



**Kendrick School
Application Pack
for Inclusion/SEND
Coordinator
For September 2022**

Closing date for applications: 9am Friday 20th May 2022

Interviews: week commencing 23rd May 2022

Letter from Ms Kattirtzi, Headteacher

Dear Applicant

It is my great pleasure to welcome you to Kendrick School. Thank you for your interest in our Inclusion/Special Educational Needs Coordinator vacancy.

Kendrick School is an 11-18 selective girls' school with academy status. It has a local and national reputation for being an outstanding school and has an impressive record of achievement as a centre of excellence for girls' education. In the last three years, Kendrick has consistently been identified by the Department for Education as being in the top 1% of schools in the country in terms of progress of students between KS2 and KS4, using the Progress 8 measure.

Kendrick is a forward looking school and grasps the opportunities that present themselves. A love of learning is at the heart of Kendrick with a strong emphasis on high quality teaching. The curriculum is organised to meet the needs of all students and is regularly reviewed. All staff are hardworking and dedicated to the school; teaching staff are specialists and experts in their field and are committed to achieving the best for their students. Students are bright, enthusiastic and curious and have a love of learning.

As an outstanding school, Kendrick seeks to work with other schools and organisations and to this end we have excellent relationships with secondary and primary schools within the local area and beyond. As part of Kendrick's Widening Horizons strategic initiative, we actively pursue partnerships with educational schools and businesses in our local area. These associations benefit the students of Kendrick, as well as, students in our neighbouring school. We share our good practice and offer opportunities to primary and secondary students in the Reading area. Currently Kendrick is a hub school in the Science Leadership Partnership and provides support and expertise to schools in the teaching of Science.

Kendrick is going through an expansion process and in September 2020 an additional 32 students joined us in Year 7. A further 32 students in Year 7 will be admitted over the next four years until 2024 making the school four form entry by that date. The additional 32 places are prioritised for Pupil Premium students (PPG) and students in the Reading area, called Priority Area 1 in our admissions process. In our Widening Horizons work we are committed to achieving greater participation of students from local Reading primary schools and to this end we have a homework club and provide support for pupil premium children and their families who wish to apply to Kendrick School.

As well as the formal curriculum, students at Kendrick enjoy a rich and varied extracurricular education. The House System provides opportunities for healthy competition with numerous annual house events which are key activities in the school year. House events are coordinated by the Kendrick House Captains and Student Leadership Team who work energetically with staff to support this vital community aspect of the school. School Council is an active student leadership group which discusses and drives change for the students.

Underpinning all that goes on at Kendrick is the superb *Kendrick Community Spirit*. There are excellent relationships between staff and students. Staff give generously of their time and are rewarded by the commitment and dedication of the students. This unique school community is supported by an expert governing body and an active parents' association, the Kendrick Parents' Society. Any day at Kendrick is busy, fun and enjoyable!

As the Headteacher of Kendrick, my vision is to *lead, inspire and make a difference to the lives of girls and young women*. I believe passionately in girls' education and know that Kendrick School affords its students the very best education there is. My commitment to the school is to safeguard the core values on which the school is based, extend the excellence of the school and always grasp the opportunities to secure its future.

Ms Christine Kattirtzi
Headteacher

The Role

INCLUSION/SPECIAL EDUCATIONAL NEEDS COORDINATOR

Required for September 2022

MPS/UPS plus TLR 2A (£2796pa)

Flexible and Part-time up to 0.5

Additional hours would be available for teaching if appropriate

Kendrick School aims to provide a curriculum which is accessible to all its students. It recognises the importance of early identification and assessment of students with SEND, EAL, Pupil Premium and LAC and aims to plan the curriculum to meet the needs of these students so that they are enabled to attain their full academic potential.

This is an exciting new role and opportunity at Kendrick School. We are seeking to appoint an **Inclusion/SEND Coordinator** to work with the Senior Leadership Team (SLT) to coordinate SEND arrangements and monitor the needs of SEND, EAL, Pupil Premium and LAC students across the school. Applicants should have a strong interest and understanding of SEND support and a quality first teaching approach to students with a variety of educational needs.

You will need to be a qualified SENDCo or someone aspiring to be a SENDCo and willing to gain a National Award in Special Educational Needs Coordination. Applicants need to be committed to inclusive education and appreciate the educational needs of SEND students within Kendrick School. The successful candidate will be strongly committed to supporting these students so that they are able to fulfil their potential in their education and wider personal development.

Kendrick School is a welcoming, inclusive and happy community, with students who are engaging, cooperative and eager to learn. Benefits include free car parking, a contributory pension scheme, training and development and use of the swimming pool and sporting facilities.

Further enquiries and visits to the school are welcome. Please email aemberson@kendrick.reading.sch.uk to arrange.

Further details of the school and post and an application form can be found on our website at www.kendrick.reading.sch.uk under About Us/Vacancies.

CVS cannot be accepted as a method of application.

Visits to the school are welcome. Please contact Amanda Emberson-Powney (aemberson@kendrick.reading.sch.uk) to arrange.

Kendrick School is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. Any successful applicant will be required to undertake an Enhanced Disclosure check by the Disclosure & Barring Service. Kendrick School is an Equal Opportunity employer

SEND AIM AND PROVISION

SEND Aims (School Policy)

Kendrick School aims to provide a curriculum which is accessible to all its students. It recognises the importance of early identification and assessment of students with SEND. Kendrick School will develop practices and procedures, which will aim to ensure that all students' special educational needs are identified and assessed and that the curriculum is planned to meet their needs. Through effective collaboration with students, parents, staff, agencies and Local Authorities the school aims to provide students with the educational resources and opportunities to attain their full academic potential.

SEND Provision

All students receiving SEND support have their own student passport, used by teachers to support their learning, that is written with them and is regularly reviewed. There are always students with an area of need that is being monitored and their needs are also regularly reviewed. The SENco is supported by a literacy support coordinator and a Student Welfare Team. There is a designated SEND office adjoining an area known as the Base which is used to support students with any SEND or welfare needs. The school also has regular access to external professionals and strong relationships with a range of external agencies. SEND training for staff is regular feature of the school's CPD programme. Tracking and monitoring of all students and groups of students is robustly undertaken by subject and pastoral leaders. The school's curriculum is ambitious, inclusive and well planned for SEND students and is flexible enough to adjust where needed for all students' needs. Students with SEND are fully involved in all aspects of life at the school in lessons and in extracurricular activities.

JOB DESCRIPTION

Job Purpose: Strategic development of the school's Special Educational Needs (SEN) provision and oversight of the day-to-day operation of the school's SEND policy with the aim of removing all barriers to learning for students with special educational needs and/or disabilities.

Line Management: by a member of Core SLT

Areas of responsibility and key tasks:

- Put provision in place to ensure that progress of students with SEN improves in line with those without SEN.
- Have a sound knowledge of the 'SEND Code of Practice'.
- Maintain an accurate and up-to-date record of all students with SEND
- Co-ordinate all reviews of EHCPs and student passports.
- Ensure that the school carries out its statutory responsibilities regarding all students with an Education Health Care Plan.
- Work with school leaders to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements
- Liaise with parents of students with SEND
- Update the SEN policy and SEN information report annually.
- Support all staff in understanding the needs of SEN students.
- Support departmental developments of SEN provision.
- Monitor progress towards targets for students with SEN.
- Analyse and interpret relevant school, local and national data.
- Liaise with staff, parents, educational psychologists, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
- Disseminate information and raise awareness of SEND issues throughout the school
- Liaise with other SENCOs, both locally and nationally

Teaching and Learning

Support the identification of and disseminate the most effective teaching approaches for individual students with SEN; create, share and maintain a student passport for all SEN students.

Work with staff to develop effective ways of bridging barriers to learning through:

- Using and applying student passports
- assessment of needs
- monitoring of quality first teaching quality and student achievement
- Accurate record keeping and SEN register

Work with SLT, teachers, and pastoral staff to ensure all students learning is of equal importance and that there are high and realistic expectations of students.

Talk to students with SEND and listen to their feedback, with a view to developing more effective support systems.

Leading and managing

Exercise a key role in assisting SLT and governors with the strategic development of SEN policy and provision.

Provide professional guidance to staff to secure the best teaching for SEN students, through both written guidance and meetings. Advise on and contribute to the professional development of staff, including whole school INSET provision;

Advise on the deployment of the school's SEND budget and other resources in order to meet students' needs effectively;

Provide regular information to the head teacher and governing body on the monitoring and evaluation of SEN provision.

Advise on an appropriate, high quality, ambitious and cost-effective curriculum for students with SEND

Coordinate the SEND support team and contribute to their annual appraisal

Maintain and develop resources, human and material, and co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies;

Work with external agencies to maximise resources made available.

Other professional requirements

Attend Year 6 Annual Reviews for primary students with EHCPs to help facilitate continuity and progression through the development of a transition programme.

Liaise with the school's admissions' team and with Year 5 students requiring advice about provision and entrance testing.

Liaise with the school's admissions' team and with the sixth form team regarding applicants for the sixth form requiring advice about provision when joining sixth form

Liaise with next step providers of education to ensure that students and parents are informed of their options and that a smooth transition is planned

PERSON SPECIFICATION

Qualifications and Training	A degree in a relevant subject. QTS. The National Award for SEN Coordination or the willingness to study for it having been appointed. Evidence of continuing recent professional development relevant to the SEND provision.
Experience of:	Working with and caring for pupils with SEND. Successful teaching experience Working with vulnerable students including those with emotional and behavioural difficulties Liaising with external agencies to secure improved outcomes for young people Improving the quality of Teaching and Learning for all students including those with special educational needs
Knowledge and Skills	An ability to work with pupils and their families in a sensitive and positive way. A sound knowledge of the SEND Code of Practice and its application.

<p>Be able to demonstrate:</p>	<p>Evidence that they have experience of behaviour management techniques for groups and individuals with SEND.</p> <p>A good understanding of the principles behind school improvement, including school improvement planning, monitoring and reviewing progress.</p> <p>Ability to make consistent judgements based on careful analysis of SEND data.</p> <p>Ability to present clearly a wide range of specialised information to both educationalists and non-educationalists.</p> <p>A proven ability to work sensitively and effectively with colleagues to help them to improve their everyday classroom practice.</p> <p>A good understanding of curriculum and assessment particularly in relation to SEND and vulnerable students, including alter-native provision.</p>
<p>Personal Qualities</p>	<p>A calm and caring nature.</p> <p>Excellent verbal and written communication skills.</p> <p>Excellent time management and organisation skills.</p> <p>A flexible approach towards working practices.</p> <p>High expectations of self and professional standards.</p> <p>The ability to work as both part of a team and independently.</p> <p>The ability to maintain successful working relationships with other col-leagues.</p> <p>High levels of drive, energy and integrity.</p> <p>A commitment to equal opportunities and empowering others.</p> <p>Committed to promoting high quality care and safeguarding of children.</p> <p>Dedicated to promoting their professional development.</p> <p>Able to plan and take control of situations.</p> <p>Capable of handling a demanding workload and successfully prioritis-ing work.</p> <p>Professionally assertive and clear thinking.</p>

Kendrick School – Classroom Teacher Person Specification

The information below is applicable if additional teaching hours are to be considered

Qualifications

ESSENTIAL	DESIRABLE	NOTES
<ol style="list-style-type: none"> Education to first degree standard in the relevant subject(s) Qualified teacher status 	<ul style="list-style-type: none"> Additional, relevant qualifications Additional, relevant training and development 	<p>Application form</p>

There is an organised and wide ranging CPD programme for all staff. For NQTs there is a well-supported and personalised programme led by the Professional Tutor.

Professional Characteristics, Qualities and Responsibilities

ESSENTIAL	NOTES
<ol style="list-style-type: none"> Demonstrate high expectations of learners. Seek to establish respectful, trusting and constructive relationships with students, colleagues and parents. Work effectively as a team member to make a positive contribution to learners' attainment and enjoyment of learning. Be willing to share own expertise with others where appropriate, for example through Inset or paired observations. 	<p>Application form</p> <p>References</p>

<ol style="list-style-type: none"> 5. Liaise with and, if appropriate, direct others who support learning, e.g. teaching assistants, support staff, educational consultants etc. 6. Be willing to look outwards as part of professional practice, for example through professional associations, meeting teachers in other schools, Internet forums etc. 7. Adopt an open, positive and constructively critical approach towards innovation. 8. Demonstrate a commitment to reflect on and improve own practice and identify own training needs. Participate in CPD as appropriate through (for example) Inset days, and meetings, internally and externally provided courses. 9. Seek to evaluate the impact of CPD on learning. 	Interviews
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Professional Knowledge and Understanding

ESSENTIAL	NOTES
<ol style="list-style-type: none"> 1. Seek to maintain the secure and up-to-date subject knowledge required to teach effectively at Kendrick School. 2. Understand the prior learning, levels of attainment, desirable future progress and transition of learners. 3. Have a working knowledge and understanding of statutory and non-statutory curricular and other current initiatives for the subject(s) taught. 4. Know the national, local and school assessment requirements and arrangements for the subject(s), including those relating to public examinations and qualifications. 5. Have a knowledge and understanding of a range of teaching and learning strategies for the subject(s) and know how to use and adapt them to meet the varied needs of the learners. 6. Know how to use skills in literacy, numeracy and IT to underpin teaching and support wider professional activities. 7. Seek to make effective provision for all learners, planning for inclusion and differentiation. 8. Understand the role of colleagues and other professionals who have specific responsibility for learners with special needs. 	<p>Application form</p> <p>References</p> <p>Interview</p> <p>Lesson observation</p>

Safeguarding

ESSENTIAL	NOTES
<ol style="list-style-type: none"> 1. Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support 2. Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people. 3. Know the local arrangements concerning the safeguarding of children and young people. 4. Know how to identify potential child abuse or neglect and follow safeguarding procedures. 5. Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support. 	<p>Application form</p> <p>References</p> <p>Interview</p>

Teaching, Learning and Assessing

ESSENTIAL	NOTES
<ol style="list-style-type: none"> 1. Establish a purposeful learning environment where learners feel safe, secure and confident. 2. Plan lessons and sequences of lessons for the short, medium and long term. 3. Communicate learning objectives clearly with students at the beginning of each lesson, unless there is a good reason not to (such as a surprise element, discovery etc.) 	Application form

<ol style="list-style-type: none"> 4. Plan routinely to include starters, plenaries, assessment for learning, differentiation, variety, interest, fun and a range of teaching and learning styles, including IT. 5. Identify and implement a range of suitable opportunities for learners to develop their literacy, numeracy and IT skills. 6. Set and mark homework in accordance with the school's policy. 7. Work collaboratively with colleagues as appropriate to assess the learning needs of students. Set students appropriate learning objectives and targets. 8. Make appropriate use of a range of monitoring, assessment, recording and reporting strategies as the basis for discussion with learners, providing them with accurate and personalised feedback on their progress. 9. Allow students to practise peer and self-assessment. 10. Evaluate the impact of teaching on learners' progress and use this to inform planning. 11. Enable learners to reflect on their progress, identify progress made, identify their emerging learning needs and become successful independent learners. 12. Establish a clear framework for classroom discipline, managing students' behaviour constructively in line with school policies, including the Behaviour Policy and anti-bullying policy. Promote self-control and independence. 	<p>References</p> <p>Interview</p> <p>Lesson observation</p>
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Care and Use of Resources

ESSENTIAL	NOTES
<ol style="list-style-type: none"> 1. Use the available resources of space, staff, money and equipment as efficiently as possible, liaising with line manager. 2. Make safe any hazards/breakages encountered if possible/safe to do so, or alert facilities manager/ SLT immediately if it cannot be dealt with by you. 3. Report breakages/hazards to line manager afterwards even if dealt with at the time. 4. Contribute to the keeping of records of departmental resources. 5. Encourage students to respect school property and keep rooms tidy. 	<p>Application form</p> <p>Interview</p> <p>References</p>

Quality Assurance and Accountability

ESSENTIAL	NOTES
<ol style="list-style-type: none"> 1. Adhere to common standards of practice within the department. Contribute to and abide by agreed schemes of work, programmes of study and teaching and learning strategies. 2. Support SLT to monitor those standards through line management meetings, departmental meetings, lesson observations/visits etc. in line with whole-school procedures and policies. 3. Record and monitor student progress, providing information on student progress to managers in line with school procedures for student tracking. 4. Contribute to the target-setting processes and evaluate the success of targets. 5. Take part positively in Self Evaluation and Performance Management in accordance with the school's procedures. 	<p>Application form</p> <p>Interview</p> <p>References</p>

Safeguarding at Kendrick School

At Kendrick we believe that every student has, at all times and in all situations, a right to feel safe and protected from any situation or practice that results in a student being physically or psychologically damaged.

As a consequence:

- We accept that all staff are an integral part of the student safeguarding process
- We accept totally that safeguarding students is an appropriate responsibility for all staff and the Governing body and wholly compatible with pedagogic responsibilities
- We recognise that safeguarding children in this school is a responsibility for all staff including volunteers and the governing body
- Will ensure that all staff in the school are aware of the possibility that a student is at risk of suffering harm, and know how to report concerns or suspicions
- Will designate a senior member of staff, the Headteacher, who is responsible for coordinating action within the school and liaising with other agencies
- Will safeguard the welfare of children whilst in the school and take positive measures to address bullying
- Will share our concerns with others who need to know and assist in any referral process
- All staff are given training every three years
- New staff receive training within one month of joining Kendrick

Safer Recruitment Policy

The Headteacher and Governors of Kendrick School are aware of their responsibility for appointing appropriate teaching and support staff, ensuring that all staff have the health and qualifications for the post and are proper and fit persons to be in charge of children and young people.

Kendrick School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. To assist in this, the school follows a formal recruitment procedure for the employment of all staff and adheres to the guidelines outlined in [Kendrick School's Safeguarding and Child Protection Policy](#) and the [Keeping Children Safe in Education Guidance \(2020\)](#).

We believe that all students, regardless of age, special needs or disability, racial/cultural heritage, religious belief and sexual orientation have the right to protection from all types of harm and abuse. This policy will operate in conjunction with other related policies and procedures, such as whole school policies on Bullying and Equal Opportunities.

Our approach to child protection is based on, and reflects the current principles recognised in UK legislation, including those around maintaining confidentiality and reporting concerns about students likely to suffer significant harm to the child protection agencies.

We encourage the students in our care to raise any concerns that they might have and ensure that these are taken seriously.

We are committed to working in partnership with parents; child protection agencies and diverse communities, to continuously develop and improve the Safeguarding Culture within our school.

Our robust approach to safeguarding and promoting the welfare of our students aims to help keep students safe and importantly equip them to tackle the challenges and opportunities of daily life with renewed confidence and vigour.

Individuals who have lived or worked outside the UK

Section 3, Point 172, of the Keeping Children Safe in Education states that individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges. In addition, schools and colleges must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These further checks should include a check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed, using the NCTL Teacher Services' system. Although restrictions imposed by another EEA regulating authority do not prevent a person from taking up teaching positions in England, schools and colleges should consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment.

At Kendrick School, we seek to ensure that Overseas Criminal Checks are completed on all new starters who have worked or lived overseas for more than 3 months since the age of 18. In addition, every new starter is checked on the NCTL Teacher Services system for the following:

- Teachers who have failed induction or probation
- General Teaching Council for England (GTCE) sanctions
- Teachers and others prohibited from the profession
- Teachers sanctioned in other EEA member states

How to apply

- Please complete the [application form](#) which you can download from our website using the guidance notes below. **CVs will not be accepted as a method of application.**
- Send the completed form to aemberson@kendrick.reading.sch.uk by the closing date.
- Receipt of application will be acknowledged by email.
- We will only contact you again if you are shortlisted for interview.
- Shortlisted candidates will be sent a Disclosure of Convictions Form to complete which must be returned completed at least one day before the interview.

Guidance notes on completing the application form

(Only the sections marked with an asterisk (*) will have guidance notes below)

Personal Details

Please enter your personal details fully so we may contact you about your application

Right to work in the UK: In accordance with the Asylum and Immigration Act 1996, the successful applicant will be required to provide documentary evidence of legal entitlement to live and work in the United Kingdom.

Teacher reference number (if applicable): This should be completed as it will be used to verify Qualified Teacher Status and ensure you are not barred from teaching or subject to an interim prohibition order. If you are a NQT we recognise that you may not have received your teacher reference number at the time of application.

References

Please give the names and addresses, both postal (and e-mail if available) of two referees. If you have been or are employed, the first referee should be your current or most recent employer. If this employment has been within a school, this will be your head teacher. If you do not name your current/most recent head teacher as a referee please expect to be questioned about the reason for this prior to interview. If you have ever worked with children, in a paid or voluntary capacity, a reference will be obtained from the person or organisation that employed you.

Newly Qualified Teachers (if applicable): NQTs should name a college principal as their first referee and an appropriate representative at the school where they undertook their final or most recent teaching practice as their second referee. Please be aware that if you are currently or have previously worked with children, on either a paid or voluntary basis, the employer will be asked if there are any disciplinary offences relating to children, including any in which the penalty is 'time expired'. They will also be asked if they have any child protection concerns and the outcome of any enquiries or disciplinary procedures.

Internal Applicants: Internal applicants should provide the name of one or two referees as stated in the advertisement. One of the referees should be your line manager. However, the Headteacher or Deputy Headteacher cannot be named as a referee.

If you have been unemployed for some time, you should instead, name somebody who knows you well and wherever possible someone able to comment on you in relation to the job for which you have applied. References will not be accepted from relatives or from people writing solely in the capacity of friends.

In line with government guidance for Safer Recruitment ([Keeping Children Safe in Education 2020](#) para 161) written references will be required for all shortlisted candidates in order that any relevant issues can be taken up at interview. Previous employers may also be approached to verify particular relevant experience or qualifications prior to interview

Education/Qualifications/Training

Please complete this section as fully as possible and continue on a separate sheet if more space is required. We will require evidence of your higher and/or relevant qualification and may check your qualifications with the relevant awarding body.

Previous Employment/Activity

Please list all previous employment and activity, excluding education and training. Start with your most recent employment, if different from that stated in the previous section, and list chronologically backwards. Please include all employment, unpaid work, voluntary work and periods away from work such as raising a family. **It is vital that you ensure all dates are provided and no gaps in activity are left unaccounted for.**

Skills, Abilities, Knowledge and Experience

Pick out those aspects of your experience or skills that are relevant to this post. Explain how your experience, abilities, skills and knowledge match those required for the vacancy as set out in the person specification. Remember to consider experience in previous employment and relevant experience from voluntary/leisure/college activities. Other information should include relevant information particularly related to the school e.g. the curriculum on offer, ethos of the school, etc. Give clear examples where you can in support of your application.

Disclosure of a Criminal Record (to be completed if you are shortlisted for interview)

IMPORTANT

A check as to the existence and content of any relevant criminal record will be requested from the Disclosure and Barring Service (DBS) after a person has been selected for appointment. Refusal to agree to a check being made could disqualify you from being considered for the appointment.

Under the Rehabilitation of Offenders Act 1974, you have the right not to disclose details of “spent” convictions. However, for certain jobs, employers are allowed to ask about these offences. The Rehabilitation of Offenders Act 1974 (Exception Amendment) Order 1986 sets out details of all jobs to which this applies and the job you have applied for is included in the list.

The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are “protected” and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found in the accompanying Guidance Notes. Please give details of any relevant criminal convictions that you may have. The disclosure of a criminal record may not necessarily prevent you from being appointed. The nature of the offence, how long ago it took place, your age at the time and any other relevant factors may be considered when a decision is made. Please note that some convictions are never considered “spent” under the terms of the Act.

Obtaining police checks for period lived outside the UK

At Kendrick School, we seek to ensure that Overseas Criminal Checks are completed on all new starters who have worked or lived overseas for more than 3 months since the age of 18.

If you are ineligible for a police check in the country you lived in outside the United Kingdom (for example because you were under the age required for police checks in that country, or because you are not a national of that country), or if you are unable to obtain a police check from an overseas country for other reasons, we may accept references from previous places of study or employment in that country. If this applies to you please contact us for further guidance.

Further information regarding obtaining a police check from other countries is available via the [Gov.uk website](#) for guidance on criminal record checks for overseas applicants.

Please bear in mind that some overseas countries will charge for a police check. Information for the different countries and fees involved can be found at the above link.

Filtering of Cautions and Convictions

This section provides guidance on the convictions which do not need to be declared on your application form. Please read carefully before answering this question. Further information is available from: www.gov.uk/government/organisations/disclosure-and-barring-service

The filtering rules (which remove certain old and minor convictions and cautions, reprimands and warnings from a Data and Barring Service (DBS) Certificate were developed by the Home Office and the Ministry of Justice and introduced with new legislation:

The legislation is:

- Police Act 1997 (Criminal Record Certificates: Relevant Matters) (Amendment) (England and Wales) Order 2013;
- Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013.

The Filtering Rules

The rules regarding the automatic disclosure of cautions and convictions on a DBS certificate are set out in legislation.

Standard and Enhanced DBS certificates must always include the following records no matter when they were received:

- All convictions for specified offences
- Adult cautions for specified offences
- All convictions that resulted in a custodial sentence

Other records must be included depending on when the caution or conviction was received:

- Any adult caution for a non-specified offence received within the last 6 years
- Any adult conviction for a non-specified offence received within the last 11 years
- Any youth conviction for a non-specified offence received within the last 5 and a half years

An 'adult' is any individual aged 18 or above at the time of the caution or conviction. A 'youth' is any individual aged under 18 at the time of the caution or conviction.

A 'specified offence' is one which is on the [list of specified offences](#) agreed by Parliament which will always be disclosed on a Standard or Enhanced DBS certificate where it resulted in a conviction or an adult caution. Youth cautions for specified offences will not be automatically disclosed.

Any cautions (including reprimands and warnings) and convictions not covered by the rules above are 'protected' and will not appear on a DBS certificate automatically.

Cautions, reprimands and warnings received when an individual was under 18 will not appear on a Standard or Enhanced certificate automatically.

Please note that Enhanced certificates may include information relating to a protected caution or conviction if the police consider that it is relevant to the workforce that the individual intends to work in. Decisions to include information in this way are subject to [statutory guidance](#).