

**Barndale House School**

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| **Headship application pack – Contents** |
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**Headteacher**

**Barndale House Residential Special School**

**Group 2 ISR 15-21 (£56,434-£65,384) + residential allowance (£9,228)**

The governors of Barndale House school are seeking to appoint an exceptional and committed Head Teacher from September 2019 with vision and inspiration to continue our journey of improvement. We are very proud of our "Good" Ofsted rating July 2015 for our school and good rating for January 2019 for our residential provision. We have high aspirations and expectations to move to outstanding to achieve the best outcomes for our pupils.

Barndale House is an all age special school for pupils age 2-19 years with a residential provision for pupils with learning difficulties. We are located in Alnwick in Northumberland and we receive pupils from across Northumberland county. Our curriculum ensures that our children, who come from a wide range of backgrounds, have exceptional opportunities to excel and access exciting opportunities beyond school to develop their physical, social and emotional well-being.

Our new Headteacher will:

* Be approachable, reflective, forward thinking, have high expectations and the ability to ensure positive outcomes for our pupils
* Have passion, enthusiasm and commitment to inspire our pupils and the wider community of Alnwick so our pupils reach their full potential
* Be a strong leader and manager who further inspires all staff of the school to flourish in their roles and to help pupils be the best they can be.
* Show evidence of sustained high quality teaching.
* Demonstrate a commitment to excellence in teaching and learning.
* Have the ability to develop strong relationships with parents, governors, external agencies and the community to achieve excellence for the school and have high aspirations for all.

Our school has:

* A dedicated and committed team totally committed to working with pupils with learning difficulties.
* Excellent facilities to promote careers and work beyond school
* Parents and governors who have high regard for the school.
* Dedicated, highly skilled, enthusiastic, caring and friendly staff.
* An amazing location in the heart of historic Alnwick.
* Excellent residential facilities that help pupils thrive educationally, independently and socially.
* Excellent opportunities to promote careers and work beyond school.

Informal visits are warmly welcomed. Please contact the school Office Manager Sally on 01665 602541 to make an appointment.

For an informal discussion about the post please contact Ann Muxworthy 07776205385

The closing date for applications is Midday 1st March 2019

Shortlisting is 4th March 2019

Interviews will be 20th March 2019

Application forms can be downloaded from www.northeastjobs.org.uk [www.northeastjobs.org.uk](http://www.northeastjobs.org.uk)  
and must be returned to [headships@northumberland.gov.uk](mailto:headships@northumberland.gov.uk) headships@northumberland.gov.uk .Please ensure you supply an email address for each of your referees.

Northumberland Council is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Successful applicants will require an Enhanced Certificate from the Disclosure and Barring Service.

**Wellbeing and Community Health Services**

**GUIDE FOR APPLICANTS**

Thank you for your interest in becoming a Headteacher in Northumberland. The information, job description and person specification enclosed have been provided to help you decide whether you wish to apply and, if so, to make an effective, good quality application.

Please take some time to match your skills, experience and aspirations against these when reaching your decision. Headteacher appointments are critical to the success of a school, and governors are looking for candidates who have a good understanding of the context of this particular school and a clear and committed vision for future success.

**The Application Form**

It is important that you complete all sections of the form and that you provide full information in each section. Please do not send a CV as these cannot be accepted.

Your application must be suitable for photocopying as it will be shared and read with everybody involved in the appointment process. Please note the requirement that you must not alter the design or layout of this form in any way. If you need this form in another format (in Braille, in large print etc), please contact Lisa Headington on (01670) 622741.

The closing date for the receipt of applications is midday on the 1st March 2019. Shortlisting is scheduled for 4th March 2019 and the interview day will be 20th March 2019. Starting date 1st September 2019.

Please ensure that your application is returned in good time to allow for processing.

**Criminal Records Declaration Form**

This form explains that a satisfactory Enhanced Certificate of Disclosure of Criminal Convictions is an essential requirement for this post. You must complete either Box A or Box B. If you need to complete Box B you must disclose all unspent convictions, cautions, reprimands and warnings. Please note that any convictions, cautions, reprimands or and warnings in relation to sexual offending, violent offending and/or safeguarding cannot be considered to be “spent” and therefore should be disclosed.

It is important that the school has information about whether or not you have any convictions so that this can be discussed with you at interview. Failure to return the Criminal Records Declaration Form before interview (and, in the case of the successful candidate, failure to subsequently obtain a satisfactory Enhanced Certificate of Disclosure from the Disclosure and Barring Service) will unfortunately disqualify you from further consideration for this post.

Please note that disclosing criminal convictions will not necessarily prevent you being appointed. This information will be considered in light of its relevance to the post, as set out in the Criminal Records Code of Practice for Staff and Volunteers.

All applicants are required to complete Box C. This information is necessary to facilitate the appointment process if you are successful in your application for this post.

**This form should be returned with your application form.**

**Childcare Disqualification Declaration Form**

Schools and Early Years settings which provide care for pupils under the age of 8, are required to ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.

A person may be disqualified through:-

1. having certain orders or other restrictions placed upon them

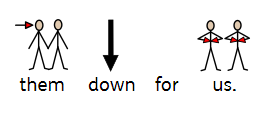
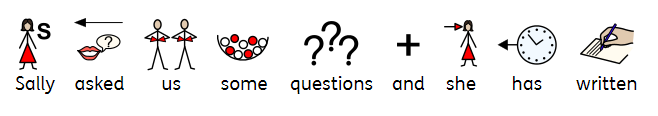
2. having committed certain offences

3. living in the same household as someone who is disqualified by virtue of 1 or 2 above

(this is known as disqualification by association)

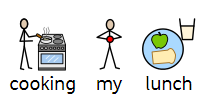
**This form should also be returned with your application form.**

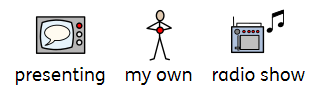
To our new Headteacher





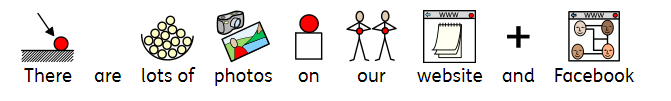
  

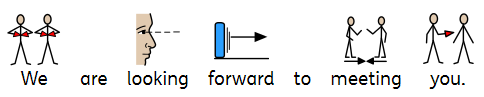
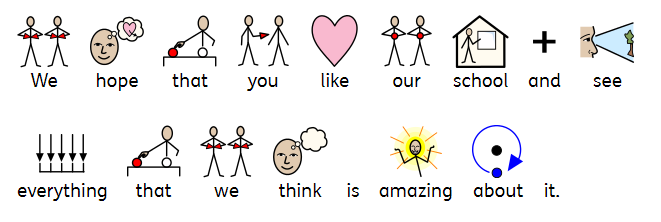
  











From all the pupils at Barndale House School

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| https://lh3.googleusercontent.com/fv3wk8X2Z9BPaAt-vNGz48R7TIgoqgM4mqvJM6jOlp_C_UtgAIMEmcXsIXiNy1vO8oc05OzeCMOwr8tqM04Giqujrb7G6XkOeoBLjzdy2DQYiyUE2tG_OPu64TfuKEW_9CqZXaaJhttps://img.cdn.schooljotter2.com/sampled/6894966/98/98/nocrop/ **HEADTEACHER JOB DESCRIPTION** | | | | | |
| Post Title: Headteacher | | **Barndale House School** | | **Office Use** |  |
| Group Size: 2 / Individual School Range: L15-21 (7 points) | | **Workplace: Barndale House School** | |  |  |
| Responsible to: Governing Body | | **Date: 20 January 2019** | **Manager Level: Senior** |  |
| Job Purpose: To provide professional leadership for the school which secures its success and improvement, ensuring high quality education for all pupils and improved standards of learning and achievement. | | | | |  |
| Resources | Staff | 13 fte Teaching 12.43 fte Support Staff | | | |
| Finance | | £780k Annual Budget, £6k Formula Capital Allocation & Other School Funds | | | |
| Physical | | Building / School Site / Resources / Health & Safety / Safeguarding / Staff & Pupil Records | | |  |
| Clients | | Pupils / Parents / Wider Community | | |  |
| Duties and key result areas:  Professional Duties to be carried out in accordance with the terms and conditions of the current School Teachers’ Pay and Conditions Document issued by the DFE. The Headteacher would be required to carry out the Governing Body’s policies concerning racial and sex equality and the rights of people with disabilities in terms of equal opportunity for employment in all posts within the school. The professional duties of the Headteacher shall include:   * Strategic Direction and Development of the School * working with the governing body to provide vision, leadership and a clear direction for the school * formulating the overall aims and objectives of the school and policies for their implementation * producing, monitoring and evaluating a school development plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers’ effectiveness and securing school improvement * securing the commitment of staff, pupils, parents and the wider community to the vision and direction of the school * ensuring that the management, finance, organisation and administration of the school support its vision and aims * arranging for the deputy Headteacher or other suitable person to assume responsibility for the discharge of the Headteacher’s functions at any time when absent from the school * ensuring that safeguarding and protecting children is a core priority to the school’s work within a culture of vigilance.   + Teaching and Learning * promoting and securing good teaching, effective learning, high standards of achievement, good behaviour and discipline within a safeguarding culture * determining, organising, implementing and monitoring the curriculum and its assessment in order to identify and act on areas for improvement * monitoring and evaluating the quality of teaching and standards of learning and achievement of all pupils, including those with special educational needs, in order to set and meet challenging, realistic targets for improvement * creating and maintaining an effective partnership with parents to support and improve pupils’ achievements and personal development. * each week spend time with pupils in the residential provision, either before or after the school day, timetabled in agreement with governors * teach in the classroom for the equivalent of one day each week   + Leadership and management * with the governing body, participating in the selection and appointment of the teaching and non-teaching staff as appropriate to ensure that appointees have the potential to achieve the agreed aims of the school * deploying and managing all teaching and non-teaching staff and allocating particular duties, including such duties of the Headteacher as may be properly delegated, in a manner consistent with conditions of employment * implementing and sustaining effective systems for the management of staff performance, incorporating targets for teachers, including targets relating to pupils’ achievement * motivating and enabling all staff in the school to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs. * to lead and implement policies in our provision to ensure the safety and wellbeing of staff and pupils * collaboration with staff from health and social services to deliver inclusive and holistic care models to meet the needs of pupils, their families and carers * partnership working with families and carers, actively listening to their points of view, offering advice and, where appropriate, supporting and empowering them * being the Designated Safeguarding Lead * When "on call" from home for the residential provision, being available to respond quickly to any emergency including, when appropriate, attending the site   + Efficient and Effective Deployment of Staff and Resources * working with governors and senior colleagues to recruit staff of the highest quality * deploying and developing all staff effectively in order to improve the quality of education provided * setting appropriate priorities for expenditure, allocating funds and ensuring effective administration and control * managing and organising accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations * managing, monitoring and reviewing the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils’ achievements, ensure efficiency and secure value for money * ensuring all staff, volunteers and others that work with children are safe, by following appropriate procedures*.*   + Accountability * providing information, advice and support to the governing body to enable it to meet its responsibilities * creating and developing an organisation in which all staff recognise that they are accountable for the success of the school * presenting a coherent and accurate account of the school’s performance in a form appropriate to a range of audiences * ensuring that parents and pupils are well informed about the curriculum, attainment and progress, and about the contribution that they can make to pupils’ achievement * to engage actively in performance management and continued professional development   The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post *and the school: the ISR* has been established on this basis. | | | | |  |
| Work Arrangements | | | | |  |
| Transport requirements: *Able to meet the transport requirements of the post.*  Working patterns: *As identified in the relevant Teacher’s Pay & Conditions Document*  Working conditions: | |  | | |  |

**PERSON SPECIFICATION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Title: Headteacher** | **Barndale House School** | Ref: | |
| **Essential** | **Desirable** | | **Assess**  **by:** |
| **Knowledge and Qualifications** | | | |
| * Teaching qualification recognised by the DFE * Knowledge of what constitutes quality in educational provision * Knowledge of behaviour management * Knowledge of how to use comparative data, to establish benchmarks and set targets for improvement | * Graduate Status * National Professional Qualification for Headship | | (a) / (i) / (r) /  (g ) / (o) / (p) |
| **Experience** | | | |
| * Proven Management experience at Deputy Headteacher level or equivalent for at least 2 years * Experience in monitoring and evaluating the quality of teaching and learning * Evidence of working successfully as a member of a team * Experience of budget monitoring * An up to date working knowledge of the National Curriculum * A breadth of appropriate classroom teaching experience * Evidence of successfully developing parental/community involvement | * Teaching experience across the Primary and Secondary age range * Experience of successfully developing a range of teaching styles * Teaching in more than one school, including in the special school sector | | (a) / (i) / (r) / (o) / (p) |
| **Skills and competencies** | | | |
| * Ability to lead and manage people from a wide range of professional * backgrounds to work towards common goals * Effective skills in managing pupils with challenging behaviour * Ability to initiate and manage change successfully * Ability to monitor and evaluate standards and quality * Ability to motivate and inspire pupils, staff, parents, governors and the wider community * Ability to communicate effectively to a range of audiences * Ability to work in a collaborative way with a range of other schools and Settings |  | | (a) / (i) / (r) / (o) / (p) |
| **Physical, mental and emotional demands** | | | |
| * *Working under pressure and with competing priorities* * *Emotional resilience* |  | | (a) / (i) / (r) / (o) / (p) |
| **Other** | | | |
| * *No adverse criminal record* |  | | (a) / (i) / (r) / (o) / (p) |

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

**National Qualification Framework**

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

* promote access, motivation and achievement in education and training, strengthening international competitiveness
* promote lifelong learning by helping people to understand clear progression routes
* avoid duplication and overlap of qualifications while making sure all learning needs are covered
* promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

|  |  |
| --- | --- |
| **National Qualifications Framework** | **Framework for Higher Education Qualification levels (FHEQ)** |
| 8  Specialist awards | D (doctoral)  doctorates |
| 7  Level 7 Diploma  Professional qualifications | M (masters) masters degrees, postgraduate certificates and diplomas |
| 6  Level 6 Diploma  Professional qualifications | H (honours) bachelors degrees, graduate certificates and diplomas |
| 5  Level 5 BTEC HND | I (intermediate) diplomas of higher education and further education, foundation degrees, higher national diplomas |
| 4 Level 4 Certificate | C (certificate) certificates of higher education |
| 3 Level 3 Certificate (OND) Level 3 NVQ  A levels |  |
| 2 Level 2 Diploma  Level 2 NVQ  GCSEs Grades A\*-C |  |
| 1 Level 1 Certificate Level 1 NVQ  GCSEs Grades D-G |  |
| Entry Entry Level Certificate in Adult Literacy |  |

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.



## Living in Northumberland

Northumberland is England’s most northerly county, bordered by Scotland to the north and Cumbria to the west.  
  
A region with a rich heritage, it also boasts stunning coastline, beautiful countryside and picturesque market towns such as Berwick, Hexham, Morpeth and Alnwick.

## Learning & development

Our employees are the most valuable asset we have. By investing in learning and development we can improve the way in which we collaborate, work and learn together, leading Northumberland to a greater future.  
  
We ensure that our people have the opportunity to develop the tools, knowledge, skills and confidence to maximise their performance.

**Northumberland County Council**

**Equality and Diversity Policy**

Northumberland is one of the largest counties in the country. There are densely populated urban areas in the south east of the County with widespread rural areas in the north and west, many with pockets of deprivation, where rural isolation and accessing services are key challenges.

# 1. Key Principles

1.1 Northumberland County Council actively opposes discrimination.  We are committed to making the County Council an accessible and inclusive organisation that welcomes and respects the diversity of people who live and work in the County, elected members, employees and visitors to Northumberland. We are working to eliminate unfair discrimination and promote equality, in the employment and training of employees and in our delivery of services. We are committed to ensuring council services are accessible and free from prejudice and unlawful discrimination.  We are fully committed to undertaking the duties placed on us as an employer, service provider and public body under the Equality Act 2010 and other relevant legislation to combat discrimination and promote equality.

# 2. Who this Policy Applies to

2.1 This policy applies to every Councillor, employee of Northumberland County Council, and any other person or organisation employed by the Council to work or to deliver services on its behalf, including those employed through contractual, commissioning or grant-aided arrangements. All employees have a personal responsibility to treat everyone with respect, consideration and in a non-discriminatory way and to promote the same levels of behaviour in colleagues.

# 3. Equality Act 2010

## *The Act brings together for the first time the legal requirements on equality that the private, public and voluntary sectors need to follow. It affects equality law at work and in delivering services and running clubs. It replaces many existing equality laws including:*

* The Equal Pay Act 1970
* The Sex Discrimination Act 1975
* The Race Relations Act 1976
* The Disability Discrimination Act 1995.

3.2 The Equality Act 2010 requires that people be treated fairly at work or when using services. It protects people from discrimination on the basis of certain characteristics. These are known as **protected characteristics**. They vary slightly according to whether a person is at work or using a service. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. There are nine protected characteristics that provide protection from discrimination for employees. These are:

* Age
* Disability
* Gender
* Sexual orientation
* Race
* Gender reassignment
* Marriage or civil partnership
* Religion or belief
* Pregnancy and maternity

3.3 There are eight protected characteristics of people who use services. These are:

* Age (over 18)
* Disability
* Sex
* Gender reassignment
* Pregnancy and maternity
* Race
* Religion or belief
* Sexual orientation

3.4 The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

3.5 The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations (such as private clubs).

3.6 These are the main forms of prohibited conduct.

* Discrimination. This includes:
* Treating a person worse than someone else because of a protected characteristic (known as direct discrimination).
* Putting in place a rule or way of doing things that has a worse impact on someone with a protected characteristic than someone without one, when this cannot be justified (known as [indirect discrimination)](http://www.equalityhumanrights.com/advice-and-guidance/guidance-equality-act-2010/glossary-of-terms/#i).
* Treating a disabled person unfavourably because of something connected with their disability when this cannot be justified
* Failing to make reasonable adjustments for disabled people.
* Harassment
* Unwanted conduct which has the purpose or effect or violating someone’s dignity or which is hostile, degrading, humiliating or offensive to someone with a protected characteristic or in a way that is sexual in nature.
* Victimisation
* Treating someone unfavourably because they have taken (or might be taking) action under the Equality Act or supporting somebody who is doing so.

3.7 The law also protects people from being discriminated against:

* By someone who wrongly perceives them to have one of the protected characteristics.
* Because they are associated with someone who has a protected characteristic. This includes the parent of a disabled child or adult or someone else who is caring for a disabled person.

# 4. Equality Commitments

4.1 We fully recognise our legal duty to tackle discrimination and will not permit any act of discrimination, harassment or victimisation on the basis of any the protected characteristics listed above. We will not discriminate because of working patterns or trade union membership and we will regard any harassment or bullying on these of any other grounds as a serious matter. We will take disciplinary action against employees who are found to have disregarded this policy. A specific policy for tackling bullying and harassment is available for employees.

4.2 To support our commitment to equality and diversity Northumberland council will:

* Seek opportunities to promote equality and diversity
* Regularly monitor, assess and consult on the impact of our policies, services and functions to ensure they are fair and reflect different needs and opinions
* Use our influence in communities and with our partners and businesses to generate opportunities for the people of Northumberland
* Make equality and consideration of different needs a part of our everyday business.

4.3 To do this we will expect all of our Councillors, employees and contractors to:

* Treat all customers and colleagues with dignity and respect at all times
* Provide the best possible standards of service to all our customers
* Consider different needs and opinions to make our services as inclusive and accessible as possible
* Promote fair access to services and employment opportunities to all parts of the community.

# 5. Specific Commitments in Employment

5.1 Northumberland County Council is committed to being a fair and supportive employer, developing skills within our workforce so that employees are able to deliver high quality services to everyone

5.2 In order to achieve this we will:

* Carry out recruitment fairly
* Consider equality requirements in all employment policies and practices
* Provide training information to employees
* Treat all employees fairly, with dignity and respect at all times
* Tackle unacceptable behaviour in the workplace
* Provide employees from all parts of the council with opportunities to influence the development of our policies and practice
* Reward employees fairly
* Promote a good work-life balance and opportunities to work flexibly
* Support disabled employees by making reasonable adjustments
* Monitor the make-up of our workforce and seek to make our workforce reflect the population of Northumberland
* Make employees aware of how to raise issues if they feel discrimination has taken place
* Publicise bullying harassment and victimisation policies to employees
* Make employees aware that contravention of this policy will be considered a disciplinary offense.

# 6. Implementing the Policy

6.1 We will ensure that Councillors, employees of Northumberland County Council, and any other people or organisations employed by the Council to work or to deliver services on its behalf are made aware of this policy and their responsibilities for implementing it. We will communicate this policy to employees through the staff bulletin, through managers, trade union representatives and send a copy to job applicants and new employees will be made aware that they are required to implement this policy.

We will support and encourage employees in their responsibilities by providing training, written information and guidance on the intranet and additional guidance and advice, where appropriate.

6.2 The Policy will be available on our website and made available in alternative formats on request.

6.3 We will develop our approach to equality and diversity by making improvements in employment, service delivery and how we engage with local people

6.4 We will regularly monitor and report our progress in relation to published equality and diversity based objectives.

# 7. Leadership and management

7.1 The Senior Management Team takes overall responsibility for the development of equality and diversity and for ensuring that progress is reviewed and actions instigated, supported by the Equality diversity and human rights steering group.

7.2 All managers at all levels are responsible for:

* actively promoting equality and diversity
* creating a climate where complaints can be raised without fear of reprisal
* challenging unacceptable behaviour
* encouraging and supporting diversity within their teams
* integrating equality and diversity objectives into service plans
* identifying and acknowledging examples of good practice
* encouraging positive attitudes to equality and diversity
* ensuring employees are aware of their responsibilities in relation to this policy and equalities legislation
* ensuring a diverse range of views and different needs have been considered at an early stage to identify barriers to access and potential for unintentional discrimination in the provision of services or employment
* encouraging awareness of different and diverse needs.

# 8. Keeping this policy up to date

8.1 We will review this policy on a regular basis and will carry out consultation with representative groups, service users, contractors, councillors, employees and members of the public before implementing the policy.



**Wellbeing and Community Health Services**

**IMMIGRATION, ASYLUM AND NATIONALITY ACT 2006**

**INSTRUCTIONS FOR PROSPECTIVE EMPLOYEES**

This document contains instructions on the documentary evidence that you must provide to your prospective employer to demonstrate your entitlement to work in the UK.

You must provide a document, or documents, from one of two lists called List A and List B **before you start work**. Your prospective employer will check and take copies of the documents that you provide.

Documents from **List A** establish that you have an ongoing entitlement to work in the UK. Documents from **List B** indicate that you have restrictions on your entitlement to be in the UK.

If a document, or documents, from **List B** are produced, **the documentary check will be repeated at least once every twelve months**, until you provide a document or documents from **List A**. If you cannot provide a document or documents from List A, you must produce an extended or renewed document or documents from List B. If you are unable to obtain a document or documents from List A and cannot prove that the process of having a document or documents from List B extended or renewed is an ongoing process, you will be dismissed from your employment.

List A and List B are shown in Appendix 1.

**APPENDIX 1**

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| **LIST A** |
| **Valid document(s)** |
| **1.**  A passport showing that the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the United Kingdom and Colonies having the right of abode in the United Kingdom. |
| **2.**  A passport or national identity card showing that the holder, or a person named in the passport as the child of the holder, is a national of the European Economic Area or Switzerland. |
| **3.**  A residence permit, registration certificate or document certifying or indicating permanent residence issued by the Home Office or the Border and Immigration Agency to a national of a European Economic Area country or Switzerland. |
| **4.**  A permanent residence card issued by the Home Office or the Border and Immigration Agency to the family member of a national of a European Economic Area country or Switzerland. |
| **5.**  A Biometric Immigration Document issued by the Border and Immigration Agency to the holder which indicates that the person named in it is allowed to stay indefinitely in the United Kingdom, or has no time limit on their stay in the United Kingdom. |
| **6.**  A passport or other travel document endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the United Kingdom, has the right of abode in the United Kingdom, or has no time limit on their stay in the United Kingdom. |
| **7.**  An Immigration Status Document issued by the Home Office or the Border and Immigration Agency to the holder with an endorsement indicating that the person named in it is allowed to stay indefinitely in the United Kingdom or has no time limit on their stay in the United Kingdom, when produced in combination with an official document giving the person’s permanent National Insurance Number and their name issued by a Government agency or a previous employer. |
| **8.**  A full birth certificate issued in the United Kingdom which includes the name(s) of at least one of the holder’s parents, when produced in combination with an official document giving the person’s permanent National Insurance Number and their name issued by a Government agency or a previous employer. |
| **9.**  A full adoption certificate issued in the United Kingdom which includes the name(s) of at least one of the holder’s adoptive parents when produced in combination with an official document giving the person’s permanent National Insurance Number and their name issued by a Government agency or a previous employer. |
| **10.**  A birth certificate issued in the Channel Islands, the Isle of Man or Ireland, when produced in combination with an official document giving the person’s permanent National Insurance Number and their name issued by a Government agency or a previous employer. |
| **11.**  An adoption certificate issued in the Channel Islands, the Isle of Man or Ireland, when produced in combination with an official document giving the person’s permanent National Insurance Number and their name issued by a Government agency or a previous employer. |
| **12.**  A certificate of registration or naturalisation as a British citizen, when produced in combination with an official document giving the person’s permanent National Insurance Number and their name issued by a Government agency or a previous employer. |
| **13.**  A letter issued by the Home Office or the Border and Immigration Agency to the holder which indicates that the person named in it is allowed to stay indefinitely in the United Kingdom when produced in combination with an official document giving the person’s permanent National Insurance Number and their name issued by a Government agency or a previous employer. |

**APPENDIX 1**

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| **LIST B** |
| **Valid document(s)** |
| **1.**  A passport or travel document endorsed to show that the holder is allowed to stay in the United Kingdom and is allowed to do the type of work in question, provided that it does not require the issue of a work permit. |
| **2.**  A Biometric Immigration Document issued by the Border and Immigration Agency to the holder which indicates that the person named in it can stay in the United Kingdom and is allowed to do the work in question. |
| **3.**  A work permit or other approval to take employment issued by the Home Office or the Border and Immigration Agency when produced in combination with either a passport or another travel document endorsed to show the holder is allowed to stay in the United Kingdom and is allowed to do the work in question, or a letter issued by the Home Office or the Border and Immigration Agency to the holder or the employer or prospective employer confirming the same. |
| **4.**  A certificate of application issued by the Home Office or the Border and Immigration Agency to or for a family member of a national of a European Economic Area country or Switzerland stating that the holder is permitted to take employment which is less than 6 months old when produced in combination with evidence of verification by the Border and Immigration Agency Employer Checking Service. |
| **5.**  A residence card or document issued by the Home Office or the Border and Immigration Agency to a family member of a national of a European Economic Area country or Switzerland. |
| **6.**  An Application Registration Card issued by the Home Office or the Border and Immigration Agency stating that the holder is permitted to take employment, when produced in combination with evidence of verification by the Border and Immigration Agency Employer Checking Service. |
| **7.**  An Immigration Status Document issued by the Home Office or the Border and Immigration Agency to the holder with an endorsement indicating that the person named in it can stay in the United Kingdom, and is allowed to do the type of work in question, when produced in combination with an official document giving the person’s permanent National Insurance Number and their name issued by a Government agency or a previous employer. |
| **8.**  A letter issued by the Home Office or the Border and Immigration Agency to the holder or the employer or prospective employer, which indicates that the person named in it can stay in the United Kingdom and is allowed to do the work in question when produced in combination with an official document giving the person’s permanent National Insurance Number and their name issued by a Government agency or a previous employer. |

