

# HARRIS ACADEMY MERTON

## SAFEGUARDING POLICY 2011-2012

### AIMS

Harris Academy Merton is committed to providing a safe and secure environment for students, staff and visitors and promoting a climate where students and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others.

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the Academy which will be followed by all members of the Academy community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- To ensure that all adults within our Academy who have access to children have been checked as to their suitability.

The Academy's Child Protection policy draws upon duties conferred by Section 27 of the Children Act 1989, Section 175 of the 2002 Education Act and the guidance contained in "Working Together to Safeguard Children", "What To Do If You're Worried A Child Is Being Abused", the current DCSF Circular Safeguarding Children in Education (DCSF/0027/2005), and the related guidance (DCSF/2044/2005), as well as procedures produced by the London Area Child Protection Committee (ACPC) and Merton LA. The policy is applicable to all on and off-site activities undertaken by students whilst they are the responsibility of the Academy.

### **RESPONSIBILITIES AND IMMEDIATE ACTION**

All adults working in this Academy (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Child Protection Officer.

**The Designated Child Protection Officer is Mr A Ridge**

**The Deputy Designated Child Protection Officer is Ms. A. Samad**

The Designated Child Protection Officer is responsible for:

- Adhering to the ACPC, LA and Academy procedures with regard to referring a child if there are concerns about possible abuse.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from student records.
- Ensuring that an indication of further record-keeping is marked on the student record.
- Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to Social Services.

The Principal's PA is responsible for:

- Ensuring that the Safeguarding Single Central Record is up to date at all times
- Adhering to the Academy's policy on Safeguarding Recruitment Procedures, as set out below.

The Designated Child Protection Officer is the focal point for Academy staff that have concerns about an individual student's safety and the first point of contact for external agencies that are pursuing Child Protection investigations. The Designated Child Protection Officer also co-ordinates the Academy's representation at CP conferences and Core Group meetings and the submission of written reports for conferences.

When an individual concern/incident is brought to the notice of the Designated Child Protection Officer, they will be responsible for deciding upon whether or not this should be reported to the Social Services Department as a safeguarding issue. Where there is any doubt as to the seriousness of this concern, or disagreement between the Designated Person and the member of staff reporting the concern, advice will be sought from the Deputy Designated Child Protection Officer or the Chair of Governors or the LA's Designated Officer for Safeguarding.

In the case of allegations **against Academy staff**, the LA Designated Child Protection Officer should be informed. He/she will first discuss the allegation with the Principal before agreeing what follow-up actions are necessary. The LA Designated Child Protection Officer should also be informed of any allegations against staff that are made directly to the police or to children's social care.

In circumstances where a student has an unexplained or suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of First Aid or emergency medical assistance. **If a student is thought to be at immediate risk because of parental violence, drunkenness or other incapacity or, for example, from threats to remove the student during the Academy day, then urgent Police intervention will be requested.**

Where it is suspected that a student might be at risk of significant harm, nothing will be said to the student's parent/carer without the approval of the Designated Child Protection Officer and, as appropriate, the Social Services Department. Where a student sustains physical injury or is distressed as a result of reported chastisement or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for Social Services/ police investigation. Referrals to Social Services will be confirmed in writing, using the Common Assessment Form and copied to the LA's Designated Child Protection Officer.

All parents applying for places at this Academy are informed of our safeguarding responsibilities and the existence of this policy. In situations where students sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the Academy, parents will be notified of this as soon as contact can be made with them.

The Academy recognises the need to be alert to the risks posed by strangers, or others (including the parents or carers of other students), who may wish to harm students on the Academy site, or students travelling to and from the Academy. In such cases, the Academy will take all reasonable steps to lessen such risks.

## **VULNERABLE STUDENTS**

Particular vigilance will be exercised in respect of students who are included on the Child Protection Register and any incidents or concerns involving these students will be reported immediately to Social Services (and confirmed in writing, copied to the LA Lead Officer). If the student in question is a Looked After Child, this will also be brought to the notice of the Designated Teacher with responsibility for Looked After Children.

If a student discloses that they have witnessed domestic violence or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the Designated Child Protection Officer as a child protection issue. The Academy acknowledges the additional needs for support and protection of students who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, those who are young carers, mid-year admissions and students who are excluded from the Academy.

We acknowledge that students who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, Academy work or relationships with other students. The Academy has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate student on student behaviour and sexual activity within a Child Protection context.

## **TRAINING**

Whole-Academy in-service training on safeguarding issues will be organised on an annual basis, with all staff attending at least every three years. All newly recruited staff (teaching and non-teaching) and Governors will be appraised of this policy and are encouraged to attend the Child Protection session of the relevant induction programmes. The Designated Child Protection Officer (and her/his Deputy) will attend the LA's dedicated induction course and, thereafter, 2 yearly updates. Designated staff and Governors will be encouraged to attend area or community network meetings and to participate in the multi-agency training programme organised by the Southwark Area Child Protection Committee and the Local Strategic Partnership.

## **RECRUITMENT**

The Academy is committed to the process of becoming a Safe Organisation. Safe recruitment processes are followed and all staff recruited to the Academy will be subject to appropriate identity, qualification and health checks.

The Academy follows all Safer Recruitment Procedures as recommended by the Children's Workforce Development Council:

- The Principal's PA maintains an up-to-date Single Central Record of all staff who work on the Academy site, which shows:
  - Name
  - Date of appointment
  - Nationality
  - National Insurance number
  - GTC registration number
  - Type of Initial Teacher Training
  - Teacher number
  - Degree(s)
  - Application form number
  - Date of most recent Child Protection training
  - Notes on any relevant Safeguarding matters
- Job advertisements: these contain a statement on our commitment to safeguarding young people, and state that applicants will be subjected to enhanced Criminal Records Bureau checks
- Application packs: these contain information on our safeguarding procedures
- Job description and person specification: these include responsibilities for safeguarding young people
- Interview panels always contain at least one person who has had the statutory safeguarding training
- A record of who sits on each panel is kept
- Interviews feature a number of questions designed to ascertain candidates' motivations for wanting to work with young people, and their attitudes towards safeguarding

- If the application has been completed and submitted electronically, the candidate is required to sign a paper copy when they attend for interview
- References: when seeking references, the Academy asks about whether the candidate has been subject to any disciplinary procedures, to any safeguarding concerns, and the outcomes of these
- When making agency staff permanent, the member of staff is required to complete an Academy application form.
- A confidential record is kept of any convictions contained in CRB reports

References will be verified and enhanced Criminal Records Checks (CRB) and List 99 checks will be completed before staff are appointed and commence their duties. This Academy will only use employment agencies which can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned and to the LA. Staff joining the Academy on a permanent or temporary basis will be given a copy of this policy. Additionally, the Staff Handbook confirms CP procedures in the Academy.

## **VOLUNTEERS**

Any parent or other person/organisation engaged by the Academy to work in a voluntary capacity with students on a regular basis or who will be working with children without being supervised by staff will be subjected to all reasonable vetting procedures and Criminal Records Checks. Where it is not appropriate to CRB/PoCAL check volunteers, they will be asked to provide references and will be asked to sign a declaration that they have not been convicted of any criminal or disciplinary offence which would preclude their employment as a worker with children. Volunteers will work under the direct supervision of an established staff member and will be subject to the same code of conduct as paid employees of the Academy. Volunteers will at no time be given responsibility for the personal care of students. Voluntary sector groups that operate within this Academy provide off-site services for our students or use Academy facilities will be expected to adhere to this policy or operate a policy which is compliant with the procedures adopted by the Merton Child Protection authorities. Premises lettings are subject to acceptance of this requirement.

## **STAFF CODE OF CONDUCT**

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with students and their families. Students will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the Academy's Behaviour Management Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and students, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be mis-construed, or in the exceptional circumstances where it becomes necessary to physically restrain a student for their own protection or others' safety, this will be appropriately recorded and reported to the Principal and parents. Any physical restraint used will comply with DCSF and LA guidance.

Except in cases of emergency, First Aid will only be administered by qualified First Aiders. If it is necessary for the student to remove clothing for First Aid treatment, there will, wherever possible, be another adult of the same gender present. If a student needs help with toileting or washing after soiling themselves, another adult should be present or within earshot. If a male member of staff is providing any form of intimate care, a female colleague will be present. All First Aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity.

For their own safety and protection, staff should exercise caution in situations where they are alone with students. Other than in formal teaching situations – musical instrument tuition, for example – the door to the room in which the teaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another

member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting. All rooms that are used for the teaching or counselling of students will have clear and unobstructed glass panels in the doors.

Academy staff should also be alert to the possible risks that might arise from social contact with students outside of the Academy. Home visits to students should only take place with the knowledge and approval of the Principal. Visits/telephone calls by students to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Head teacher. Any unplanned contact of this nature or suspected infatuations or “crushes” will be reported to the Principal. Staff will not disclose their personal telephone numbers or personal email addresses to students or parents.

## **COMPLAINTS/ALLEGATIONS MADE AGAINST STAFF**

The Academy takes seriously all complaints made against members of staff. Procedures are in place for students, parents and staff to share any concern that they may have about the actions of any member of the Academy staff. All such complaints will be brought immediately to the attention of the Principal or Vice Principals, in order that they may activate the appropriate procedures. If the allegation concerns verbal abuse, this will normally be dealt with under the Academy’s Complaints Procedure.

If the allegation is of physical assault, the Principal will take action in accordance with the DCSF Guidance DCSF/2044/2005 – ‘Dealing with Allegations of Abuse Against Teachers and Other staff’. Where one or more of the following are involved, the Academy will seek advice from the LA Designated Child Protection Officer with a view to a Strategy Meeting or Discussion being held in accordance with ACPC procedures:

- The allegation is one of actual bodily harm – i.e. an injury has necessitated medical treatment.
- There is reason to suspect parental instigation or collusion.
- The allegation has been reported to the Police or Social Services by the parent.
- The student is a Looked After Child.
- The student’s name is included in the Child Protection Register.
- The student has a disability or Statement of Special Educational Needs.
- The member of staff concerned has been subject to previous complaints.
- The allegation is one of sexual abuse.

This Designated Child Protection Officers from the Academy and LA will agree upon the appropriate avenue for the complaint and the time-scale for investigations.

In considering whether or not a referral to Social Services is appropriate, the Principal may seek advice from the Chair of Governors and/or the LA’s Designated Officer. Parents should also be advised of their independent right to make a formal complaint to the Police. Temporary staff will be subject to the same procedures.

If the complaint concerns alleged abuse by the Principal, this should be brought to the attention of the Designated Child Protection Officer, who will inform the Chair of Governors and the LA’s Designated Child Protection Officer.

Staff who are formally disciplined for the mistreatment of students (or who resign before disciplinary action can be instigated), will be notified to the LA and the Department for Education, for possible inclusion on their PoCAL consultative index.

If a member of staff is dismissed for safeguarding-related matters, or if a safeguarding-related allegation is taken seriously but this does not lead to dismissal, the Academy will report this to the Independent Safeguarding Authority and the LA.

If a member of staff reveals a sexual attraction towards young people, or if safeguarding-related incidents from their past come to light that require investigation, the member of staff will be suspended with immediate effect while the Academy seeks advice.

## **RECORDS**

Brief and accurate written notes will be kept of all incidents and CP or student in need concerns relating to individual students. This information may be shared with other agencies as appropriate. Parental consent will normally be sought before making a referral to Social Services, unless there is reason to suspect that doing so might place the student or a member of staff at further risk. The Academy will also take into account the views and wishes of the student who is the subject of the concern, but staff will be alert to the potential dangers of colluding with “secrets”.

Child protection records are not open to students or parents. CP records are securely kept by the Designated Child Protection Officer, separately from educational records, and can only be accessed by the Designated Person, their Deputy and the senior managers of the Academy. Referrals made to Social Services under the ACPC procedures will be recorded on the Common Assessment Form, with copies sent, under confidential cover, to Social Services and the LA's Designated Officer.

If a student is withdrawn from the Academy, having not reached the normal age of transfer, due to a family move or any other reason, all efforts will be made to identify any new address and the school to which they are being admitted. The Academy will ensure that their educational records are sent without delay to the new school. If the parent/carer fails to provide this information, an urgent referral will be made to the Education Welfare & Attendance Service in order that they might make further enquiries. If educational records are sent to this Academy, concerning a student who has not been registered at this school, the records will be returned to the sending school with a note, advising them to refer to their LA's Education Welfare Service. **A student's name will only be removed from the Academy's Admissions Register in accordance with the Student Registration Regulations or with the agreement of the Education Welfare & Attendance Service.**

The content of CP Conference, or Review reports, prepared by the Academy will be shared with the parents/carer in advance of the meeting.

The Academy will maintain accurate records of those with Parental Responsibility and emergency contacts. Students will only be released to the care of those with Parental Responsibility or someone acting with their written consent.

Confidential records of all Looked After Children are also maintained.

Child Protection records will be sent to receiving schools separately and under a confidential cover.

## **SAFETY IN THE ACADEMY**

No internal doors to classrooms will be locked whilst students are present in these areas.

Entry to Academy premises will be controlled by doors that are secured physically or by constant staff supervision or video surveillance. Authorised visitors to the Academy will be logged into and out of the premises and will be asked to wear their identity badges or be issued with Academy visitor badges. Visitors are given information on our safeguarding procedures. Unidentified visitors will be challenged by staff or reported to the Principal or Academy reception. Carelessness in closing the electronic gate will be constantly challenged.

The presence of intruders and suspicious strangers seen loitering near the Academy, or approaching students, will be reported to the Police and the LA with a view to alerting other local schools through appropriate systems.

Parents, carers or relatives may only take still or video photographic images of students in the Academy, or on Academy organised activities, with the prior consent of the Academy and then only in designated areas. If parents do not wish their son/daughter to be photographed or filmed and express this view in writing, their rights will be respected.

## **SUPPORTING CHILDREN**

We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self blame.

We recognise that the Academy may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our Academy will support all students by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the Academy.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Services as soon as there is a significant concern.
- Providing continuing support to a student about whom there have been concerns who leaves the Academy by ensuring that appropriate information is forwarded under confidential cover to the student's new school.

## **CURRICULUM**

The Academy acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our students for the responsibilities of adult life and citizenship. It is expected that all curriculum co-ordinators will consider the opportunities which exist in their area of responsibility for addressing personal safety issues. As appropriate, the Citizenship curriculum will be used to help students to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer life-style, students will be taught, for example:

- to recognise and manage risks in different situations and then decide how to behave responsibly;
- to judge what kinds of physical contact are acceptable and unacceptable;
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being, including knowing when and where to get help;
- to use assertiveness techniques to resist unhelpful pressure.

All computer equipment and Internet access within the Academy will be subject to appropriate "parental controls" and Internet safety rules.

The Academy will work with partners to promote 'Healthy School' status through the curriculum with the aim of:

- Promoting an Academy ethos and environment which encourages a healthy lifestyle for students;

- Using the full capacity and flexibility of the curriculum to help students to achieve healthy life-styles;
- Ensuring that food and drink available across the Academy day, reinforces the healthy life-style message;
- Providing high quality Physical Education and sport to promote physical activity;
- Promoting an understanding of the full range of issues and behaviours which impact upon lifelong health.

### **WORKING IN PARTNERSHIP WITH PARENTS**

It is our policy to work in partnership with parents or carers to secure the best for our students. We will therefore communicate as clearly as possible about the aims of this Academy:

- We will try to use clear statements in our brochures and correspondence.
- We will involve parents in the development of Codes of Conduct and Equalities and Behaviour Management policies.
- We will liaise with agencies in the statutory, voluntary and community sectors that are active in supporting families.
- We will be aware that we have parents/carers who do not have English as their first language.
- We will distribute the LA's leaflet for parents, "Protecting Children".
- We will keep parents informed, as and when appropriate.

### **COMPLAINTS & MONITORING**

All complaints arising from the operation of this policy will be considered under the Academy's complaints procedure, with reference to the LA's Designated Child Protection Officer as necessary.

The Governing Body of the Academy will consider safeguarding issues and their implications for this policy on an annual basis. For this item, the Principal will report upon levels of child protection referrals made by the Academy during the past year, the training undertaken by Academy staff and Governors, and any changes in legislation or national/local guidance.

**Mr. A. Halpin**  
**Principal**

**Reviewed: September 2011 by A. Samad**

**Date for Review: September 2012**

**APPENDIX 1**

**CHILD PROTECTION PROCEDURES  
(As outlined by the LA)**

**1. CONCERNS ABOUT A CHILD**

**TALK TO DESIGNATED TEACHER AND/OR HEADTEACHER**

**FOR ADVICE:**

**SOCIAL SERVICES DUTY OFFICER – WORSFOLD HOUSE – 020 8545 4226  
LA NOMINATED OFFICER – 020 8545 3950  
PRINCIPAL EWO – 020 8545 3924**

**2. HANDLING A DISCLOSURE OF PHYSICAL OR EMOTIONAL  
ABUSE/NEGLECT**

**DON'T PANIC – INFORM ACADEMY'S DESIGNATED CHILD PROTECTION  
OFFICER**

**LISTEN SYMPATHETICALLY AND RE-ASSURE  
MAKE SURE CHILD IS AT EASE  
DO NOT OFFER GUARANTEES OF CONFIDENTIALITY**

**ACADEMY'S DESIGNATED CHILD PROTECTION OFFICER TO CONTACT  
SOCIAL SERVICES DUTY OFFICER (SSDO) AS SOON POSSIBLE (ON THE  
SAME DAY)**

**ACADEMY'S DESIGNATED CHILD PROTECTION OFFICER TO  
CONTACT MEDICAL OFFICER  
- IF ADVISED BY SSDO  
(HOWEVER THIS IS RESPONS-  
IBILITY OF SOCIAL SERVICES)**

**CONTACT PARENTS/CARERS  
- IF AGREED BY SSDO**

**ACADEMY'S DESIGNATED CHILD PROTECTION OFFICER TO INFORM  
PRINCIPAL EWO  
ON 020 8545 3924**

**LOG ALL DETAILS  
DATE AND SIGN  
USE SKIN MAP WHERE APPROPRIATE  
IF INFORMATION WAS WITNESSED BY A COLLEAGUE ASK THEM TO  
SIGN THEIR NAME AS WELL**

**3. ALLEGATIONS/POSSIBILITY OF SEXUAL ABUSE**

**DO NOT PANIC – INFORM ACADEMY'S DESIGNATED CHILD PROTECTION**

**OFFICER IMMEDIATELY**



**MAKE SURE CHILD IS AS COMFORTABLE AS POSSIBLE  
OFFER NO GUARANTEE OF CONFIDENTIALITY  
LISTEN – BUT DO NOT ASK LEADING QUESTIONS**



**ACADEMY'S DESIGNATED CHILD PROTECTION OFFICER TO CONTACT  
SOCIAL SERVICES DUTY OFFER (SSDO) 020 8545 4226  
AS SOON AS POSSIBLE (ON THE SAME DAY)**



**ACADEMY'S DESIGNATED CHILD PROTECTION OFFICER TO LOG ALL DETAILS,  
SIGN AND DATE  
(AS FOR PREVIOUS DISCLOSURE)**



**DO NOTHING UNLESS ADVISED TO DO SO BY SSDO**

## APPENDIX 2

### STUDENT PREGNANCY

If a student tells you that they are pregnant it **MUST** be reported to the Academy's Designated Child Protection Officer

The Academy's Designated Child Protection Officer and Faculty Director will meet with student to assist them to inform parent

If the student is under 15 the Academy's Designated Child Protection Officer must report the case to Social Services. The Academy must contact the family if there is a suspicion of pregnancy.

The Academy nurse and/or other appropriate outside agencies may be involved to offer counselling and support

The date for the student to begin leave of absence from the Academy is at the discretion of the Principal and must be within the parameters of current legislation. The Borough may offer Home Tutors

Academy staff will encourage students to maintain their education and to sit examinations.

Whilst in the Academy the student should be in all lessons and in Academy uniform throughout. We must have authorised absence for maternity (antenatal) appointments.

**Candidate's Name:** ..... **Post:** ..... **Start Time:** ..... **End Time:** .....

<p align="center"><b>SECTION 1</b>  <b>Suitability for the Post</b>  <b>Questions 1-14</b>  <b>Choose 6 questions</b></p>	<p align="center"><b>Indicators</b></p>	<p align="center"><b>Additional Notes</b></p>	<p align="center"><b>Rating</b></p> <p align="right">                     Excellent (E) 5                      Very Good (VG) 4                      Good (G) 3                      Satisfactory (S) 2                      Unsatisfactory (U) 1                      No Evidence 0                 </p>
<p><b>1. Impressions</b></p> <ul style="list-style-type: none"> <li>• What are your first impressions of the Academy?</li> <li>• Why did you apply?</li> </ul>	<p>Good Evidence - - - Areas of Concern - - -</p>		
<p><b>2. Personal Attributes</b></p> <ul style="list-style-type: none"> <li>• What are three of your strengths?</li> <li>• Do you have any areas for development?</li> </ul>	<p>Good Evidence - - - Areas of Concern - - -</p>		
<p><b>3. Professional Experience</b></p> <ul style="list-style-type: none"> <li>• What experience and skills have you got which would ensure success within your subject area?</li> <li>• What are your particular specialisms in your subject?</li> <li>• Areas you feel least comfortable teaching?</li> </ul>	<p>Good Evidence - - - Areas of Concern - - -</p>		

SECTION 1 Suitability for the Post	Indicators	Additional Notes	<b>Rating</b> Excellent (E) 5 Very Good (VG) 4 Good (G) 3 Satisfactory (S) 2 Unsatisfactory (U) 1 No Evidence 0
<b>4. Teaching</b> <ul style="list-style-type: none"> <li>• You have just taught a lesson, how do you think it went?</li> <li>• How would you grade it?</li> <li>• What are the essential elements needed for any lesson to be successful?</li> </ul>	Good Evidence - - - Areas of Concern - - -		
<b>5. Different Learners</b> <ul style="list-style-type: none"> <li>• How would you develop the ability within your students to become independent learners?</li> <li>• How would you support students who struggle in your subject?</li> <li>• How would you stretch more able students?</li> </ul>	Good Evidence - - - Areas of Concern - - -		
<b>6. Learning</b> <ul style="list-style-type: none"> <li>• How would you monitor if effective learning is taking place?</li> <li>• How would you motivate a group of disaffected students?</li> <li>• What do you believe to be the greatest barrier to students' learning?</li> </ul>	Good Evidence - - - Areas of Concern - - -		

SECTION 1 Suitability for the Post	Indicators	Additional Notes	<b>Rating</b> Excellent (E) 5 Very Good (VG) 4 Good (G) 3 Satisfactory (S) 2 Unsatisfactory (U) 1 No Evidence 0
<b>7. Examination Success</b> <ul style="list-style-type: none"> <li>Harris Academy Merton needs has a focus on student achievement, what strategies and ideas do you have to get examination success at Key Stage 4?</li> </ul>	Good Evidence - - - Areas of Concern - - -		
<b>8. AfL</b> <ul style="list-style-type: none"> <li>What are your views on the use of Assessment for Learning as a teaching tool?</li> </ul>	Good Evidence - - - Areas of Concern - - -		
<b>9. Use of ICT</b> <ul style="list-style-type: none"> <li>Provide examples of how you have incorporated ICT into your lessons.</li> <li>How was this assessed?</li> </ul>	Good Evidence - - - Areas of Concern - - -		

SECTION 1 Suitability for the Post	Indicators	Additional Notes	<b>Rating</b> Excellent (E) 5 Very Good (VG) 4 Good (G) 3 Satisfactory (S) 2 Unsatisfactory (U) 1 No Evidence 0
<b>10. Planning and Time Management</b> <ul style="list-style-type: none"> <li>• What is your approach to planning what you teach?</li> <li>• How would you cope with the pressures of a heavy teaching load, high expectations and the setting and marking of homework and other admin tasks?</li> </ul>	Good Evidence - - - Areas of Concern - - -		
<b>11. Discipline</b> <ul style="list-style-type: none"> <li>• How would you deal with a student or group of students that were causing discipline problems in your lesson?</li> </ul>	Good Evidence - - - Areas of Concern - - -		
<b>12. Form Tutor</b> <ul style="list-style-type: none"> <li>• If successful you will be required to become a form tutor – how do you feel about this?</li> <li>• What experience do you have of this?</li> <li>• What are the key aspects of this role?</li> </ul>	Good Evidence - - - Areas of Concern - - -		

SECTION 1 Suitability for the Post	Indicators	Additional Notes	<b>Rating</b> Excellent (E) 5 Very Good (VG) 4 Good (G) 3 Satisfactory (S) 2 Unsatisfactory (U) 1 No Evidence 0
<b>13. Contribution to the life of the Academy</b> <ul style="list-style-type: none"> <li>• Outside of your subject area what contribution do you think you could make to the life of the Academy?</li> <li>• Enrichment activities?</li> </ul>	Good Evidence - - - Areas of Concern - - -		
<b>14. Specialisms</b> <ul style="list-style-type: none"> <li>• The Academy's specialisms are Enterprise and Sport. How would you use them to raise achievement in your subject, and how would you use the subject to promote the specialisms?</li> </ul>	Good Evidence - - - Areas of Concern - - -		

<p style="text-align: center;"><b>ADDITIONAL SECTION 1</b> <b>QUESTIONS FOR POSTS OF RESPONSIBILITY</b> <b>Questions A-D</b></p>	<p style="text-align: center;"><b>Indicators</b></p>	<p style="text-align: center;"><b>Additional Notes</b></p>	<p style="text-align: center;"><b>Rating</b></p> <p style="text-align: right;">Excellent (E) 5 Very Good (VG) 4 Good (G) 3 Satisfactory (S) 2 Unsatisfactory (U) 1 No Evidence 0</p>
<p><b>A. Leadership &amp; Management</b></p> <ul style="list-style-type: none"> <li>• In your view what are the key issues to ensure the effective leadership and management of your subject?</li> </ul>	<p>Good Evidence</p> <p>-</p> <p>-</p> <p>-</p> <p>Areas of Concern</p> <p>-</p> <p>-</p> <p>-</p>		
<p><b>B. Monitoring Staff</b></p> <ul style="list-style-type: none"> <li>• How would you motivate and monitor your team's performance?</li> <li>• As a Head of Subject, you will be involved in the performance management process. In your view, what makes an effective performance management system?</li> <li>• Can you describe an occasion when you have had to deal with a difficult member of staff and how you resolved the situation?</li> <li>• How do you deal with a member of staff who is resistant to change?</li> </ul>	<p>Good Evidence</p> <p>-</p> <p>-</p> <p>-</p> <p>Areas of Concern</p> <p>-</p> <p>-</p> <p>-</p>		
<p><b>C. SEF and Monitoring Students</b></p> <ul style="list-style-type: none"> <li>• How would you monitor student performance?</li> <li>• What evidence would you keep in your monitoring file?</li> <li>• Describe key aspects in your SSEF.</li> <li>• How would you ensure value for money outcomes in your subject area?</li> </ul>	<p>Good Evidence</p> <p>-</p> <p>-</p> <p>-</p> <p>Areas of Concern</p> <p>-</p> <p>-</p> <p>-</p>		

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<p><b>D. Cross Academy</b></p> <ul style="list-style-type: none"> <li>• How would you contribute to the Academy's drive to improve student attendance?</li> <li>• How would you contribute to the Academy's drive to reduce the overall rates of exclusions?</li> <li>• What whole Academy responsibility might you be interested in acquiring?</li> </ul>	<p>Good Evidence</p> <p>-</p> <p>-</p> <p>-</p> <p>Areas of Concern</p> <p>-</p> <p>-</p> <p>-</p>		

<p style="text-align: center;"><b>SECTION 2</b>  <b>Suitability to work with children</b>  <b>Questions 15-20</b>  <b>Choose 6 questions</b></p>	<p style="text-align: center;"><b>Indicators</b></p>	<p style="text-align: center;"><b>Additional Notes</b></p>	<p style="text-align: center;"><b>Rating</b></p> <p style="text-align: right;">Excellent (E) 5  Very Good (VG) 4  Good (G) 3  Satisfactory (S) 2  Unsatisfactory (U) 1  No Evidence 0</p>
<p><b>15. Examine Application form</b></p> <ul style="list-style-type: none"> <li>• Probe gaps</li> <li>• Frequent changes of employment</li> <li>• Vagueness</li> </ul>	<p>Good Evidence</p> <p>-</p> <p>-</p> <p>-</p> <p>Areas of Concern</p> <p>-</p> <p>-</p> <p>-</p>		
<p><b>16. Motivations for working with children</b>  <i>(aide memoire at back of booklet)</i></p> <ul style="list-style-type: none"> <li>• What do you feel are the main drivers that led you to want to work with children?</li> <li>• How do you motivate young people?</li> <li>• What has working with young people, to date, taught you about yourself?</li> <li>• What motivates you to teach your subject?</li> <li>• What makes it unique?</li> </ul>	<p>Good Evidence</p> <p>-</p> <p>-</p> <p>-</p> <p>Areas of Concern</p> <p>-</p> <p>-</p> <p>-</p>		
<p><b>17. Emotional Maturity and Resilience</b>  <i>(aide memoire at back of booklet)</i></p> <ul style="list-style-type: none"> <li>• Tell me about a time in the classroom when your authority was challenged?</li> <li>• What happened?</li> <li>• How did you react?</li> <li>• What did you do to bring things back on course?</li> </ul>	<p>Good Evidence</p> <p>-</p> <p>-</p> <p>-</p> <p>Areas of Concern</p> <p>-</p> <p>-</p> <p>-</p>		

<p style="text-align: center;"><b>SECTION 2</b> <b>Suitability to work with children</b></p>	<p style="text-align: center;"><b>Indicators</b></p>	<p style="text-align: center;"><b>Additional Notes</b></p>	<p style="text-align: center;"><b>Rating</b></p> <p style="text-align: right;">Excellent (E) 5 Very Good (VG) 4 Good (G) 3 Satisfactory (S) 2 Unsatisfactory (U) 1 No Evidence 0</p>
<p><b>18. Values and Ethics</b> <i>(aide memoire on reverse of page)</i></p> <ul style="list-style-type: none"> <li>• What are your attitudes to child protection?</li> <li>• How have these developed over time?</li> <li>• What are your feelings about children who make allegations against teachers and staff?</li> </ul>	<p>Good Evidence - - -</p> <p>Areas of Concern - - -</p>		
<p><b>19. Safeguarding, Knowledge and Understanding</b> <i>(aide memoire on reverse of page)</i></p> <ul style="list-style-type: none"> <li>• What is the safeguarding policy in your workplace?</li> <li>• How is it monitored?</li> <li>• What steps have you taken to improve things?</li> </ul>	<p>Good Evidence - - -</p> <p>Areas of Concern - - -</p>		
<p><b>20. CRB Check</b> <b>It is a necessity that you have an enhanced CRB disclosure:</b></p> <ul style="list-style-type: none"> <li>• Do you foresee any problems with us running a police background check on you?</li> <li>• Do you have the relevant documentation with you?</li> </ul>	<p>Good Evidence - - -</p> <p>Areas of Concern - - -</p>		

**SECTION 3  
Housekeeping  
Questions 21-28**

**Indicators**

**21. & Wellbeing**

- your general health and wellbeing?
- have had ..... days off in 2 years. What kept you away from work?

**Health**  
  
How is  
  
You

Good Evidence  
-  
-  
-  
Areas of Concern  
-  
-  
-

**22. Dress Code**

- We operate a strict dress code for staff at the Academy. What does this mean to you?
- Does this cause you any problems?

Good Evidence  
-  
-  
-  
Areas of Concern  
-  
-  
-

**23. Travel Arrangements**

- Do you foresee any problems with travel arrangements?

Good  
Evidence

-  
-  
-

Areas of  
Concern

-  
-  
-

<p style="text-align: center;"><b>SECTION 3</b> <b>Housekeeping</b> <b>Questions 21-28</b></p>	<p style="text-align: center;"><b>Indicators</b></p>	<p style="text-align: center;"><b>Additional Notes</b></p>	<p style="text-align: center;"><b>Rating</b></p> <p style="text-align: right;">Excellent (E) 5 Very Good (VG) 4 Good (G) 3 Satisfactory (S) 2 Unsatisfactory (U) 1 No Evidence 0</p>
<p><b>24. Start Date</b></p> <ul style="list-style-type: none"> <li>• When would you be available to start?</li> </ul>	<p>Good Evidence</p> <p>-</p> <p>-</p> <p>-</p> <p>Areas of Concern</p> <p>-</p> <p>-</p> <p>-</p>		
<p><b>25. Pay</b></p> <ul style="list-style-type: none"> <li>• How much would you expect to be paid?</li> </ul>	<p>Good Evidence</p> <p>-</p> <p>-</p> <p>-</p> <p>Areas of Concern</p> <p>-</p> <p>-</p> <p>-</p>		
<p><b>26. Any questions?</b></p> <ul style="list-style-type: none"> <li>• Have you any questions you would like to ask?</li> </ul>	<p>Good Evidence</p> <p>-</p> <p>-</p> <p>-</p> <p>Areas of Concern</p> <p>-</p> <p>-</p> <p>-</p>		

<p style="text-align: center;"><b>SECTION 3</b> <b>Housekeeping</b> <b>Questions 21-28</b></p>	<p style="text-align: center;"><b>Indicators</b></p>	<p style="text-align: center;"><b>Additional Notes</b></p>	<p style="text-align: center;"><b>Rating</b></p> <p style="text-align: right;">Excellent (E) 5 Very Good (VG) 4 Good (G) 3 Satisfactory (S) 2 Unsatisfactory (U) 1 No Evidence 0</p>
<p><b>27. Why?</b></p> <ul style="list-style-type: none"> <li>• Why should we appoint you ahead of the other candidates?</li> </ul>	<p>Good Evidence</p> <p>-</p> <p>-</p> <p>-</p> <p>Areas of Concern</p> <p>-</p> <p>-</p> <p>-</p>		
<p><b>28. Firm Candidate</b></p> <ul style="list-style-type: none"> <li>• Are you still a firm candidate for the post?</li> <li>• When we will contact</li> <li>• Which telephone number?</li> </ul>	<p>Good Evidence</p> <p>-</p> <p>-</p> <p>-</p> <p>Areas of Concern</p> <p>-</p> <p>-</p> <p>-</p>		

<b>16. Motivations for working with children</b>	<b>Good Evidence</b>	<b>Areas of Concern</b>
<p>What do you feel are the main drivers that led you to want to work with children?</p>	<p>A realistic appreciation of the challenges involved in working with children.</p>	<p>Unrealistic impression of what working with children is really like.</p>
<p>How do you motivate young people?</p>	<p>Examples of having considered or tried other options and alternatives.</p>	<p>Driven by personal needs not needs of others. Failure to consider other alternatives.</p>
<p>What has working with young people, to date, taught you about yourself?</p>	<p>Evidence of others having supported and encouraged based on observation of personal talent.</p>	<p>Pushed by others, or forced by circumstance, to do something they don't appear to have personally thought through.</p>

<b>17. Emotional Maturity and Resilience</b>	<b>Good Evidence</b>	<b>Areas of Concern</b>
<p>Tell me about a time in the classroom when your authority was challenged?</p> <p>What happened?</p> <p>How did you react?</p> <p>What did you do to bring things back on course?</p>	<p>Behaves consistently and appropriately under pressure or in a position of authority.</p> <p>Has control over emotions with adults and children.</p> <p>Understands power position and how to seek help in difficult circumstances.</p>	<p>Inappropriate responses when under pressure or when in a position of power.</p> <p>Inconsistent responses.</p> <p>Fails to control temper/emotions with children or adults.</p> <p>Handles conflict badly</p> <p>Doesn't seek help when needed.</p>

<b>18. Values and Ethics</b>	<b>Good Evidence</b>	<b>Areas of Concern</b>
<p>What are your attitudes to child protection? How have these developed over time?</p> <p>What are your feelings about children who make allegations against teachers and staff?</p>	<p>Puts the child first. Alive to the realities of abuse. Prepared to believe.</p> <p>Builds values and judgements based on new information. Shows an appreciation of safeguarding issues and an ability to contribute towards a protective environment.</p>	<p>Dismissive of, or underplays, the risks. Fails to believe in suspicions/reports of abuse.</p> <p>Doesn't build on new information or understanding. Doesn't show a full or rounded appreciation of safeguarding issues.</p>

