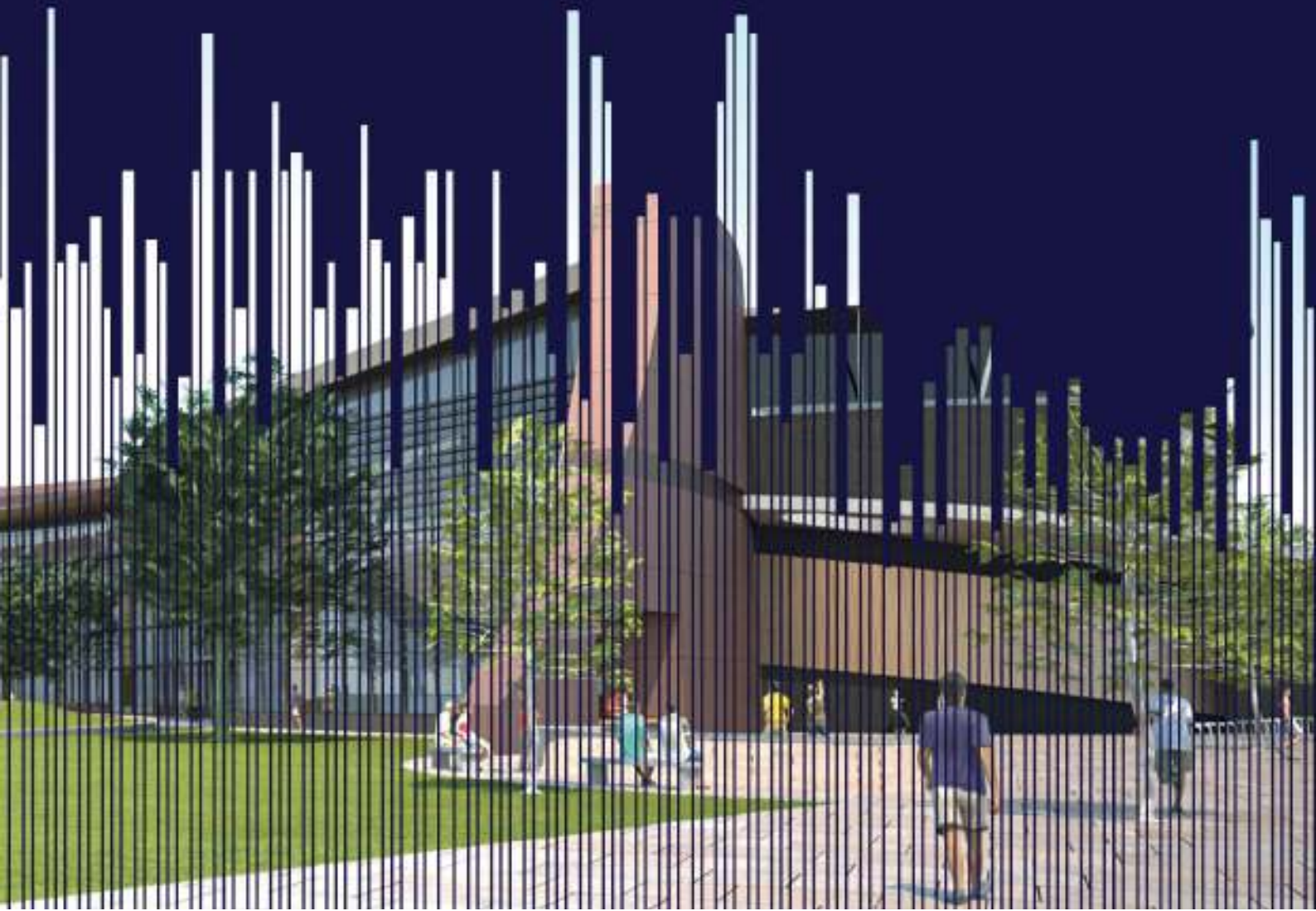


## VACANCY INFORMATION

Job Title: Training and Skills Advisor

Closing Date: Wednesday 24 March 2010



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## **BACKGROUND INFORMATION**

### **South Cheshire College**

South Cheshire College was established in 1843, designated a tertiary college in September 1982 and incorporated in 1993. The College is a large college with a diverse curriculum ranging in levels from pre-entry to higher education and covering all curriculum areas with the exception of agriculture and horticulture.

Within its tertiary remit it is the sole provider of post-16 education in Crewe. In addition, the College complements school provision with a wide portfolio of courses throughout South and East Cheshire.

The College has an excellent reputation for quality and was judged “outstanding in all aspects of its provision” when last inspected in 2008. This judgment is consistent with previous inspections under the FEFC and Ofsted when the college topped the league tables nationally with the best ever series of awarded grades.

South Cheshire College holds several national accreditation awards – notably ISO 9000; Investors in People and Investors in Careers. It has also achieved inclusion in the Sunday Times List of 100 Best Companies to work for in both 2006 and 2007.

### **The College Vision, Mission, Organisational Values and Strategic Aims**

In January of each year the Corporation meets to re-examine the college’s vision, mission, organisational values and strategic aims. These deliberations are set within the national context of government targets and local priorities as established by the Learning and Skills Council, the Local Authority and local learning partnerships.

#### **The Vision – The College in 2012**

South Cheshire College will be a centre of excellence for post-sixteen education and training, providing a comprehensive range of high quality provision, supported by excellent resources, within an attractive and accessible learning environment.

#### **The Mission – To strive and achieve**

South Cheshire College promotes quality teaching and learning in a supportive environment. It aims to respond flexibly to the educational and training needs of its communities, anticipating, identifying and satisfying these needs efficiently and effectively.

#### **Organisational Values**

A series of values have been agreed which are designed to characterise the desired work climate and interpersonal attitudes at South Cheshire College and to guide the development of administrative policies and procedures. These are incorporated in the following statements:

- South Cheshire College exists to serve its community; each member is a valued asset.

- Everyone will be treated with care and consideration as an individual whose contribution to the College is recognised.
- Management is more concerned with guidance and support than with regulation and control.
- All members of the College are partners in the success or failure of the organisation. Each one is accountable for results.
- Quality is at the heart of all we do. In our pursuit of excellence we recognise that individually and collectively we can always improve.
- The willingness to contribute to and respond to change is fundamental to our success.
- Within the College integrity and commitment are as highly valued as enterprise and creativity.
- Clarity and openness of communication are considered essential to both our stability and our success.
- Co-operation is preferred to competition and partnerships will be encouraged with both education and non-education providers to develop our provision.
- Equality of opportunity is a commitment, which all members of the college will actively pursue.

All staff are made aware of the college's vision, mission and values at Induction. Together with the strategic aims they are reviewed each year.

### **Strategic Aims**

The key Strategic Aims proposed for the College over the period 2009/2010 to 2011/2012 are:

- To provide a comprehensive range of high quality education and training opportunities, with clear progression pathways, that meet the needs of the 14–19 and 19+ population.
- To provide a dedicated service for employers which anticipates, stimulates and meets the increasing demand for skills development, especially skills for sustainable employment
- To assist national and local enhancement of skill levels through the encouragement of individuals to reach their full potential. This will include targeted campaigns to widen participation amongst those groups currently under-represented in the college student profile (NEET).
- To provide appropriate independent advice, guidance and support, helping students to progress.
- To enhance the resources and facilities of the College to heighten the learning experiences of students and provide the community with a centre of excellence for social, cultural and recreational opportunities.
- To further develop the range of local and national strategic partnerships to enhance the efficiency and effectiveness of education and training in the areas which the college serves in accordance with the key priorities and objectives of government agencies and stakeholders.
- To support the continuing development of a staffing profile which focuses on the effectiveness of student learning and organisational efficiency, and to achieve a fully qualified learning workforce.
- To maintain the financial health of the College as a Grade A college following the new build with appropriate levels of financial reserve to ensure stability of provision.

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## **Inspection Summary - How effective is the College?**

### **Ofsted Inspection Report**

**Inspection Date: 3-4 March 2008**

Source: ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)), published May 2008

#### **Description of the provider**

South Cheshire College is a tertiary college, which serves the education and training needs of Crewe, Nantwich and the surrounding area. Crewe is a fast growing area for industrial and distribution businesses. In 2006/07, 186 firms sent employees to courses and 1,200 full-time students had work experience. There are eight 11-16 schools, one 11-18, and two schools for learners with special educational needs. A care centre provides for young people with behavioural problems.

The college offers programmes in 14 sector subject areas, higher national diplomas (HNDs), foundation degrees, non-vocational adult education, Train to Gain and courses for 14-19 school students. The GCSE pass rate for five grades at A\* to C in the area is 3.4% above the national average and 6.6% above when English and mathematics are included. The Crewe and Nantwich area has five wards in the highest quartile of deprived wards nationally.

In 2006/07, there were 2,532 students, aged 16-18 and 3,721 adults. About two thirds of students aged 16-18 study at level 3, 24% at level 2, and 10% at entry level or level 1. Most adults study at entry level or levels 1 and 2. English for speakers of other languages (ESOL) provision has increased to provide for migrant workers to the area. The college has Beacon status, is an Investor in People and in 2006 and 2007 was included in the Sunday Times' list of the 100 best companies to work for. The college mission is to promote quality teaching and learning in a supportive environment.

#### **Summary of Grades Awarded**

<b>Effectiveness of Provision</b>	<b>Outstanding: Grade 1</b>
<b>Capacity to Improve</b>	<b>Outstanding: Grade 1</b>
<b>Achievement and Standards</b>	<b>Outstanding: Grade 1</b>
<b>Quality of Provision</b>	<b>Outstanding: Grade 1</b>
<b>Leadership and Management</b>	<b>Outstanding: Grade 1</b>
<b>Equality of Opportunity</b>	<b>Outstanding: Contributory Grade 1</b>

## **Overall judgement**

### **Effectiveness of provision Outstanding: Grade 1**

South Cheshire College is outstanding in all aspects of its provision. Achievement and standards are outstanding. There are consistently high success rates particularly on long courses at levels 2 and 3, where they exceed the national average by more than 10%. Success rates on nearly all courses are at or above the national average. Students with a learning difficulty and/or a learning disability and those receiving additional help with their literacy and numeracy achieve well. Retention rates on key skills courses are improving each year and success rates remain well above the low national average. Students aged 14-16 achieve well and for all students progression rates between levels and to higher education are good.

The quality of teaching and learning is outstanding. Arrangements to assure the quality of teaching and learning are very effective and the proportion of outstanding teaching has now risen to 31%. Learners make excellent progress and are encouraged to achieve highly through challenging targets. Methods used to enliven teaching are effective and innovative practice is encouraged. Assessment practice is rigorous and students' initial needs are well identified by good dialogue with partner schools. Teachers make much use of information technology (IT) and good quality learning resources to meet students' preferred ways of learning. Support and guidance for learners are outstanding.

The college's approach to social and educational inclusion is outstanding. The range of programmes to meet the needs and interests of learners is outstanding. Links with local schools are exceptionally strong and with employers are very good. The promotion of equality of opportunity is effective and the college places a very high emphasis on respect for the individual and the celebration of difference. Students are given extensive opportunities to help shape the development of the college. The wide ranging curriculum offers good opportunities for progression and is accessible to all learners. Successful action is taken to address barriers to learning. The college is accessible to learners with physical disabilities and responds well to new demands such as the language needs of migrant workers.

Leadership and management are outstanding. Senior leaders and governors have a very clear vision for the strategic development of the college. The planning for a new college building is exemplary, with a strong focus on involving existing students in the shape of future developments. Managers strongly support quality arrangements that are highly successful in improving and sustaining improvements in success rates and all aspects of learning.

The college maintains a strong financial position and has invested well in significant improvements to the learning environment. The curriculum is highly responsive to regional and national priorities. The college has met all of its challenging targets for 2006/07.

### **Capacity to improve Outstanding: Grade 1**

The college demonstrates an outstanding capacity to improve. In its inspection in 2004 the college was judged to be one of the highest performing in the country and subsequent monitoring inspection visits have confirmed its capacity to maintain this standard. The college has sustained grade 'A' financial status. Leadership and governance are outstanding and success rates are high and have improved consistently each year. Staff development focuses strongly on measures to improve learning.

The college regularly meets its targets for improvement and has maintained strong financial health. The college's annual self-assessment arrangements are rigorous, includes the views of staff and students, and enable managers to have an accurate view of priorities for quality improvement. The report is accurate and makes good use of data on student performance. Quality assurance arrangements are outstanding.

### **The effectiveness of the steps taken by the college to promote improvement since the last inspection**

The college has made excellent progress in correcting the few areas for improvement identified in the last inspection. The college has sustained and further improved its high success rates and key strengths. It identified a few areas of underperformance in 2005/06 and these have been successfully rectified in 2006/07. New appointments have been made to further strengthen the management of the college. Good progress has been made each year in improving the quality of key skills.

### **Key strengths**

- consistently high success rates on long courses at levels 2 and 3
- high success rates in GCE A levels and NVQs
- outstanding teaching and learning
- outstanding learning guidance and support
- excellent IT systems to record and monitor students' engagement and performance
- outstanding educational and social inclusion
- effective collaboration with schools and other educational providers
- outstanding leadership and governance
- strong and sustained financial health
- outstanding promotion of equality and diversity.

### **Areas for improvement**

#### **The college should address:**

- student performance in some key skills and on some BTEC national diplomas
- the insufficient awareness and use of the virtual learning environment (VLE) by some students.

### **Main findings**

#### **Achievement and standards Outstanding: Grade 1**

Inspectors agreed with the college's self-assessment that achievement and standards are outstanding. Success rates on long courses at levels 2 and 3 are consistently high, improving, and more than 10% above the national average in 2006/07. Success rates are high on NVQ programmes, GCE A level programmes for all learners and on AS programmes for students aged 16-18. The college has exceeded its overall targets for improving success rates in 2006/07. The focus on improving retention in GCSE in English and maths has led to significant improvements in success rates, with more than a 10% improvement in both subjects in 2006/07. Most students achieve at a higher level than would be expected from their GCSE grades.

The college has significantly improved success rates in a small number of courses where results were poor in 2005/06. Key skills success rates are higher than the low national average. The college places a high priority on key skills for all full-time students. Retention rates improved generally in 2006/07, but success rates declined from the previous year in application of number at levels 1 and 3 and in communication at level 1. The college has recognised the need to further improve success rates on some BTEC national diploma courses.

The college has recognised the need to make fuller use of value added measures. In-year retention and attendance rates for 2007/08 have improved since the same period in the previous year. Attendance is good; the average attendance rate is 91%.

Overall, success rates on part-time courses for adult students declined with the withdrawal of funding for very short courses but success rates for the remaining courses have been maintained by comparison with the previous year. Students are making good progress and producing accomplished work in the lessons observed by inspectors. There is good progression between course levels and to higher education.

### **Quality of provision Outstanding: Grade 1**

The quality of provision is outstanding. Inspectors agreed with the college's own judgement that the quality of teaching and learning is outstanding. Students are strongly motivated. Learners enjoy their lessons and are enthusiastic about their courses. The college has an accurate view of the quality of its teaching and a high proportion is good and outstanding. Teachers use a wide range of activities to meet learners' needs and successfully challenge the most able. There is a well established rigorous observation system for teaching and learning. Teachers receive detailed and constructive feedback. Short observations that focus on specific themes and peer observations to help teachers develop new ideas and share good practice, have recently been introduced. Good use is made of the outcomes to determine personal, faculty and cross-college staff development. Inspectors agreed with the summary judgements on lessons they observed jointly with observers. Assessment is thorough, and positive guidance helps learners to improve their work. Learners' additional learning needs are identified at the beginning of their programme. The college works closely with partner schools to evaluate learners' needs before they start their course. The quality of accommodation, information learning technology (ILT) and learning resources is good. The VLE contains some excellent innovative learning materials and is well used by many learners. However, the VLE is used well by all curriculum areas and not all learners are sufficiently aware of the resource or encouraged to use it fully. The provision for key skills has greatly improved since the last inspection and learners have a good understanding of their relevance.

Inspectors agree with the college's judgement that the range of programmes to meet the needs and interests of learners is outstanding. The college continues to expand and introduce new provision. It offers a flexible curriculum which is responsive to the needs of the local community. There is a broad range of GCE A level provision and vocational routes from levels 1 to 3. The college has recently significantly expanded ESOL provision to meet the needs of migrant workers who have recently joined the local community.

The college's higher education offer provides good progression routes for learners in the college and to other universities. Currently, there are seven foundation degrees; this offer will increase to 12 from September 2008. The range of GCE A level provision has been extended, with expansion of AS provision from 31 subjects to 38 subjects and in A2 from 30 subjects to 36 subjects. The college is actively involved in local 14-19 developments. Links with employers are very good. Enrichment opportunities are outstanding and participation is high. The college has the confidence of its partners and links with local schools are excellent.

The college responds well to the needs of local employers who appreciate the flexible response to their needs and the high quality training provided.

The guidance and support for students are outstanding. Initial advice and guidance are very good. There are good relationships with feeder schools. Learners receive good impartial advice and guidance. Learning support is outstanding and arrangements to support learners with additional learning needs are very effective. Success rates for learners receiving additional learning support are high at 91%. The views of learners are collected through a wide range of appropriate methods and used to inform improvements. The tutorial programme successfully covers a comprehensive range of topics including promoting healthy lifestyles. Particularly good support is offered to those applying for higher education and work. Learners are aware of their target grades and how to achieve or surpass them. There are regular reviews of learner progress. The college's innovative electronic information systems facilitate excellent communication between teachers and learners, so that measures for monitoring and tracking attendance and tutorials are highly effective. Personal tutors are well supported by a team of experienced senior tutors.

### **Leadership and management Outstanding: Grade 1**

#### **Contributory grade:**

Equality of opportunity Outstanding: Grade 1

Leadership and management are outstanding. The college has responded well to the areas for development identified at the last inspection by improving and sustaining the key strengths including high retention and success rates. Students enjoy the strong focus in the college on raising aspirations and achieving at a high level. They appreciate their opportunities to become involved in the life of the college and to influence its direction and priorities. Students recognise how well the college is managed. Governance and leadership by the principal and senior managers are very effective and has been a key to the success of the college. Governors have excellent links with curriculum areas and with students, and contribute significantly to the development of the college's strategic direction and to monitoring its progress and performance.

Quality improvement systems are very effective and all staff are expected to contribute to the culture of continuous improvement in the college.

Management information is readily accessible, accurate and is used well to monitor and improve performance. Good use is made of on-line quality systems such as the student tracker, records of teaching and learning observations, and attendance monitoring, to address areas for development. This has helped the college develop measures to address some over-grading in teaching and learning.

The judgements in the self-assessment report are based on a detailed analysis of a wide range of performance measures and are accurate. Challenging yet achievable targets are set for a wide range of performance measures. The self-assessment process is rigorous, includes all staff and pays appropriate attention to student performance. Action plans contribute to improved performance, for example, in GCSE success rates or the maintenance of high standards. Good use is made of achievable but challenging targets which are set at curriculum, programme and course levels. Sector subject self-assessment is well informed by course reviews and student views.

Resources for learning are particularly good. Teachers are well qualified and their performance is carefully monitored. There is a strong focus on the quality of teaching and learning. The campus is an attractive learning environment offering excellent support for students at all stages of their learning programmes. The college is financially strong, average class sizes are high and it provides excellent value for money.

Equality of opportunity is outstanding. The college monitors equality of opportunity closely and promotes it actively, imaginatively and well. It focuses on impact measures that make a difference to students' experience and there is a strong culture of respect for all. Teachers receive regular emails to make them aware of cultural activities and religious festivals and the websites they can use to inform their teaching or through tutorials. These enable differences to be celebrated. An equality and diversity coordinator produces an annual schedule of equality and diversity events. There is particularly good specialist learning support and assistive technology for students with learning difficulties and/or disabilities. The college's response to recent legislation, including equality matters relating to race and disability, and to child protection has been good. There is zero tolerance to any form of harassment and bullying. Students have contributed actively to a scheme to 'kick racism out of football'. The success of all learners is celebrated well and gifted and talented students are strongly supported.

The five themes of Every Child Matters are particularly well integrated into college life. The college complies fully with the requirements for safeguarding children, the Race Relations (Amendment) Act 2000 and the Special Educational Needs and Disability Act (SENDA) 2002.

## Learners' achievement

**Table 1**

Success rates on mainstream level 1 qualifications, by qualification type, expected end year and age, 2005 to 2007, compared to the national rates for colleges of a similar type.

		16-18				19+			
Notional Level	Exp End Year	Starts-Transfers	College Rate	National Rate	Diff	Starts-Transfers	College Rate	National Rate	Diff
1 Long	04/05	636	67	65	2	1,351	64	62	2
	05/06	657	74	69	5	753	70	65	5
	06/07	493	73	-	-	1,061	70	-	-
GNVQs	04/05	45	80	68	12	-	-	-	-
	05/06	18	72	72	0	-	-	-	-
	06/07	-	-	-	-	-	-	-	-
NVQs	04/05	49	67	68	-1	18	100	66	34
	05/06	132	76	72	4	5	80	74	6
	06/07	86	81	-	-	15	80	-	-
Other	04/05	542	66	64	2	1,330	64	62	2
	05/06	507	73	69	4	748	70	65	5
	06/07	407	71	-	-	1,046	70	-	-

Figures for 2006/07 are from college data

**Table 2**

Success rates on mainstream level 2 qualifications, by qualification type, expected end year and age, 2005 to 2007, compared to the national rates for colleges of a similar type.

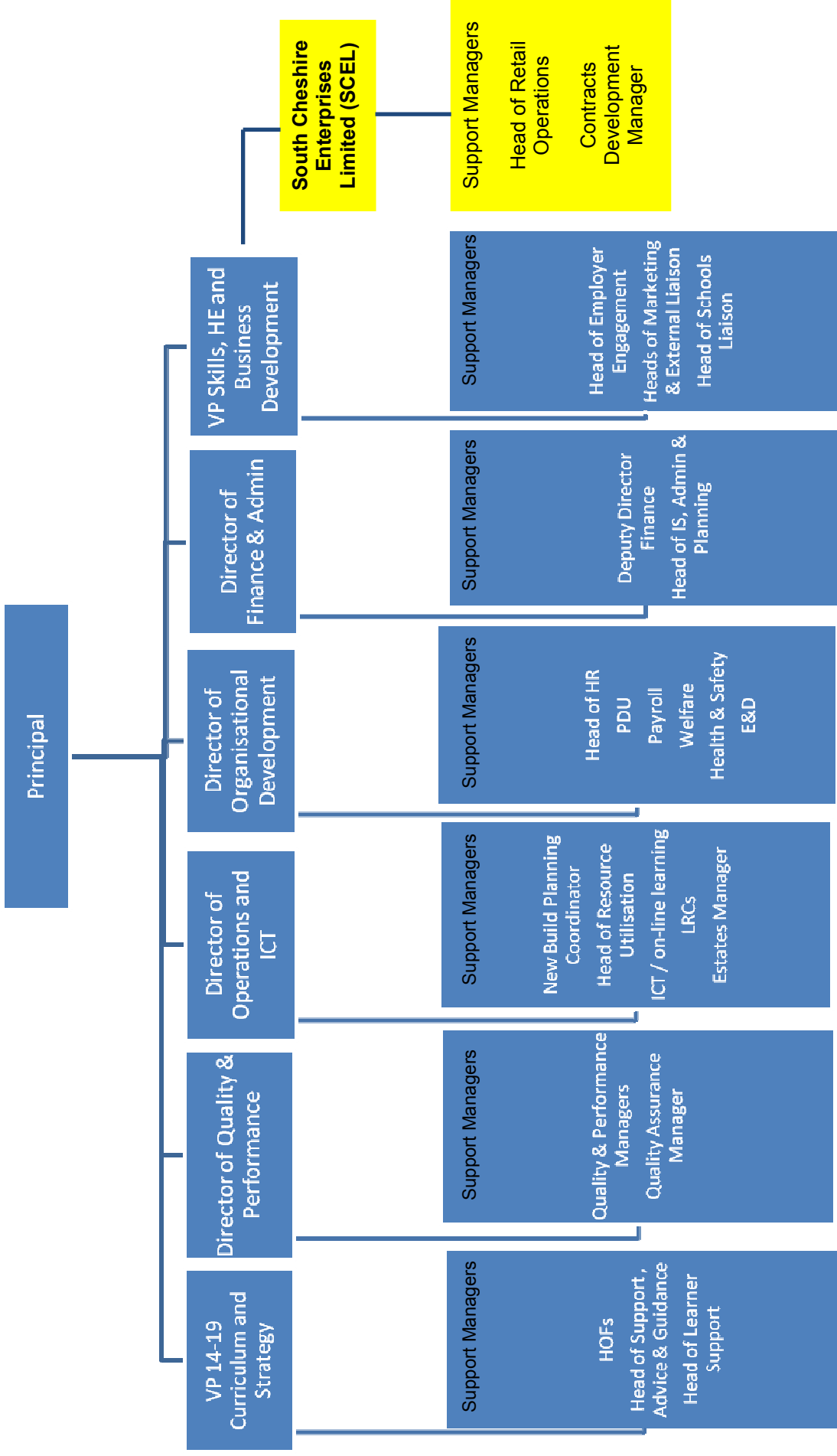
		16-18				19+			
Notional Level	Exp End Year	Starts-Transfers	College Rate	National Rate	Diff	Starts-Transfers	College Rate	National Rate	Diff
2 Long	04/05	1,177	66	61	5	1,023	64	60	4
	05/06	1,184	72	66	6	608	64	66	-2
	06/07	916	80	-	-	725	76	-	-
GCSEs	04/05	172	67	64	3	123	63	63	0
	05/06	124	56	68	-12	86	58	67	-9
	06/07	141	67	-	-	64	75	-	-
GNVQs	04/05	96	63	67	-4	13	69	75	-6
	05/06	41	88	69	19	-	-	-	-
	06/07	-	-	-	-	-	-	-	-
NVQs	04/05	287	65	57	8	215	66	60	6
	05/06	301	67	65	2	139	70	67	3
	06/07	243	84	-	-	159	83	-	-
Other	04/05	622	66	61	5	672	64	59	5
	05/06	718	77	66	11	383	63	65	-2
	06/07	532	82	-	-	502	74	-	-

**Table 3**

Success rates on mainstream level 3 qualifications, by qualification type, expected end year and age, 2005 to 2007, compared with the national rates for colleges of a similar type.

		16-18				19+			
Notional Level	Exp End Year	Starts-Transfers	College Rate	National Rate	Diff	Starts-Transfers	College Rate	National Rate	Diff
3 Long	04/05	2,914	77	68	9	807	65	58	7
	05/06	3,278	79	71	8	531	69	63	6
	06/07	3,334	81	-	-	464	73	-	-
A/A2 Levels	04/05	714	91	86	5	33	85	69	16
	05/06	753	91	87	4	43	81	72	9
	06/07	915	95	-	-	22	91	-	-
AS Levels	04/05	1,479	75	66	9	109	56	52	4
	05/06	1,858	76	67	9	55	56	55	1
	06/07	1,780	79	-	-	49	49	-	-
GNVQs	04/05	98	67	61	6	-	-	-	-
	05/06	46	74	66	8	-	-	-	-
	06/07	48	63	-	-	-	-	-	-
NVQs	04/05	33	70	63	7	223	77	56	21
	05/06	30	73	71	2	134	75	63	12
	06/07	39	79	-	-	143	85	-	-
Other	04/05	590	65	60	5	439	60	59	1
	05/06	591	71	65	6	296	68	64	4
	06/07	552	69	-	-	238	71	-	-

Figures for 2006-07 are from college data



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## **JOB DESCRIPTION**

### **JOB TITLE**

Training and Skills Advisor

### **AREA/LOCATION**

Adult Skills, HE and Business Development

### **GRADE**

S6

### **HOURS OF WORK Part-time/Full-time**

Full time

### **RESPONSIBLE TO:**

Work Related Training Manager

### **RESPONSIBLE FOR:**

Identifying and providing solutions to employers' training needs

Meeting agreed College targets for activity for NVQs, Apprenticeships, HE, Skills for Life, full-cost and other vocational training programme.

Promoting and safeguarding the welfare of children and young persons in line with college policies.

### **SPECIAL FEATURES eg Working with Children, Further Opportunities**

South Cheshire College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The College is committed to offering staff development activities to all employees in response to College and personal needs.

***Committed to Equality of Opportunity  
Dane Bank Avenue Crewe Cheshire CW2 8AB  
Telephone 01270 654654 Fax 651515***

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## DUTIES AND RESPONSIBILITIES

The post holder will:

- 1 Support fully at all times the College's Aims and Objectives.
- 2 Contribute to business planning, monitoring and review in conjunction with the Work Related Training Manager and Heads of Faculty.
- 3 Contribute to team development and training activities.
- 4 Develop and grow key employer accounts in line with the College's Strategic Plan and Work Related Training Strategy and to meet agreed targets for activity.
- 5 Develop and sustain cross College approach and drive for meeting employer workplace development needs.
- 6 Undertake organisational and training needs analyses both with employers and their employees.
- 7 Cost training proposals for education and training programmes.
- 8 Collate and present training proposals and solutions to employers.
- 9 Co-ordinate the development of new programmes of activity with the Curriculum Areas in response to needs identified by industry sector.
- 10 Manage and 'quality assure' the delivery of programmes in liaison with the Faculties and College Quality Managers.
- 11 Comply with internal and external course and project administration and reporting requirements.
- 12 Keep up to date with current sector issues, developing relationships with key bodies within the sector(s) network and contribute to local and national initiatives and developmental work.
- 13 Follow all agreed Quality Assurance and Risk Management Systems operating in the College and contribute generally to the establishment and development of a quality provision/service.
- 14 Comply with all College Policies and procedures (eg. Health and Safety and Equal Opportunities) and ensure that these policies are followed by students and reflected in appropriate teaching strategies.
- 15 Undertake appropriate staff development activities that support personal development and the changing needs of the College and its environment.
- 16 Be aware of, and responsive to, the changing nature of the College and adopt a flexible and proactive approach to work.
- 17 Undertake such other duties as may reasonably be required commensurate with this grade, at the initial agreed place of work or at other locations in the College catchment area.

This Job Specification is current as the date shown. In consultation with the post-holder, it is liable to variation to reflect changes in the job.

### FOR OFFICE USE ONLY

**Completed by**  **Date**

**Existing Job**  **New Job**

Ref: 11960110

## Person Specification

### Post Title: Training and Skills Advisor (11960110)

	<b>Essential</b>	<b>Desirable</b>
Education and Qualifications	<p>Good general education (GCSEs at Grade A, B or C/equivalent including English and Maths)</p> <p>HND/Level 4 Qualification</p> <p>Initial Advice and Guidance NVQ Level 3 (willingness to work towards)</p>	<p>Accredited qualification or approved CPD in Sales Techniques (or willingness to undertake)</p>
Skills/ Experience	<p>Good working knowledge and understanding of the employment and skills agenda</p> <p>Experience in the successful assessment of requirements to design tailored training for employers</p> <p>Experience of team working</p> <p>Proven track record of organisational ability</p> <p>Good working knowledge in the use of technologies for learning, including CRM systems;</p> <p>Understanding of equality and diversity in a learning environment</p> <p>Ability to promote learning and opportunity for all</p>	<p>Proven experience of successfully delivering challenging sales targets</p>
Personal Attributes	<p>Excellent interpersonal, communication and influencing skills</p> <p>Confident in dealing with a wide variety of stakeholders</p> <p>Able to use own initiative;</p> <p>Ability to work under pressure and to meet deadlines</p> <p>Excellent organisational skills</p>	

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	<p>Excellent team-working skills;</p> <p>Good IT skills</p> <p>Able to represent and promote the College in a professional manner</p> <p>Ability to be flexible over hours</p> <p>Full, current driving licence</p> <p>Car owner, with a willingness to use on College business as required (mileage allowance payable)</p>	
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## **Conditions of Service**

### **BUSINESS SUPPORT CONTRACT**

#### **1 SALARY**

As advertised, payable monthly in arrears by direct credit transfer

Salaries are reviewed annually on 1 August

#### **2 BONUS**

A discretionary non-consolidated bonus of up to £300 has been paid in previous years.

#### **3 ANNUAL HOLIDAY ENTITLEMENT**

8 bank/public holidays, 35 days holiday in each holiday year (1 August to 31 July) plus up to 3 discretionary days for closure between Christmas and New Year (pro rata for part-time staff).

#### **4 PENSION ENTITLEMENT**

Business support staff are eligible to join the Local Government Pension Scheme, which is contracted out of the State Earnings Related Scheme

This provides pension at 65 years of age and 3 x annual salary death in service benefit

Staff pay contributions from 5.5% upto 7.5% determined on full time equivalent salary unless term time only (reviewed annually in April)

#### **5 HOURS OF WORK**

Such hours as are reasonably necessary for the proper performance of your duties and responsibilities, normally 37 hours per week

#### **6 OTHER BENEFITS**

Free Membership of Healthtrust is available to staff

The College has on-site both a day nursery with after school care facilities available to staff at competitive rates and free fitness centre membership

## APPENDIX

### College Recruitment Policies

#### Right to Work Policy

Sections 15-25 of the Immigration, Asylum and Nationality Act 2006, sets out new law on the prevention of illegal immigrant working in the UK. These provisions came into force on 29 February 2008.

As an employer, we need to ensure that **before** a member of staff is employed we need to:

- 1) see a document or documents which appear to be the original  
and
- 2) keep the document/s or copy it or scan it onto a computer database.

The documents which can be provided are as set out below:

- **If there is an on going right to work – see List 1** - Prospective employees should provide one document from Section A, or two documents from Section B as described below.
- **If there is a right to work for a limited period – see List 2** - Prospective employees should provide one document from Section C, or two documents from Section D as described below.

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## **LIST 1 – Documents which show an ongoing right to work.**

Section A - Single Documents
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- |   |
|---|
| <ol style="list-style-type: none"><li>1. A passport showing that the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the United Kingdom and Colonies having the right of abode in the United Kingdom.</li><li>2. A passport or national identity card showing that the holder, or a person named in the passport as the child of the holder, is a national of a European Economic Area country or Switzerland.</li><li>3. A residence permit, registration certificate or document certifying or indicating permanent residence issued by the Home Office or the Border and Immigration Agency to a national of a European Economic Area country or Switzerland.</li><li>4. A permanent residence card issued by the Home Office or the Border and Immigration Agency to the family member of a national of a European Economic Area country or Switzerland.</li><li>5. A Biometric Immigration Document issued by the Border and Immigration Agency to the holder which indicates that the person named in it is allowed to stay indefinitely in the United Kingdom, or has no time limit on their stay in the United Kingdom.</li><li>6. A passport or other travel document endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the United Kingdom, has the right of abode in the United Kingdom, or has no time limit on their stay in the United Kingdom.</li></ol> |
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## Section B - Combination Documents

1. An official document issued by a previous employer or Government agency; HM Revenue and Customs (formerly the Inland Revenue), the Department for Work and Pensions, Job Centre Plus, the Employment Service, the Training and Employment Agency (Northern Ireland) or the Northern Ireland Social Security Agency, which contains the permanent National Insurance number and name of the person.

### **PLUS ONE OF THE FOLLOWING**

- An Immigration Status Document issued by the Home Office or the Border and Immigration Agency to the holder with an endorsement indicating that the person named in it is allowed to stay indefinitely in the United Kingdom or has no time limit on their stay in the United Kingdom.
- A full birth certificate issued in the United Kingdom which includes the name(s) of at least one of the holder's parents.
- A full adoption certificated issued in the United Kingdom which includes the name(s) of at least one of the holder's adoptive parents.
- A birth certificate issued in the Channel Islands, the Isle of Man or Ireland.
- An adoption certificate issued in the Channel Islands, the Isle of Man or Ireland.
- A certificate of registration or naturalisation as a British citizen.
- A letter issued by the Home Office or the Border and Immigration Agency to the holder which indicates that the person named in it is allowed to stay indefinitely in the United Kingdom.

## **LIST 2 – Documents which show a right to work for up to 12 months (must be seen every 12 months)**

### Section C - Single Documents

1. A passport or travel document endorsed to show that the holder is allowed to stay in the United Kingdom and is allowed to do the type of work in question, provided that it does not require the issue of a work permit.
2. A Biometric Immigration Document issued by the Border and Immigration Agency to the holder which indicates that the person named in it can stay in the United Kingdom and is allowed to do the work in question.
3. A residence card or document issued by the Home Office or the Border and Immigration Agency to a family member of a national of a European Economic Area country or Switzerland.

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## Section D -Combination Documents

1. A work permit or other approval to take employment issued by the Home Office or the Border and Immigration Agency.

### **PLUS ONE OF THE FOLLOWING**

- a passport or another travel document endorsed to show the holder is allowed to stay in the United Kingdom and is allowed to do the work in question.
  - a letter issued by the Home Office or the Border and Immigration Agency to the holder or the employer or prospective employer confirming the same.
2. A Certificate of Application issued by the Home Office or the Border and Immigration Agency to or for a family member of a national of a European Economic Area country or Switzerland stating that the holder is permitted to take employment which is less than 6 months old.

### **OR**

- An Application Registration Card issued by the Home Office or the Border and Immigration Agency stating that the holder is permitted to take employment
3. A document Issued by a previous employer or Government Agency e.g. Inland Revenue (now HMRC), the Department for Work and Pensions, Job Centre Plus, the Employment Service, the Training and Employment Agency (Northern Ireland) or the Northern Ireland Social Security Agency, which contains the National Insurance number and name of the holder.

### **PLUS ONE OF THE FOLLOWING**

- An Immigration Status Document issued by the Home Office or the Border and Immigration Agency to the holder with an endorsement indicating that the person named in it can stay in the United Kingdom, and is allowed to do the type of work in question.
- A letter issued by the Home Office or the Border and Immigration Agency to the holder or the employer, which indicates that the person named in it can stay in the United Kingdom and is allowed to do the work in question.

## **Equal Opportunities Policy for Employees**

### **1 Policy Statement**

The College seeks to employ a workforce, which reflects the diverse community at large, because we value the individual contributions of all people. We will treat all employees with respect and dignity and provide a working environment free from unlawful discrimination, harassment or victimisation. To this end, within the framework of the law and best personnel practice, we are committed, wherever practicable, to achieving and maintaining a workforce, which broadly reflects the local community.

The College will not tolerate any form of behaviour or activity that discriminates on the grounds of gender, marital status, family responsibilities, sexual orientation, colour, race, nationality, religious belief, ethnicity, disability, age and unrelated criminal convictions.

No employee or job applicant should be disadvantaged or treated less favourably because of conditions or requirements which cannot be justified and the college will seek to make reasonable adjustments to its arrangements and premises with a view to avoiding any disadvantages for disabled people. Action will be taken to ensure that individuals are treated equally and fairly and that decisions on recruitment, selection, pay, training, promotion, and career management and on the termination of employment are based solely on objective and job related criteria.

### **2 Action to Implement Policy**

It is the aim of the College to set an action plan containing explicit, measurable and achievable objectives and targets.

The College will establish a committee comprising representatives of all internal stakeholders to oversee the operation of the equal opportunities policy against the set targets and objectives.

### **3 Responsibilities**

All employees have personal responsibility for the practical application of the policy, which extends to the treatment of employees, and through our contractual agreements with contractors. **The Chief Executive** has overall responsibility for the operation of this policy.

**The Head of Human Resources** will be responsible for ensuring that fair and adequate arrangements exist for both effectively handling and recording all aspects of the employment relationship, including recruitment and selection.

All managers have a responsibility to ensure the policy is carried through effectively, by giving active support to the policy and ensuring employees under their control understand and implement the policy. They should encourage employees to inform them of any instances of discrimination, and ensure that all allegations are investigated with the

assistance of [the personnel department]. Managers will be responsible to the [Chief Executive] for these activities.

Disciplinary action will be taken against any employee who does not comply with these requirements.

#### **4 Training**

The responsibilities in relation to equal opportunities will be positively incorporated into training at all levels.

The policy will be made available to all employees including new employees. All job applicants shall receive an equal opportunities statement with the job information package.

The College will examine and review existing procedures for recruitment, selection, promotion and training.

#### **5 Monitoring**

The effectiveness of the employment policies and practices of the College will be monitored by quantitative and qualitative analysis. In particular, records of the sex, age; nationality, ethnic origin and disablement of employees and job applicants should be kept. Any monitoring will be in compliance with the Data Protection Act 1984.

A summary of the quantitative analysis will be presented to the most appropriate committee of the Board on an annual basis. If the monitoring process indicates possible areas where discrimination, harassment, victimisation may be occurring, appropriate action will be taken.

If under representation of certain groups occurs then in the first instance an investigation will be taken to identify the causes. Where necessary positive action such as training employees and managers, encouraging applications, or introducing more flexible working practices may be considered.

The operation of this policy will be reviewed annually with the staff representatives, to ensure that it is working properly.

## **Recruitment of Ex-Offenders Policy**

As an organisation using the Criminal Records Bureau (CRB) Disclosure service to assess the suitability of applicants for positions of trust, South Cheshire College complies fully with the CRB Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information received.

South Cheshire College is committed to the fair treatment of its staff, potential staff or users of its services, regardless of age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, sexual orientation, unrelated criminal convictions, or other relevant criteria.

We actively promote equality of opportunity and welcome applications from all sections of the community. We select all candidates for interview based on their skills, qualifications and experience.

A Disclosure is requested for all successful candidates due the nature of the work of the organisation. All application forms and recruitment briefs contain a statement confirming that a Disclosure will be requested in the event of the individual being offered the position.

We encourage applicants to provide details of their criminal record at the application stage of the recruitment process by declaring it on the application form. We guarantee that this information is sent only to those who need to see it as part of the recruitment process.

The nature of the positions offered by South Cheshire College allows us to ask questions about an individual's entire criminal record. We ask about 'spent' convictions as defined in the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) Order 1986 (SI 1986 no 1249).

We ensure that all those involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, eg the Rehabilitation of Offenders Act 1974.

At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information which is directly relevant to the position could lead to the withdrawal of an offer of employment.

We make every subject of a CRB Disclosure aware of the existence of the CRB Code of Practice and make a copy available upon request.

We undertake to discuss any matter revealed in a Disclosure with the person seeking appointment before withdrawing a conditional offer of employment.

**Having a criminal record will not necessarily bar you from working at South Cheshire College.** It will depend on the nature of the position and the circumstances and background of your offence(s).

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## **Policy for the Protection of Children, Young People and Vulnerable Adults**

### **Contents**

- A General Policy Statement
- B The Designated Staff with Responsibility for the Protection of Children, Young People and Vulnerable Adults
- C Dealing with Disclosure of Abuse and Procedure for Reporting Concerns
- D Allegations Against Members of Staff
- E Associated Policies
- F Starting Point Nursery – Additional Child Protection Procedures

## **A General Policy Statement**

South Cheshire College has a statutory and moral duty to ensure that it functions with a view to safeguarding and promoting the welfare of children, young people and those adults deemed vulnerable receiving education and training at the College.

The college is committed to providing a safer learning environment that is based upon positive well-being, personal safety and security essential for all learners and all staff.

Throughout these policies and procedures, reference is made to:

“children and young people”. This term is used to mean “those under the age of 18”

“vulnerable adults” A vulnerable adult is defined as a person “who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of himself or herself, or unable to protect him or herself against significant harm or exploitation”

The governing body is committed to ensuring that the College:

- Provides a safe environment for children, young people and vulnerable adults to learn in
- Identifies children, young people and vulnerable adults who are suffering, or likely to suffer, significant harm, and
- Takes appropriate action to see that such children, young people and vulnerable adults are kept safe, both at home and at the College.

In pursuit of these aims, the governing body will approve and annually review policies and procedures with the aim of:

- Raising awareness of issues relating to the welfare of children, young people and vulnerable adults and the promotion of a safe environment for them learning within the College
- Aiding the identification of children, young people and vulnerable adults at risk of significant harm, and providing procedures for reporting concerns
- Establishing procedures for reporting and dealing with allegations of abuse against members of staff
- The safe recruitment of staff

In developing the policies and procedures, the governing body will consult with, and take account of, guidance issued by the Department of Health, the Department for Children, Schools and Families and other relevant bodies and groups. The College will refer concerns that a child, young person or vulnerable adult might be at risk of significant harm to Social Services and/or the appropriate agencies as agreed with the Area Child Protection Committee (ACPC).

The Principal and all staff working with children will receive training adequate to familiarise themselves with protection issues and responsibilities and the College procedures and policies, with refresher training at least every 3 years. There will be a senior member of the College management team with special responsibility for protection issues (the designated senior member of staff with lead responsibility for protection). S/he shall be assisted by other members of staff with responsibility for the protection of children, young people and vulnerable adults.

The governing body will receive from the designated senior member of staff with lead responsibility for protection an annual report which reviews how the duties have been discharged.

The governing body recognises the following definition of abuse:

Abuse is a violation of an individual's human and civil rights by any other person or persons.

Abuse may consist of a single act or repeated acts. It may be physical, verbal or psychological, it may be an act of neglect or an omission to act, or it may occur when a child, young person or vulnerable adult is persuaded to enter into a financial or sexual transaction to which he or she has not consented, or cannot consent. Abuse can happen in any relationship and may result in significant harm to, or exploitation of, the person subjected to it.

The following 6 categories of abuse have been identified:

### **Physical abuse**

Physical abuse may include hitting, slapping, pushing, kicking, misuse of medication, restraint or inappropriate sanctions.

Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child, young person or vulnerable adult they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen syndrome by proxy.

Some of the recognised signs of physical abuse are: unexplained burns, scratches, bruising and abrasions, drowsiness from misuse of medication and anxiety in the presence of the abuser.

### **Neglect and acts of omission**

This may include ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate heating and nutrition.

Some of the recognised signs of neglect and acts of omission are: dehydration, infections, malnutrition and hypothermia.

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### **Sexual Abuse**

This may include rape and sexual assault or sexual acts to which the child, young person or vulnerable adult has not consented, or could not consent or was pressured into consenting. It also includes forcing a person to look at pornographic materials.

Some of the recognised signs of sexual abuse are: changes in behaviour; torn, stained or bloody underclothing; bruising around the breasts or genital area; sexually transmitted diseases; difficulties in walking or sitting and sexualised behaviour.

### **Psychological/emotional abuse**

Psychological abuse may include emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or support networks.

Some of the recognised signs of psychological or emotional abuse are: fear, passivity, confusion, apathy, lack of eye contact, low self-esteem, disturbed sleep patterns and reluctance to talk openly.

### **Financial or material abuse**

This may include theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

Some of the recognised signs of financial or material abuse are: loss of jewellery and personal property, lack of money to purchase basic items, a bill not being paid when money is entrusted to a third party, inadequate clothing, unexplained withdrawal of cash and loss of money from a wallet or purse.

### **Discriminatory abuse**

This may include abuse, bullying and harassment based on the individual's age, sex, disability, religion, race or ethnicity or sexual orientation.

Some of the recognised signs of discriminatory abuse might be very similar to psychological or emotional abuse.

## **B Designated Staff with Responsibility for the protection of children, young people and vulnerable adults**

### Senior Staff Member with Lead Responsibility

The designated senior member of staff with lead responsibility for protection issues is

Sheelagh Salter, Director of Organisational Development, who can be contacted at  
South Cheshire College, Dane Bank Avenue, Crewe, Cheshire CW2 8AB  
Tel 01270 654607; Fax 01270 652498; email s-salter@s-cheshire.ac.uk

The designated senior member of staff is a senior member of the College management team. She has a key duty to take lead responsibility for raising awareness within the staff of issues

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relating to the welfare of children, young people and vulnerable adults and the promotion of a safe environment for learners within the College.

She has received training in protection issues and inter-agency working, as required by the Area Child Protection Committee (ACPC), and will receive refresher training at least every 2 years. She should keep up to date with developments in protection issues.

The designated senior member of staff is responsible for:

- Overseeing the referral of cases of suspected abuse or allegations
- Providing advice and support to other staff on issues relating to the protection of children, young people and vulnerable adults
- Maintaining a proper record of any protection referral, complaint or concern (even where that concern does not lead to a referral)
- Ensuring that parents of children, young people and vulnerable adults within the College are aware of the College's Policy for the Protection of Children, Young People and Vulnerable Adults
- Liaising with the LEA and ACPC and other appropriate agencies
- Liaising with secondary schools which send pupils to the College to ensure that appropriate arrangements are made for the pupils
- Liaising with employers and training organisations that receive children, young people and vulnerable adults from the College on long term placements to ensure that appropriate safeguards are put in place
- Ensuring that staff receive basic training in protection issues and are aware of the College protection procedures.

The designated senior member of staff will provide an annual report to the governing body of the College setting out how the College has discharged its duties. She is responsible for reporting deficiencies in procedure or policy identified by the ACPC (or others) to the governing body at the earliest opportunity.

## Designated Staff Members

Other designated members of staff with responsibility for child protection issues are:

- Michele Walker, Health, Safety and Welfare Manager who can be contacted at:  
South Cheshire College, Dane Bank Avenue, Crewe, Cheshire CW2 8AB  
Tel 01270 654680; Fax 01270 652498; email [m-walker@s-cheshire.ac.uk](mailto:m-walker@s-cheshire.ac.uk)
- Sara Duncalf, HR Manager who can be contacted at:  
South Cheshire College, Dane Bank Avenue, Crewe, Cheshire CW2 8AB  
Tel 01270 654683; Fax 01270 652498; email [sara-duncalf@s-cheshire.ac.uk](mailto:sara-duncalf@s-cheshire.ac.uk)

These designated staff members:

- Report to the senior member of staff with lead responsibility
- Will know how to make an appropriate referral
- Will be available to provide advice and support to other staff on issues relating to the protection of children, young people and vulnerable adults
- Have particular responsibility to be available to listen to children, young people and vulnerable adults studying at the College
- Will deal with individual cases, including attending case conferences and review meetings as appropriate
- Have received training in child protection issues and inter-agency working, as required by the ACPC, and will receive refresher training at least every 2 years

In the event that the designated staff members are unavailable, the college counsellors can be contacted on protection issues as follows:

Jill Dance

Tel 10270 654654 ext 307; Fax 01270 652498; email [j-dance@s-cheshire.ac.uk](mailto:j-dance@s-cheshire.ac.uk)

Cath Vyse

Tel 01270 654654 ext 307; Fax 01270 652498; email [c-vyse@s-cheshire.ac.uk](mailto:c-vyse@s-cheshire.ac.uk)

## **C Dealing with Disclosure of Abuse and Procedure for Reporting Concerns**

If a child, young person or vulnerable adult tells a member of staff about possible abuse:

Listen carefully and stay calm

Do not interview them, but question normally and without pressure, in order to be sure that you understand what they are telling you

Do not put words into their mouth

Reassure them that by telling you, they have done the right thing

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Inform them that you must pass the information on, but that only those that need to know about it will be told. Inform them of to whom you will report the matter

Note the main points carefully

Make a detailed note of the date, time, place, what they said, did and your questions etc

Staff should not investigate concerns or allegations themselves, but should report them immediately to the designated senior member of staff with lead responsibility for protection issues or a designated staff member or a college counsellor.

## **D Allegations against members of staff**

If an allegation is made against a member of staff, this should be reported immediately to the senior staff member with lead responsibility for protection issues.

Actions will be taken both to protect children, young people or vulnerable adults and the accused member of staff.

These may include ensuring that the member of staff is not placed in a vulnerable situation while investigations take place, giving the staff member leave of absence on full pay or ensuring they are not working alone.

## **E Associated policies**

The Policy for the Protection of Children, Young People and Vulnerable Adults should be read in conjunction with the following College policies and procedures:

The Vision

The Mission

Organisational Values

Health and Safety Policy

Student Harassment and Bullying

Substance Misuse Policy

Disciplinary Procedure (staff)

Recruitment and selection (staff)

Code of conduct for college staff

Equal Opportunities for Students

Race Equality

Age Discrimination Policy

Religion or Belief Guidelines

Sexual Orientation Guidelines

## **F Starting Point Nursery – Additional Child Protection Procedures**

- 1 All parents/guardians will be requested to report any injury, e.g. bruising, cuts etc sustained by the child to the staff on arrival at the nursery.
- 2 Staff will record the injury.

- 3 Nursery staff will respect the right to confidentiality at all times.
- 4 Any member of staff concerned about an injury or other evidence of abuse will report it to the Nursery Manager or Deputy.
- 5 It is the Manager's responsibility (or Deputy in her absence) to take appropriate action following Cheshire Social Services and ACPC guidelines.

### **Procedure (staff only)**

- 6 In the event of Social Services needing to be notified, the designated senior member of staff with lead responsibility for child protection issues should be contacted, who will then take the appropriate action following ACPC guidelines.

#### **6.1 Physical Abuse**

This will be discussed with the parent at the earliest possible opportunity. If the manager continues to have concerns after the discussion, she will contact the designated senior member of staff.

#### **6.2 Sexual Abuse**

The Nursery Manager will discuss any concerns about a child in this area with the designated senior member of staff, who will contact the ACPC. They will follow their own procedures and take appropriate action.

#### **6.3 Neglect or Emotional Abuse**

Staff observing signs of neglect or emotional abuse will report this to the Manager or her Deputy, who will record any incidents.

If such incidents become a regular occurrence, these will be discussed by the Manager with the designated senior member of staff who will follow ACPC guidelines.

### **7 Child Protection Training**

Child Protection procedures will be discussed at staff meetings to ensure that staff are aware of ACPC guidelines and procedures, and the importance of taking appropriate action.

Nursery staff will attend courses on Child Protection procedures organised by the Area Child Protection Co-ordinator. This information will be cascaded to all Nursery staff and the College designated member of staff.

Any information provided by Social Services on the subject of Child Protection will be available in the Nursery for staff.

## **THE NEXT STEPS....**

### **Simply complete the application form**

For photocopying purposes please use black ink and block capitals.

Please complete all sections of the application form – unfortunately CVs alone cannot be considered. If a particular section is not relevant to you please state 'not applicable'.

Please detail a full employment history. Please account for any gaps in your employment history.

When completing your reference contact details please tick the box if you do NOT want us to contact your present employer.

It would be most helpful to us if you would please complete the Equal Opportunities section in full and return it with your application.

When you have completed the form in as much detail as possible please send your application addressed to Human Resources, South Cheshire College, Dane Bank Avenue, Crewe, Cheshire, CW2 8AB or email to [jobs@s-cheshire.ac.uk](mailto:jobs@s-cheshire.ac.uk). To be received no later than the closing date.

Should you require any assistance or require the form in a different format, please telephone 01270 654616 or 01270 654604 and we will be happy to help.

**We look forward to hearing from you.**