



Burlington School

Excellence in English



Recruitment, Selection and Employment

Policies and Procedures

Accredited by the
 **BRITISH
COUNCIL**
for the teaching
of English in the UK



TRINITY
COLLEGE LONDON
Registered Examination Centre 46190



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Summary

Rationale	<p>Burlington school understands its duties, responsibilities and rights as an employer, a commercial business, and as a provider of education.</p> <ul style="list-style-type: none"> • Duties Government legislation and guidance must be adhered to at all times • Responsibilities Staff must be treated fairly and without prejudice, and must be given every opportunity to develop within the school Staff must have access to representation and redress for any prejudicial actions from the school Students and other stakeholders have a right to excellent service from the school, meaning the school must endeavour to recruit and retain the highest-quality staff • Rights The school must have clear pathways for disciplining and dismissing staff who are failing to fulfil their legal or contractual responsibilities, consistently underperforming or placing the reputation of the school at risk.
Aim	<p>The following guidelines aim:</p> <ul style="list-style-type: none"> • to set out the school’s legal responsibilities under government legislation regarding recruitment and employment • to set out the school’s commitment to equality and diversity in the workplace • to set out the school’s legal responsibilities under government legislation regarding Safeguarding and Welfare, Health and Safety, and the Prevent Duty where they impact on recruitment and employment • to ensure that procedures are in place to ensure compliance with the above legislation • to ensure that procedures are in place to ensure consistent and unbiased recruitment • to ensure that procedures are in place to provide clear and recognisable pathways for staff development • to ensure that procedures are in place to evaluate staff fairly, and use such evaluations as a basis for future actions • to ensure that procedures are in place to provide clear and fair disciplinary processes • to highlight our commitment to recruiting and retaining first-rate staff.
Applies to	<ul style="list-style-type: none"> • All staff
Related Documents	<ul style="list-style-type: none"> • Employee Handbook • Staff Handbooks • Safeguarding and Welfare Policy • The Prevent Duty Policy • Health and Safety Policy • Equal Opportunities Statement
Approved by	Managing Director
Responsibility for update	Managing Director
Date of approval	April 2023
Proposed date of review	April 2024

Introduction and Statement of Purpose

Burlington School recognises that its staff are fundamental to its success. The school therefore needs to be able to attract and retain staff of the highest calibre and a strategic, professional approach to recruitment is essential to do this.

The purpose of this policy is to provide a sound framework for the recruitment and selection of staff based upon the principles outlined below, which also meet the requirements of the school Equal Opportunities Statement (see [Appendix 1](#)), the Equality Act 2010ⁱ and all other relevant employment legislation. It also aims to set out the procedures we have in place for managing performance, staff development and other areas relating to staff retention, as well as termination of contract.

Burlington School is aware of its responsibilities under statutory guidance for keeping children safe in educationⁱⁱⁱⁱⁱ, it's responsibilities for safeguarding children and young people^{iv}, for safeguarding vulnerable adults^v, and its responsibilities under the Prevent Duty^{vi}.

All of the above legislation and guidelines underlie Burlington School's Recruitment, Selection and Employment policy.

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Staffing Requirements

Burlington School, in common with other Private English Language Schools, is seasonal in its business, and staffing requirements change as business increases and decreases. Typically, requirements are as follows:

Position	Typical Requirements			
	January - March	April - June	July - August	September - December
Proprietor	1	1	1	1
Managing Director	1	1	1	1
Director Studies of Studies	1	1	1	1
Assistant Director Studies of Studies	1	1	1	1
Operations Manager	1	1	1	1
Accommodation & DSL & Prevent	1	1	1	1
Marketing Officers	0	1	1	0
Young Learner Programme Coordinator	1	1	1	1
Teachers	6	9	13	6
Activity Leaders	1	2	8	1
Housekeeping/ Residential Staff	2	2	2	2
Summer Centre Staff	0	0	0	0
Total	16	21	31	16

ⁱFreelance contractors

In addition to these figures, the school may employ up to 2 Interns at any given time throughout the year.

Consequently, it can be seen that in addition to natural staff turnover, the school is required to employ temporary staff at different points throughout the year. In cases where temporary staff are of a high quality, the school should aim to retain them as permanent members of staff. [Return to Table of Contents](#)

Section 1: Recruitment & Selection

Identifying Need

The recruitment and selection process should not commence until a full evaluation of the need for the role against the school's strategic plans and budget has been completed.

If an established post becomes vacant, the line manager should consider whether:

- the post could be filled by an existing member of staff.
- the post could be filled on a part-time or job sharing basis.
- the post could reasonably remain unfilled, and the workforce be reduced by natural wastage.

If an increase to the number of existing personnel in a department is proposed, the line manager should consider whether:

- the vacancy is likely to be short-term, medium-term or permanent.
- if the vacancy is short- or medium-term, the vacancy could be filled by current members of staff through job-sharing or overtime.

If a new position of any nature is proposed, the line manager should consider whether:

- the vacancy is likely to be short-term, medium-term or permanent.
- if the vacancy is short- or medium-term, the vacancy could be filled by current members of staff through job-sharing, redeployment or overtime.
- the strategic need for the new role outweighs the costs of recruitment and continued employment.

If, after consideration, the line manager feels it is necessary to recruit, s/he should submit a costed proposal to the Proprietor for approval. Upon receiving approval, a job advertisement may be issued.

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Advertising

All job advertisements should be informed by the relevant Job Descriptions, including Person Specifications.

- The job description should clearly and accurately set out the duties and responsibilities of the job.
- The person specification details the skills, experience, abilities and expertise, and where appropriate the qualifications, that are required to do the job. In addition, Burlington School has agreed a set of core behaviours (see [Appendix 2](#)), which inform the person specification for every appointment.
Note that desired length of experience should not be specified, as quality of experience is more significant than quantity.

Job Descriptions and job advertisements should include the following information:

- the job title (which must be gender and age neutral)
- the location of the job
- the post to whom the postholder is responsible
- any posts reporting to the postholder
- main purpose of the job
- main duties and responsibilities
- any special working conditions (such as shift working or a requirement for overseas travel)
- salary range
- start date

In cases where an established post has become vacant, the start date should be one working week before the previous employee leaves the company to allow for an efficient handover.

- essential qualifications, skills, experience etc
- desirable qualifications, skills, experience etc

Essential criteria are those without which an appointee would be unable to adequately perform

the job; Desirable criteria are those that may enable the candidate to perform better or require a shorter familiarisation period.

They should also state that:

- job descriptions may be reviewed and amended as duties and responsibilities change, in consultation with the employee.
- employees may be asked carry out any other duties as are within the scope, spirit and purpose of the job as requested by the line manager.
- employees are expected to share the school's commitment to safeguarding and promoting the welfare of its students.
- employees must be aware of their responsibilities under legislation regarding Safeguarding, Health and Safety, and the Prevent Duty.
- Burlington School is an equal opportunity employer, and must include the school's Statement of Purpose.

Job advertisements should also include contact details for applications and a closing date.

See [Appendix 3](#) for job descriptions for core roles at Burlington School.

See [Appendix 4](#) for a sample job advertisement.

Jobs should be advertised as follows:

Teaching and Academic jobs:

www.tefl.com

tefl.com is the world's largest real-time database of English Language Teaching jobs

Management, Sales and Administrative jobs:

www.tefl.com

<http://thepiejobs.com/>

The PIE Jobs provides a unique jobs board for the international education industry.

<https://www.reed.co.uk/>

Fast, simple, effective recruitment with reed.co.uk Recruiter

<https://www.indeed.co.uk/>

Indeed helps millions of jobseekers and employers find the right fit every day.

The school should also consider advertising through the government [Find a Job](#) site.

The school may also receive unsolicited applications throughout the year. Promising candidates may be kept on file and contacted when roles arise.

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Shortlisting of Applicants

The criteria in Person Specifications can be separated into 3 categories, indicating when a candidate's suitability should be identified.

	Application	Interview	References
Qualifications (eg TEFL-I status for teaching staff)	✓	✓	
Experience	✓	✓	✓
Abilities	(✓)	✓	✓
Expertise	(✓)	✓	✓
Personal attributes (and how these are translated to workplace skills)	(✓)	✓	✓
Professionalism	✓	✓	✓
Suitability for employment		✓	✓

Fields marked (✓) may be suggested in applications and CVs, but cannot normally be accurately assessed prior to interview.

Shortlisting should be carried out immediately the application deadline set out in the job advertisement has passed, and should be carried out by at least 2 members of the management team, one of whom should be the line manager for the role advertised. Shortlisting decisions should be based on evidence in the application that the applicant has met the requirements of the person specification. Shortlisting panel members should avoid dismissing applicants who appear to be over-qualified. Assumptions should not be made about an applicant's reasons for applying for the post as they may eliminate an otherwise exemplary candidate.

On occasion, managers may be asked to shortlist "blind", where personal information, including details of age, gender and nationality, is withheld, to ensure Equal Opportunities policies are being followed.

Once applicants have been shortlisted, they should be invited for interview.

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Inviting Applicants for Interview

Applicants are invited for interview by email. The email should state:

- the time, date and location of the interview;
- the names and roles of the interviewers;
- what the interview will involve;
- how long the interview will last;
- what documents the interviewee should bring.

It should also give contact details for the interviewers, and invite the candidate to contact them in case the time and date are unsuitable, or if they have any questions.

Finally, the email should include links to:

- the school Safeguarding and Welfare Policy
- the school Prevent Duty Policy
- the school Equal Opportunities Statement

On occasion, applicants may be contacted by telephone to invite them for interview. In these cases the invitation must still be backed up with a full email invitation.

It is best practice to write to candidates who have not been shortlisted, but if this is not possible due to limited resources, the job advertisement should state that if an applicant has not heard from Burlington School within a given time, they should consider themselves not to have been shortlisted.

See [Appendix 5](#) for a sample invitation for interview.

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Interview Stage

Interviews should be scheduled as soon after the closing date as reasonably possible, as delays are likely to lead to a loss of candidates.

Interviews at Burlington School consist of 2 stages:

1. Task.

The candidate is asked to complete a task related to the role. This is discussed in the interview stage.

2. Interview

While the candidate is completing the task, their ID documents, qualifications, visa or work permit (if appropriate), and any other documents requested are copied and/or verified. At the end of the time allotted, the documents should be returned to the candidate.

Interviews for all roles should follow the same basic structure:

- The interview should (where possible) be conducted by 2 members of the school management team. At least 1 of these people should be trained in Safer Recruitment, and 1 of whom should be the line manager for the role being interviewed for.
- The interview must consist of questions and tasks designed to answer the following questions:
 - How well does the candidate fit the person specification (including the school's core behaviours)?
 - Can the candidate do the work as it is described in the job description?
 - How has the candidate developed and learnt through experience?
 - Are there any unexplained gaps in the candidate's work history?
- Questions should be open-ended (*Which/What/Why/How...?*) to encourage candidates to give fuller answers. Supplementary questions should be used to probe for further information or clarification where answers are incomplete or ambiguous.
- Questions should, where possible, be hypothetical or scenario-based (*How would you react if...?*)
- Candidates should be given the opportunity to highlight what they feel they can bring to the role and the school.
- Candidates are asked about their experience of safeguarding, and The School's commitment to the wellbeing of its students is made clear. Any relevant documents are checked, and copies made as necessary.
- Candidates should be invited to ask questions.

For each role in the school, a set of interview questions is drawn up as follows:

Stage	What happens	Rationale
1	The interviewers introduce themselves and explain how the interview is to be structured.	<ul style="list-style-type: none"> • To put candidates at their ease. • To ensure fairness between candidates.
2	The candidate is asked to talk through their experience, education and training.	<ul style="list-style-type: none"> • To verify what has been written in the CV. • To assess how well the candidate has understood and learned from these.
3	Additional questions about selected roles and training. <i>These questions are selected from a list of possible questions, depending upon the candidate's experience and answers to previous questions. The same areas of questioning should be covered with all candidates.</i>	<ul style="list-style-type: none"> • To gain a deeper understanding of experience. • To assess the quality of experience. • To assess how the candidate has learned and developed professionally.
4	The candidate is asked role-specific questions. <i>These questions are selected from a list of possible questions, depending upon the candidate's experience and answers to previous questions. The same areas of questioning should be covered with all candidates.</i>	<ul style="list-style-type: none"> • To assess the candidate's ability to carry out the work specified in the job description. • To assess the candidate's potential for development and promotion.

5	<p>The candidate is asked person-specific questions.</p> <p><i>These questions are selected from a list of possible questions, depending upon the candidate's experience and answers to previous questions. The same areas of questioning should be covered with all candidates.</i></p>	<ul style="list-style-type: none"> • To assess how well the candidate fits the person specification for the role. • • To assess how well the candidate would fit into the current team.
6	<p>The candidate is asked to talk through their interview task.</p>	<ul style="list-style-type: none"> • To assess the candidate's ability to carry out core tasks. • To assess the candidate's independent thinking. • To assess the candidate's ability to produce work to unexpected deadlines.
7	<p>The candidate is asked to talk about their strengths and future plans.</p>	<ul style="list-style-type: none"> • To assess how well the candidate fits the person specification for the role. • To assess what extra the candidate can bring to the role. • To assess the candidate's ambition and desire for professional development.
8	<p>The candidate is invited to ask questions.</p>	<ul style="list-style-type: none"> • To enable the candidate to learn more about the role. • To assess the candidate's understanding of the role and the school.

Note: The questions in stages 1, 2, 7 and 8 are the same for all roles. The questions and task in stages 3 - 6 are different for different roles.

Do:

- to ask candidates the reason for any gaps in their employment history.
- phrase questions so that they do not favour any one candidate or group of candidates.

Do Not:

- make assumptions regarding the expertise or abilities of candidates because of their employment history.
- ask questions that could be construed as discriminatory, such as questions about personal circumstances that are unrelated to the job: information regarding personal circumstances which is offered in a CV or at interview must not be taken into consideration in reaching a selection decision.

Notes must be taken by all interviewers, and answers be scored on a scale of 1 to 6. Such notes must relate to how candidates demonstrate their knowledge, skills, experience and abilities in relation to the job description and the person specification. After the interview, the interviewers compare notes. Interviewers should be prepared to adjust their scoring to give extra marks for positive things which came out of the interview which had not previously considered (and vice versa for negative points).

At the end of the interview process, the interviewers should meet and select their preferred candidate. A written note of the reasons for selecting the successful candidate and rejecting others is made and placed on the recruitment file, together with the original applications and interview notes, and retained for a minimum of 12 months. The Data Protection Act allows applicants to request disclosure of interview notes in the event of a complaint and an Employment Tribunal would expect Burlington School to have notes of every selection decision. The lack of such notes would seriously impede Burlington School's ability to contest such a complaint.

Interview notes for successful candidates should be retained in their staff file.

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Informing Candidates of a Decision

The successful candidate should be informed by email of the outcome of the interview, and a conditional offer of employment should be made. In cases of urgency, the candidate may be contacted by telephone, but the call must still be backed up by email. The conditional offer should state:

- The job title and a brief job description
- The location of the main place of work
- The starting date and any induction period
- The hours of work
- The probationary period (typically 6 months)
- Conditions which need to be met (see [Pre-Employment Checks](#))
- The terms (pay, hours, holiday entitlement, etc)
- What the candidate should do next and by when

The successful candidate should also be sent electronic copies (or links to electronic copies) of policies and procedures that are of immediate relevance to their role, or which are required by legislation or as a condition of the school's continued accreditation. These are:

- Safeguarding and Welfare Policy
- Prevent Duty Policy
- Health and Safety Policy
- Role-Specific Handbooks

See [Appendix 6](#) for a sample conditional offer of employment.

When the conditional offer has been accepted, the unsuccessful candidates should be informed of the outcome of the interview.

See [Appendix 7](#) for a sample rejection letter.

Where the successful candidate is disabled, reasonable adjustments may need to be considered depending on their disability and in consultation with them. This should be done as soon as possible after appointment. Burlington School has a duty to consider what reasonable adjustments can be made to working practices, or premises, or to enable access to goods, facilities and services by disabled people^{vii}. The candidate may qualify for the Government's Access to Work Programme^{viii}. Where reasonable adjustments are agreed these must be recorded in writing. The candidate should also receive written confirmation of whatever adjustments have been agreed.

See [Appendix 1](#) for the school Equal Opportunities Statement.

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Pre-Employment Checks

The following checks must be carried out before an unconditional offer is made and a contract issued:

References

Candidates are asked to provide two referees at interview or upon receipt of a conditional job offer.

Ideally, these should include:

- The candidate's current or most recent employer.
Please note that a candidate's current employer must not be approached without the permission of the candidate.
- A recent previous employer in the same field.
- A relevant academic reference, such as CELTA Trainer.
- A supervisor for a voluntary position in a related field.

If the candidate is unable to provide two references from the above list, Burlington School will accept one of the above plus a character reference from a professional known to the candidate, such as a teacher.

The reference request form is based on the job description and person specification, and is emailed to the referees as soon as the conditional offer has been accepted and permission granted to contact the referees. In cases of urgency, the referees may be contacted by telephone, but the call must still be backed up by a written confirmation.

If the referee returns a factual reference, giving only the basic details of employment, the HR representative of the school should follow this up with a telephone call or email requesting further details.

See [Appendix 8](#) for a sample reference request form.

Enhanced DBS Check

The Disclosure and Barring Service (DBS) makes decisions about who will be barred from working with children and vulnerable adults. Regulated activity (i.e. work that a barred person must not do) includes, but is not limited to:^{ix}

- unsupervised teaching, training or instruction of children or vulnerable adults.
- unsupervised care or supervision of children or vulnerable adults.
- provision of advice or guidance on well-being to children or vulnerable adults.
- driving a vehicle only for children or vulnerable adults.

As all employees are required to take part in regulated activity, it is Burlington School policy to require applicants to disclose any convictions, cautions, reprimands or final warnings that are not 'protected' as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013) as part of their application. The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure and Barring Service website^x. **However certain types of posts, particularly those that involve working with children or adults in a vulnerable position or other positions of trust or sensitive areas, are exempt from these provisions, and in these cases all convictions, cautions, reprimands or final warning that will not be filtered in line with the current guidance must be declared.**

Any declared convictions or cautions

Consequently, all staff must undergo an enhanced DBS check before commencement of employment. Staff must be informed of the DBS Update Service^{xi}, which ensures the DBS Disclosure will be kept up to date, and remove the need for further enhanced checks. Applications for the Update Service must be made within 19 calendar days of the issue of the Disclosure.

If the DBS has not arrived before the commencement of employment, the candidate may start work on condition that they **do not** engage in regulated activity (they must work under constant supervision and have no access to children). In addition, the school **must** ensure that the candidate is not on the Barred List, a list maintained by the DBS of individuals who are barred from working with children.^{xii} Finally, a risk assessment **must** be carried out outlining the risks the school has identified, and the measures taken to address these risks. If the measures taken are judged insufficient to minimise any risk, the employee will not be permitted to start work until any concerns have been fully addressed.

See [Appendix 10](#) for a copy of this risk assessment.

The DBS cannot access criminal records held overseas. Therefore, any applicant who has lived outside the UK for a period of more than 6 months within the last 5 years will be required to submit a police check from the country of residence for that period^{xiii}. If this is not available in English, a certified translation must also be provided.

Prohibition Order Check

Some individuals may not have broken the law or done anything to appear on the DBS Barred List, but for a number of reasons they may be deemed inappropriate to work with children or young people, and be placed on the Prohibited List for life^{xiv}. Since 05 September 2016 it has been a requirement^{xv} that all teaching staff employed since 01 April 2012 must be checked against this list^{xvi}, and against the EEA sanction list to identify individuals sanctioned in other EEA member states by an EEA member state regulator of the teaching profession^{xvii}. In addition to this, Burlington School checks all staff with access to students under the age of 18 against this list, including non-teaching staff, and teaching staff employed prior to 01 April 2012.

Individuals may have Prohibition Orders in place for a number of reasons, including, but not limited to:

- serious departure from the personal and professional conduct elements of the latest teachers' standards, as published by, or on behalf of, the Secretary of State^{xviii}.
- misconduct seriously affecting the education and/or well-being of pupils, eg failure to report suspicions of abuse.

In addition, checks must be made for the existence of directions made by the Secretary of State under section 128 of the Education and Skills Act 2008, barring individuals from taking part in the management of an independent school^{xix}. These checks are now included in DBS checks where a barred list check is made^{xx}.

Disqualification by Association disclosure

The Childcare (Disqualification) Regulations 2009 are made under section 75 of the Childcare Act 2006 and set out the circumstances in which an individual will be disqualified for the purposes of section 75 of the Act^{xxi}.

Government guidance for Keeping children safe in education^{xxii} states that school staff are potentially disqualified from working in a school, when they “live or work in the same household” as someone who is barred from working with children or young people, even if they would not otherwise be disqualified themselves. It adds that Schools must ensure that they are not knowingly employing a person who is disqualified under the 2009 Regulations in connection with relevant childcare provision.

Disqualification by association only applies to staff working with or managing the education of children up to the age of 5 at any time, or working with or managing the supervision of children up to the age of 8 in relation to activities that take place outside the school day.

Burlington School offers courses for children of 4 years and over. Consequently, staff are asked to provide this information on a self-disclosure form prior to commencement of work. Although the declaration is not mandatory, the school must keep the declaration, whether completed or not, on the employee's file, and the date of issuing the form must be kept on a central list.

See [Appendix 9](#) for a copy of the Staff Suitability Declaration.

All prospective employees must also complete the following training modules before an unconditional offer is made and a contract issued:

- Accreditation UK Safeguarding Training E-Learning^{xxiii}
- Basic Prevent E-Learning^{xxiv}
- 3 modules from the Anti-Bullying Alliance^{xxv}:
 - Is it bullying?
 - The 10 key principles
 - Cyberbullying

Full internal and/or external training will be organised for these as soon as possible after commencement of employment.

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Induction

All staff must have an induction before commencement of their duties. For teaching staff, this should be before the first teaching session, on a separate day if necessary; for other staff, it should be on the first morning of employment. The induction is based on the job description for the role as well as on Burlington School policies and procedures, legal obligations and conditions of the school's accreditation with bodies such as Education UK and the ISI.

When delivering the induction, the inductor should consider the following:

- Do not overload the employee
An induction that is too intensive is likely to be ineffective.
- Decide on priorities
What information is vital for the first day? What information is better given on the job over the employee's first few weeks?
- Explain the purpose of each new piece of information
Explaining the relevance of information to the job or the school is more likely to lead the employee to retain it.

The employee should be given an induction pack containing the following:

- a contract
- a self-disclosure form
- the appropriate Staff Handbook
- the Employee Handbook
this includes information about
 - *pay*
 - *workplace pensions*
 - *CPD*
 - *disciplinary procedures*
 - *grievance procedures*
 - *terms and conditions of employment*
 - *a who's who of current staff*
- a copy of the Health and Safety Policy
this includes information about:
 - *evacuation and fire procedures*
 - *first aid*
 - *emergency plans*
- a copy of the Data Protection Policy
- a copy of the Safeguarding and Welfare Policy
- a copy of the Prevent Duty Policy
- staff ID

The new employee should receive a full tour of the school premises, and be introduced to key members of staff during induction.

The induction should also include training in Health and Safety, First Aid and Fire Procedures at the school

Induction and the subsequent settling in period for new employees, up to the end of the probationary period, should be in line with ACAS guidance^{xxvi}.

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First Week and Beyond

During the employee's first week, they should be assigned to shadow a current member of staff. This should be one of the following:

- Where an established post has become vacant, the member of staff the new employee is replacing.
If the earlier employee has already left, the responsibility should be assigned to the line manager or an equivalent member of staff in the same department.
- Where the number of existing personnel in a department is increasing, an equivalent member of staff in the department.
- Where a new position has been created, the new employee's line manager.

The current employee is responsible for showing the new employee the principal tasks of the job, and for supervising them as they carry them out. They should also introduce the new employee to other members of staff as they meet them.

At the end of each day, the new employee should have a short meeting with their line manager to discuss their progress and to answer any questions.

Over the subsequent weeks and months, the employee should be monitored by their line manager to see if any further training or coaching is needed, and if there are any other concerns. Throughout the period the line manager should give regular constructive feedback on how the employee is progressing, and offer support as necessary.

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Probationary Review

The probationary period enables the school to monitor and appraise the employee in the initial stages of their employment and ensures the required standards of conduct and performance are being reached. At the end of the employee's probationary period, or the first six months of employment (whichever is sooner), there is a review and initial appraisal.

As with all appraisals at Burlington School, the process is determined by the job description, person specification and the strategic direction of the company (see [Appraisals and Monitoring](#))

At the end of the review process, one of the following actions should be taken:

- The employee should be offered a permanent contract.
This is the case when the school is happy with the employee's work, and both parties are happy to continue working together.
- The employee's probationary period should be extended.
This is typically the case when the employee's work has been satisfactory but not of a standard to warrant the award of a permanent contract at that moment. If the employee needs to improve on certain areas of the job, then these should be detailed in writing, with a clear timeframe for improvement, as well as an appropriate system of support.
- The employee's contract should not be renewed.
This is the case where the employee's performance has been generally poor and is unlikely to become satisfactory given a further extension to the probationary period.

Dismissal during or at the end of a probationary period is no different to any other dismissal and the school should follow a fair dismissal procedure^{xxvii}. The basic steps are:

1. *The school sets out in writing the reasons why dismissal is being considered. The employee is asked to attend a meeting to discuss the matter with their line manager and an additional member of senior staff, who will take minutes of what is said. The employee has the right to be accompanied by their trade union representative or a work colleague.*
2. *During the meeting, the employee is given the opportunity to state their case.*
3. *After the meeting, a decision is made, and the employee informed of the outcome in writing as soon as possible. Should the decision to terminate the contract be upheld,*

the employee is then entitled to appeal against the decision, and if so, an appeal hearing takes place.

- 4. The appeal hearing should be conducted by a member of the management team who has not previously been involved in the case. Once again, there should be another senior member of staff present to take minutes, and the employee is invited to be accompanied by their trade union representative or a work colleague. After the appeal hearing, a decision is made, and the employee informed of the outcome in writing as soon as possible.*

Note that if the probationer turns out to be unsatisfactory during the probationary period, steps can be taken to dismiss before the probationary period ends.

See also [Termination of Contract](#).

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Section 2: Managing Performance

Continuing Professional Development

Burlington School is committed to developing its staff, both for their own professional development and for the benefit of the students and business. The school has rigorous monitoring and feedback procedures in place, and through this the school is able to identify specific development needs and address them accordingly.

I. Defining Competencies

Teaching staff:

Monitoring

- There are biannual observations by a member of the academic management team.
- There are regular additional observations by a member of the academic management team in response to feedback or on request.
- There are biannual peer observations of and by teaching staff.
- Paperwork, including registers and weekly plans, is checked on a weekly basis by a member of the academic management team.
- Regular inspections take place by bodies such as Accreditation UK, the Independent Schools Inspectorate, the Department for Business, Innovation and Skills and the Health and Safety Executive.

Feedback

- Students give feedback on all aspects of the school, including their pre-arrival experience, during their first week and at the end of their course.
- Selection of students give feedback at focus groups
- Students are invited to give feedback, anonymously or not, at any time during their stay by means of the Mid-Course Feedback form.
- Student feedback is actively sought at monthly meetings
- Teacher feedback is actively sought informally on a day-to-day basis, and formally at fortnightly staff meetings.

In addition to the above, teaching staff development and appraisal is based on the European Profiling Grid for Teachers^{xxviii} developed by The British Council, EAQUALS and a range of educational institutions throughout Europe, on the job description for the role, and on the school's strategic direction.

Management and Administrative staff

Monitoring

- As the administrative team work closely together, work is constantly monitored by the Managing Director & Operations Manager.
- Work, such as maintenance of the database and record-keeping, is monitored weekly by the Operations Manager and Managing Director.
- The Proprietor and the Managing Director monitor the performance of the school to assess the performance of the management team.
- Regular inspections take place by bodies such as Accreditation UK, the Independent Schools Inspectorate, the Department for Business, Innovation and Skills and the Health and Safety Executive.

Feedback

- Students give feedback on all aspects of the school, including their pre-arrival experience, during their first week and at the end of their course.

- Selection of students give feedback at focus groups
- Students are invited to give feedback, anonymously or not, at any time during their stay by means of the Mid-Course Feedback form.
- Student feedback is actively sought at monthly meetings.
- Staff feedback is actively sought informally on a day-to-day basis, and formally at weekly staff meetings.

In addition to the above, Management and Administrative staff development and appraisal is based on the government School Business Management Competency Framework^{xxxix}, ACAS suggested competencies^{xxx}, the job description for the particular role, and on the school's strategic direction.

Marketing staff

Monitoring

- As the marketing team work closely together, work is constantly monitored by the Managing Director.
- Marketing staff must complete a business development spreadsheet on at least a weekly basis to track work done. This is monitored by the Managing Director.
- The quality, quantity and income generated by business coming from different areas is analysed on a monthly basis.
- Regular inspections take place by bodies such as Accreditation UK, the Independent Schools Inspectorate, the Department for Business, Innovation and Skills and the Health and Safety Executive.

Feedback

- Students give feedback on all aspects of the school, including their pre-arrival experience, during their first week and at the end of their course.
- Selection of students give feedback at focus groups
- Students are invited to give feedback, anonymously or not, at any time during their stay by means of the Mid-Course Feedback form.
- Student feedback is actively sought at monthly meetings.
- ETO feedback is actively sought by telephone or email, or in face-to-face meetings by the Managing Director.
- Staff feedback is actively sought informally on a day-to-day basis, and formally at fortnightly staff meetings.

In addition to the above, Marketing staff development and appraisal is based on the Chartered Institute of Marketing Professional Marketing Standards Framework^{xxxix}, ACAS suggested competencies^{xxxii}, the job description for the particular role, and on the school's strategic direction.

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II. Training

Staff training is arranged based on the points above, and is divided into three categories:

- Development
This is training based on the job description, and can cover aspects such as refreshers of the basics of the role and using new approaches to the role.
- Feedback
This is training based on the monitoring and feedback detailed above, and is designed to address areas of need in the role or department.
- Compliance
This is training based on legislation or requirements of accrediting bodies, and can cover aspects such as welfare and safeguarding.

Training sessions are held fortnightly for teaching staff and monthly for administrative and marketing staff; leading the sessions is shared between the line manager and members of the department as part of their CPD, or if they have an area of expertise to share. These sessions are supplemented by external speakers delivering training on specialised legislation or aspects of the business, which are also attended by relevant management staff.

Management staff also receive training externally through public and corporate bodies such as the London Borough of Wandsworth and English UK. These sessions are also attended by members of staff who would benefit from them.

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III. Personal Development

All staff are issued with a Personal Development Plan based on the criteria outlined above (see [Defining Competencies](#)). These are issued to staff during their probationary period and provide both a framework for appraisal and a means for staff to set themselves personal and professional goals and targets.

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IV. Appraisals and Monitoring

Appraisals are conducted on an annual basis for staff, and give employees the opportunity to discuss their role and performance with their line manager. The first appraisal is taken as the performance review at the end of the probationary period.

The employee is informed of their appraisal in writing, giving at least five working days' notice to allow for arrangement of a definite time and for them to prepare. The employee is informed of the structure of the interview, anything they need to do prior to the interview, and informed that they may bring notes with them to aid memory (these notes do not form part of the appraisal, and the manager will not ask to see them). The appropriate appraisal form is included with the notification. The appraisal form contains a number of performance indicators on a three-point scale of outstanding, standard and unsatisfactory performance, with space for notes and comments for each indicator. These should be completed by both parties for discussion at the interview.

See [Appendix 11](#) for a sample appraisal form.

The interview will generally be carried out between the employee and their line manager. At the interview the line manager will explain that the purpose of the interview is to review the employee's performance during the period under review against their performance plan and discuss:

- how well the employee has achieved their objectives.
how well the employee has demonstrated the behaviours or competencies needed to meet their objectives.
- the employee's progress in meeting their development plan.

Where the employee and manager have a disagreement over the scoring of the performance indicators, there should be a full discussion of these differences before a final scoring decision is made.

The interview should also include a discussion of future goals and ambitions, including:

- how the employee feels they could contribute further to the company.
- what the employee's development needs are.
- what support the company can offer in the coming period.

Any goals and targets set for employees should be SMART (Specific, Measurable, Attainable, Relevant and Time-Bound). An example of a SMART target for a member of the marketing team may be to achieve a 10% growth in sales coming from a certain country in the next six months. This target can be specified as SMART as follows:

- **Specific** The amount of growth and the country are specified.
- **Measurable** This can be measured by analysing income from the country.
- **Attainable** It is reasonable to assume that the goal can be achieved without impacting on other aspects of the employee's work.
- **Relevant** The employee is responsible for the region the country lies in.
- **Time-Bound** A timeframe has been given for achieving the goal.

Although matters relating to under-performance should be discussed during the appraisal interview, it is not the place to raise serious issues of under-performance for the first time. For further information on managing under-performance, see [Managing Under-Performance](#).

For teaching staff, appraisals are connected to formal lesson observations, allowing the manager and employee to reflect on actual performance.

For further information on lesson observations, see the Teachers' Handbook.

For further information on appraisal procedures, see the Staff Handbook.

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Pay and Bonuses

Pay upon employment is set according to the following criteria:

- Seniority of position
- Experience (quantity and quality)
- Qualifications

Pay is reviewed on an annual basis, and pay rises may be awarded on the basis of length of service in the company and quality of work.

For target-driven jobs, such as sales and marketing, bonuses and/or commission may be offered as an incentive and reward for exceptional achievement.

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Managing Under-Performance

It is important that poor performance is identified and managed appropriately. The performance management system outlined above, coupled with the close working environment of the school, allows managers to regularly review performance (both formally and informally) and identify any issues early on. In most cases action can be agreed between the manager and employee to remedy any problems at the earliest opportunity.

Initial informal discussions should follow a similar pattern to an appraisal, though without the need for the appraisal form. The manager and employee should discuss how the employee has been performing, and discuss future SMART goals. The manager should also ascertain what support the employee requires. These discussions should be summarised by email from the manager to the employee, and a copy kept on the employee's HR file.

Where such informal approaches have failed, the school may decide to take more formal action, which could eventually result in dismissal if employees fail to make the necessary improvement. Burlington School has in place strict disciplinary procedures which are laid out in the Staff Handbook, which forms part of the contractual agreement with the school^{xxxiii}. Disciplinary procedures are informed by employment law^{xxxiv} and Acas codes of practice^{xxxv, xxxvi}. The following points should be considered when commencing disciplinary proceedings:

- Burlington School should aim to try to resolve any disciplinary issues informally in the first place, without recourse to formal procedures.
- The school and its employees should aim to resolve any grievance issues informally in the first place, without recourse to formal procedures.
- Should disciplinary procedures become necessary, the school should use fair, consistent and transparent procedures at all times
- Dismissing employees is the last resort, and the school should only take this step after full and timely investigations.

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Section 3: Termination of Contract

Employees may leave Burlington School under the following circumstances:

- [Resignation](#)
- [Retirement](#)
- [Conclusion of a fixed-term contract](#)
- [Redundancy](#)
- [Dismissal after a disciplinary procedure](#)
- [Summary dismissal](#)

Resignation

If an employee decides to leave Burlington School, they must hand in their resignation. Notice periods are laid out in the Staff Handbook and Contract of Employment, and the following procedures must be followed:

- The resignation must be confirmed in writing to the line manager.
- The manager and employee should agree on when the employee's last day at work will be.
- The employee may ask to leave the company earlier than the end of the notice period. In such cases:
 - any paid holiday accrued up to the time should be taken;
 - any additional time taken off should be unpaid.
- The school may ask the employee to leave the company before the end of the notice period. In such cases:
 - the employee should be paid in lieu of notice^{xxxvii} or placed on gardening leave^{xxxviii}.
- The line manager should set out in writing what is required of the employee to ensure a smooth handover to their replacement.

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Retirement

As there is no longer a default retirement age, retirement age is effectively when an employee chooses to retire. Employment rights and procedures relating to disciplinary action and termination of employment are no different for people above the state pension age, and Burlington School does not discriminate against people on grounds of age^{xxxix}. Consequently, there are no distinct procedures for retirement, and employees should follow the procedures for resignation (see above).

As part of our policy on equality, Burlington School is prepared to make allowances for employees working beyond the state pension age. These allowances can include:

- Flexible working patterns (where permitted by the nature of the job)^{xl}
- Physical adjustments to the working environment (where practical and reasonable)
- Job sharing (where permitted by the nature of the job)^{xli}

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Conclusion of a fixed-term contract

Burlington School offers fixed contracts under a range of circumstances including, but not limited to:

- probationary periods;
- maternity cover;
- seasonal work.

Although probationary periods are covered above (see [Probationary Review](#)), it is worth noting that non-renewal of a probationary contract is a step taken only when attempts have been made, through training and support, to assist the employee, and is taken in consultation with the employee.

In the case of maternity cover, seasonal work or other similar situations, the school has no obligation to take any further action, as the contract is assumed to finish on the date specified. However, Burlington

School sees it as part of its duty of care to staff that they are aware of the date, and they are kept fully informed of developments at all times.

In cases where an employee on a fixed-term contract is asked to stay at the school, the initial contract is typically regarded as probation, and no further probation period is necessary.

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Redundancy

In response to changes in the market or other factors, Burlington School may be forced to consider making redundancies. An employee who is dismissed shall be taken to be dismissed by reason of redundancy if the dismissal is wholly or mainly attributable to:

- a. the fact that the school has ceased or intends to cease...
 - i. to carry on the business for the purposes of which the employee was employed, or
 - ii. to carry on that business in the place where the employee was so employed; or
- b. the fact that the requirements of that business...
 - i. for employees to carry out work of a particular kind have ceased or diminished or are expected to cease or diminish, or
 - ii. for employees to carry out work of a particular kind in the place where the employee was employed by the school have ceased or diminished or are expected to cease or diminish.^{xliii}

However, before making the decision to make roles redundant, the school must consider:

- reducing or ending overtime;
- seeking applications from existing staff to work flexibly;
- laying off self-employed contractors and freelancers;
- stopping using casual labour;
- ceasing recruitment;
- filling vacancies elsewhere in the business with existing employees;
- varying contracts of employment
- short-time working or temporary lay-offs^{xliii}.

If, however, it is concluded that redundancies are necessary, the school should follow the following procedures:

I. Redundancies with selection

This is when some people within a role will be made redundant, such as a decrease in the number of teaching staff.

1. A teller is appointed, who will act as an envoy and who will lead the meeting where staff are informed of the decision to make redundancies. This person should be a senior manager or the line manager of the staff affected.
The teller should be supported by senior management, and specific training may be considered in how to fulfil the role effectively and sensitively. Senior management should also consider how to help the teller manage their day-to-day workload during the consultation process.
2. An initial meeting is held between the teller and the staff, in which they are informed of the intention to make redundancies. Staff are invited to ask questions then or at any time, and a follow-up meeting is scheduled for no more than 5 working days in the future. Staff are given a copy of the Notice of Consultation for Redundancies letter (see [Appendix 13](#)), and are invited to suggest alternatives to redundancy.
3. After the second meeting, and having considered any alternatives to redundancy put forward by the staff, the management team will discuss whether redundancies are still necessary. If it is felt that they are, a letter is sent to the staff stating this, and giving the reasons for not following any suggested alternatives. Staff are invited to select a representative who will consult on their behalf (this is in addition to, not instead of, individual consultations).

4. There is no legal requirement for collective consultation considering the size of the workforce. Consequently, individual consultations are carried out with all staff who are affected by the redundancy measures, and not just those whose positions may be made redundant. Members of staff are invited to be accompanied to these consultations by a colleague or trades union representative. These consultations should cover a range of areas, including but not limited to:
 - keeping the employee informed about the process, including any developments, and the reasons for The School's actions;
 - the criteria for the selection process;
 - possible ways to avoid or minimise redundancies;
 - listening to any concerns about the process (or any other relevant matters);
 - supporting individuals through allowing time for them to update their CVs or attend training;
 - arranging time off for job interviews.
5. After consultation, the management team should draw up a list of staff members who are “at risk” of redundancy. Redundancies will be selected on criteria including, but not limited to^{xliv}:
 - skills, qualifications and aptitude;
 - standard of work;
 - attendance;
 - disciplinary record.
1. Staff who deemed “at risk” of redundancy are written to, informing them of this (see [Appendix 12](#)); staff who are not “at risk” are also written to, informing them of this.
2. Further individual consultations are held with those “at risk” within 5 working days. Again, the members of staff are invited to be accompanied by a colleague or trades union representative. These consultations should cover a range of areas, including but not limited to:
 - verbal confirmation of notice of redundancy;
 - informing the employee of the reasons for their redundancy;
 - informing the employee of the reasons alternatives to redundancy were rejected;
 - informing the employee of any statutory redundancy pay they may be due;
 - informing the employee of the [appeals procedure](#).
6. Within 1 working day, the employee should be issued written notice of redundancy (see [Appendix 14](#)), which should inform them of their notice period. It should also set in writing the points covered in the meeting, and reiterate the [appeals procedure](#). The statutory notice period begins on the first full working day following the issuing of the written notice. Statutory notice periods are:
 - 1 week if the employee has been continuously employed for 1 month or more, but less than 2 years
 - 1 week for each year of employment (up to a maximum of 12 weeks) if the employee has been continuously employed for 2 years or more.
 - During the notice period, employees are allowed reasonable time off for activities such as:
 - visiting jobcentres and recruitment agencies
 - attending job interviews
 - getting help writing or updating CVs and or job applications
 - events linked to college, university or apprenticeship enrolment.

It is important that The School is open and honest with staff at all stages in this process, and that all meetings and discussions are fully minuted.

Voluntary redundancy

When the Notice of Consultation for Redundancies is issued, employees are invited to apply for voluntary redundancy. Even if individuals apply for voluntary redundancy, the full process is still followed, and there is no guarantee that those who have volunteered will be made redundant.

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II. Redundancies with no selection

This is when an entire role is being made redundant. There may be only 1 member of staff filling the role, or several members of staff.

The procedures are the same as for redundancies with selection, but steps 4 and 5 are omitted.

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Appeals Procedure

When given formal notice of redundancy, employees should also be informed of their right to appeal. The procedure is included in their [written notice](#).

Any appeal hearing should, where possible, be conducted by a member of the management team who has not previously been directly involved in the process. There should be another senior member of staff present to take minutes, and the employee is invited to be accompanied by their trade union representative or a work colleague. After the appeal hearing, the manager will decide what the outcome is. This will be one of the following:

- The appeal is **refused**.
In this case, the redundancy dismissal, pay and notice The School has issued continues as originally proposed.
- The appeal is **upheld** while the employee has not yet ended their redundancy notice period.
In this case, the employment contract will normally continue as though the employee had not been selected for redundancy in the first place.
- The appeal is **upheld** after the employee has ended their redundancy notice period.
In this case, the employee should be reinstated, and their continuous service will apply from the time they were first employed. The School will also pay any arrears of wages between the end of the notice period and the time the employee is reinstated.
- The appeal is **upheld** after the employee has ended their redundancy notice period, and after a redundancy payment has been made.
In this case, the conditions above will apply, but The School will seek return of the redundancy payment, typically from deductions in wages.

Whatever the decision of the appeal, the employee should be informed of the outcome in writing within 2 working days.

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Dismissal

Concerns may arise relating to an employee's conduct or performance. Cases of minor misconduct or unsatisfactory performance are usually dealt with informally. However, if informal action does not bring about an improvement, or the misconduct or unsatisfactory performance is considered too serious to be classed as minor, formal action should be taken.

I. Performance-related procedures

Where the informal procedures outlined above (see [Managing Under-Performance](#)) fail to bring about satisfactory results, the following steps should be taken:

7. The employee should be invited to a meeting with their line manager to discuss their performance. They should be informed in writing that this is a formal disciplinary meeting, and the specific areas of concern should be outlined. They should be informed that an additional member of senior staff will be present to take minutes, and that they have the right to be accompanied by their trade union representative or a work colleague.
8. During the meeting, the employee is given the opportunity to state their case.
9. After the meeting, the line manager will decide what the best course of action is. This will be either:
 - No further formal action will be taken, and the employee will be given additional support to assist them in carrying out their duties.
 - A Written Warning is issued. This will include an action plan outlining areas for improvement, with a deadline for making these improvements. As informal processes have already been followed, and the employee has already had the chance to improve, this will take the form of a First and Final Written Warning. The employee is informed that the school will consider dismissal if there is no improvement by the date specified.

If a First and Final Written Warning is issued:

10. The employee is informed that they may appeal this decision; if they choose to do so, an appeal hearing is arranged.
11. The appeal hearing should be conducted by a member of the management team who has not previously been involved in the case. Once again, there should be another senior member of staff present to take minutes, and the employee is invited to be accompanied by their trade union representative or a work colleague. After the appeal hearing, a decision is made, and the employee informed of the outcome in writing as soon as possible.

If the First and Final Written Warning is upheld:

12. The employee's performance should be monitored throughout the period of the warning, and appropriate support and assistance offered.
13. At the end of the period, the employee should be invited to a second meeting with their line manager to discuss their progress. As before, they should be informed of the nature of the meeting in writing. They should be informed that an additional member of senior staff will be present to take minutes, and that they have the right to be accompanied by their trade union representative or a work colleague.
14. After the meeting, the line manager will decide what the best course of action is. This will be either:
 - In cases where there has been marked improvement, no further formal action will be taken, and the employee will be given additional support to assist them in carrying out their duties.
 - In cases where there has been some improvement, the deadline for improvement is extended, with a revised action plan and timetable. The employee is informed that the school will consider dismissal if there is no improvement by the date specified.
 - In cases where there has been little or no improvement, the employee will be dismissed. The employee will be informed of the outcome in writing, and given the chance to appeal as in stage 5 above.

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II. Conduct-related procedures

Issues relating to conduct are broken down into four categories.

Minor Misconduct

Minor misconduct is counted as one-off or rare occurrences of misconduct as detailed in the Staff Handbook. These cases should always be dealt with informally and no record kept.

Misconduct

Misconduct is counted as repeated occurrences of misconduct as detailed in the Staff Handbook. These cases should be dealt with as follows:

1. The employee should be invited to a meeting with their line manager to discuss the misconduct. They should be informed in writing that this is a formal disciplinary meeting, and the specific areas of concern should be outlined. They should be informed that an additional member of senior staff will be present to take minutes, and that they have the right to be accompanied by their trade union representative or a work colleague.
2. During the meeting, the employee is given the opportunity to state their case.
3. After the meeting, the line manager will decide what the best course of action is. This will be either:
 - No further formal action will be taken.
 - A First Written Warning is issued. This will state how the school expects their conduct to improve and over what period. The employee is informed that the school will issue a Final Written Warning if their conduct does not improve over the specified period.

If a First Written Warning is issued:

4. The employee is informed that they may appeal this decision; if they choose to do so, an appeal hearing is arranged.
5. The appeal hearing should be conducted by a member of the management team who has not previously been involved in the case. Once again, there should be another senior member of staff present to take minutes, and the employee is invited to be accompanied by their trade union representative or a work colleague. After the appeal hearing, a decision is made, and the employee informed of the outcome in writing as soon as possible.

If the First Written Warning is upheld:

6. The employee's conduct should be monitored throughout the period of the warning, and appropriate support and assistance offered.
7. At the end of the period, the employee should be invited to a second meeting with their line manager to discuss their progress. As before, they should be informed of the nature of the meeting in writing. They should be informed that an additional member of senior staff will be present to take minutes, and that they have the right to be accompanied by their trade union representative or a work colleague.
8. After the meeting, the line manager will decide what the best course of action is. This will be either:
 - In cases where there has been marked improvement or no further instances of misconduct, no further formal action will be taken, and the employee will be given additional support to assist them in carrying out their duties.
 - In cases where there has been little or no improvement or further instances of misconduct, the employee will be issued a Final Written Warning. The employee is informed that the school will consider dismissal if there is no improvement by the date specified.

If a Final Written Warning is issued:

9. The employee is informed that they may appeal this decision; if they choose to do so, an appeal hearing is arranged.
10. The appeal hearing should be conducted by a member of the management team who has not previously been involved in the case. Once again, there should be another senior member of staff present to take minutes, and the employee is invited to be accompanied by their trade union representative or a work colleague. After the appeal hearing, a decision is made, and the employee informed of the outcome in writing as soon as possible.

If the Final Written Warning is upheld:

11. The employee's conduct should be monitored throughout the period of the warning, and appropriate support and assistance offered.
12. At the end of the period, the employee should be invited to a third meeting with their line manager to discuss their progress. As before, they should be informed of the nature of the meeting in writing. They should be informed that an additional member of senior staff will be present to take minutes, and that they have the right to be accompanied by their trade union representative or a work colleague.
13. After the meeting, the line manager will decide what the best course of action is. This will be either:
 - In cases where there has been marked improvement or no further instances of misconduct, no further formal action will be taken, and the employee will be given additional support to assist them in carrying out their duties.
 - In cases where there has been little or no improvement or further instances of misconduct, the employee will be dismissed.

If the employee is dismissed:

14. The employee is informed that they may appeal this decision; if they choose to do so, an appeal hearing is arranged.
15. The appeal hearing should be conducted by a member of the management team who has not previously been involved in the case. Once again, there should be another senior member of staff present to take minutes, and the employee is invited to be accompanied by their trade union representative or a work colleague. After the appeal hearing, a decision is made, and the employee informed of the outcome in writing as soon as possible.

If the decision to dismiss is upheld:

16. The employee is informed that they may appeal to an employment tribunal using the Acas Early Conciliation process^{xlvi}.

Serious Misconduct

Serious misconduct is conduct that can result in harm (financial or reputational) to the company as detailed in the Staff Handbook. These cases should be dealt with following the same procedures as those for misconduct (above), but instead of issuing a First Written Warning followed by a Final Written Warning, these steps are omitted and the employee is issued a First and Final Written Warning.

Gross Misconduct

Gross misconduct is conduct that is serious enough to overturn the contract between employer and employee, so justifying summary dismissal^{xlvi}. In such cases the employee is suspended from work pending investigation. At the end of the investigation, the same procedures as for misconduct (above) are followed, but instead of issuing a First Written Warning followed by a Final Written Warning, these steps are omitted and the employee is dismissed summarily.

All disciplinary procedures and investigations are carried out following the relevant Acas code of practice^{xlvi}, and according to employment law^{xlvi}.

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Appendices

Appendix 1: Diversity and Equality

Burlington School is committed to eliminating discrimination and encouraging diversity amongst our staff.

To that end we aspire to provide equality and fairness for all in our employment and not to discriminate on grounds of gender, gender reassignment, marital status (including civil partnerships), race, ethnic origin, colour, nationality, national origin, disability, sexual orientation, religion or age. We oppose all forms of unlawful and unfair discrimination.

All employees, whether part-time, full-time or temporary, will be treated fairly and with respect. All employees will be helped and encouraged to develop their full potential and the talents and resources of the workforce will be fully utilised to maximise the efficiency of the organisation.

As a provider of international education, we must ensure that all principles of equality are also applied to students, and that such principles are promoted in the school at all times.

Our commitment:

- To create an environment in which individual differences and the contributions of all our staff, representatives and students are recognised and valued.
- Every employee and representative of the school is entitled to a working environment that promotes dignity and respect to all.
- Every student is entitled to a learning environment that promotes dignity and respect to all.
- No form of intimidation, bullying or harassment will be tolerated.
- Training, development and progression opportunities are available to all staff.
- Equality in the workplace is good management practice and makes sound business sense.
- We will review all our employment practices and procedures to ensure fairness.
- Breaches of our equality policy will be regarded as misconduct and could lead to disciplinary proceedings.
- This policy is fully supported by senior management.

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Appendix 2: Code of Conduct and Core Behaviours

Core Behaviours and Characteristics

Burlington School has developed a set of Core Behaviours and Characteristics, which illustrate what we hope all our staff to be. It is a person who:

- demonstrates openness and honesty;
- is willing to understand others' points of view;
- treats everyone with respect, trust and dignity;
- is transparent and open in communicating information;
- organises, expresses and communicates ideas clearly, verbally and in writing;
- takes responsibility for their own actions and behaviours whilst working in a team;
- understands the contribution their role makes to the overall success of the school;
- understands how their role and others' work together for the good of the school.

Conduct

The conduct of staff should enhance the reputation of the school at all times.

All staff are expected to:

- behave in a professional manner at all times;
- treat all others equally and fairly in line with our [Diversity and Equality Statement](#);
- behave in ways that respect people's age and background;

All staff are expected **not** to:

- use obscene or offensive language in front of students or colleagues;
- volunteer details of the company or its finances to students;
- ask or volunteer details of private and personal issues to students.

Dress

Appearance is a part of professionalism, and members of staff should dress appropriately to the role they hold.

All staff are expected to:

- dress appropriately for a professional workplace, with no jeans, trainers or old, dirty or damaged clothes
- dress with consideration to others' feelings and cultures.

Media, Social Media and Communications

Communications on behalf of the school should only be made by senior management. Any communications which may jeopardise the reputation of the school will be treated as a disciplinary matter.

Staff are not permitted to:

- make statements to the media as if on behalf of the school: if staff members are asked to make such statements, they should refer the questioner to their line manager;
- use the Burlington School name or brand for personal communication;
- make comments on public fora designed to diminish the reputation of the school, its students or its staff or representatives.

Relationships

For the protection of students and staff, we have guidelines for relationships with students.

All staff are encouraged to:

- maintain separate personal and professional profiles on social media;
- encourage communication through the school rather than personally;
- consider at all times the importance of maintaining trust between staff and students.

All staff are encouraged **not** to:

- mix with students outside the normal school day or Social Programme;
- not to exchange telephone numbers or email addresses with current students;
- not to befriend current students on social media.

Burlington School regards trust and respect between members of staff and student as key to the success of the school. We recognise therefore that any inappropriate relationship between a member of staff and student may seriously damage the educational experience of the student and that of their peers, may generate conflicts of interest, result in inequality of treatment, may damage relationships with other individuals and stakeholders, and may damage the reputation of the school, potentially leading to litigation or prosecution.

In light of this, the school considers it to be a breach of professional ethics for staff members to have romantic or sexual relationships (even if consensual), with a student for whom they have, or are in the future likely to have, responsibility of any kind. You are expected to make serious efforts to prevent any romantic or sexual relationship from occurring with a student. If such a relationship does arise in spite of such serious efforts, you must immediately advise your line manager of the situation so that all responsibilities for the student may be transferred to an alternative member of staff. Similarly, you should not accept responsibility for a student with whom you have had a previous, or have an existing, relationship.

Failure to immediately report any sexual or romantic relationship with your line manager will be deemed a serious breach of Company Policy and will result in disciplinary action being taken.

It is highly inappropriate to form social relationships with students under the age of 18. Doing so is in breach of the school's [Safeguarding and Welfare Policy](#), and will be treated as a disciplinary matter.

Sexual or romantic relationships with students under the age of 18 will result in summary dismissal and the matter being reported to the police and local Safeguarding Children Board

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Appendix 3: Sample Job Descriptions

Position: Director of Studies

Responsible to the Managing Director, the Director of Studies must show strong leadership skills, and have the academic background to plan and coordinate courses for up to 250 young learners and adults. The post suits individuals with previous management experience, or those who are looking to move into academic management. The principal responsibilities of the Director of Studies role are:

Management of Teaching Staff

- To work with the Managing Director to ensure continuing availability of competent, qualified teachers for all classes
- To work with the Managing Director to maintain a database of competent, qualified teachers for cover purposes
- To ensure that all teachers are suitable for the classes they are assigned, considering skills, background and experience
- To assist teachers on an ad hoc basis with points of general methodology and specific situations
- To set an example to all teachers for punctuality, thoroughness, degree of preparation and overall level of professionalism.
- To work with the Managing Director to create a positive environment which encourages teachers and students to engage fully with the school and its mission
- To work with the Managing Director to recruit and interview teaching staff in line with the needs of the school
- To work with the Managing Director to carry out induction and orientation of all new teaching staff
- To enter teaching hours into the Teaching Salary spreadsheet on a daily basis
- To keep records of all absences and cover teaching

Assessment of and Management of Students

- To test and assign to class all new students
- To induct all new students
- To create timetables for teaching for all classes
- To meet with new students during their first week to discuss any concerns they may have
- To ensure Arrival and Mid-Course feedback is collected from all students
- To act on any issues arising from feedback, and to follow up on these issues
- To develop and implement tools to enable teachers to assess students' individual and collective needs according to the CEFR
- To assist and advise teachers when discussing student progress, including changes of class
- To work with the Managing Director to assess students' progress and attitude towards learning through meetings with students and teachers
- To work with the Managing Director to assist teachers with implementing actions to improve students' individual and collective learning

Course Development and Design

- To work with the Managing Director to assess and develop syllabuses for all courses taught, and to ensure that the school has sufficient resources to deliver the courses
- To work with the Managing Director to review and assess teaching materials and lesson methodology every 3-6 months or in response to specific issues
- To work with the Managing Director to ensure sufficient coursebooks are held in stock for students
- To work with the Managing Director to develop new programmes in response to present or future market demand
- To work with the Managing Director to ensure that all classes running are profitable, and to close classes as necessary

Oversight of Continuing Professional Development

- To observe all teaching staff twice a year, or in response to feedback or other concerns
- To work to observe all newly-employed teachers within 1 week of commencement of employment
- To work with the Managing Director to hold appraisals with all teaching staff on an annual basis, or in response to feedback or other concerns
- To work with the Managing Director to create and store records of all observations and appraisals
- To work with the Managing Director to devise and implement a coherent series of CPD sessions based on factors including:
 - Outcomes of observations
 - Appraisal
 - Student feedback
 - Specific events or changes in the school
- To work with the Managing Director to implement and maintain systems for identifying underperformance in teaching staff
- To work with the Managing Director to develop action plans for underperforming staff in line with the school's Recruitment and Retention Policy

Administration

- To keep records of all meetings, appraisals and observations, and to store them in line with the school's data protection policy
- To ensure teachers are completing all documentation in a timely and accurate manner, including:
 - Class registers
 - Records of work
 - Weekly plans
 - Risk assessments and lesson plans for class trips
 - Handover notes

Teaching

- To be available for regular or cover teaching duties of up to 15 hours per week, depending on the needs of the school

Communication

- To share timetables and arrival and departure details with all staff on a weekly basis
- To communicate concerns and issues of the school management team to the teaching staff.
- To liaise with group leaders, teachers and activity staff to ensure the smooth running of the school.
- To pass on any concerns arising from feedback or observation to other members of the school management team
- To hold regular meetings with teaching staff to discuss developments in the school and any other relevant issues
- To prepare and store minutes of all such meetings
- To meet with other members of the school management team to discuss academic issues in the context of the running of the school and future developments in the school

Marketing

- To work with the Managing Director to develop syllabuses, timetables and lesson plans to assist with the marketing of the school
- To work with others to develop marketing materials for the school
- To be available to answer any questions current or potential students or ETOs may have about the school's courses
- To ensure marketing staff are fully aware of the details of the courses the school is selling

Other

- To assist with ongoing and specific preparation for external accreditation, including the British Council, and to ensure that all academic courses are in line with legal and accreditational criteria at all times.
- To keep fully apprised of developments in ELT, including:
 - Methodology
 - Competition
 - External CPD
 and to share this knowledge with other members of the school management team
- to assist the Operations Manager and Managing Director with any other duties within the scope, spirit and purpose of the job

Safeguarding Responsibilities

As a member of the senior management team, the Director of Studies will also act as a Designated Safeguarding Lead (DSL). The DSL must have training to the level Specialist Safeguarding Training for Designated Lead (formerly level 3). This will be organised by The School at the earliest possible stage of employment.

The designated safeguarding lead is the person appointed to take lead responsibility for child protection issues in school. To ensure that there is a DSL on site at all times, Burlington School appoints 2 DSLs - the Managing Director and the Director of Studies. You should work together to carry out the responsibilities of the role.

Responsibilities for the role of DSL are as follows:

Working with others

The DSL will:

- work with the Senior Leadership Team to ensure safeguarding is at the heart of the school ethos and that all staff are supported in knowing how to recognise and respond to potential concerns.
- liaise with the proprietor to keep them informed of any safeguarding issues, especially ongoing enquiries and police investigations.
- as required, liaise with the local authority case manager or the designated officer at the local authority if a concern has arisen regarding a member of staff.
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- act as a source of support, advice and expertise for staff.

Managing referrals

The DSL will:

- refer cases of suspected abuse to Children's Social Care, and support staff who have raised concerns about a child or have made a referral to Children's Social Care.
- where there are concerns about radicalisation, to make referrals to the Channel programme and offer support to other staff who have concerns about radicalisation.
- refer cases to the Disclosure and Barring Service (DBS) where a member of staff has been dismissed following concerns they posed a risk to a child.
- refer cases to the police where a crime has been or may have been committed.

Undertaking training and developing knowledge

- In addition to formal training, the DSL should keep knowledge and skills up to date via online training, e-bulletins, opportunities to network with other DSLs, and attend locally arranged briefings. These opportunities should be taken up at least once a year but more regularly if possible so that the DSL:
 - understands the referral and assessment process for early help and intervention.
 - knows about child protection case conferences and reviews and can contribute to these effectively when required.
 - ensures that all staff have access to and understand the school's Safeguarding and Welfare policy.

- is aware of the needs of any vulnerable children ie; those with special educational needs, young carers and those receiving support from the local authority including a child in need, a child on a child protection plan or a looked after child.
- keeps detailed, accurate and secure records of concerns and referrals
- understands the role of the school in terms of the Prevent duty where required.
- attends refresher and other relevant training.
- encourages a culture of listening to children and taking account of their wishes and feelings in terms of what the school does to protect them.

Raising awareness

- The designated safeguarding lead's role is to:
- ensure the school's Safeguarding and Welfare policy is updated and renewed annually and that all members of staff have access to it and understand it.
- provide regular briefings and updates at staff, departmental and governor meetings to help ensure that everyone is kept up to date on latest policy developments and reminded of their responsibilities.
- ensure the Safeguarding and Welfare policy is available publicly and that parents are aware of the policy and that schools may make referrals to children's social care if there are concerns about abuse or neglect.
- link with the LSCB to keep up to date with training opportunities and the latest local policies.

Record keeping

It is also the designated safeguarding lead's responsibility to keep detailed, accurate and secure written records of safeguarding concerns. These records are confidential and should be kept separately from student records. They should include a chronology of concerns, referrals, meetings, phone calls and emails.

Where children leave the school, the DSL must ensure the child protection file of any child who has had issues raised is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure delivery and confirmation of receipt should be obtained.

Training of other staff

It is the role of the designated safeguarding lead to ensure all staff:

- have induction training covering child protection, an understanding of safeguarding issues including the causes of abuse and neglect.
- are able to identify the signs and indicators of abuse, respond to disclosures appropriately and respond effectively and in a timely fashion when they have concerns

Candidate Specification:

- Strong communication and leadership skills
- Strong organisational skills
- Flexibility
- Experience of working with adults and young learners
- Previous management experience in a year-round-accredited school
- Knowledge of British Council and other accreditation requirements

Qualifications

Required:

- TEFL-I (CELTA/CertTESOL)
- First Degree
- TEFL-Q (DELTA/DipTESOL)

Desirable:

- MA/MSc in TESOL or Applied Linguistics

Burlington School is committed to safeguarding and promoting the welfare of its students, and expects all stakeholders to share this commitment. All stakeholders must be aware of their responsibilities under legislation regarding Safeguarding,

Health and Safety, and the Prevent Duty. Training will be provided in all these areas as part of the induction process.

Burlington School is an equal opportunity employer and is determined to ensure that no applicant or employee receives less favourable treatment on the grounds of gender, age, disability, religion, belief, sexual orientation, marital status, or race.

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Job Description: Marketing Officer

Reporting to the Managing Director, the Marketing Officer has responsibility for B2B and other sales channels within the agreed geographical area(s), and is responsible for devising marketing strategies and sales targets, and ensuring they are met.

The Marketing Officer should be able to work on their own initiative but also as part of a team, and will have a thorough understanding of the language education industry.

Principal Responsibilities:

Recruiting and Maintaining Educational Tour Operators (ETOs):

- To source new ETOs in agreed geographical areas
- To manage correspondence with new, existing and prospective ETOs
- To record new and prospective clients on the school database, and to ensure that information on existing clients is maintained and up-to-date, including:
 - signed and completed contracts and ETO Agreements
 - references for ETOs
 - contact details of key people
- To record new and prospective clients on external databases and platforms, such as Edvisor
- To travel within the UK and to relevant destinations overseas to promote the school, and to build relationships with new, existing and prospective ETOs
- To provide detailed verbal and written follow-ups to the Managing Director after marketing events and marketing trips.

Recruiting and Maintaining Individual Students:

- To respond to enquiries regarding courses and accommodation
- To ensure the school and what it can offer are portrayed accurately in any quotes and other correspondence with current, future or prospective students
- To follow up such enquiries to maximise the chances of a sale
- To manage correspondence with new, existing and prospective students
- To input student information on the school database, including:
 - personal details
 - emergency contact details
 - enrolment forms
 - consent forms (for students under 18)

Group Bookings

- To provide immediate and accurate quotes for group enquiries#
- To ensure that quotes are profitable for the school
- To ensure the school and what it can offer are portrayed accurately in any quotes and other correspondence with current, future or prospective groups
- To ensure all correspondence and quotes are stored accurately and systematically on the school's server.
- To pass on information, contacts and documents to the Operations Coordinator
- To provide a meet and greet service for groups as required

Dealing with Clients:

- To meet ETOs in a professional manner
- Providing a meet and greet service for groups, individuals and others at airports or residences as required
- To respond to emails quickly and professionally to ensure bookings are secured
- To deal with walk-in students in a friendly and professional manner to ensure bookings are secured
- To answer telephone enquiries in a friendly and professional manner to ensure bookings are secured

Sharing Information:

- To pass appropriate information on to relative departments, including:
 - accommodation requests
 - specific academic requests
 - payment requests
 - Group request
- To ensure all Young Learner and Group bookings are passed to the Operations Coordinator to finalise
- To participate in weekly meetings, sharing information about future arrivals and future operations of the school
- To ensure commission invoices are reconciled and accurate before passing them on to the Finance Manager

Marketing Materials:

- To ensure that the school has sufficient stock of current and future marketing materials
- To assist the Managing Director with the development of new marketing materials
- To seek feedback from clients on marketing materials
- To ensure marketing materials are distributed to clients
- To create and submit adverts for industry publications and social media

Digital Marketing

- To assist the Digital Marketer with materials for posts aimed at specific and general markets
- To provide information (such as holiday dates and market intelligence) to enable the Digital Marketer to plan campaigns accordingly
- To assist the Managing Director with preparing email campaigns aimed at specific and general markets
- To find and connect with social media influencers to boost the school's reach and reputation
- To Work with Managing Director and Digital Marketer to develop an annual digital marketing plan

Product Development:

- To work with school management to understand the products that need to be sold and their target market.
- To work with the Managing Director to position the school's products in the current marketplace.
- To assist in development of products for new and existing markets
- To work with the Managing Director to ensure the school is proactive in preparing for future market developments
- Work with the marketing director to put together a yearly marketing plan

Other:

- To maintain a professional appearance and approach to enhance the reputation of the school
- To assist the Managing Director with any other duties within the scope, spirit and purpose of the job

Safeguarding Responsibilities

Burlington School is committed to safeguarding and promoting the welfare of its students, and expects all stakeholders to share this commitment. All stakeholders must be aware of their responsibilities under legislation regarding Safeguarding, Health and Safety, and the Prevent Duty.

It is the responsibility of all staff to promote the safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact. All staff must adhere to and ensure compliance with the school's Safeguarding and Welfare Policy, and the Staff Code of Conduct at all times.

If, in the course of carrying out your duties, you become aware of any actual or potential risks to the safety or welfare of children in the school you must report any concerns to the school's Designated Safeguarding Lead.

Burlington School is an equal opportunity employer and is determined to ensure that no applicant or employee receives less favourable treatment on the grounds of gender, age, disability, religion, belief, sexual orientation, marital status, or race.

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Job Description: English Language Teacher

Responsible to the Director of Studies, English Teachers must be enthusiastic and have the skills to teach a variety of students at different ages and levels of English.

The principal responsibilities of the role are:

- to teach General English, Exam Preparation and/or Business English to students at a variety of levels
- to teach adults and/or young learners
- to assist with the school social programme for adults and/or young learners
- to complete administrative paperwork in line with legal and accreditation responsibilities
- to assist the Director of Studies with any other duties within the scope, spirit and purpose of the job

Qualifications

Required:

- TEFL-I (CELTA/CertTESOL)
- First Degree

Desirable:

- TEFL-Q (DELTA/DipTESOL)
- MA/MSc in TESOL or Applied Linguistics

Candidate Specification:

- Strong communication skills
- Strong organisational skills
- Flexibility
- Experience of working with adults and young learners

Safeguarding Responsibilities

Burlington School is committed to safeguarding and promoting the welfare of its students, and expects all stakeholders to share this commitment. All stakeholders must be aware of their responsibilities under legislation regarding Safeguarding, Health and Safety, and the Prevent Duty.

It is the responsibility of all staff to promote the safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact. All staff must adhere to and ensure compliance with the school's Safeguarding and Welfare Policy, and the Staff Code of Conduct at all times.

If, in the course of carrying out your duties, you become aware of any actual or potential risks to the safety or welfare of children in the school you must report any concerns to the school's Designated Safeguarding Lead.

Burlington School is an equal opportunity employer and is determined to ensure that no applicant or employee receives less favourable treatment on the grounds of gender, age, disability, religion, belief, sexual orientation, marital status, or race.

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Appendix 4: Sample Job Advertisement

Job Title	Business Development Manager
Company Name	Burlington School
Responsible to	Managing Director
Responsible for	Marketing and Sales Officers (2 - 3)
Location	London, United Kingdom
Job Type	Permanent
Salary	£25000 - £35000 (depending on skills and experience) + bonus structure
Language skills required	Native Speaker or C2 Level of English

Description

Burlington School is recruiting a Business Development Manager to join the senior management team to help develop the business, and to consolidate and enhance the company's brand and market share.

Burlington School is an independent English Language School based in Balham, South London. The school was established in 1990, and we are looking to develop and diversify our products in line with current and future markets.

Reporting to the Managing Director, The Business Development Manager will have primary responsibility for B2B and other sales channels, and will be responsible for devising marketing strategies and sales targets, and ensuring they are met. The Business Development Manager will also have a key role in development, including:

- establishing and developing relationships with educational and corporate institutions, both in the UK and worldwide;
- developing products in conjunction with the Academic team tailored to specific markets;
- raising the school's profile in current and emerging markets.

The successful candidate will be able to work on his or her own initiative but also as part of a team, and will have a thorough understanding of the language education industry.

Principal Responsibilities:

- To devise and manage short and medium-term marketing and sales strategies
- To ensure existing B2B sales channels are being utilised to their best advantage
- To work with the Managing Director to position the school's products in the current marketplace
- To work with the Managing Director to ensure the school is proactive in preparing for future market developments
- To assist in development of products for new and existing markets
- To be responsible for developing relationships with organisations in the UK and overseas increase the uptake of Burlington School courses, including:
 - ETOs;
 - Educational Institutions;
 - Companies and Corporations
- To line manage the Marketing and Sales team in relation to the above
- To assist the Managing Director with any other duties within the scope, spirit and purpose of the job

Candidate Specification:

Required

- First Degree, ideally in a business-related field
- Thorough understanding of the language education industry

- Proven B2B sales experience
- Previous management experience
- Outstanding customer focus
- Excellent interpersonal skills

Desirable

- Management qualification
- Understanding of the Tour Operator industry
- Written and spoken proficiency in language(s) other than English
- Current clear Enhanced DBS disclosure (please note: this will be required before commencement of employment)

Burlington School is committed to safeguarding and promoting the welfare of its students, and expects all stakeholders to share this commitment. All stakeholders must be aware of their responsibilities under legislation regarding Safeguarding, Health and Safety, and the Prevent Duty.

Burlington School is an equal opportunity employer and is determined to ensure that no applicant or employee receives less favourable treatment on the grounds of gender, age, disability, religion, belief, sexual orientation, marital status, or race.

The closing date for receipt of applications is Friday 28 April 2023 and initial interviews will be held in the following 2 weeks.

To apply for this position please send your CV and salary expectations, quoting Business Development Manager in the subject line, to George Barnbrooke, Managing Director, at marketing@burlingtonschool.co.uk.

Travel requirements

The role is based in our London School, but will involve travel throughout the UK and internationally.

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Appendix 5: Sample Invitation for Interview

Dear ,

Further to your application for the role of Business Development Manager at Burlington School, I would like to invite you for an interview.

The interview will be at **10:30 on Thursday 27 April 2023**. The interview will be at:
 Burlington School
 Lord Annaly House
 146A Bedford Hill
 London
 SW12 9HW
 United Kingdom

The nearest underground station is **Balham** on the **Northern Line**; the nearest national rail station is **Balham**. [Click here](#) for further information on how to find us.

Upon arrival, please ask at Reception for George Barnbrooke, Managing Director, who will be conducting the interview, along with Olha Hall, Operations Manager.

If this time is unsuitable for you, please let George Barnbrooke know as soon as possible, either by email at marketing@burlingtonschool.co.uk or telephone on 020 7736 9621, and we will arrange an alternative appointment.

The interview will last approximately 1 hour, and will be in 2 stages:

- There will be an interview exploring your experience, skills and future plans;
- Please prepare a short presentation (approximately 5 minutes) outlining a method for introducing Burlington School to The Middle East, a new market for the school. A laptop and projector will be available on the day of your interview. Please email a copy of the presentation to marketing@burlingtonschool.co.uk before 12 noon on Wednesday 27 January 2016.

On the day of your interview, please bring proof that you are entitled to work in the EU, such as a passport, and originals of any academic qualifications.

You may find it helpful to view our website <http://burlingtonschool.co.uk/> before the interview, but we would ask you to familiarise yourself with the following school policies:

- the school Safeguarding and Welfare Policy
 - the school Prevent Duty Policy
 - the school Equal Opportunities Statement
- You can view these at <http://burlingtonschool.co.uk/downloads>

If you have any questions, please do not hesitate to contact me, and I look forward to meeting you.

Yours sincerely,

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Appendix 6: Sample Conditional Offer of Employment

Dear ,

Thank you for coming in for an interview on Thursday 28 January. I am pleased to offer you the position of Business Development Manager at Burlington School.

The details of the job are as follows:

Job title	Business Development Manager
Job outline	<ul style="list-style-type: none"> • To devise and manage short and medium-term marketing and sales strategies • To ensure existing B2B sales channels are being utilised to their best advantage • To work with the Managing Director to position the school's products in the current marketplace • To assist in development of products for new and existing markets • To line manage the Marketing and Sales team in relation to the above • To assist the Managing Director with any other duties within the scope, spirit and purpose of the job
Responsible to	Managing Director
Responsible for	Marketing and Sales Officers (2 - 3)
Location of the main place of work	Burlington School Lord Annaly House 146A Bedford Hill London SW12 9HW
Start date	Monday 01 May 2023
Hours of Work	09:00 - 18:00
Induction period	1 week
Probationary period	6 months
Conditions which need to be met	<ul style="list-style-type: none"> • Satisfactory references • Enhanced DBS check
Terms	<ul style="list-style-type: none"> • £28000 pa, to be paid in arrears on the 5th working day of the following month • 2.5% commission on tuition sales in excess of £250,000 • 20 days holiday pa, + bank holidays • Automatic enrolment into Workplace Pension scheme (see https://www.gov.uk/workplace-pensions/about-workplace-pensions for further information)
What you need to do	<ul style="list-style-type: none"> • Please provide 2 references, one of whom should be your current or most recent employer • Please complete the following e-learning modules, and email your Certificates of Completion to the school <ul style="list-style-type: none"> • An Awareness of Child Abuse and Neglect http://www.courses.kirkleessafeguardingchildren.co.uk/ • Anti-Bullying Alliance: <ul style="list-style-type: none"> Module 1 - Is it bullying? Module 4 - The 10 key principles to reduce bullying of disabled learners and learners Module 7 - Cyberbullying https://www.anti-bullyingalliance.org.uk/training-catalogue • Prevent for practitioners https://www.foundationonline.org.uk/

I have attached a document giving directions and further information on these modules.

Please let me know if you have any further questions, and we look forward to working with you.

Best wishes,

Appendix 7: Sample Rejection Letter.

Dear ,

Thank you for your interest in position of Business Development Manager at Burlington School. We interviewed a number of qualified candidates and have unfortunately decided to proceed with other applicants who more closely fit our needs at this time. This is not a reflection on you or your abilities, but merely a reflection on the strategic needs of the school.

We appreciate your taking the time to submit your application and coming in to meet us. We wish you the best of luck in your job search and thank you for your continued interest in our company. We would also encourage you to apply for any future vacancies that may arise at Burlington School.

Yours sincerely,

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Appendix 8: Sample Reference Request Form



Lord Annaly House
146A Bedford Hill
London
SW12 9HW
United Kingdom

Reference Request Form

Please complete the shaded () fields and tick (✓) the appropriate boxes below. When the form is completed, save it as “[Candidate Name] Reference Request Form”, and email it to marketing@burlingtonschool.co.uk.

To complete this form, you may need the latest version of Adobe Acrobat Reader, which you can download from <https://get.adobe.com/reader/>.

Name of candidate:			
Position applied for:			
Name of referee:			
Organisation:		Position:	
Role of candidate in your organisation: Dates of employment of candidate:			
Your relationship to candidate:			
How long have you known the candidate?			
Why is the candidate leaving/did the candidate leave the organisation?			

Please comment on the candidate’s abilities in the following categories as follows

1: exceptional 2: above average 3: below average 4: poor

	1	2	3	4
Initiative and self-motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to handle conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships to superiors and colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance & Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honesty and reliability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adaptability and perseverance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to meet deadlines and work under pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisational Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please give any further information as appropriate:

Please answer the following questions, giving further details if necessary

Do you know of any reason the candidate should not work with children or vulnerable adults?

Has the candidate been subject to any disciplinary procedures (whether formal or informal) during the last 12 months or where the disciplinary sanction is still current?

How many days' absence has the candidate taken in the preceding twelve months?

Would you re-employ the applicant? Why/Why not?

Is there any further information you would like to add?

Signed

Date

If you would like to discuss any details of this reference, please contact the Managing Director, George Barnbrooke at marketing@burlingtonschool.co.uk or by telephone on +44 (0) 20 7736 9621.

Please return this reference by email, or by post to:

Lord Annaly House

146A Bedford Hill

London

SW12 9HW

United Kingdom

Please note: Under the Data Protection Act 1998 individuals have the right to view the personal information we hold on them. Please note, if we receive such a request, we will be obliged to disclose to the candidate the reference information supplied by you.

Appendix 9: Staff Suitability Declaration



Lord Annaly House
146A Bedford Hill
London
SW12 9HW
United Kingdom

Employee Self-Declaration and Disclosure Form

Private and Confidential

As the role you have applied for involves frequent or regular contact with or responsibility for children, Burlington School is required to run an Enhanced DBS (Disclosure and Barring Service) check on you, which will provide details of criminal convictions; this will also include a Barred List check.

Please tick (✓) the boxes and complete the relevant fields below.

Save the document as "[your name] Self-Declaration Form" and return it to the school.

To complete this form, you may need the latest version of Adobe Acrobat Reader, which you can download from <https://get.adobe.com/reader/>.

Section 1: To be completed by the applicant

1. Have you ever been known to any Children's Services department as being a risk or potential risk to children? Yes No

If you answered Yes, please provide further information below:

2. Have you been the subject of any disciplinary investigation and/or sanction by any organisation due to concerns about your behaviour towards children? Yes No

If you answered Yes, please provide further information below:

3. Are you 'Disqualified for Caring for Children'? Yes No

If you answered Yes, please provide further information below:

4. Have you ever been found guilty of committing any offence, cautioned, subject to a court order, bound over, or received a reprimand or warning (please include all offences, however minor, and spent convictions)? Yes No

If you answered Yes, please provide further information below:

Confirmation of Declaration.

Please tick (✓) the boxes below:

I agree that the information provided here may be processed in connection with recruitment purposes and I understand that an offer of employment may be withdrawn or dismissal may result if information is not disclosed by me and subsequently come to the organisation's attention.

www.burlingtonschool.co.uk
info@burlingtonschool.co.uk
+44 (0) 20 7736 9621



In accordance with the organisation's procedures if required I agree to provide the information required to run an Enhanced DBS check on me, and to clarify any information provided on the disclosure.

I agree to inform the organisation within 24 hours if I am subsequently investigated by any agency or organisation in relation to concerns about my behaviour towards children or young people.

I understand that the information contained on this form, the results of the DBS check and information supplied by third parties may be supplied by the organisation to other persons or organisations in circumstances where this is considered necessary to safeguard other children.

Signature of applicant:

Name of applicant:

Date of signature:

Section 2: To be completed by Burlington School

Name of Candidate:

Address of Candidate:

Telephone:

Date of Birth:

I confirm that I have seen identification documents relating to this person, and I confirm to the best of my ability that these are accurate.

Specify Identity Document:

Signature of authorised Employing Officer:

Name of authorised Employing Officer:

Position of authorised Employing Officer:

Date of signature:

Appendix 10: HR Checklist and Risk Assessment for Potential Employees Awaiting a DBS Check



Lord Annaly House
146A Bedford Hill
London
SW12 9HW
United Kingdom

Starter Checklist

To be completed for all new employees prior to commencement of employment.

Please refer to the sections *Pre-Employment Checks* and *Induction* in the school's **Recruitment, Selection and Employment Policy**, and the section *Pre-Employment Checks* in the school's **Safeguarding Children and Vulnerable Adults Policy**

Recruitment Documents

1	CV*	<input type="checkbox"/>	
2	Signed Contract*	<input type="checkbox"/>	
3	Copy of Job Advertisement*	<input type="checkbox"/>	
4	Induction Checklist & Quiz*	<input type="checkbox"/>	

Background Checks and Safeguarding

			Notes
1	Reference 1*	<input type="checkbox"/>	
2	Reference 2*	<input type="checkbox"/>	
3	DBS Check***	<input type="checkbox"/>	
4	Overseas Police Check(s)***	Yes <input type="checkbox"/> N/A <input type="checkbox"/>	
<i>Please specify countries</i>			
6	List 99/Barred List Check***	<input type="checkbox"/>	
7	Safeguarding Certificate*	<input type="checkbox"/>	
8	Prevent Certificate*	<input type="checkbox"/>	
9	Anti-Bullying Certificates	<input type="checkbox"/>	
12	Staff Suitability Declaration*	<input type="checkbox"/>	

Academic/Vocational Qualifications

			Notes
1	1 st Degree**	Yes <input type="checkbox"/> N/A <input type="checkbox"/>	
2	2 nd Degree**	Yes <input type="checkbox"/> N/A <input type="checkbox"/>	
3	TEFLI**	Yes <input type="checkbox"/> N/A <input type="checkbox"/>	
4	TEFLQ**	Yes <input type="checkbox"/> N/A <input type="checkbox"/>	
5	Other	Yes <input type="checkbox"/> N/A <input type="checkbox"/>	
<i>Please specify</i>			

Employee Details

			Notes
1	Staff Details*	<input type="checkbox"/>	
2	Passport**	<input type="checkbox"/>	
3	Proof of right to work in UK**	<input type="checkbox"/>	
4	Starter Checklist/P45	<input type="checkbox"/>	

* Documents to be kept on file

** Copies of documents to be kept on file: the line manager/HR manager must sign these copies and include the words "Original seen [date]"

*** If "No" is selected, complete the *Risk Assessment for potential employees awaiting a DBS check*

Pre-Work Checklist - potential employee awaiting a DBS check

The following checks must be carried out prior to commencement of employment. In order to minimise any potential risk, the following questions must all be answered "yes"; if any questions are answered as "no", employment must not commence until a clear Enhanced DBS check has been returned.

1	Has the List 99 check come back as clear?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Go to condition 2 Employment must not commence.
2	Have 2 satisfactory references been returned?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Go to condition 3 Employment must not commence.
3	Have the above references been verified by telephone, paying particular attention to the question <i>Do you know of any reason the candidate should not work with young children or vulnerable adults?</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Go to condition 4 Employment must not commence.
4	Can any gaps on the CV of 3 months or more be accounted for, and have such reasons been verified?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Go to condition 5 Employment must not commence.
5	Has the staff suitability declaration been returned?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Go to risk assessment Employment must not commence.

Risk Assessment - potential employee awaiting a DBS check

The following measures have been developed to minimise the risks associated with a new employee commencing work before a DBS check has been returned. The questions must all be answered "yes"; if any questions are answered as "no", employment must not commence until a clear Enhanced DBS check has been returned.

The assumption is that all contact of the potential employee with children is potentially catastrophic (the highest category of severity of harm), and this cannot be changed. The following measures are designed solely to minimise the probability of this harm occurring on a temporary basis, and should not be regarded as a long-term solution.

1	Is a member of the safeguarding team available to be present at all times when the potential employee has actual or potential contact with children, overseeing all interactions with children (such as in class or on lunch duty)?	Yes <input type="checkbox"/>	Go to question 2
		No <input type="checkbox"/>	Employment must not commence.
2	Is a member of the safeguarding team available to be present at all times when the potential employee has actual or potential contact with adults who have a supervisory role with children, such as group leaders or homestay providers?	Yes <input type="checkbox"/>	Go to question 3
		No <input type="checkbox"/>	Employment must not commence.
	Have measures been taken to ensure that the potential employee has actual or potential contact with children during breaks (such as separate toilets, ensuring breaks for children are monitored and supervised)	Yes <input type="checkbox"/>	Go to question 4
		No <input type="checkbox"/>	Employment must not commence.
4	Have measures been taken to ensure the potential employee cannot access student records (Are all printed records kept in a locked cupboard? Does the potential employee have no access to the student database? Are all passwords secure and secret?)	Yes <input type="checkbox"/>	Go to question 5
		No <input type="checkbox"/>	Employment must not commence.

5	Have measures been taken to ensure the potential employee has no opportunity to give guidance or advice to children (such as syllabus design, social programme planning or web content creation)?	Yes <input type="checkbox"/>	Go to question 6
		No <input type="checkbox"/>	Employment must not commence.
6	Have measures been taken to ensure the potential employee has no opportunity to communicate with children by telephone, internet or other electronic means (such as no external email access, no telephone/reception duties)?	Yes <input type="checkbox"/>	Go to question 7
		No <input type="checkbox"/>	Employment must not commence.
7	Is there a genuine urgent operational need for the potential employee to start work (such as emergency replacement for a teacher)?	Yes <input type="checkbox"/>	Employment may commence
		No <input type="checkbox"/>	Employment must not commence.

To be signed by a Designated Safeguarding Lead:

Signed:

Name:

Date:

Appendix 11: Sample Appraisal Form



Burlington School Self-Assessment Form

Name _____

Department _____

Date of previous appraisal _____

OR

Date of employment _____

Your appraisal will be on _____ a
t _____ in _____

Purpose of the Appraisal Meeting

To enable you to discuss, with your manager, your job performance and your future. The discussion should aim at a clearer understanding of:

- (a) The main scope and purpose of your job
- (b) Agreements on your objectives and tasks
- (c) Standards or targets for measuring your performance
- (d) Your training and future prospects

You can prepare for the meeting and discussion by completing this form.

You may show this form to your manager. This will give him or her time to consider your problems and suggestions. If you do so, it will not be copied or filed without your permission.

If you prefer, you can use this form for your own guidance only, and not show it to anyone.

Your manager will complete a similar form from their perspective.

The aim of this self-assessment is to help you and your manager think about your performance and ensure your feedback and views are fully taken into account. Take time to complete this form – approximately thirty to forty-five minutes. You should not write a detailed account of your past work but summarise and signpost your achievements and personal development. We encourage you to include feedback from customers wherever possible.

After your appraisal, your manager will complete a written Appraisal Form. You will be given the opportunity to read this form; you will then be able to add your comments, and sign the appraisal form. The completed form will be kept in your employee record file.

If you are unhappy with this process, the conduct of this process, or the outcome of this process, you may follow the grievance procedure outlined in the Employee Handbook.

I. The Review Period

1. Tick as appropriate, and comment below as necessary:

(a) Do you have an up-to-date job description? Yes No

Comments:

(b) Do you have an up-to-date action plan? Yes No

Comments:

(c) Do you understand all the requirements of your job? Yes No

Comments:

(d) Do you have regular opportunities to discuss your work and action plans? Yes No

Comments:

(e) Have you carried out the improvements agreed with your manager made at the last appropriate meeting? Yes No n/a

Comments:

2. Overall, how do you think you have developed as an employee in the period under review?

Comments:

3. What particular skills, knowledge and experience have you used in the period under review that have helped you to meet agreed objectives and requirements of the job?

Comments:

5. What have you accomplished, over and above the minimum requirements of your job description, in the period under review (consider the early part of the period as well as more recent events)?

Comments:

6. Have you encountered any obstacles or limitations outside your control which prevented you from performing effectively?

Comments:

7. Which aspects of your job do you...

(a) do most effectively?

(b) do less effectively?

(c) have particular difficulty with?

(d) particularly enjoy?

(e) fail to enjoy?

8. Do you feel you have had adequate support and training during the period under review?

9. Do you have any further comments, questions or issues regarding your role or performance during the period under review?

II. Future Plans

1. Have you any skills, aptitudes, or knowledge not fully utilised in your job? If so, what are they and how could they be used?

2. How would you like to see your role develop over the next 12 months?

3. How would you like to develop professionally over the next 12 months?

How can the school help you with this?

4. Can you suggest any other ways in which the school could help to improve your performance or development?

5. Do you have any further comments, questions or issues regarding the next 12 months?

Do you want this form to be attached to your evaluation and stored in your employee file?

Yes No

Comments:

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Burlington School Appraisal Form

Name _____

Department _____

Job Title _____

Line Manager _____

Date of Appraisal _____

I. Current Performance

This section should be used to record discussion on the key areas of the job, and include a summary of achievement against the objectives that have been previously agreed.

Tick as appropriate, and comment below as necessary:

(1) Objective 1 (INSET HERE) Met: Yes No

Comments:

(2) Objective 2 (INSET HERE) Met: Yes No

Comments:

(3) Objective 3 (INSET HERE) Met: Yes No

Comments:

II. Development summary

This section should be used to record any areas of the employee's work where further training and support is required, and any areas where performance is particularly strong and should be developed further.

III. Development and training

This section should list specific requirements for any training or development. These activities are not restricted to training courses, and may include attachments, projects, coaching, planned experience or any other suitable activity that will enhance the skills, knowledge and behaviour required in the employee's work or to develop him/her further.

IV. Career planning

This section should record any areas of the department or Company in which the employee has expressed a specific interest.

VI. Other areas of discussion

This section should record any other points raised at the appraisal meeting.

VII. Assessment Level

This is based on performance over the year against objectives achieved.

- **Outstanding performance**
(Objectives exceeded and competencies more than fully demonstrated)
- **Standard performance**
(Objectives met and competencies fully demonstrated at required levels)
- **Less than standard performance with development needs**
(Most objectives met but development required to fully meet all objectives)
- **Unsatisfactory performance**
(Performance unacceptable; objectives not met and competencies not demonstrated)

Assessment Level:

VIII. Future objectives

(1) Objective 1 (INSET HERE)

Met: Yes No

Comments:

(2) Objective 2 (INSET HERE)

Met: Yes No

Comments:

(3) Objective 3 (INSET HERE)

Met: Yes No

Comments:

Employee's signature:

Date:

Appraiser's signature:

Date:

Appendix 12: Notice of Consultation for Redundancies

Notice of Consultation for Redundancies

[employee name]

[employee address]

[date]

Dear [staff member],

We are writing to inform you that Burlington School intends to make redundancies, and this is formal notice that a process of consultation will begin on this date. The following sections are intended to give you the details of the process:

1 Rationale

[Background and current situation]

[The reasons for making redundancies]

[Other options considered]

The School has considered these alternatives to redundancies, as laid out in the Recruitment, Selection and Employment Policy and Employee Handbook, and has concluded that these alternatives are not in the best interests of the business. It is therefore with regret that we are looking to make redundancies.

2. How The School intends to proceed

Please refer to the School's Recruitment, Selection and Employment Policy for information about the process of redundancy.

[Manager] will act as the teller during this process. [(S)He] will keep you informed and try to support you during the process, and should be your first port of call for any questions or issues you may have (though this does not preclude you from talking to other members of management).

The School intends to make [number] positions redundant in the [department]. Individuals will be selected based on the following criteria:

- [criteria]

3. Timescale

The process will take [length of time], and it is envisaged that the latest date on which written notices of redundancy will be issued is [date]

4. Alternatives to redundancies

If you have any suggestions for alternatives to redundancies, please let us know in writing. Any suggestions will be seriously considered in a bid to avoid making redundancies.

5. Voluntary Redundancy

You may apply for voluntary redundancy if you wish. Please note:

- If you volunteer for redundancy, your legal rights will not differ from those who have been selected for compulsory redundancy.
- Under the Employment Rights Act 1996, voluntary redundancy is not considered as a resignation. As a result, you will not lose any right you have to redundancy pay.
- The School will still follow the protocols for redundancy outlined in the Recruitment, Selection and Employment Policy and Employee Handbook, so even if you volunteer, you might not be selected for redundancy.

Statutory redundancy pay is based on age, weekly pay and number of years in the job. You only qualify for statutory redundancy pay if you have worked for The School for at least 2 years.

Please visit <https://www.gov.uk/calculate-your-redundancy-pay> to see how much redundancy pay you would be entitled to.

If you would like to be considered for voluntary redundancy, please inform your line manager in writing, stating your reasons.

We understand that this news may come as a shock to you, but please be assured that The School will follow all legal processes and our own policies in this process. Please feel free to talk to [teller] or any of us about this if you need to, and we will be happy to answer any questions or concerns you may have.

George Barnbrooke	Managing Director	marketing@burlingtonschool.co.uk
Olha Hall	Operations Manager	operations@burlingtonschool.co.uk
<i>On behalf of</i>		
Isabella Anders	Proprietor	

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Appendix 13: Notification to employees “at risk” of redundancy

[employee name]
[employee address]

[date]

Dear [staff member],

We are writing following the formal consultation meeting which was held on [date] and the subsequent Notice of Consultation for Redundancies that was sent to you on [date].

We confirm that your post has been identified as being directly affected by the proposed new company structure. This effectively means that your post is at risk of redundancy as a result of [Reason].

The School recognises the key work that you have undertaken in your role as well as the commitment you have given, and that this situation is through no fault of your own.

Formal consultation started on [date] and will run until [date]. During this time you will be consulted on an individual basis to discuss your options. The individual consultations will also be an opportunity for you to raise concerns and request any specific support you may require during this difficult period.

Following the consultation period, if it is necessary to proceed with identifying posts as redundant, appropriate selection criteria will be discussed with the relevant you and any representative you may nominate. If you are selected following application of the criteria, you will be issued with formal notice of redundancy. You will be entitled to a redundancy payment and pension benefits (if applicable) subject to statutory qualifying criteria. Your entitlement to a redundancy payment is determined under the Employment Rights Act 1996. If your post is confirmed as redundant, an estimate of the redundancy payment and pension benefits (if applicable) will be provided.

I appreciate that this is an uncertain time for you and if there is any assistance or support you require during this period, please speak to [teller] or another member of the management team.

Yours sincerely

George Barnbrooke Managing Director marketing@burlingtonschool.co.uk

On behalf of
Isabella Anders Proprietor

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Appendix 14: Redundancy Dismissal Notice

[employee name]
[employee address]

[date]

Dear [staff member],

We wrote to you on [date] to give you advance warning that you were at risk of dismissal on grounds of redundancy and to advise you of the options available to you.

I am writing now to advise you that, as you did not opt to apply for voluntary severance and it has not been possible to find you suitable alternative employment within the company, it has become necessary to invoke the appropriate procedures to terminate your employment on grounds of redundancy.

Accordingly, your employment will terminate on [date]. If you require any time off before this date to help you find alternative employment or study opportunities, we will be happy to grant any reasonable requests subject to the needs of the business.

[Subject to qualification] I would like to confirm that you will be eligible to receive Statutory Redundancy Pay. I attach a written statement showing how this payment has been calculated.

Should you wish to appeal against the decision not to continue your employment, you have a right to do so. You should write to us within 14 days of the date of this letter, outlining your grounds for appeal. The procedure to be followed is that laid down in The School's Recruitment, Selection and Employment Policy.

I am very sorry to give you this news, and we would like to take this opportunity to thank you for your time and work at Burlington School.

Yours sincerely

George Barnbrooke Managing Director marketing@burlingtonschool.co.uk

On behalf of
Isabella Anders Proprietor

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Appendix 15: References

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- i <https://www.gov.uk/guidance/equality-act-2010-guidance>
- ii https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf
- iii https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf
- iv <https://www.gov.uk/government/publications/safeguarding-children-and-young-people/safeguarding-children-and-young-people>
- v <https://www.gov.uk/government/publications/safeguarding-policy-protecting-vulnerable-adults>
- vi <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- vii <https://www.gov.uk/guidance/equality-act-2010-guidance>
- viii <https://www.gov.uk/access-to-work/overview>
- ix https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/316179/Regulated_Activity_in_relation_to_Children_DfE_.pdf
- x <https://www.gov.uk/government/publications/dbs-filtering-guidance/dbs-filtering-guide>
- xi <https://www.gov.uk/dbs-update-service>
- xii <https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>
- xiii <https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>
- xiv https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/224727/Teacher_misconduct_the_prohibition_of_teachers.pdf
- xv <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- xvi Accessed via employer.access@education.gsi.gov.uk
- xvii <https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>
- xviii https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf
- xix <http://www.legislation.gov.uk/ukpga/2008/25/section/128>
- xx <https://www.isc.co.uk/media/2945/dfe-school-letter.doc>
- xxi <http://www.legislation.gov.uk/uksi/2009/1547/contents/made>
- xxii <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- xxiii <https://accreditation-uk.english.britishcouncil.org/>
- xxiv <https://www.foundationonline.org.uk/>
- xxv <https://www.anti-bullyingalliance.org.uk/training-catalogue>
- xxvi <http://www.acas.org.uk/index.aspx?articleid=4176>
- xxvii www.acas.org.uk/dgcode2009

-
- xxviii http://clients.squareeye.net/uploads/eaquals2011/documents/EAQUALS_Profiling_Grid_for_Language_Teachers_v_0_30.pdf
- xxix https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307870/school-business-management-competency-framework.pdf
- xxx <http://www.acas.org.uk/media/pdf/m/0/How-to-manage-performance-advisory-booklet.pdf>
- xxxi <http://www.cim.co.uk/learning/corporate/professional-marketing-standards/>
- xxxii <http://www.acas.org.uk/media/pdf/m/0/How-to-manage-performance-advisory-booklet.pdf>
- xxxiii See Employee Handbook for further information
- xxxiv <https://www.gov.uk/browse/working/redundancies-dismissals>
- xxxv <http://www.acas.org.uk/index.aspx?articleid=2174>
- xxxvi <http://www.acas.org.uk/index.aspx?articleid=2179>
- xxxvii <https://www.gov.uk/handling-in-your-notice/payment-during-your-notice-period>
- xxxviii <https://www.gov.uk/handling-in-your-notice/gardening-leave>
- xxxix <https://www.gov.uk/discrimination-your-rights>
- xl <https://www.gov.uk/flexible-working>
- xli <http://www.acas.org.uk/index.aspx?articleid=3568>
- xlii <http://www.legislation.gov.uk/ukpga/1996/18/part/XI/chapter/II/crossheading/dismissal-by-reason-of-redundancy/enacted>
- xliii <https://www.gov.uk/staff-redundant/layoffs-and-shorttime-working>
- xliv <http://www.acas.org.uk/index.aspx?articleid=4557>
- xlv <http://www.acas.org.uk/index.aspx?articleid=4028>
- xlvi <http://www.acas.org.uk/index.aspx?articleid=3905>
- xlvii <http://www.acas.org.uk/media/pdf/f/m/Acas-Code-of-Practice-1-on-disciplinary-and-grievance-procedures.pdf>
- xlviii <https://www.gov.uk/dismiss-staff>

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