



Staff Appointments – Notes for Guidance

We aim to attract and recruit only the best skilled and committed people in order to fulfil our mission and strategic objectives.

We have a strong commitment to working towards the implementation of equality of opportunity in our recruitment and selection processes and will not discriminate against any applicant on grounds of race, religion, gender, disability, age or sexual orientation.

We aim to ensure that the process is as objective and fair as possible.

You should have received an information pack containing the following documents:

- Job description and success criteria
- Application form
- Equal opportunities monitoring form

Rehabilitation of Offenders Act 1974: This ensures that anyone convicted of a criminal offence is not permanently disadvantaged in the job market. In essence, people are given another chance. Please see other notes on this subject on the Application Form under the heading CRIMINAL CONVICTIONS.

Prevention of illegal working: Under Section 8 of the Asylum and Immigration Act 1996 it is a criminal offence to employ anyone who is subject to immigration control unless he or she is entitled to be employed in the UK. We are obliged to ask all successful applicants to provide evidence that they are entitled to work in the UK before we can confirm the offer of employment.

School Procedures:

- 1 The Job Description gives an outline of the broad responsibilities and the main tasks involved in order to undertake the post successfully.
- 2 Every vacancy advertised is based on a person specification which describes the skills, experience and qualifications required
- 3 When filling in the **work history** section of the application form please remember that all experience, e.g. minding children, voluntary work etc. can be relevant. We will check this experience carefully against the school's pay policy in order to arrive at a correct salary assessment. Please show TLR points (formerly called responsibility points) and if you already hold a Recruitment and Retention Allowance. Show clear details of full or part-time working and the amount of part-time work eg 0.6 or 60%. Please show months as well as years eg. from Mar '98 to Aug '00 and not '98 to '00.
- 4 When filling in the qualifications section please ensure that you show the level of any first degree qualification e.g. Honours 2:1.

5 Long listing is the initial process of matching applicants against the relevant criteria in the person specification. The panel will make judgements based on the evidence presented in your application form and attached papers in order to produce a short list of candidates for interview. **In order to stand the best chance of success it is important that you tailor the statement in support of your application in the order shown in the person specification.** Write concisely but in enough detail. ***If you do not send a statement your application is incomplete and will not be considered.***

6 Every effort will be made to provide appropriate facilities for candidates at interviews. Please contact Rosie Gavens (extension 208) should you have any special requirements such as OHP, flip chart etc. Please note that disabled access is available to all parts of the building. Applications from candidates with disabilities are welcomed.

7 The decision on appointing the best candidate for the job will be taken on the basis of all the evidence made available to the panel throughout the selection process in relation to the criteria stated in the job description.

8 The appointment will be subject to the receipt of two satisfactory references. Your present or most recent employer should normally be one of these referees. (It is advisable to state reasons why you may have decided not to use this person.) This person will normally be the head of the organisation. The other reference should be from someone who knows you, your work and ability well. References will be requested prior to interview.

The reference will be used to supplement the panel's decision or to distinguish between candidates. The panel may request that further enquiries are made to either the referee and/or the candidate, where there is an omission in the reference giving rise to doubt or concern.

It is Borough policy that a reference will not be disclosed to a candidate.

There will also be medical and police checks on those appointed. It is necessary to disclose all convictions except traffic offences such as speeding or parking fines, no matter how long ago they occurred. They will not be taken into account unless there are serious implications of working with children.

9 If you are unsuccessful at the interview you will be contacted as soon as possible, normally by mid-day on the day following the interview, and offered a debriefing by telephone by the panel host unless you request an interview.

10 It is our policy to offer travel expenses only to candidates who live outside London. Where overnight accommodation is necessary, agreement with the School Bursar (extension 305) must be obtained beforehand.

11 Job shares, when applicable, will be shown in the information pack.

12 Information is collected on all applicants via the supplementary Equal Opportunities Monitoring Form, with reference to gender, race, disability and job-share. This information will be used to monitor and review the School's Equal Opportunities Policy.

13 If you have not heard from us about an interview by two weeks after the closing date please assume that you will not be invited. We do not normally inform candidates not called for interview. Thank you for applying and your interest in Swanlea School.



Public Sector Equality Duty

Policy statement on equality and community cohesion

Swanlea School is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some students extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to students and parents/carers, and through our School Council.
- We aim to make sure that no one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.





Safeguarding Summary Information for Visitors, Parents & Carers

1. School Statement

- 1.1 We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils.
- 1.2 We endeavour to provide a safe and welcoming environment where children are respected and valued.
- 1.3 We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.
- 1.4 While working in our school we expect you to take care of our pupils and follow our procedures.

2. Key facts about child abuse

- 2.1 Abuse and neglect can happen to any child, boy or girl, of any race, culture, ethnicity or sexuality. Disabled children and children with SEN are particularly vulnerable.
- 2.2 Many children are unable to disclose what is happening to them and rely on us to interpret their behaviour and spot signs of abuse.

2.3A pupil may:

- have a bruise, burn or injury that seems suspicious
- show signs of pain or discomfort
- be unnaturally passive or withdrawn
- be unpredictable and challenging
- seem anxious, fearful or distressed
- provide an unlikely explanation for their injury or their behaviour.

- 2.4 If you are concerned for a child's health, welfare or safety in any way you must speak to the designated senior person (DCPP) or the child protection officers. At Swanlea School these are Mr Kabir Miah & Ms Emily Tighe.
- 2.5 Do not question the pupil or try to secure evidence. Your responsibility is to report your concern, not to investigate.
- 2.6 If a pupil tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass the information on to the DCPP or the child protection officers.
- 2.7 If you become concerned about a pupil's immediate safety, notify the designated senior person or the child protection officers.
- 2.8 If you have any questions or wish to see our full Safeguarding / Child Protection Policy please contact the DCPP.

3. Safeguarding Children Whistleblowing Policy

- 3.1 Staff members must acknowledge their individual responsibility to bring matters of concern to the attention of the senior leadership team and/or child protection officers. This is particularly important where these are matters involving the safeguarding of children, be that in Swanlea School, in the child's home or community. Although this can be difficult it is the responsibility of us all to share information which will protect children from harm.

3.2 You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or other members of the community, or you may fear harassment or victimisation. These feelings, however, natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who are targeted or are at risk. **These children need someone like you to safeguard their welfare.**

Reasons for telling	What may stop you telling
<ul style="list-style-type: none"> • To protect children and reduce risk to others • To prevent the problem worsening or widening • To prevent becoming implicated yourself • To promote good practice 	<ul style="list-style-type: none"> • Fear of starting a change of events which spirals out of control • Disrupting the work place • Fear of getting it wrong • Fear of repercussions or damaging careers • Fear of not being believed
<p><i>Don't think what if I'm wrong? – think what if I'm right!</i> <i>Speak to Mr Kabir Miah or Ms Emily Tighe in confidence, about your concerns.</i> <i>Verlyn Munro (Local Authority's Designated Officer) Verlyn.Munro@towerhamlets.gov.uk</i> <i>Tel 0207 364 0677</i></p>	
<p>How to raise a concern</p> <ul style="list-style-type: none"> • You should voice your concerns, suspicions or uneasiness as soon as possible. Leaving it, pondering may delay action and may leave a child at risk • Explain exactly what practice is concerning you and why • Refer to the DCP or Headteacher • If the concern is about the Headteacher contact the Child Protection Advice Line – 0207 364 3444 • Make sure your concern is heard and that you are satisfied with the response – don't let matters rest • What is the policy for your establishment – a written report to be completed - ensure that all the relevant details are included such as names, dates and places wherever you can • A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern 	
<p>What happens next</p> <ul style="list-style-type: none"> • You will be given information on the nature and progress of any enquires • You will be protected from harassment and victimisation • No action will be taken against you if the concern proves to be unfounded and was raised in good faith • Malicious allegations may be considered as a disciplinary offence 	
<p>Self-Reporting</p> <p>There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impairing on their professional competence. Staff members have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot guaranteed where personal difficulties raise concerns about the welfare or safety of children</p>	



SWANLEA SCHOOL

SWANLEA SCHOOL OPERATION PLAN 2017/18: BECOMING EXCEPTIONAL

ALL STUDENTS MAKE OUTSTANDING PROGRESS

Indicators:

OUTSTANDING PROGRESS

- ▶ KS4 9-5 English/Maths 50%
- ▶ Progress 8 +0.4 A8 C/B
- ▶ KS5 80% to meet ALPs targets
- ▶ KS3
 - 80% of students meet their end of year target
 - 40% of students exceed their end of year target

ALL STUDENTS DEMONSTRATE AN EXCELLENT ATTITUDE TO LEARNING

Indicators:

BEHAVIOUR/REWARDS/ATTENDANCE/PUNCTUALITY

- ▶ Attendance 96.85%
- ▶ Punctuality – less than 20 students persistently late to school per day
- ▶ Behaviour – external exclusions reduced by 10% (2017 figure)

Indicator:

ACTIVE CITIZEN STUDENT LEADERSHIP/STUDENT VOICE

- ▶ Evidence of student involvement with the local & wider community

Indicator:

SWANLEA VALUES

- ▶ Swanlea Values is embedded in the life of the school

ALL LEARNING AND TEACHING IS GOOD, OFTEN OUTSTANDING

Indicators:

LEARNING

- ▶ Students exhibit a positive attitude to learning as evidenced in their books/folders
- ▶ Students' books (work) demonstrates minimally good progress over time

Indicators:

TEACHING

- ▶ Develop feedback policy and practice

Indicator:

HOMEWORK

- ▶ Every student, every subject, every week

Indicators:

LITERACY

- ▶ The explicit teaching of writing on demand/extended writing is evident in students' books
- ▶ Focus on Five is evident in students' books
- ▶ All faculties/year teams promote and model outstanding student reading habits

LEADERSHIP, MANAGEMENT, PROFESSIONAL DEVELOPMENT

Indicators:

LEADERSHIP

- ▶ Teachers and support staff are consistently good and are often outstanding in their leadership roles through effective CPD and leadership development.

Indicators:

PROFESSIONAL DEVELOPMENT

- ▶ All staff have access to high quality professional development

STAKEHOLDERS

Indicators:

PARENTS/CARERS

- ▶ All parents/carers are fully engaged and informed on how to effectively support their child's learning by attending parents' evenings.

Indicators:

GOVERNING BODY

- ▶ Governors have received the training & support to be exceptional 'critical friends' to Swanlea School
- ▶ Governors are highly effective ambassadors for Swanlea School

Indicators:

WIDER COMMUNITY

- ▶ Swanlea School is viewed by the local community as an outstanding school
- ▶ Strengthening partnership with the wider community to enhance and enrich student opportunities.



EXAMINATION RESULTS

Swanlea School Key Stage 4 Results – Summer 2017	School
Progress 8	+0.44
Attainment 8	47.55
Percentage of pupils achieving a standard/good pass in English and mathematics	66%
Percentage of pupils achieving a strong pass in English and mathematics	44%
Percentage of pupils achieving a standard pass in the English Baccalaureate	29%
Percentage of pupils achieving a strong pass in the English Baccalaureate	26%

Destinations in 2014/15 of 2013/14 KS4 pupils	School	National
% of students who continue in education or training, or move on to employment by the end of 16-19 study	91%	94%

5+A*-C including English and Maths	
2016	62%
2015	75%
2014	59%
2013	64%
2012	57%
2011	65%
2010	48%
2009	46%
2008	39%