



Dear Applicant

Thank you for showing an interest in the Higher Level Teaching Assistant post at Portchester Community School.

We are seeking to appoint an enthusiastic and motivated individual with excellent interpersonal and communication skills to join our highly respected Learning Support Department. The successful candidate must be capable of maintaining the highest professional standards and place the child at the centre of everything they do. If you match the description outlined above – then we would like to work with you.

As a school we invest heavily in support and training and have a commitment to individual professional development.

All of the information required for application is available through our school's website; please ensure all forms are completed as instructed.

Visits to the school are welcome as well as informal discussions via telephone to support and inform your application.

Once again, thank you for showing an interest in this post and I wish you every success in your application.

Yours faithfully

Mr R Carlyle  
Headteacher



**Higher Level Teaching Assistant**  
**Part-time: 32.5 hours per week**  
**Term-time only plus one week (40 weeks)**  
**8.05 am to 3.15 pm Monday to Friday**  
**Grade D**  
**Actual Salary: £20,743 to £22,822 p.a.**  
**Full Time equivalent salary: £26,918 to £29,616 p.a. (Pay Award Pending)**  
**Closing date: Tuesday 2 September 2025**  
**Interviews will take place the week commencing 8 September 2025**

We are seeking one HLTA to join us from September to support with the planning and delivery of interventions across the school.

HLTA status is desired but we welcome applications from candidates who wish to develop their careers and are willing to work towards HLTA status.

The role of the Higher Level Teaching Assistant will be to work with pupils with identified SEND needs in order to promote their inclusion and to provide support for teaching and personalised learning. As part of the role there will be expectation to plan, prepare and deliver learning activities for individuals, small groups or classes.

The successful applicant will play a key role in the delivery of our learning support provision. This will include interventions such as literacy and numeracy as well as interventions focusing on social skills and mental health.

We are seeking to appoint an individual with experience in delivering literacy and numeracy interventions, although applications from other backgrounds are welcome.

GCSE Grade C/4 (or equivalent) in English Language and mathematics is essential.

The postholder will also be responsible for fulfilling the safeguarding requirements of the role and adhering to the school's safeguarding policy.

Portchester Community School is a medium sized, forward-looking 11-16 Community School and enjoys a good reputation in the local community as being a highly inclusive school environment.

Within the school we also have a resourced provision for physically disabled students who are integrated fully into the life of the school, which brings a richness and variety to the curriculum and adds to our extensive after school provision. We are proud of the way we address the needs of all of our students. Learning support staff, including HLTAs, work to support the broad needs of these pupils, including supporting in their physical and personal care needs.

As a community school we also have a nursery and a pre-school.

The school also continues to pride itself on its caring ethos and has recently been awarded the National Gold Standard for its Social, Moral, Spiritual and Cultural work. Our community engagement work has been a powerful vehicle at the school for promoting positive relationships and cultural awareness. Many students have had exceptional opportunities to travel and engage in new and exciting experiences both in the UK and abroad.

If you have any questions about the school or the role, please email our SENCo, Mrs Howell: [k.howell@portchester.hants.sch.uk](mailto:k.howell@portchester.hants.sch.uk)

For further information about the post, please visit our website at [www.portchester.hants.sch.uk](http://www.portchester.hants.sch.uk) where an application pack is available under the 'About Us' menu, or email: [recruitment@portchester.hants.sch.uk](mailto:recruitment@portchester.hants.sch.uk)

Please email your completed application to [recruitment@portchester.hants.sch.uk](mailto:recruitment@portchester.hants.sch.uk). Please return the equalities monitoring form in line with the details shown on the form.

Please be aware that a Hampshire County Council application form must be completed, as CVs are not accepted.

**Closing Date: Tuesday 2 September 2025**

Portchester Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

Online searches will be completed on all shortlisted candidates as part of the recruitment process.

We are committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex and sexual orientation.

This post is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 because it is a post which involves working directly with children or young people. If shortlisted for interview you are therefore required to declare whether you have any criminal convictions (or cautions or bind-overs) including those which are 'spent'. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provide that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure and Barring Service website:

<https://www.gov.uk/government/collections/dbs-filtering-guidance>



**Headteacher:** Mr R Carlyle BEd (Hons)

White Hart Lane, Portchester, Fareham, Hampshire PO16 9BD

**T:** 023 9236 4399 | **F:** 023 9220 1528 | **E:** office@portchester.hants.sch.uk | [www.portchester.hants.sch.uk](http://www.portchester.hants.sch.uk)

<b>Details about the post: Higher Level Teaching Assistant</b>	
<b>Salary:</b>	Grade D, Actual Salary: £20,743 to £22,822 p.a. Full Time equivalent salary: £26,918 to £29,616 p.a.
<b>Contract Type:</b>	Permanent, Part Time 32.5 hours per week Term-time only plus one week (40 weeks) Working hours, Monday to Friday. 8.05 am to 3.15 pm
<b>Safeguarding of pupils:</b>	
<b>School statement:</b>	Portchester Community School is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.
<b>Context for the vacancy:</b>	
<b>Start date:</b>	September/October 2025
<b>Terms and conditions:</b>	
<b>School statement:</b>	This post is offered subject to the Employment in Hampshire County Council agreement (EHCC07) in conjunction with other Hampshire and school pay policies.
<b>Equalities Statement:</b>	
<b>School statement:</b>	<p>The Governing Body of the school is committed to equality for all in the appointment, development, training and promotion of staff, and in all dealings with students and parents of the school.</p> <p>The Governing Body recognises the value of a diverse and inclusive workforce and governors and managers will operate at all times within the requirements of anti-discrimination legislation and will promote equality in its staffing decisions.</p> <p>The Governing Body will wherever possible make reasonable adjustments to recruitment processes, working conditions or the working environment, to help overcome practical difficulties created by applicants or members of staff who have a disability.</p> <p>The over-riding premise that will be adhered to in matters of equality, by all governors and staff in the school, is that everyone has the right to be treated with dignity and respect whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race or belief, sex or sexual orientation.</p> <p>All applicants are invited to indicate whether they have any special requirements to enable them to submit an application.</p>
<b>Information about the recruitment and selection process:</b>	
<b>Closing date for applications</b>	Please email your completed application form to recruitment@portchester.hants.sch.uk by Tuesday 2 September 2025. If you intend to email the equality monitoring form, please send in a separate email to <a href="mailto:recruitment@portchester.hants.sch">recruitment@portchester.hants.sch</a> with the title: 'Confidential - equality monitoring form'.

	<p>If you submit your application form by post, please return the equality monitoring form in a sealed envelope along with your application.</p> <p>If you would like confirmation that your application has been received, please contact the school on 023 9236 4399 or email: <a href="mailto:recruitment@portchester.hants.sch.uk">recruitment@portchester.hants.sch.uk</a></p>
<i>Interview date:</i>	To be advised.
<b>Employment checks required:</b>	
1	<b>Fully</b> completed application form
2	Rehabilitation of Offenders Act declaration
3	Right to work in the UK
4	Disclosure and Barring Service check.
5	Employment history including explanation of any gaps.
6	Proof of academic and professional qualifications.
7	Occupational Health check.
8	Professional character references.

*If you have any questions about the detail contained within this document or any other aspect of the information sent to you, please do not hesitate to contact the school.*

*School policies including the Recruitment Policy and Equality Policy are available on request.*



## **APPLICATION GUIDE**

### **Vacancy Details**

Details of the terms and conditions of the post are included in the Vacancy Details document. This gives information about the post, grade and salary and underlines the school's commitment to safeguarding children and young people and to equality of opportunity for all. Details of the closing date for applications, interview date, interview panel and selection procedure are included. The employment checks undertaken for the successful candidate are also shown on this document.

### **Job Description**

This gives an overview of the purpose of the post and outlines the main core duties and any specific duties.

For a Support staff post, the Role profile describes the generic tasks of the post and may be supplemented with a Local List of Duties which specifies, at individual school level, the main duties of the role. The role profile also defines the necessary knowledge, skills and experience required at selection.

### **Person Specification**

This outlines the qualifications, experience, skills and personal attributes which the successful candidate will need to possess. These elements are classified as either essential or desirable and are used as the basis for the shortlisting process. The person specification also outlines the basis by which other information collected as part of the recruitment and selection process will be assessed e.g. lesson/task observation, presentation, references.

### **The Application Form**

Please ensure that you complete the relevant Hampshire County Council Teaching Staff or Support Staff application form, both of which can be downloaded from the school website at [www.portchester.hants.sch.uk](http://www.portchester.hants.sch.uk) or the Hampshire County Council website. Please do not send a C.V. in place of the Hampshire application forms as this will not be accepted.

When completing your application form it is important to consider the Job Description/Role Profile and the Person Specification and include in your application evidence to demonstrate your skills and knowledge. Applicants should meet the essential criteria detailed in the Person Specification and it will be advantageous to demonstrate some of the desirable criteria.

### **Application Process**

Once completed, please send your application form for the attention of Mrs Y Boxall, Personnel Services Leader, to arrive by the deadline specified in the advertisement and Vacancy Details information.

When received, we will hold your information securely, in line with our Data Protection policy and Privacy Notice for job applicants. Please refer to the Privacy Notice for Job Applicants available on our website.

Please remember to complete the Equalities Monitoring form which is included as part of the application pack and return it as detailed on the form. This information will enable the school to monitor the effectiveness of its equality policy and ensure that all staff and applicants receive fair and equal treatment at all times.

As part of this policy, it is essential that we monitor the profile of our applicants in relation to gender, ethnic origin, disability, sexual orientation and age.

The information on this form will not be shared with the selection panel and will be used for statistical purposes only. It will not form any part of a record on you as an individual, unless you are subsequently appointed to the school, in which case it may be held as part of a computerised personnel record on the school's HR system which is available for your inspection.

All application forms are logged on receipt and although we do not currently acknowledge receipt, we are more than happy for you to contact the school for confirmation that your application has been received. Again, please contact Mrs Boxall by email (recruitment@portchester.hants.sch.uk), or via the school on 023 92 364399.

### **The Short-listing Process**

The interview panel will undertake the short-listing process and candidates will be assessed against the job description/role profile and the essential and desirable aspects of the person specification. Candidates selected for interview will be contacted by telephone or email. Candidates will be advised of any tasks or lessons they will be asked to undertake as part of the selection process.

Please be advised that if you have not been contacted within two weeks of the closing date, your application has been unsuccessful on this occasion.

### **The Interview Process**

The interview panel for all teaching posts will comprise the Headteacher, Mr Richard Carlyle, a member of the Senior Leadership team, usually either the Deputy Headteacher or Assistant Headteacher, together with the Subject Leader for the relevant department. For Subject Leader posts, a school Governor may also be included in the interview panel.

The purpose of the interview is to assess the candidate's suitability for the post and give both the panel and the candidate an opportunity to gain further information before making a successful appointment. It is also an opportunity to seek clarification on information provided in your application form.

As part of due diligence checks online searches will be completed on all shortlisted candidates prior to interview.

The interview will also assess the candidate's suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children.

Candidates will be asked the same core questions relating to the requirements of the post, however relevant supplementary questions may also be asked.

During the interview process notes will be taken.

### **References**

It is our policy to approach both referees noted on the application form **prior to interview** for a reference. As stated on the application form one of your referees must be your present employer e.g. Headteacher.

### **Offers of Appointment**

Appointments are subject to satisfactory completion of all relevant pre-employment checks including a Disclosure and Barring Service check and medical clearance from the Hampshire County Council Wellbeing unit.

### **Statement on Safer Recruitment**

Statutory Guidance "Keeping Children Safe in Education", issued by the Department for Education, requires the school to have written recruitment policies and procedures in place to prevent people who pose a risk of harm from working with children.

The Governing Body recognise that promoting the welfare of children and young people is integral to the recruitment and selection process and essential to creating a safe environment for children and young people. The school is committed to ensuring that recruitment and selection activities are undertaken in a fair and transparent way and that appointments are based on the candidate judged to be most suitable. The aims of the school's Recruitment Policy are therefore to: attract and appoint the highest calibre of applicants; ensure safe and equitable recruitment and selection is conducted at all times; deter, identify and reject applicants and volunteers who are unsuitable to work with children and young people.

In accordance with the School Staffing (England) Regulations 2009, at least one person on an appointment panel will have undertaken safer recruitment training.

The full Recruitment Policy is available on request to any member of staff and all prospective applicants and volunteers.

The school's Child Protection policy and Safeguarding policies are available on request or on the school's website [www.portchester.hants.sch.uk](http://www.portchester.hants.sch.uk)

### **What to bring to interview**

Applicants selected for interview are asked to refer to the "Pre-employment checklist for Candidates" sent with the interview invitation letter and bring documentation as outlined. This will include original qualifications certificates and proof of identity (preferably photographic, such as a photocard driving licence or passport).

In order to meet our legal obligation under the Immigration, Asylum and Nationality Act 2006, the school must ensure that evidence has been seen and checked to confirm eligibility to work in the United Kingdom. Therefore, candidates selected for interview must bring relevant documentation to confirm this, as outlined in the Pre-employment Checklist for Candidates.

Thank you for your interest in this post at Portchester Community School.

**Successful    Confident    Responsible**

<p><b>Portchester Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.</b></p>
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## Job Description: Higher Level Teaching Assistant Literacy and Numeracy

### Purpose of the post:

Provide Learning activities for classes and deliver lessons set by or with teachers, under professional direction and supervision of a qualified teacher.

### Reporting to: SENCo

**Liaising with:** SENCo, Assistant SENCo, Teaching staff, relevant support staff, LEA representatives, external agencies and parents.

**Working time:** 32.5 hours per week

**Salary/grade:** Grade D

Accountabilities	Accountability Statement	% of time
Support for students	<ul style="list-style-type: none"> <li>Assume whole class responsibility for teaching and learning, as directed by the teacher.</li> <li>Use specialist skills/training/experience to support students, fostering independence and advancing literacy and numeracy skills and capability.</li> <li>Assist with the development and implementation of Individual Education Plans.</li> <li>Establish productive working relationships with students, acting as a role model and setting high expectations.</li> <li>Promote the inclusion and acceptance of all students within the classroom.</li> <li>Support students consistently whilst recognising and responding to their individual needs including the application of specifically designed programmes.</li> <li>Encourage students to interact and work co-operatively with others and engage all students in activities.</li> <li>Promote independence and employ strategies to recognise and reward achievement of self-reliance.</li> <li>Provide feedback to students in relation to progress and achievement.</li> <li>Assisting students to meet their emotional, welfare and, where appropriate, medical requirements</li> </ul>	50
Support for the teacher	<ul style="list-style-type: none"> <li>Working unsupervised, assist the teacher to create an appropriate learning environment.</li> <li>Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans to promote the literacy and numeracy skills of students.</li> <li>Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.</li> <li>Provide objective and accurate feedback and reports as required, to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence.</li> </ul>	15

	<ul style="list-style-type: none"> <li>• Undertake marking of students' work and accurately record achievement/progress.</li> <li>• Assist in the assessment of literacy and numeracy capability in preparing applications for examination concessions.</li> <li>• Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.</li> </ul>	
Support for the curriculum	<ul style="list-style-type: none"> <li>• At whole class level, contribute to and implement learning activities/teaching programmes, adjusting activities according to student responses/needs.</li> <li>• Implement local and national learning strategies (e.g. literacy and numeracy, Key Stage 3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills.</li> <li>• Support the use of Information Communication Technology in learning activities and develop students' competence and independence in its use.</li> <li>• Help students to access learning activities through specialist support.</li> <li>• Determine the need for, prepare and maintain general and specialist equipment and resources.</li> <li>• Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with the school behaviour policy and encourage students to take responsibility for their own behaviour.</li> <li>• Liaise sensitively and effectively with parents/guardians/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents/guardians/carers with, or as directed, by a teacher.</li> <li>• Administer and assess routine tests and invigilate exams/tests.</li> <li>• Provide general clerical/administrative support e.g. administer coursework, produce worksheets for agreed activities.</li> </ul>	15
Support for the school	<ul style="list-style-type: none"> <li>• Be aware of and comply with policies and procedures relating to child protection, health, safety and security (including undertaking initial risk assessments), confidentiality and data protection, reporting all concerns to an appropriate person.</li> <li>• Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.</li> <li>• Contribute to the overall ethos/work/aims of the school, especially Rights, Respect and Responsibilities .</li> <li>• Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students and, where appropriate, their health and welfare.</li> <li>• Attend and participate in regular meetings.</li> <li>• Recognise own strengths and areas of expertise and use these to advise and support others.</li> <li>• Provide appropriate guidance and supervision and assist in the training and development of staff in the area of literacy and numeracy support.</li> </ul>	15

	<ul style="list-style-type: none"> <li>• Undertake planned supervision of students' out of school hours learning activities.</li> <li>• Supervise students on visits, trips and out of school activities as required.</li> </ul>	
Corporate and statutory initiatives – equalities/health and safety/e-government/sustainability	<ul style="list-style-type: none"> <li>• Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace.</li> </ul>	5

#### Key role dimensions

- Utilise specialist expertise in literacy and numeracy support to support and develop other staff in the school in this area when help is needed.
- Whilst working under the general direction of the teacher, will work unsupervised and without the close presence of the teacher and will implement lesson plans, deal with student behaviour and make judgments about student progress/student needs without reference to the teacher.
- Brief and support new staff (including teachers) on the stage of development of students.
- Undertake whole class supervision in the absence of the class teacher as required and according to the needs of the school.
- Manual handling responsibilities.
- Skilled in restraint techniques for dealing with difficult children.
- Expected to maintain behaviour management standards of children, some of whom can be especially challenging, difficult and sometimes violent, and deal with racial/abusive language and bullying.
- Health and Safety responsibility for self, students and the area.
- Undertake personal care for children with special needs.
- The role requires a high level of confidentiality and needs to hold the trust and confidence of both the students and the teachers. It may acquire information on child protection/family sensitive issues which must be treated carefully and appropriately.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Date: July 25



**PERSON SPECIFICATION: Higher Level Teaching Assistant**

Quality/Skill	Essential (E) /Desirable (D)	Application	Reference	Interview	Task
<b>QUALIFICATIONS</b>					
GCSE Grade C in English Language and mathematics (or equivalent)	E	*			
Higher Level Teaching Assistant	E	*			
NVQ3 for Teaching Assistants or equivalent qualification or experience	D	*			
<b>EXPERIENCE</b>					
Experience of working in a secondary school	D	*			
Relevant experience in a teaching/learning/child support working environment.	E	*			
<b>SKILLS, KNOWLEDGE and APTITUDE</b>					
Able to work as part of a team	E	*	*	*	
Able to maintain effective relationships	E	*	*	*	
Able to maintain confidentiality at all times	E	*	*	*	
Proven organisational ability	E	*	*		
Empathy with students and sympathetic to their needs	E	*	*	*	*
Able to work on own initiative	E		*		
Experience of working in a classroom setting	E	*			
Knowledge of Special Educational Needs	E	*	*	*	
Working knowledge of national/foundation stage curriculum, particularly literacy and numeracy requirements, and other relevant learning programmes/strategies.	D	*	*	*	
Able to use ICT effectively to support learning	D	*	*	*	
Excellent literacy/numeracy skills.	E	*	*	*	

<b>PERSONAL ATTRIBUTES</b>					
Good communication skills and ability to clarify and explain instructions clearly	E	*	*	*	*
Well-developed interpersonal skills and sense of humour enabling effective	E			*	
<b>EQUALITY AND DIVERSITY</b>					
Understands and promotes the principles of equality and diversity	E	*		*	
<b>SAFEGUARDING</b>					
Understands and promotes the principles of safeguarding children and young people	E	*		*	

\* = will be evidenced by application form/reference/ interview/ presentation



Dear Applicant

### **Equality Monitoring**

Thank you for your interest in the Higher Level Teaching Assistant vacancy at this school. The school operates an equality policy to ensure that all staff and applicants receive fair and equal treatment at all times. As part of this policy it is essential that we monitor the profile of our applicants in relation to their age, disability, gender identity, race, religion or belief, sex and sexual orientation.

The equalities monitoring form is designed to record and monitor the relevant data for this monitoring process. I would be very grateful if you could complete the form located in the Vacancies section of the website under 'Application Forms and Equalities Monitoring Form' and return it to me.

The information on this form will be used for statistical purposes only and will not form any part of a record on you as an individual unless you are subsequently appointed to the school, in which case it may be held as part of a computerised personnel record on the school's HR system which is available for your inspection.

I am making this request in accordance with the recommendations of the Equality and Human Rights Commission. However, if you wish to discuss the content of the form or the use of the data, please let me know.

Yours sincerely

Mr R Carlyle  
Headteacher



## **Job Hazard Form**

This form highlights hazards related to the role that could pose a risk to the post holder.

### **Role Title: Higher Level Teaching Assistant**

#### Manual Handling

This role requires hazardous manual handling operations. For example, *regular moving of heavy objects, or moving of people, including use of manual handling equipment (for which you will receive training) and pushing wheelchairs.*

The types of manual handling operation involved in this role are *children and objects.*

These manual handling operations are required on a *daily basis.*

The weights involved in these manual handling operations are *more than 25 kg.*

#### Display Screen Equipment

This role will require the postholder to be a Display Screen Equipment User. This will involve use of a *desktop computer and virtual learning platform.*

#### Job Characteristics

This role involves working with *children and young people of between 11 and 16 years old. This role also involves working with children and young people with special needs including those with complex or multiple disabilities.*

This role involves *personal care and food handling.*

This role also has potential to involve *verbal abuse and/or aggression and this is likely on an infrequent basis. The role is also likely to require physical behaviour management interventions for which the postholder will be trained.*

#### Work Environment

This role is carried out in an environment which involves *entry to confined spaces (e.g. lifts) and occasional outdoor work.*

#### Work Equipment/Machinery

This role also involves working with *hand-held powered tools/hand-guided tool/hand-fed tools (when postholder is in Technology department).*

#### Personal Protective Equipment

Given the nature of this role, the post holder is required to wear personal protective equipment to be worn on their *hands (latex gloves).*

## COSHH (Control of Substances Hazardous to Health)

### **Biological Hazards**

It is possible that postholder may come into routine or regular contact with *human bodily fluid* e.g. *through personal care*.

### **Chemical Hazards**

The post holder will come into *infrequent* contact with any chemicals such as cleaning products which may be *an irritant*.

**Applicants should be aware that where roles are exposed to hazardous risks, risk assessments are undertaken and control measures are put into place where possible.**





## **Policy Statement**

This post is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 because it is a post which involves working directly with children or young people. If shortlisted for interview you are therefore required to declare whether you have any criminal convictions (or cautions or bind-overs) including those which are 'spent'. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provide that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure and Barring Service website:

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