

# Queen Elizabeth Sixth Form College

*Principal: Tim Fisher*

Vane Terrace  
Darlington  
DL3 7AU



**Tel: 01325 461315**

**Fax: 01325 361705**

**Web: [www.qeliz.ac.uk](http://www.qeliz.ac.uk)**

## JOB DETAILS - SUPPLY TEACHERS

### **Contents**

	Page
College Background Information	2
Supply Teaching	3
Person Specification & Professional Duties	
Salary and Conditions of Appointment	
Application Procedure	
Contact details	
Subjects offered 2009 – 2010	5
Job Description & Person Specification	7

### **Appendices**

Mission and Strategic Objectives

Equality & Diversity Policy

Race Equality Scheme

Recruitment of Ex-offenders Policy

Ofsted Inspection Report November 2007: Extract

## ***College Background Information***

The College was part of Durham LEA until it became an independent, statutory corporation in April 1993. At the time there were approximately 800 students on roll and there are now over 1855 full-time 16-18 year olds and 500 mainly part-time adults. This reflects a growth in post-16 participation in Darlington and the increasing attractiveness of the College to young people living outside Darlington or attending independent schools.

During this period of growth, the College has enjoyed considerable success. Examination results at all levels are impressive and national performance indicators suggest that QE is one of the country's leading sixth form colleges. This is reflected in the College's achievement of Beacon Status in October 2004.

The College has been inspected four times since Incorporation, twice by the FEFC (1994 and 1998) and twice by Ofsted (2003 and most recently October 2007). The College has never had an inspection grade below 2: every aspect of our provision over this period has been judged to be good if not outstanding. The most recent report is our best, with all aspects of the inspection focus rated as grade 1 - outstanding. Areas the Inspectors considered comprised overall effectiveness of the College and its capacity to improve further, achievement and standards, quality of provision, leadership and management. An extract of the report is provided on the final page of this booklet.

The success of the College should be seen in the context of the inclusive nature of the 16-18 intake. The College draws most of its students from Darlington and south Durham which contain areas with significant social deprivation, low levels of achievement at 16 and without a tradition of participation in education post 16. Surveys have shown that some 60% of our students are the first generation from their family to progress to higher education.

There has been a number of building projects since Incorporation and the College takes a pride in the quality of its environment. A major project, which can only be described as transformational, was completed in August 2004. The project included purpose built facilities for a number of subject areas and the complete renovation of a wing of the College built in the late 1950's. An exciting part of the project was the formation of an atrium which provides an innovative space for quiet study. Also included within the project was a sports hall on the main site and a new pavilion on our playing fields. Plans for further substantial capital investment are in the early stages of development.

The College is near the centre of town, yet situated in an open area overlooking an attractive small park. It is immediately adjacent to the Borough Arts Centre and the College's Main Building is an important part of the local architecture. We have an excellent reputation within Darlington and the surrounding area and it is our intention to remain at the leading edge of post-16 provision.

## ***Supply Teaching***

The College attributes a high degree of its continuing success to the quality and commitment of its staff, both teaching and support, and the same is true for those who are employed on a supply basis.

We are currently updating our register of people on whom we can call for sickness cover and short course/occasional teaching. Although we tend to be in the fortunate position of having minimal staff absence, we recognise the importance of having a reliable source of suitably qualified supply teachers. We are looking to update our register in all subjects.

We are also interested in hearing from people who wish their details to be kept on file pending work of a more permanent nature. The College often has vacancies at the beginning of an academic year for additional part-time staffing to balance student numbers.

## ***Person Specification and Professional Duties (pages 7 & 8)***

It is an essential requirement that successful applicants will have good professional qualifications and relevant teaching experience relating to the subjects they are offering to teach. If and when work does become available, candidates from our register will be required to carry out any of the nationally agreed professional duties which a teacher of the College is required to perform.

## ***Salary and Conditions of Appointment***

Salary and conditions of service are based on the model for teaching staff produced by the National Joint Council of the Sixth Form College's Forum and will apply during actual periods of employment. Acceptance onto our register does not constitute continuous service for employment purposes. There is no requirement for the College always to provide work or for the teacher to accept it.

Should work become available, candidates will be required to go through the normal recruitment process as with our mainstream staff – an interview will be arranged and appointments will be subject to the rules surrounding Criminal Records Bureau (CRB) checks and the incoming Independent Safeguarding Authority (ISA) regulations. The salary will be an hourly rate based at a point on the salary structure for teaching staff in sixth form colleges depending on the qualifications, experience and progression position of the successful candidate. From 1st September 2009, the range of the main salary spine is £20,933 - £30,638 pa (i.e. points 1 - 6). The range of the professional standards payments (PSP) salary spine is £33,193 - £35,727 pa (i.e. points P1 - P3). The PSP range will apply to those who have met the standard under the nationally-recognised route in sixth form colleges and also to candidates who are currently on the upper pay spine of the salary structure for teachers in Schools.

## ***Application Procedure***

1. Please download an application form (APF1) and return with covering information (page 4) indicating the level and subjects you are able to offer. It would be helpful if you could also indicate where possible your availability for full-time and/or part-time cover, daytime and/or evening work.
2. Applications can be e-mailed to the contact details below or posted to:  
Carolyn Salt, Personnel Officer, Queen Elizabeth Sixth Form College, Vane Terrace, Darlington DL3 7AU.
3. All applications will be considered and candidates notified as soon as possible whether or not they are successful in being placed on our register.

## ***Contact Details***

Thank you for your interest in joining our register. If there is any further information you feel you need, please do not hesitate to contact Dorothy Dodds or Brenda Booth in Personnel.

College address:	Vane Terrace, Darlington, Co. Durham DL3 7AU
Telephone:	01325 461315
Fax:	01325 361705
E-mail:	<a href="mailto:c.salt@qeliz.ac.uk">c.salt@qeliz.ac.uk</a> or <a href="mailto:bbooth@qeliz.ac.uk">bbooth@qeliz.ac.uk</a>
Website:	<a href="http://www.qeliz.ac.uk">www.qeliz.ac.uk</a>

## 16-18 Daytime subjects 2009/10, plus Access course (19+)

SUBJECT	LENGTH OF COURSE IN YEARS								
	AS	A2	Applied AS	Applied A2	Applied Double AS	Applied Double A2	Diploma	GCSE	Access (Eve = taught in evening)
Archaeology	1	1							
Foundation Art (AS=Critical and Contextual Studies .)	(1)								1
Art - Fine Art	1	1							
Art – Graphics	1	1							
Art – Textiles	1	1							
Biology	1	1							1
Business Studies (Applied)	1	1	(1)	(1)				(1)	1Eve
Chemistry	1	1							
Citizenship Studies	1								
Computing	1	1							
<b>Creative and Media</b>							<b>2</b>		
Critical Thinking	1	1							
Dance	1	1							
Economics	1	1							
English Language	1	1						1	1
English Literature	1	1							1Eve
Film Studies	1	1							
French	1	1							
Geography	1	1						1	
Geology	1	1							
German	1	1							
General Studies	1	1							
History - Modern	1	1							
History - Tudor	1	1							
Health & Social Care			1	1	1	1			
Information & Communication Technology.			1	1	1	1	<b>2</b>	1	1Eve
Law	1	1							1Eve
Leisure Studies			1	1	1	1			
Leisure & Tourism								(1)	
Media (Communication & Production)	1	1	(1)	(1)					
Mathematics								1	1
Maths-Mechanics	1	1							
Maths-Statistics	1	1							
Further Mathematics	1	1							
Music	1	1							
Music Technology	1	1							
Performance Studies	1	1							
Physical Education	1	1							
Physical Education with Coaching	1	1							
Physics	1	1							
Politics	1	1							
Philosophy	1	1							
Psychology	1	1							1+Eve
Religious Studies	1	1							
Science in Society	n/a	1							
Sociology	1	1						1	1Eve
Travel and Tourism				1	1	1	1		
Theatre Studies	1	1							

We also offer a Community Education Programme consisting of part-time Leisure and Examination courses on a Monday and Thursday evenings. We occasionally require people on whom we can call to teach these short-term courses. An example of the subjects offered on our Programme is set out below. The majority of these classes attract sufficient enrolments to run and most form part of our regular evening class provision each year:

- Archaeology
- Art Appreciation
- Business - Access
- Basic Counselling
- Biology - Access
- Computers Complete Beginners
- Business Studies - Access
- English Language - Access
- English Language - GCSE
- English Literature - Access
- European Computer Driving Licence (ECDL)
- French Complete Beginners
- French Beginners
- French Intermediate
- French Advanced
- French Advanced Plus
- German Beginners
- German Intermediate
- German Advanced
- History (16th century) - AS
- Information Technology - Access
- Health & Fitness short courses
- Italian - GCSE
- Italian Complete Beginners
- Italian Complete Beginners
- Italian Intermediate
- Italian Advanced
- Law - Access
- Mathematics - GCSE
- Mentoring Skills
- Musical Keyboard
- Photoshop Adobe
- Polish Complete Beginners
- Polish Intermediate
- Psychology - Access
- Quantitative Methods - Access
- Sociology - Access
- Science - GCSE
- Spanish - A2
- Spanish - AS
- Spanish GCSE
- Spanish Complete Beginners
- Spanish Intermediate
- Spanish Advanced Plus
- Web Site Design

# Queen Elizabeth Sixth Form College

## PROFESSIONAL DUTIES

The following duties shall be deemed to be included in the professional duties which a teacher employed by the College may be required to perform:

### Teaching

1. (a) planning and preparing courses and lessons
  - (b) teaching, according to their educational needs, the students assigned to you, including the setting and marking of work to be carried out by the student in college and elsewhere
  - (c) assessing, recording and reporting on the development, progress and attainment of students
- in each case having regard to the curriculum for the College.

### Other activities

2. (a) promoting the general progress and well-being of individual students and of any class or group of students assigned to you
- (b) providing guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports
- (c) making records of and reports on the personal and social needs of students
- (d) communicating and consulting with the parents of students
- (e) communicating and co-operating with persons or bodies outside the college
- (f) participating in meetings arranged for any of the purposes described above

### Assessments and reports

3. providing or contributing to oral and written assessments, reports and references relating to individual students and groups of students

### Appraisal and Staff Development

4. (a) participating in arrangements made for the appraisal of your performance and that of other staff in the light of the responsibility for the appraisal of staff that is laid on the College Principal by Article 3(2)(c) of the College's Articles of Government
- (b) reviewing from time to time your methods of teaching and programmes of work
- (c) participating in arrangements for your further training and professional development

### Educational methods

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

### Discipline, health and safety

6. maintaining good order and discipline among the students and safeguarding their health and safety both when they are authorised to be on the College premises and when they are engaged in authorised College activities elsewhere

### Staff meetings

7. participating in meetings at the College which relate to the curriculum for the College or the administration or organisation of the College, including pastoral arrangements

### Public examinations

9. participating in arrangements for preparing students for public examinations and in assessing students for the purposes of such examinations; recording and reporting such assessments; and participating in arrangements for students' presentation for and supervision during such examinations

### Management

10. (a) contributing to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new and probationary teachers  
(b) co-ordinating or managing the work of other staff  
(c) taking such part as may be required of you in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the College

### Administration

11. (a) participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the College and the ordering and allocation of equipment and materials  
(b) attending assemblies, registering the attendance of students and supervising students, whether these duties are to be performed before, during or after College sessions.

*The above is an extract of the duties of a classroom teacher as specified in the Teaching Staff Conditions of Service Handbook (Appendix 4) of the National Joint Council for Staff in Former Sixth Form Colleges.*

<b>PERSON SPECIFICATION</b> <b><i>A classroom teacher at the College will be expected to have the following qualities:</i></b>
<b>QUALIFICATIONS</b> <ul style="list-style-type: none"><li>• good appropriate academic qualifications</li><li>• a teaching qualification</li><li>•</li></ul>
<b>EXPERIENCE</b> <ul style="list-style-type: none"><li>• ability to teach subjects to the required level of the post</li><li>• teaching experience in post-16 education</li><li>• other relevant subject experience</li></ul>
<b>SKILLS &amp; APTITUDES</b> <ul style="list-style-type: none"><li>• excellent teaching skills</li><li>• good organisational and administrative skills</li><li>• good communication and interpersonal skills</li><li>• potential and willingness to contribute to guidance and support if required</li></ul>
<b>PERSONAL QUALITIES</b> <ul style="list-style-type: none"><li>• commitment to work co-operatively and effectively as a member of wider teams</li><li>• initiative</li><li>• energy and enthusiasm</li><li>• sense of humour</li></ul>

# Queen Elizabeth Sixth Form College

## MISSION AND STRATEGIC OBJECTIVES

2009 - 2010

### **Mission**

The purpose of the College is to achieve and maintain excellence as a provider of education, and as a result enable students to progress successfully to the next stage of their lives.

### **Strategic Objectives**

Leadership, management and governance at the College will be of the highest standard; its focus over the next five years will be the achievement of the following strategic objectives:

- to provide and promote the highest standards of teaching and learning
- to provide a safe, supportive and civilized learning environment that enables students to fulfil their potential
- to provide the highest standard of objective guidance and pastoral care
- to continue to improve quality and add value to students' achievements
- to ensure that students and staff have access to and use the best learning resources available
- to value diversity and embed equality in all that we do
- to safeguard and promote the health and welfare of students and staff and embrace the principles of the Every Child Matters agenda
- to promote an aspirational culture that supports, stimulates and develops students and staff
- to work collaboratively with our partners to meet the needs of our local community
- to contribute to local area planning in the provision of an appropriate and relevant curriculum for 14-19 year olds
- to efficiently manage and provide information to benefit individuals and agencies with a legitimate need
- to ensure good value for money in all college activities.

The College intends to make a significant contribution to the achievement of the objectives of Darlington's Children's Trust and the 14-19 Partnership by striving to meet its own objectives and by working closely with partners including Darlington College, local schools, the Local Authority and other sixth form colleges.

# Queen Elizabeth Sixth Form College

## Equality & Diversity Policy

The College is committed to the promotion of equality and diversity for all its students, employees and users, seeks to promote mutual respect and understanding and aims to be inclusive.

### **POLICY**

The College will continuously strive to:

- develop an awareness of equality and diversity issues amongst all staff, students and users;
- encourage the promotion of equality and diversity in all aspects of College life;
- ensure that all members of the College community are valued equally;
- combat discriminatory practices and stereotyping;
- prevent oppressive behaviour, including all forms of harassment;
- monitor equal opportunities and investigate any issues which arise;
- comply fully with the requirements of Race, Disability and Gender Equality schemes, and all other relevant legislation;
- eliminate all discrimination and promote equality of opportunity relating to race, disability, gender, sexual orientation, age, and religion and belief and
- recognise and value diversity.

### **POLICY GUIDELINES**

- The College supports the view that legislation and passive support are not sufficient to achieve equality of opportunity. Unfair discrimination is incompatible with good educational practice and will be dealt with under the College's Disciplinary and Grievance procedures.
- The College believes that Equality and Diversity should permeate every aspect of college life, including the whole curriculum and guidance.
- The College will ensure that, through the Student Support and Guidance System, all students are aware of the College's policy and equality and diversity issues.
- The College's Staff Development Programme will provide appropriate training for all staff in relation to equality and diversity issues.
- The College will seek evidence of equality of opportunity in curriculum delivery through its lesson observation scheme.
- The Equality and Diversity Policy of the College will be summarised in the College Prospectus and be referred to in other college publications.
- Reasonable adjustments to facilities and practices will be made to avoid discrimination on grounds of disability against any student or person employed by the College or using its facilities.
- The College will apply its Equality and Diversity Policy to all areas in the employment process, including the recruitment of new staff. Copies of the policy will be included in the information sent to applicants for employment at the College.
- The College acknowledges that all members of the College community should have equal access to the facilities and services offered by the College.
- A Complaints Procedure is available to students, details of which are available in the College Charter.
- A Grievance Procedure is available to staff, details of which are available in the Personnel Procedures Manual.
- The policy will be displayed in each tutor room and will be brought to the attention of all students.
- The Equality and Diversity Committee will meet every term to consider, develop, monitor and promote equal opportunities issues.

### **Supporting Documents**

1. Student Diary
2. Personnel Procedures Manual
3. College Charter
4. Equality and Diversity Committee Terms of Reference
5. Disability Equality Scheme
6. Lesson Observation Scheme
7. Race Equality Policy
8. Anti-bullying Policy
9. Gender Equality Scheme

Items 3, 4, 7, 8 and 9 are available from the General Office; 5 is accessible via the Home Page of the College's website [www.qeliz.ac.uk](http://www.qeliz.ac.uk)

# Queen Elizabeth Sixth Form College

## Race Equality Scheme

The amended Race Relations Act (1976), The Race Relations (Amendment) Act 2000 and the Race Regulations 2003, give further and higher education institutions a statutory general duty to promote race equality. The aim of the duty is to:

- Eliminate unlawful racial discrimination
- Promote race equality
- Promote good relations between people of different racial groups

### **BACKGROUND**

The college provides a full range of general educational opportunities at advanced and intermediate levels and also offers extra-curricular enrichment activities.

Population analysis shows that there has been a steady rise in the representation of racial minorities amongst students attending the college in recent years. In the academic year 1998-1999 students from ethnic minorities formed 2.2% of the college population. This figure rose to 3.44% by October 2002 and in October 2008, 5.1% of 16-18 year olds and 5.88% of 19+ learners were from ethnic minorities. These current statistics are significantly higher than the percentage of the local BEM population.

### **POLICY**

The College has a clear vision and purposeful strategy for the future. It has an absolute commitment to the success and general welfare of all its students and employees. As part of its commitment to equality of opportunity, the College will continuously strive to eliminate unlawful racial discrimination and to promote racial equality.

### **CURRENT PRIORITIES/ACTIONS IN RELATION TO RACIAL EQUALITY**

Whilst all monitoring processes currently used by the College suggest that the College is currently successful in its promotion of racial equality, the following priorities have been agreed:

- To ensure that race equality is regularly included as an item on programme area/tutor team meetings.
- To ensure that College literature and displays promote equality.
- To develop the role of the Student Association in promoting racial equality.
- To further refine methods of monitoring achievement, retention and admissions by racial group. This monitoring and any resulting actions will be reported to the college's Equality and Diversity Committee and to Governors.

The above targets will be monitored by the relevant member of the Senior Management Team. The College is working towards the production of a Single Equality Scheme.

### **LEADERSHIP AND MANAGEMENT**

Responsibilities

The governors are responsible for:

- Ensuring that the organisation stays within the Race Relations Act and other relevant legislation and meets all of its duties.
- Making sure the race equality policy and its procedures are followed.

The Principal is responsible for:

- Giving a consistent and high profile lead on race equality issues.
- Promoting the race equality policy.
- Making sure the race equality policy and its procedures are followed.

The Assistant Principal (Community and Students) is responsible for:

- Co-ordinating work on race equality.

- Making sure that all staff know their responsibilities, and receive support and training in carrying these out.
- Preparing reports for the Governing Body

All managers (including Heads of Subject and Course Leaders) are responsible for

- Putting the policy and its strategies and procedures into practice.
- Following the relevant procedures and taking action where staff or students have discriminated for reasons of race, colour, nationality, or ethnic or national origins.

All staff are responsible for:

- Promoting race equality and good race relations, and avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or national origin.
- Keeping up to date with the law on race relations, and taking up training and learning opportunities.

### **POLICY GUIDELINES**

- The College will monitor the experience of students, staff and users from all racial groups through regular consideration of that experience at the meetings of the Equality and Diversity Committee, as reported to it by standing and occasional representatives.
- The College will seek to assess the effects of its policy and practice on applications and admissions to the College by measuring these by racial group. The reports of this monitoring will be reported annually to the Equality and Diversity Committee and to the Corporation.
- The progress of students will be monitored by value-added measure of achievement and by retention as part of the College's Key Performance Indicator measurement.
- The results of this monitoring will be reported as part of the annual cycle of Key Performance Indicator reports to the Corporation.
- The College will monitor the recruitment of staff by racial group by the inclusion of a question regarding ethnicity in its equal opportunities monitoring form for applicants to posts.
- The results of the ethnicity monitoring of the recruitment of staff will be reported in the annual staff development report to the Staff Development Committee and the Corporation.
- Training and promotional opportunities for staff will be monitored by ethnic group.
- The findings of such monitoring will be reported in the annual Personnel and Staff Development reports to the Corporation.
- Opportunities will be sought to include consideration of Race Equality issues in the curriculum, particularly General Studies, which is compulsory for most Advanced Level students.
- In the event of a breach of the policy, the matter will be reported through any of the following channels: The Equality and Diversity Committee (via any standing member of the committee), the Student Association, the Principal, the Assistant Principal (Community and Students). Appropriate action will then be taken.
- The policy will be made available to all staff in the staff guide on the college network. It will be available to all students from the general office on request and via the Virtual Learning Environment. Information about the availability of this policy will be included in the Equality and Diversity Policy displayed in every room in the college.

### **SUPPORTING DOCUMENTS**

1. The Equality and Diversity Policy
2. Personnel Procedures Manual
3. Staff Recruitment Equal Opportunities Monitoring Form
4. College Charter
5. Equality and Diversity Committee terms of Reference.

# Queen Elizabeth Sixth Form College

## **THE RECRUITMENT OF EX-OFFENDERS Policy Statement**

### **1. Introduction**

- 1.1. Queen Elizabeth Sixth Form College recognises the importance of ensuring equality of opportunity in its employment practices and is committed to eliminating unfair discrimination when employing people with criminal records. The Queen Elizabeth Sixth Form College Equality Policy supports this commitment.

### **2. The Rehabilitation of Offenders Act 1974**

- 2.1. This Act provides that anyone who has been convicted of a criminal offence and who is not convicted of a further offence during the specified period becomes a 'rehabilitation person' and his/her conviction becomes spent.
- 2.2. This means that the conviction does not have to be declared when applying for a job. The rehabilitation period depends on the sentence and runs from the date of the conviction. A conviction resulting in a prison sentence of more than 30 months can never become spent.
- 2.3. Under the Act, a spent conviction, or failure to disclose a spent conviction or any circumstances connected with it, is not a proper ground for dismissing or excluding a person from employment.

### **3. The Rehabilitation of Offenders (Exceptions) Order 1975**

- 3.1. There are some exceptions to the Act detailed in the Exceptions Order of 1975, which, broadly relate to work with children, sick, elderly or disabled people and the administration of the law. Where an exception applies an individual must, if asked, disclose all convictions, including spent ones.

### **4. Disclosure**

- 4.1. Part V of the Police Act 1997 enables employers to access relevant conviction information for applicants successful at interview. This process is called Disclosure. For posts covered by the Exceptions Order, Queen Elizabeth Sixth Form College will be able to access information regarding both spent and not spent information in addition to information regarding the applicant's suitability for work with children, vulnerable people and in excepted professions.

### **5. Appointment Process**

- 5.1. Queen Elizabeth Sixth Form College is committed to the principle of making appointments on merit and will focus on a person's abilities, skills, experience and qualifications. When considering an applicant with a criminal record Queen Elizabeth Sixth Form College will consider the relevance of the convictions to the job for which the person is applying. In

considering this relevance Queen Elizabeth Sixth Form College will explore:

- the circumstances leading up to the offence
- whether the individual has committed repeat offences
- the nature and seriousness of the offence
- the length of time since the offence took place
- the nature of the work in which the individual will be involved, including their exposure to money, property and vulnerable people
- the extent to which the person will be supervised
- the individual's attempts not to re-offend
- the potential risks associated with employing the person in the post

5.2. Queen Elizabeth Sixth Form College does not necessarily see a criminal record as a bar to employment. This will depend on the nature of the position and the circumstances and background of the offence.

## **6. Ensuring the Appropriate Use of Disclosure**

6.1. Queen Elizabeth Sixth Form College will make it clear on the Application for Employment where a post is subject to the provisions of the Exceptions Order and where there is a requirement to declare spent convictions and a standard or enhanced disclosure will be sought. In no other circumstances will questions relating to spent convictions be asked.

6.2. Queen Elizabeth Sixth Form College will request a Disclosure where it is considered both appropriate and relevant to the position concerned.

## **7. Failure to Disclose a Criminal Record**

7.1. Failure to disclose unspent and/or spent convictions when required on the Application for Employment will be considered a serious matter and may lead to an offer of employment being withdrawn, disciplinary action or even dismissal. However, the matter will be discussed with the applicant/employee prior to any decisions being made.

## **8. Confidentiality**

8.1. Any information requested and provided regarding criminal records will be treated confidentially and with discretion. Access to criminal record information will be on a need-to-know basis and information will be stored confidentially and in accordance with the Data Protection Act.

## **9. Communication of this Policy**

9.1. Queen Elizabeth Sixth Form College will undertake to ensure that key employees receive appropriate training about their personal roles and responsibilities in this area.

9.2. All job applicants, where Disclosure is required, will receive a copy of this policy with the information pack sent out with the Application for Employment.

# ***Ofsted Inspection Report published November 2007: Extract***

*(Inspection dates : 3rd & 4th October 2007)*

## ***Summary of grades awarded:***

<b>Effectiveness of provision</b>	<b>Outstanding:</b>	<b>Grade 1</b>
<b>Capacity to improve</b>	<b>Outstanding:</b>	<b>Grade 1</b>
<b>Achievement and standards</b>	<b>Outstanding:</b>	<b>Grade 1</b>
<b>Quality of provision</b>	<b>Outstanding:</b>	<b>Grade 1</b>
<b>Leadership and management</b>	<b>Outstanding:</b>	<b>Grade 1</b>
<b>Equality of opportunity</b>	<b>Outstanding:</b>	<b>Contributory grade 1</b>

## ***Effectiveness of provision:***

Queen Elizabeth Sixth Form College is outstanding in all aspects of its provision. Success rates are high and students make excellent progress. The vast majority exceed their potential based upon their GCSE entry qualifications. Senior and other managers provide strong leadership which promotes a culture of high expectations for both staff and students. Teaching and learning are outstanding. Teachers and support staff work together in strong mutually supportive teams. Arrangements for sharing good practice are diverse and effective. Students are able to choose from a broad curriculum and an extensive range of enrichment activities. Their views on the quality of the provision are actively sought and used to inform self-assessment and improvement. Educational and social inclusion are outstanding.

Guidance and support for students are excellent. Teachers and other staff give their time freely to ensure that the needs of individual students are met. Leadership and management are outstanding. Arrangements for quality assurance are implemented thoroughly and comprehensive action plans to sustain high standards are monitored rigorously. The accommodation provides a high quality learning environment and is used very efficiently. Some areas are overcrowded. Plans for a substantial capital build are in the early stages of development.

## ***Key strengths***

- ♦ high success rates
- ♦ students make excellent progress
- ♦ outstanding teaching and learning
- ♦ broad curriculum and extensive opportunities for enrichment
- ♦ effective partnership working with local schools, higher education providers, the community and employers
- ♦ excellent academic and personal support
- ♦ thorough and effective arrangements for quality assurance
- ♦ a culture of high expectations for both staff and students
- ♦ strong senior leadership which effectively promotes improvement
- ♦ the use of accommodation and resources to support learning
- ♦ strong focus on the views of students

## ***Areas for improvement***

- ♦ aspects of self-assessment at college level

The full report is available on the Ofsted website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)) or via the College's website [www.qeliz.ac.uk](http://www.qeliz.ac.uk)