undertaken by all

office staff. The Head has their own office and there is a meeting room which is used for a variety of different purposes.

Leavers

Although the entry to Ruckleigh School is non-selective, the outcomes for Year 6 (11+)pupils are exceptional with many gaining scholarships (academic, drama, music and sports) and places at the leading independent schools in the area, which include the following (based on figures for the past 10 years):

- Bablake School
- Bromsgrove School
- Edgbaston High School
- King Edward's School
- King Edward's High School for Girls
- King Henry VIII
- King's High School
- Kingsley School
- Princethorpe College
- Solihull School
- St Martin's School
- The Priory School
- Warwick School

In addition, many pupils pass the highly competitive entrance examinations to attend the Grammar Schools, namely:

- Alcester Grammar
- Bishop Vesey's
- King Edward VI, Aston
- King Edward VI School for Boys, Camphill
- King Edward VI School for Girls, Camphill
- King Edward VI, Fiveways
- King Edward VI School for Girls, Handsworth
- King Edward VI School, Stratford
- Queen Mary's Grammar School, Walsall
- Stratford Grammar School for Girls

In summary, as well as excelling academically, children are encouraged to be all-rounders, acquiring skills in sport, music, drama, computing, art and design and experiencing an array of hobbies. Equal with these are life skills: respect for others, good manners, kindness and self-confidence.

Inspection Report 2016

In May 2016 the school underwent routine Regulatory Compliance Inspection (RCI) by the Independent Schools Inspectorate. The School was found to be fully compliant in all areas with no recommendations for improvement. The full report is found here:

<http://www.isi.net/reports/?name=Ruckleigh>

Inspection Report 2010

The Independent Schools Inspectorate's most recent full inspection report on Ruckleigh School was published in 2010, is very highly complementary and its findings conclude that the School successfully meets its aim to provide a broad, enjoyable education, resulting in strong academic, creative, sporting and social development with the overall quality of pupils' learning and achievement judged to be good and often excellent.

The inspectors reported that pupils make good and often excellent progress in relation to their ability, which is above average, from the earliest years. Attainment in national tests at age 11 has been high when compared with the national average for all maintained primary schools. The school fully meets its aim to prepare pupils for entrance into senior independent, grammar, international and local authority schools. Pupils enjoy their studies and apply themselves purposefully. The school offers pupils a good curricular experience.

The report says that pupils are offered a wide range of extra-curricular activities, which effectively broadens their educational experience, and in several of these activities pupils achieve excellent results.

The inspectors found that the pupils' development in relation to their spiritual, moral, social and cultural life is excellent, fulfilling the school's aims to help pupils reach their potential socially and morally. The quality of pastoral care is outstanding and ensures that pupils feel safe and cared for. The relationships between staff and pupils, and pupils with pupils are excellent.

The full report is found here: <http://www.isi.net/reports/?name=ruckleigh>

Governance

The school is governed by the Board of Directors who are Dr H Carr-Smith, Mrs C Laurens and Mr R Carr-Smith. Each of the Directors has a range of expertise with a variety of professional specialisms. They meet termly with Mrs C Laurens and who also serves as the Bursar, works full-time at the school. The Head reports to Board via Mrs Laurens. The working relationship between the Bursar and Head is very close with daily contact and more formal regular meetings.

The Head and the Bursar essentially have overall responsibility for strategic and financial matters and the Directors give support in specific areas when the need arises. They work closely with the Head and the school's Senior Leadership Team with input as appropriate from senior staff.

The Senior Leadership Team

The senior management team (SLT) consists of the Head, Deputy Head, Early Years Co-ordinator, Lower School Co-ordinator and Bursar. The SLT is supported by the SENCO, DSL, Office Staff and Subject Co-ordinators.

In addition, all staff (teachers and assistants) attend weekly staff briefings and meetings where their views are greatly valued within a framework of consultation and collaboration with leadership and management in all aspects of the school including the development planning and curriculum planning. The Bursar is responsible for the financial and business affairs of the School, some aspects of Health and Safety, and the management of the catering company.

Teaching and Learning

Ruckleigh School is fortunate in having excellent, dedicated and loyal staff in each aspect of school life: teaching, teaching support, administration, finance, maintenance, catering, cleaning and caretaking. There is a full-time teacher for each class and part-time classroom assistants in each year group. The Head and Bursar have responsibility for recruiting all teaching staff and there is a strong emphasis on effective communication between all staff, responsibility for which falls to the Head and the Deputy Head. The Head and Deputy Head usually conduct staff appraisals and professional development reviews. These reviews are seen very positively, as a means of making sure that staff are happy in their work, have the facilities and training they require, and for setting goals for improvement. The Head also carries out reviews with staff in their coordinator roles.

In addition to the Head and Deputy Head, there are 11 full-time class teachers, 2 additional full-time teachers (music and science) and 5 part-time teachers (sport, support, French, computing, speech and drama), 7 teaching assistants, 5 office and maintenance staff. There are also a number of visiting peripatetic staff.

Regular in-service and external courses keep the staff abreast of any changes in the curriculum and up to date with good practice and legal requirements. There is a very strong emphasis on and commitment to staff professional development. The staff room is lively, friendly and sympathetic to the needs of others. The staff are enthusiastic and superbly collegiate.

The curriculum aims to be rich, varied and accessible to all. It is carefully planned to ensure a clear sense of progression. Most lessons are taught to the whole ability range of each class but specialist SEN teachers are available either to assist in the classroom or to take a child, or a small group of children, to work in a separate room.

In addition to English and Mathematics, children receive lessons during their time at the school in Science, History, Geography, R.E., French, Music, Computing, Speech and Drama, Art, D&T, PSHE, Verbal and Non Verbal Reasoning and P.E./Games.

The school prides itself on motivating and enabling all of its children to achieve their full potential and much effort is made to keep abreast of all worthwhile changes in teaching & learning. The purchase of materials for improving subject resources, and the provision of in-service training and educational courses for staff is given financial priority.

In the EYFS the staff work closely as a strong team, planning their activities and sharing information about the development of the children. They have spacious classrooms and a communal outdoor space where the children can take part in role play and learn through playing with sand and water, painting, dancing and singing. They use the classroom or playground for PE and Games.

A very wide variety of after-school and extracurricular clubs take place and all children have opportunities to go on a number of educational trips. There are frequent outings to museums, theatres, nature reserves and other places of interest. Speakers and authors regularly visit the school to meet and talk to the children on a wide variety of topics.

Pastoral Care

Class teachers are naturally the main point of contact as being directly responsible for the children in their class but all staff have a clear duty of care for all children and there is a very close working relationship between staff to pass on concerns of any level. Clear Pastoral Policies and Procedures are in the Staff Handbook. Assemblies, PSHE lessons and circle times are used to discuss and investigate pastoral issues and reinforce good friendships and behaviour standards.

In the EYFS parents or carers have direct contact with the teaching staff at the beginning and end of the day. Staff and parents can share information easily at these times. All year groups use the reading record book as a communication tool between home and school.

We operate an Open Door Policy for parents, who are warmly encouraged to phone or call in to the office to clarify any concerns or arrange meetings with teaching staff. Appointments to see staff are generally made the same day. Appointments with the Deputy Head or the Head are easily made via the Office and these are also generally made within 24 hours.

The Bursar is in school full time and is available to talk to pupils, parents and staff.

Parents

The Parents' Association was started over 60 years ago to provide support for the school, organise events and enable parents to meet each other informally. These aims are ongoing and currently the Association organises both fundraising and social events for the benefit of pupils and parents. Events have included a Christmas Party, Summer Fayre and Barbecue, 'As New' uniform sales, discos for the children, quiz evenings and an Autumn/Summer Ball. The main fund raising event is the Summer Fayre and the Association aims to raise £3000 per annum, which is used to support the school in a variety of ways such as the purchase of classroom, ICT and sports equipment, outdoor benches and tables, books for the library, break-time toys.

The PA has also helped the school with major projects including the resurfacing of the tennis courts with an all weather surface, the purchase of interactive white boards and the school mini bus. The PA is run by a committee, which meets two or three times each term, and is made up entirely of parents of children in Nursery through to Year 6. School takes a very keen interest in the Association and staff help and support events organised.

Open Morning

Open Mornings are held twice a year, early in the Autumn term and again in the Spring term. These are for parents of children hoping to start at the school in mainly EYFS although children can join anytime providing that there is a place available. The school tends to be full 18 months to 2 years in advance. Parents attending Open Morning are shown round the school by Year 6 pupils, with the Head, Bursar and Admissions Secretary available to speak to at the end of the tour.

Parents who are unable to attend these sessions or wish to see the school on a normal working day are invited to arrange a time to meet the Bursar or Head.

The Post

The Head of Ruckleigh School invites applications for the post of Class Teacher and Pastoral Lead. The successful candidate should have good professional qualifications, suitable teaching experience in primary or prep school education.

Job Description (Role and Responsibilities)

Introduction – Teacher

Ruckleigh School provides a warm ‘family’ atmosphere, within a safe, enjoyable and inspiring environment, in which each child is encouraged and enabled to develop his/her full potential academically, physically, socially and pastorally. The school aims to prepare all children for the senior school of their choice. The children are taught to be caring, courteous and considerate members of the school community and are expected to make a positive contribution to society.

The school’s primary aim is to provide learning for all, through the provision of a creative and challenging curriculum that sets very high academic standards while preserving the school’s distinctive ethos. This ethos can be summed up in three words: enjoyment, security, and discipline together with the strongly held values of kindness, honesty, trust, patience, tolerance, responsibility, appreciation, politeness, perseverance and respect.

Underlying these everyday values is a concern for the spiritual well-being and development of the children. The school is proudly non-selective for entry to Nursery and it aims to enable its children to achieve the very best they can.

Responsibilities of the Post:

Teaching, preparation, assessment, record-keeping, the writing of reports, pastoral care and the liaison with parents and other staff are regarded as an integral part of every teacher’s commitment. The teaching allocation is at the discretion of the Head.

Key Duties:

- To teach the lessons as required by the Head
- To keep informed of current teaching and subject specific developments through documents, meetings and in-service courses
- To contribute to the programme of extra-curricular activities
- To organise, manage and maintain a visually welcoming and educationally stimulating classroom and to provide a disciplined and structured environment
- Maintain a well-ordered classroom fully compliant with current Health and Safety legislation and best practice
- To work the hours agreed as a classroom teacher with regard to punctuality
- To prepare and deliver appropriate lessons, taking into account the age and ability of the children in order to meet their individual educational needs
- Liaise with the SENCO about how best to support the children with special needs and identify and support those recognised as having above average abilities
- Be an integral part of a team that accepts the collective responsibility for the health, education and welfare of the children in the school, and to abide by Health and Safety regulations;
- To keep accurate records of children’s work and progress: to prepare children for formal assessment where appropriate and to administer tests where necessary
- To ensure that all children have proper respect for each other
- To ensure that health and safety regulations are observed at all times
- To liaise with parents when necessary, particularly Parents Evenings/Open Days and as requested by the Head or Bursar
- To attend events/meetings which promote the school outside contracted working hours
- To supply written reports on children for parents or the school when requested

- To agree to liaise with the Head on any issue and to keep him informed of the children's progress and any concerns which may arise
- To ensure that confidentiality is maintained at all times
- To be responsible for the daily registration of children and general class administration in order to ensure the efficient running of the school
- To attend and deliver school assemblies as needed
- To set a good example to pupils in matters of appearance and conduct so that members of the class develop positive attitudes to school and good standards of behaviour
- To adhere to the dress code of the school
- To see that stock and equipment is tidily stored, kept clean, well cared for and economically used
- To carry out a share of supervising duties in accordance with published schedules
- To provide cover for staff absences when reasonably required and when absent themselves, set appropriate work wherever possible
- To attend all staff meetings, curriculum meetings and in-service training as requested
- To participate in appraisal arrangements
- To work flexibly in different areas of the school when required
- Monitor and support visiting students
- Anything else that the Head deems necessary

Professional Development

- To attend local and/or national courses or conferences, as appropriate
- To keep up-to-date with trends and developments within education

All job descriptions will be reviewed regularly in light of the changing needs of the school

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

The following duties shall be deemed to be included in the professional duties which you may be required to perform:

Teaching

- Planning and preparing courses and lessons.
- Teaching, according to their educational need, the pupils assigned to you; setting and marking work (including examinations) to be carried out by the pupils in school or elsewhere.
- Assessing, recording and reporting on the development, progress and attainment of pupils.

Other activities

- Promoting the general progress and well being of individual pupils and of any class or group of pupils assigned to you.
- Providing guidance and advice to pupils on educational and social matters.
- Making records and reports on the personal and social needs of the pupils.
- Communicating and consulting with the parents of pupils.
- Communicating and co-operating with persons or bodies outside the School.
- Participating in meetings arranged for any of the purposes described above.
- Accompanying pupils on trips away from the School.

Assessment and reports

- Providing or contributing oral and written assessments, reports and references relating to individual pupils and groups of pupils.

Appraisal

- Participating in any arrangements that may be made for teacher appraisal.

Further training and development

- Reviewing from time to time your methods of teaching and programme of work.
- Participating in arrangements for your professional development.
- Undertaking such training as may be reasonably required by the School to enable you to adapt to the changing requirements of the School and your role or as may be necessary to fulfil the School's statutory or regulatory obligations.

Educational methods

- Advising and co-operating with the Head and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment of pastoral arrangements.

Child protection, discipline, health and safety

- Promoting and safeguarding the welfare of children and young persons for whom you are responsible and with whom you came into contact.
- Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are on the School premises and when they are engaged in authorised school activities elsewhere.

Staff meetings

- Participating in meetings at the School which relate to the curriculum for the School or the administration or organisation of the School, including pastoral arrangements.

Public examinations

- Participating in arrangements for preparing pupils for and supervising them during public examinations and providing assessments.

Administration

- Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the School and the ordering and allocation of equipment and materials.
- Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after School sessions.

Flexibility

- You may be required to undertake such other reasonable duties from time to time as the School may reasonably require.

Person Specification

We are looking for a teacher who:

- Has a passion and commitment to teaching and learning
- Has a 'can do' approach to pupils' success and promotes high standards
- Has a commitment to raising the standards of the attainment of students with moderate learning difficulties and challenging the more able
- Is flexible creative and enthusiastic
- Has a commitment to working as part of a team

The school is committed to safeguarding children and expects all staff and volunteers to share this commitment

Job Description (Role and Responsibilities)**Introduction – Pastoral Lead (Senior Management Team)****Line Manager: The Headmaster****Purpose of Role**

To ensure that Pastoral Care is delivered to the highest of standards and the School safeguards all pupils. The Pastoral Lead is the Schools Designated Safeguarding Lead (DSL) and as such leads the Schools Safeguarding Team.

The Pastoral Lead is supported in his/her duties by the Safeguarding Team currently comprising the Deputy Head and the EYFS Co-Ordinator. As part of his/her role the Pastoral Lead is also responsible for the enforcement of the PREVENT strategy.

The Pastoral Lead sits on the Schools Senior Leadership Team and Chairs meetings of the Safeguarding Team.

Job Description

The job description below is not exhaustive and may be supplemented for legislative or strategic reasons.

As Designated Safeguarding Lead

1. In Summary

To take lead responsibility for all child protection matters (including online safety) occurring at the school and to support all other staff in dealing with any child protection concerns that arise.

To have the status and authority within the school to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of pupils.

Whilst the activities of DSL can be delegated to appropriately trained deputies (DDSLs), the ultimate lead responsibility for child protection remains with the DSL. This lead responsibility cannot be delegated. To promote and safeguard the welfare of pupils in the school.

2. Managing Referrals

To refer all cases of suspected abuse of any pupil at the school to the local authority children's social care;

To support staff who make referrals to local authority children's care;

To refer cases to the Channel programme where there is a radicalisation concern;

To support staff who make referrals to the Channel programme;

To refer cases where a person is dismissed or left due to risk/harm to a child to Disclosure and Barring Service (DBS); and refer cases where a crime has been committed to the Police.

3. Collaboration

To act as a point of contact with the Local Safeguarding Children Board/safeguarding partners;

To liaise with the Headmaster and to inform him of issues; especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

as required, to liaise with the "case manager" (as per Part 4 of KCSIE) and the designated officer (LADO) at the local authority for child protection concerns in cases which concern a staff member; liaise with staff (especially pastoral support staff, IT staff, First Aiders, and the named persons with oversight for SEND) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and to act as a source of support, advice and expertise for all staff.

4. Training

You are expected to ensure your child protection training and that of the DDSLs is sufficient and appropriate to provide the knowledge and skills required to carry out this role. This training must be updated every two years. All members of the DSL team should also undertake Prevent awareness training.

In addition to the formal training, the knowledge and skills of members of the DSL team should be supplemented and refreshed at least on an annual basis to allow them to understand and keep up with any developments relevant to their role in order to:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements; have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school or school's child protection policy and procedures, especially new and part-time staff; be alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school, and with the LSCB, other agencies, organisations and practitioners;
- be able to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and encourage a culture of listening to pupils and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

5. Raising Awareness

You are expected to:

- ensure that the school's child protection policies are known, understood and used appropriately;
- ensure the school's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the [Proprietor] regarding this,
- ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and link with the LSCB arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

6. Child Protection

You are expected to:

- ensure that when a pupil leaves the school their child protection file is transferred to the new school or college as soon as possible;
- ensure child protection files are transferred separately from the pupil's main file in a secure manner and confirmation of receipt is received from the destination school or college; consider whether it is appropriate to share any information with the new school or college in advance of pupil leaving

7. Availability

You are expected to:

- ensure during term time either the Designated Safeguarding Lead (or a deputy) will always be available during school hours (9 am – 6 pm) to discuss any safeguarding concerns; and to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

As Pastoral Lead

- To monitor the schools' behaviour logs, acting on emerging patterns in consultation with the Deputy Head
- To take a teaching role
- To organise the schools extra-curricular programme including clubs.
- To liaise with the school SENDCO regarding well-being and mental health
- To attend and contribute to SLT meeting
- Working with the Senior Management Team to ensure that all members of the school community are supported and cared for as appropriate to their needs.
- Take responsibility for the organization of school events as directed by the Headmaster.
- To deputise for the Headmaster/Deputy Head if required

Terms and Conditions

A formal contract detailing terms and conditions will be drawn up on appointment. The following notes provide guidance, without prejudice, on the likely main provisions.

General:

- A generous remuneration package will be available for the right candidate with a salary commensurate with the responsibility of the post and dependent on previous experience. The Bursar reviews the salary annually, effective from 1st September.
- The school has its own Pension Scheme.
- There is a generous discount on fees for Staff children at Ruckleigh School .
- The Teacher's performance will be subject to a regular appraisal.

Child Protection:

Ruckleigh School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All applicants should read the school's Child Protection Policy, which is available on the website, and are required to declare any criminal convictions or cautions, or disciplinary proceedings related to young people. The successful candidate will be required to complete an application for Enhanced Disclosure, to initiate a DBS (working with children). The school is also registered for the processing of personal data in accordance with the Data Protection Act 1998. Such checks are required in accordance with the school's policy on Disclosure Information, Data Protection Policy and policy for handling Disclosure Information received from the Disclosure and Barring Service. Copies of these policies may be obtained from the Bursar upon request.

Equal opportunities:

Ruckleigh School is an equal opportunities employer and welcomes applications from appropriately qualified persons regardless of gender, marital status, sexual orientation, race, ethnic origin, colour, nationality, religion, disability or age. Candidates will be assessed against relevant criteria only (i.e. skills, qualifications, abilities, experience) in selection and recruitment.

In accordance with the Disability Discrimination Act, Ruckleigh School seeks to treat those with disabilities as favourably as those without disabilities. It will make reasonable arrangements, wherever practicable, to avoid putting those with disabilities at a disadvantage.

How to Apply

If you are interested in making an application, please apply by returning the following to Mr D R Smith either via email at admin@ruckleigh.co.uk or by post at Ruckleigh School, 17 Lode Lane, Solihull, West Midlands. B91 2AB before closing date:

- Your cover letter (see below)
- Your completed Application Form

Your cover letter of not more than two sides of A4, stating why you are interested in the post and what relevant skills and experience you would bring to it.

Please note that the Application Form must be completed in full and must include the names of two referees, with full contact details and email addresses. (Referees will not be contacted until after candidates are notified that they have been selected for interview).

Dates for the Selection Process

Closing date for applications: 29th April 2019

Candidates notified if selected for interview: 1st May 2019

Long list interviews: 7th and 8th May 2019

Shortlist interviews: 13th May

These dates are subject to change based on the needs of the school and candidates.

More Information

For more detailed information on Ruckleigh School, please visit the website:

www.ruckleigh.co.uk

If you would like to discuss the role in complete confidence, please contact Mr D R Smith on admin@ruckleigh.co.uk.

Application and Recruitment Process

Explanatory Notes

Application Form

1. Candidates should complete the enclosed application form in full.
2. Candidates should be aware that all posts in the school involve responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Please see job description for the post.
3. Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent' must be declared.
4. The successful applicant will be subject to an enhanced check from the Disclosure & Barring Service.
5. We will seek references on short listed candidates and may approach previous employers for information to verify particular experience or qualifications.
6. If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the 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 enquiry or disciplinary procedure. If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children, although they may where appropriate answer 'not applicable' if your duties have not brought you into contact with children or young persons.
7. You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected and possible referral to the police and/or DfES Children's Safeguarding Operation Unit.

Any offer to a successful candidate will be conditional upon:

1. Receipt of at least two satisfactory references (if these have not already been received).
2. Verification of identity and qualifications.
3. A check at DfES List 99
4. A satisfactory enhanced DBS check.
5. Verification of professional status such as GTC registration, QTS status, NPQH.
6. Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7th May 1999).
7. Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as the school may require in accordance with statutory guidance.



Ruckleigh School

Application Form – Teaching Staff

Position Applied for:		
Date Available:		
Surname:	First Name:	Middle Name:
DOB:		Driving Licence: <i>Do you have a full and clean licence?</i>
National Insurance No.		Right to Work in the UK:
Current Address:		
Postcode:		
Time at Address:		
Previous Address(es): <i>The School requires five years' worth of addresses to complete employment checks</i>		
<i>Please continue on additional sheets if needed</i>		
Home Phone:	Mobile Phone:	Email:
Have you previously worked at the School? <i>If so, when/why did you leave?</i>		Do you know anyone currently employed in the school?
Do you have qualified teacher status? (QTS)		Were you registered with the GTC?/Are you registered with GTCS/EWC (for applicants from Scotland or Wales)
Details of Academic/Vocational Qualifications <i>Please continue on additional sheets if necessary</i>		
Date Obtained:	Awarding Body:	Grade: <i>If applicable</i>

List any training that would be relevant to the post, which you have undertaken in the last three years
Please include the date(s)

Date:	Qualification/Training

Previous Employment

Please supply a full history in chronological order (with start and end dates) of all training/further education, employment, self-employment and any period of unemployment since leaving secondary education. Provide where appropriate explanations for any periods not in employment, self-employment or further education/training and in each case any reasons for leaving employment

Start	End	Training / Further Education / Employment / Self-Employment / Unemployment	Reason for leaving:	Salary:

Personal Statement

PLEASE STATE BELOW WHY YOU ARE APPLYING FOR THE POST AND WHAT ATTRIBUTES YOU WOULD CONTRIBUTE TO THE SCHOOL (PLEASE CONTINUE OVERLEAF IF NECESSARY)

References

*Please provide at least three referees. One referee should be your current or most recent employer. Where you are not currently working with children but have done so in the past one referee must be from the employer by whom you were most recently employed in work with children. **Please note, references will not be accepted from relatives or from referees writing solely in the capacity of friends.***

TWO PROFESSIONAL REFERENCES AND ONE CHARACTER REFERENCE IS REQUIRED.

Referee 1.
Professional – if you are currently working with children this should be your Head

Full Name:

School/Company:

Address:

Position:	Contact No.	Email Address:
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Referee 2.
Professional

Full Name:

School/Company:

Address:

Position:	Contact No.	Email Address:
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Referee 3.
Personal

Full Name:

School/Company:

Address:

Relationship:	Contact No.	Email Address:
<p style="text-align: center;">DISCLAIMERS & SIGNATURES</p> <p>The Child Protection Policy to Safeguard and promote the welfare of all children at Ruckleigh School is enclosed for your information.</p> <p>I am aware that the post for which I am applying is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, that all convictions, cautions and bind-overs, including those regarded as 'spent' must be declared. I have not been disqualified from working with children, and not named on Department for Education's List 99 or the Protection of Children Act List, am not subject to any sanctions imposed by a regulatory body (eg the General Teaching Council) and either (please delete as appropriate):</p> <p style="padding-left: 40px;">I have no convictions, cautions or bind-overs I have convictions, cautions or bind-over and include details in a sealed separate envelope</p> <p>I certify that my answers on this application form are true and complete to the best of my knowledge. If this application leads to employment, I understand that false or misleading information in my application or interview may result in my release.</p>		
Signature:		
Date:		