



AOCIS
Education
Leaders in SEND Recruitment

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Welcome

Axcis first opened its doors for business in July 2001 and has grown based on our quality of service to clients, candidates and our commitment to education. We aim to be recognised as the foremost supplier of quality SEND teaching and support staff in the UK.

We are proud sponsors of the National Autistic Society, helping to provide training through road shows and webinars and have close ties to nasen and NASS.

We value our teachers and support staff and their skills, loyalty, professionalism and sheer hard work in a tough job. We also pay generous referral bonuses for any friends/colleagues referred to us and we are delighted to say that a large percentage of our candidates and clients come to us from referrals.

New jobs are posted daily on our website and we have a presence on most of the social networking sites. Follow us to stay up to date with current news, events and Axcis Andy's travels.



Like us

www.facebook.com/AxcisEducationRecruitment/



Follow us

@Axcis

<https://twitter.com/axcis>



Connect with us

www.linkedin.com/company/axcis-education



Hang out with us

Google.com+/DeanAxcis



Watch us:

www.youtube.com/user/axcisvideos



Guide to Supply

Being a supply worker is a challenging though rewarding job. It's our role to help and support you in every possible way. We, like you, are committed to the best in education. There are a number of options when choosing to work with us:

Permanent Positions:

You may feel that the way forward for you is to commit to a permanent role at a school, being employed and paid by the Local Education Authority. If you think that the security of this kind of role is for you and it is time to make that commitment then these posts are often advertised in the TES and on LEA websites, so why go to an agency?

Some schools prefer to reduce their advertising and administration and pass even these posts on to an agency. It is then up to us to find suitable candidates and put forward the most appropriate people for interview. The successful person then goes on a direct contract.

From the workers point of view it also means that someone else does all the administration and you are saved time and expense.

This kind of role is only open to those with the right to work full-time in the UK or for whom a school is prepared to apply for a work permit. Such contracts may be a permanent contract or for a set period of time, i.e. a term or a year. There will be a half-term notice period and salary will need to be negotiated with the school and is usually dependent on experience.

Long-Term Supply:

Longer-term supply posts can last from half a term to a year or more. This allows you to become part of school life and a person in this position will be expected to take on all the responsibilities of a permanent member of staff. It does offer flexibility as either the worker or the school can end the position with minimal notice. In a position of this kind you will be paid weekly through your agency by producing a signed/authorised timesheet. The daily rate will be discussed and negotiated with you and will take all extra responsibilities into account.

Schools employ workers on this basis to cover vacancies they may have been unable to fill, or long-term sick leaves, or maternity leaves. Workers on restrictive permits, e.g. working holiday visas, often enjoy these roles as they provide the chance to establish a relationship in a school while remaining flexible, so allowing scope for travel, to enjoy a number of different schools, etc.

Often longer-term positions stem from daily or short-term supply. If a teacher particularly enjoys a school and is regularly asked back, he or she may well end up staying at the school for as long as possible!

Short-Term Supply:

Schools require supply workers to cover courses, events, illness, etc. at short notice. Daily supply suits a worker who is not ready to make a longer-term commitment, maybe unsure of plans, wanting to travel or move, preferring to see a wide variety and range of schools and to gain what is often invaluable experience. This kind of supply work requires flexibility and can be booked in advance or often in the morning as schools find they are short staffed...especially in flu season!

The Process and Going to School

At your interview with Axcis your consultant will have discussed your preferences as well as your expectations and concerns. After the interview, vetting checks will be carried out and you will be quickly cleared and ready to work. Your consultant will give you a call to tell you this is the case and you then need to ring in regularly with your availability. It is important to call in on a Friday with your availability for the next week and to always keep us informed about your plans.

If you have expressed an interest in long term or permanent positions, we will call you to discuss roles as they become available. You will be given as much information about a post as possible and if you are interested your CV will be sent to the school and we will try to arrange an interview or trial day. We will always speak to you and answer any questions before forwarding your details for a role, though we will actively market your details to schools we consider suitable if this has been discussed with and agreed by you at interview.

If you are asked to attend an interview we will do our best to help you prepare with examples of questions and information. After the interview, we ask both you and the school for detailed feedback and will keep you informed every step of the way.

If you have opted to start with or only cover daily or short-term supply posts, we will try and get you as much work as possible in advance. You will be expected to arrive at school by 8.30am to familiarise yourself with the day, and are not expected to leave until all responsibilities have been fulfilled. Following a morning call you should endeavour to reach the school as quickly as possible, usually within the hour.

Although the school should always have work set, a good teacher will have a “bag of tricks” - lesson ideas for many different subject areas and abilities. You should also ensure that set work is completed and notes left for the regular teacher about work done and any particularly noticeable behaviour, both good and unsatisfactory. You should also ensure that school disciplinary and other policies are adhered to.

Primary, Secondary and SEND

Primary generally covers Pre-School (Nursery), Foundation Stage (Reception), Infant or KS1 (Years 1 and 2) and Junior or KS2 (Years 3-6).

In many primary classes, especially at the younger ages you can expect to have a Classroom Assistant or a Nursery Nurse. These members of staff know the children well and are an invaluable asset. However, always remember that it is up to the teacher to be in control.

All ages follow a set curriculum and you are expected to be familiar with at least the basics of this. Information can be obtained from many sources, e.g. www.nationalcurriculum.co.uk

With primary pupils, you will be expected to take a register and possibly to collect dinner money as well as to escort pupils to assemblies and be responsible for their behaviour. You may also be expected to do playground supervision at either break or part of lunchtime. With younger children, you should remain with pupils until they are collected at the end of the day.

Secondary covers KS3 (Years 7-9) and KS4 (Years 10-11). Older pupils are part of the post-compulsory sector. Again, there may be support staff working with individual pupils with special needs or second language support. Secondary schools are usually much larger than primary schools and have more staff with specific responsibilities.

Special Schools cater for pupils who are likely to thrive in a more specialised environment. Each class will have at least one and often a number of Learning Support Assistants who know the children well. They will be responsible for feeding and toileting as required, though the teacher should always be prepared to help. It's sensible to dress quite casually in most special schools unless told otherwise.

MLD: moderate learning difficulties, often language and literacy learning issues. These schools are quite rare and have around 10 pupils to a class.

SLD/PMLD: severe and profound and multiple learning difficulties, e.g. degrees of autism, Downs Syndrome, children may be non-mobile, non-verbal. Schools like this can be distressing at times. Pupils work to IEPs (Individual Education Plans). Class sizes can range from 3 to about 6 maximum usually. Some students may exhibit violent outbursts when they are distressed. Please be aware of this if you are considered a higher/particular risk to infections such as Hepatitis B. You should consider ensuring you have appropriate vaccinations. If working with severe ASD or SEMH/SEBD students you should also be clear about your own liability insurance (if unsure then talk to your umbrella service). Many mainstream teachers who move into special education find it immensely rewarding.

SEMH/SEBD/PRU: emotional and behavioural difficulties and pupil referral units. Again, class sizes tend to be very small and these schools can be run quite differently to mainstream to allow the pupils to adapt. The children can be extremely challenging and people who work here need to be very calm and flexible.

With all supply work, it's important to enjoy working with the pupils, and to adapt to their needs. You get back what you are prepared to give, and we will support you every step of the way.

Dos of Supply

- DO** keep your mobile switched on every morning from 7am for possible bookings. Keep it on so we can keep in contact if necessary while you are on your way to school. Keep it switched off during class.
- DO** update your availability for work each week (see page17).
- DO** be punctual and reliable; willing to work from 8.15am to 4.30pm. Arrive on time and remember to advise Axcis if you are going to be late (by phone – text or email are not appropriate). Bear in mind that arriving late may affect your pay for the day.
- DO** make yourself known to the contact at the school on arrival – sign in and ensure you sign out again – this is proof you are there and is important in case of emergencies.
- DO** keep your DBS and proof of ID with you at all times - the school might ask to see the original documents.
- DO** be sure to let your consultant know immediately if the school books you directly. If there is no booking on the system, we can't process your pay.
- DO** report to Axcis (and the school) any incidents which occur (i.e. allegations against you by students or students behaving inappropriately) **THE DAY THEY OCCUR**. They must be recorded for your own protection.
- DO** find out if the school are doing online timesheets or paper. If paper timesheets **DO** remember to get your timesheet signed and sent through at the end of the day – this is your responsibility and guarantees that you will be paid. Phone us after to check we have received it if you can.
- DO** keep your contact details up to date. If your address or phone number change notify your consultant via email or in writing.



Don'ts of Supply

- DON'T** leave home without your A-Z book / smart phone to help you find the school.
- DON'T** be late! However, if you are running late please call your consultant immediately to let them know so they can keep the school informed.
- DON'T** rely on text or email to inform your consultant you cannot make it into school due to sickness or emergency. **CALL** no later than 7am; state why you are unable to go so we can inform the school and make alternative arrangements.
- DON'T** wear inappropriate dress, i.e. jeans, trainers, etc. unless this is agreed with your consultant – dressing to impress will help encourage the school to invite you back.
- DON'T** make “friends” with students via social media or have personal contact outside of school hours.
- DON'T** use sweets as rewards (notes/stickers, etc. are usually fine but please check with the school if you have any doubts).
- DON'T** swear or use any inappropriate language when in school (if in doubt, don't say it!)
- DON'T** take photos or make physical contact with students. It is also not advisable to be on your own in a room with a single student.
- DON'T** leave school early – if you are not down to cover the final lesson of the day, this could change and a school will expect you to be there just in case.
- DON'T** forget to call us and let us know how the day went and tell us when you are next available for work. We love to hear from you! Feedback (positive or negative) helps us get it right.
- DON'T** communicate with pupils through social media websites.



Teacher Tips

- Make every effort to teach the material given to you for each lesson.
- Carry work with you so that any groups without set tasks can be catered for.
- Mark what work has been covered (going around during the lesson and doing this is fine). This is most relevant in primary settings but also in secondary for long-term bookings.
- Leave notes for the usual class teacher about class(es) covered i.e. any work not finished, students who were exceptionally well/unsatisfactorily behaved, etc.
- If you are not timetabled to cover any lessons during the day, don't do nothing. Find your contact at the school and find out if there is anything else they need you to do.
- Ensure the classroom is left tidy and that all items of school property, especially keys, are returned at the end of the day.

Useful Websites for Teachers

<http://www.education.gov.uk>

<http://www.primaryresources.co.uk>

<http://www.prometheanplanet.com>

<http://exchange.smarttech.com>

<http://www.nationalcurriculum.co.uk>

<http://www.teachingideas.co.uk>

<http://www.autism.org.uk>

<http://www.nasen.org.uk>

<http://www.ifl.ac.uk>



Teaching Assistant Roles and Responsibilities

Role:

To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom. In primary and special schools, you may be primarily responsible for supporting one child or a small group of children with special needs, or you might be attached to a particular class. In secondary schools, you are more likely to be working with one child across all areas of the curriculum.

Responsibilities:

- Attend to pupils' personal needs and implement related personal programs, including social, health, physical, hygiene, first aid and welfare matters.
- Supervise and support pupils ensuring their safety and access to learning.
- Reinforce learning in small groups or with individuals, while the teacher works with other students.
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Assist the teacher(s) in following tasks of effective behavioural management.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Encourage pupils to act independently as appropriate.
- Prepare classroom as directed for lessons, clear afterwards and assist with the display of pupils work.
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
- Provide clerical/admin support e.g. Photo copying, typing, filing, collecting money, etc.
- Supervise children in the hallway, lunchroom and playground.
- Support pupils to understand learning strategies e.g. Literacy, numeracy as directed by the teacher.
- Prepare and maintain equipment / resources as directed by the teacher and assist pupils in their use.

Useful Websites for Teaching Assistants

<http://www.classroom-assistant.net>

<http://www.teaching-assistants.co.uk>

<http://learningsupport.co.uk>

The Scoop on Child Protection

Child Protection Do's

- DO** tell another adult if you are going to be in a situation where you are alone with a child.
- DO** leave the door open and situate yourselves where you can be clearly be seen by others passing by.
- DO** make pupils aware of the fact that you are legally required to inform the school's Child Protection Officer if a pupil discloses sensitive information to you.
- DO** inform management immediately if you feel that a pupil (or pupils) are placing you in a compromising position.
- DO** get another member of staff in the room (by sending a child to the departmental or main office) if a difficult situation arises, such as pupils physically fighting. They can deal with the situation more safely as a permanent member of staff and also act as a witness to events.
- DO** inform a member of staff should a child leave your classroom unexpectedly.
- DO** ensure you are aware of any pupils who may have specific health concerns such as diabetes, asthma or epilepsy, and what is the appropriate procedure to be followed in such cases.
- DO** familiarise yourself with the school's 'Behaviour Policy' or ask a senior member of staff the correct procedure when encountering disruptive behaviour.

Child Protection Don'ts

- DON'T** get yourself into a situation where you're alone with a child.
- DON'T** hit, grab or push a student. If a situation occurs where a pupil is likely to cause harm to either him/herself or to others then you may have to place yourself in a physically preventative position, but do not restrain the pupil.
- DON'T** behave in a way that might lead to complaints of questionable behaviour (e.g. hugging pupils, allowing younger children to sit on your lap, any physical contact that may be misconstrued).
- DON'T** take photographs of pupils on your mobile phone or personal camera.
- DON'T** make contact with pupils outside of the school setting (either physical or verbal).
- DON'T** disclose any of your personal information to the pupils.
- DON'T** ask pupils for any personal information, unless it is absolutely necessary for school purposes and then ensure it is passed to the relevant school contact as soon as possible.
- DON'T** use words towards, or in the presence of children that might be deemed negative, defamatory, or aggressive (e.g. "bad", "stupid", "shut-up", "naughty").
- DON'T** let pupils leave the room without proper permission - written where necessary.
- DON'T** leave a class unattended.
- DON'T** use sweets as rewards as many schools have a policy against this.

Behaviour Management

Ideas that work

- Separate the behaviour from the person (talk about the behaviour separate from the child).
- Plan and prepare thoroughly for behaviour management.
- Understand the behaviour management strategies of the school you are in. These can vary widely from school to school.
- Set clear expectations for the students.
- Accept the support of other staff around you.
- Positive reinforcement is hugely important – good behaviour needs to be noted.
- Follow up all statements – continuous repetition followed by no action undermines your authority.
- Don't shout.
- Do not appear personally upset or frustrated.
- Get to know names of students; ask a helpful student to draw up a seating plan.
- Find the names of the Senior Management Team and refer to them if needed.
- Report any serious behaviour issues to senior staff.

Ideas that DON'T work

- Losing your temper, talking things personally.
- Negative reinforcement – looking bored, upset or angry does not help.
- Whole class detentions – it is highly unlikely that the whole class misbehaved and therefore not all pupils should be punished.
- Being unprepared, late, not having any of your own work to rely on.
- Not setting clear goals and expectations.
- Bombarding your class with worksheets.
- The “I am only here temporarily” statement reminds your students that what they do today may have very little consequence when the regular teacher returns.
- Focussing on bad behaviour rather than good.

Writing Your CV

1. Make sure your CV follows a clear structure – a personal profile with specific information about you is a good introduction (keep it to a paragraph).
2. Stick to a very simple, clear and straight forward design. It's a very key discipline to keep it clear and readable, and should discourage you from the excesses of Microsoft Word's layout tools.
3. Choose a clear, straight forward font. Do not use more than two font families in a document.
4. Although there is no problem in using bold fonts, be sparing in the use of italics – some software can be fooled by italics. Avoid underlining for the same reason, and under no circumstances use black - or indeed any other colour - boxes with white text in them. The same goes for shadow, outline and any other of those creative typestyles that Word allows you to use.
5. Follow this with a summary of your qualifications and experience, detailing your duties as well as achievements for each position you have held. Don't forget to include anything you have done over and above the call of duty – this shows you to be a dedicated employee.
6. List qualifications and any jobs in chronological order. Starting with the most recent and working your way backwards.
7. Add a section at the end for your personal hobbies and achievements out of work (show them you are a person as well as potential employee!)
8. Read it back to yourself – is it clear and concise? Is it relatively easy to read? What typeface/size have you used? Should it be amended?
9. Give it to at least 2 friends to read and ask for feedback on structure, grammar etc.
10. SPELL CHECK and make sure you have given the right contact details for yourself.
11. In summary:
 - Use bullet points
 - Keep sentences short
 - Active not passive verbs
 - Stick to facts, not opinion



At Interview

1. Body language – be relaxed, shoulders down and don't fidget. You want to come across as confident in your abilities.
2. Think about what questions they might ask you relevant to the position. Do a brainstorm and practice your answers (with a friend if necessary).
3. Specific examples – when asked about your experience or how you would deal with certain situations, give short, concise examples of how you have done similar things in the past. Or if you have not done similar things in the past, how you would handle such situations in the future. For teachers, this often includes questions on your style of classroom management, dealing with difficult parents and how you manage your time effectively to ensure all your planning and marking is done to the best of your ability.
4. Ask relevant questions. This shows you are interested in how the role fits into the wider department. Ask about the team – what sort of people you would be working with, etc. Try to avoid questions about pay, holiday entitlement etc. in the initial interview. You want to come across as focussed on getting the right job and NOT on it being all about the pay and conditions.



Trial Lesson

- Take at least two copies of your lesson plan – one for you and a copy for the person observing.
- Make sure you make objectives clear to the class. It can be helpful to write the objectives on the white-board.
- Use a THREE-part lesson plan – have a clear starter, main activity and plenary.
- Ensure you use/demonstrate the following; constructive classroom management strategies; include use of literacy, numeracy and ICT where possible; differentiation – have extension work to hand as well as activities for less able pupils. Assessment – you need to use some form of assessment to see whether the class has learned your core objectives for the lesson.
- If taking a memory stick with your resources on it then make sure you have a back-up plan for if that memory stick doesn't work on the day. You could have OHTs or print-outs ready to use.

****Most importantly, relax and be yourself****

Payment Options

Axcis outsources its pay through the companies below. You must contact them directly and register with one. Please remember to inform Axcis who you are being paid through otherwise we cannot process any pay for you.

	<p>Contact: Georgie Devito</p> <p>Phone: 0207 808 6401</p> <p>Email: info@mainpay.co.uk</p> <p>Web: www.mainpay.co.uk</p>
	<p>Contact: Shen Suleiman</p> <p>Phone: 0193 233 4451</p> <p>Email: shen@atlantic-umbrella.com</p> <p>Web: www.atlantic-umbrella.com</p>

Please Note:

- You cannot work as self-employed through Axcis or via your own limited company. We do not offer a PAYE option.
- To be paid via umbrella, you must contact the above companies directly and register with one, and then inform Axcis who you are being paid through (otherwise we cannot process any pay for you).
- All rates quoted include an umbrella uplift of 15%. For example, if you are quoted a daily rate of £75, £10 of this is to cover employment costs which are deducted by your umbrella (these include, but are not limited to, Employers National Insurance, Pension, etc.)

Guide to Umbrella Companies

We want you to get the very best out of the umbrella service you use for your pay. We believe that these companies offer the best solution for contractors wishing to maximise their pay. This is why we have taken time to research two companies that we feel offer the best deal and service to our contractors. Please feel free to research/call both companies and make an informed choice on which you would prefer to work with.

Frequently Asked Questions...

DO I PAY FOR THIS SERVICE?

Yes – there is a small admin charge made by all umbrella companies for the service they provide. This does vary from company to company and is usually more than off-set by the additional benefits they provide for you (higher rates of pay to cover umbrella costs, working through one employer for several different agencies, etc.) For specific information on charges, please contact your umbrella company directly.

WHAT IF I DON'T WANT TO USE AN UMBRELLA COMPANY?

At Axcis, we are confident that you should find an umbrella service to be your best payment option. We do not offer a PAYE option and therefore we simply cannot pay you this way for any work done. Please do not accept work from your consultant if you do not want to be paid through an umbrella company.

HOW DO I MAKE SURE I GET MY HOLIDAY PAY?

We strongly advise that you check directly with your umbrella company whether they roll your holiday pay up into your daily rate. If they do, then you will automatically get your holiday pay each week in your pay packet. However, if they do not roll it up you must ensure that you put in a claim for it before the end of each tax year (April). If you do not claim for it by this time you will lose it.

WHEN DO I GET MY MONEY?

The Axcis payroll is run once weekly on a Wednesday. Payment is made weekly in arrears directly into your bank account. For example, if you worked Wednesday week 1, Axcis will pay your umbrella company on Wednesday week 2. Please ask your chosen umbrella company when this money will become available in your bank account as it is dependent on when they run their own payroll.

WHAT IF I HAVE MORE QUESTIONS?

Please contact your chosen umbrella service directly to ask any further questions. The details can be found on the previous page.

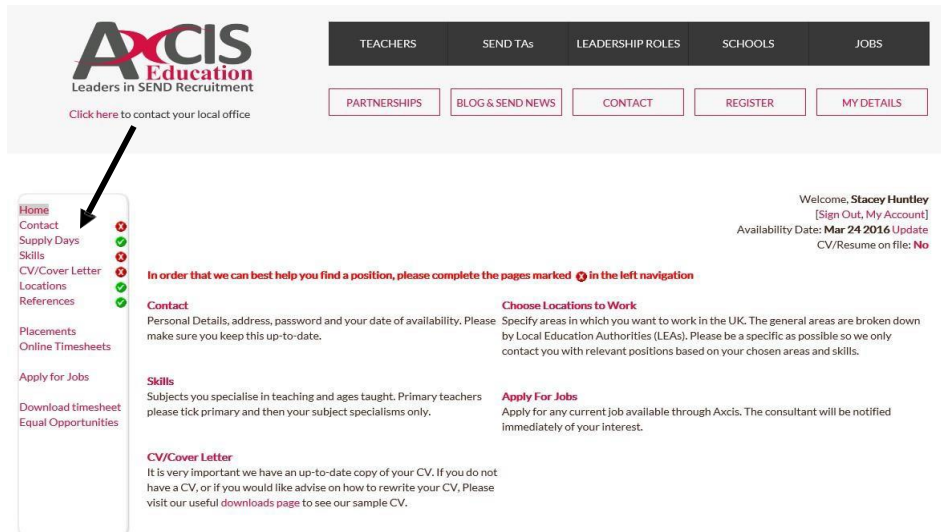
AUTOMATIC ENROLMENT INTO A WORKPLACE PENSION

A new law demands that all eligible employees are automatically enrolled into a company pension scheme. Your umbrella company will provide you with information about this pension when you register with them. If you have any questions please talk to your umbrella company.



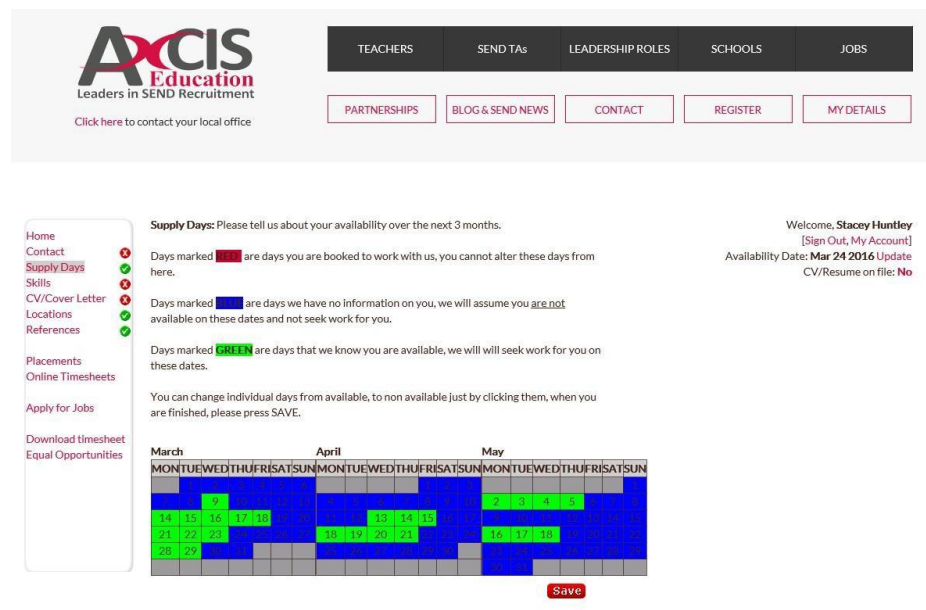
Updating Your Daily Supply Availability

1. Log in to the web site as usual
2. Click on the “Supply Days” option (see below, left)



The screenshot shows the Axcis Education website interface. At the top left is the logo and a link to contact the local office. A navigation menu on the left lists various options: Home, Contact, Supply Days (highlighted with a red arrow), Skills, CV/Cover Letter, Locations, References, Placements, Online Timesheets, Apply for Jobs, Download timesheet, and Equal Opportunities. The main content area contains a header with navigation tabs (TEACHERS, SEND TAs, LEADERSHIP ROLES, SCHOOLS, JOBS) and buttons for PARTNERSHIPS, BLOG & SEND NEWS, CONTACT, REGISTER, and MY DETAILS. A welcome message for Stacey Huntley is visible on the right, along with account details and a note about completing profile pages.

3. This will give you a supply calendar (see below). Now simply click the days you are available to work (they should turn green). You can update up to 3 months at a time.



The screenshot shows the 'Supply Days' interface. It includes a navigation menu on the left with 'Supply Days' selected. The main content area features a 'Supply Days' section with instructions on how to use the calendar. A calendar grid for March, April, and May is displayed, with days marked as available (green), booked (red), or unavailable (blue). A 'Save' button is located at the bottom right of the calendar.

Supply Days: Please tell us about your availability over the next 3 months.

- Days marked **RED** are days you are booked to work with us, you cannot alter these days from here.
- Days marked **BLUE** are days we have no information on you, we will assume you are **not** available on these dates and not seek work for you.
- Days marked **GREEN** are days that we know you are available, we will seek work for you on these dates.

You can change individual days from available, to non available just by clicking them, when you are finished, please press SAVE.

March							April							May						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
13	14	15	16	17	18		13	14	15				2	3	4	5				
21	22	23					18	19	20	21			16	17	18					
28	29																			

4. Now click on “save” or your changes will be lost!

Your consultant will be informed of your changes and you will now show as being available for work on these days. However, it is also beneficial to call us at 7am if you are up and ready for work - this will keep you at the highest priority for work on that day.

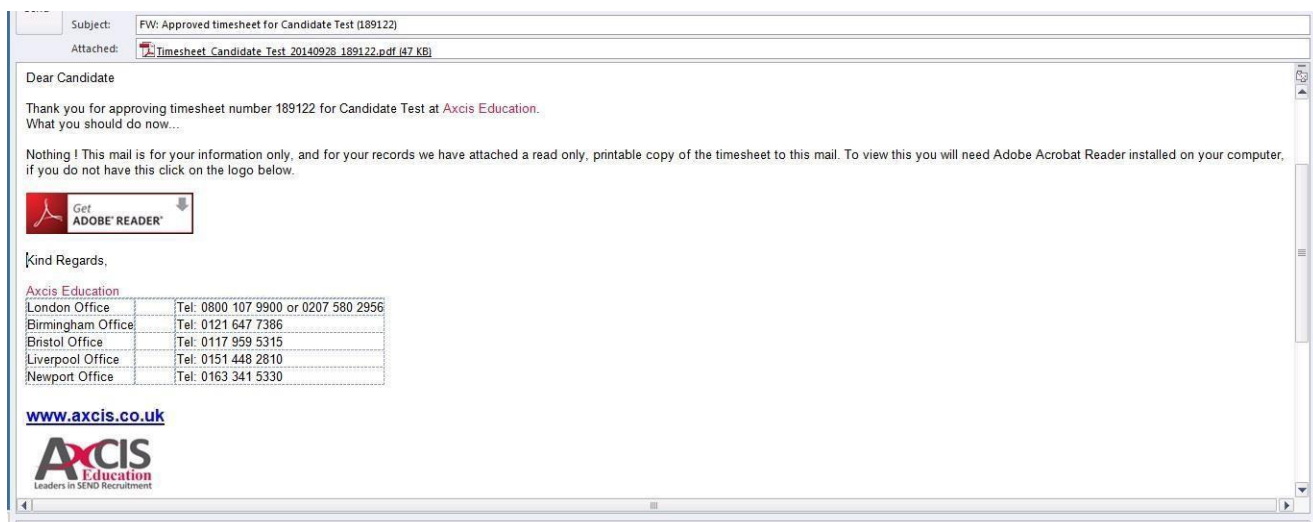
Guide to Online Timesheets

Axcis is now moving to an online timesheet system. This will help to cut down on paper, enable us to be more efficient, more accurate and make your life easier.

What do you need to do?

At this stage, nothing. Your school will be reminded by us to complete your timesheet online. When they have done so you will receive an email with a copy of the timesheet in PDF format attached. This email is for your records only. You don't need to forward it anywhere or do anything with it.

The email will look like this:



What if I don't receive this email?

If you don't receive this email, first please check your junk folder in your email software. The email will be sent from info@axcis.co.uk so please add this address to your safe senders list.

If you still can't find the email, then you can check online by logging into our portal at <http://www.axcis.co.uk> – the online timesheets link is in the left menu after you have successfully logged in – click this link to access your timesheets. You can select any one and check if it has been approved by opening it and checking the 'Authorised' section in the bottom left.

If your timesheet has not yet been approved and you think it should have been then please contact your consultant (rather than the client directly) to process the approval. It may be that the client has sent a paper timesheet on this occasion.

If your timesheet has been approved and you don't have the email you can download a copy by pressing 'Print' on the left of the screen.

Please note that to view timesheets you must have Adobe Acrobat Reader installed on your computer. This free software can be downloaded at <http://get.adobe.com/uk/reader>

What if I accept a booking directly from a school (for example, to come back the next day)

You MUST inform your consultant so that the booking can be extended on our system. If the booking isn't on our system for ALL the days you work then the school will not be able to authorise your timesheet for those days. This is why it is essential you tell us if amendments are being made to the days for which you are booked for.

What If I am sent to a school that does not do online timesheets?

Your consultant should be able to warn you if you are being sent to a school which doesn't want to take part in the online timesheet system (check your placement confirmation email as information may be on there). If this is the case, it will be your responsibility to ensure a paper timesheet is filled out and signed for work completed at this school.

If you have concerns?

We have worked hard to ensure this system works smoothly. If you have any concerns or questions, please contact your consultant who will be pleased to help.

A Brief Guide to Agency Worker Regulations

This policy is valid from 15th May 2018

AWR objective

To provide those deemed as 'agency workers' the entitlement to the same basic employment and working conditions as if they had been recruited directly, if and when they complete a 12-week qualifying period in the same job with the same hirer.

Day 1 rights for all 'agency workers'

From day one of an assignment, agency workers are entitled to the same access to collective facilities and information such as:

- Access to internal vacancies *
- Crèche **
- Canteen
- Food and drink machines
- Toilets/shower facilities
- Common room
- Car parking **
- Prayer room
- Local pick-up/drop-off **

* This does not mean that you will automatically have the right to be employed by the hirer. You will still need to follow their usual recruitment process.

** If there is a waiting list you will not automatically be entitled to a place but can apply and join the waiting list.

Your contact at the school will be able to advise you exactly which facilities apply as they will vary from school to school.

Day 1 rights do not include 'enhanced' access rights that are given as part of a benefit package to reward long term service and loyalty e.g. subsidised access to an off-site gym, subsidised meals in the canteen or discounted company goods in a staff shop.

After 12 weeks in the same job with the same hirer

After a 12-week qualifying period an agency worker will be entitled to the same basic working and employment conditions as a directly employed member of staff in the same job. These include:

- Pay
- Duration of working time
- Night work
- Rest periods
- Break periods
- Annual leave
- Paid time off for ante-natal appointments
- Access to training

Equal pay includes: basic salary, bonuses or commission payments related to the quantity and quality of your work, shift allowance, overtime payments, holiday pay and vouchers (provided they have a fixed monetary value and are not part of a salary sacrifice scheme).

Equal pay does NOT include: benefits in kind, vouchers which are a salary sacrifice, pension payments, occupational sick pay, redundancy pay, notice pay, advances and loans, share and option schemes, maternity, paternity and adoption pay (over and above the statutory entitlement), bonus payments which are not directly attributed to your performance, Guarantee payments, expenses or health/life insurance.

12-week qualifying period

The 12-week qualifying period is activated by working in the same job with the same hirer (school) for 12 calendar weeks, irrespective of your working pattern (e.g. full time or part time) and irrespective of which or how many agencies supplied you to the same role with the same hirer.

A calendar week will comprise any period of seven days starting with the first day of an assignment. Calendar weeks will accumulate even if you only work a few hours a week.

Because the 12-week qualifying period can be accumulated through more than one agency (it's the same job with the same hirer that qualifies), we need to know if we send you to a school you have worked at in the previous 7 days through another agency for the same job.

If thought of as a clock which runs 0 to 12, there are circumstances which will reset the clock, pause the clock or allow it to continue ticking.

Reasons the 12 calendar weeks will be reset to 0:

- Most commonly a new assignment with a new hirer.
- An agency worker remains with the same hirer but is no longer in the same role.
- A break between assignments with the same hirer of more than 6 weeks (which is not one which 'pauses' the clock or allows it to continue to 'tick').

Reasons the 12 calendar weeks will be paused:

- A break for any reason that is no more than 6 calendar weeks where the agency worker returns to the same role with the same hirer.
- A break of up to 28 weeks because the agency worker is incapable of work due to sickness or injury
- Any break for annual leave which the agency worker is entitled to.
- A break of up to 28 calendar weeks for the agency worker to perform jury service.
- A break caused by regular and planned shutdown of the workplace by the hirer (e.g. Christmas).
- A break caused by a strike, lock out or other industrial action at the hirer's establishment.

Reasons the 12 calendar weeks will continue to tick:

- Breaks due to pregnancy, childbirth or maternity which take place during pregnancy and up to 26 weeks after childbirth.
- Any breaks due to maternity, paternity and adoption leave.

If you don't think you are getting your day 1 entitlement, then speak to your contact at the school. If your query is regarding your 12-week entitlement, then speak to your consultant.

For more information on AWR:

http://www.direct.gov.uk/en/Employment/Understandingyourworkstatus/Agencyworkersandemploymentagencies/DG_198913

<http://www.bis.gov.uk/assets/biscore/employment-matters/docs/a/11-949-agency-workers-regulations-guidance>

Paid Annual Leave

As an agency worker, you are entitled to the minimum statutory paid annual leave as stated by the Working Time Regulations. Your entitlement for paid annual leave accrues in proportion to the amount of time worked and so is included in your daily rate. You are requested to take any annual leave during school holidays.

Some umbrella companies give you the option to hold your holiday pay back until you request it. To find out, contact your umbrella company or look at your pay slip. It may state “Accrued holiday pay this period” and “Holiday paid out”. If they are holding your holiday pay for you, you need to follow their procedure to request paid holiday. You must claim it before the end of the financial year (March) each year as it will not be rolled over.

The annual leave entitlement to which the AWR is referring after the 12-week qualifying period is any annual leave scheme offered to a directly employed member of staff in the same job if that equates to more than the minimum statutory entitlement. In most cases this will be linked to length of service.

Sick Pay

There are two types of sick pay:

- 1) Occupational sick pay (also known as company or contractual sick pay)
- 2) Statutory sick pay

Your employer does not have to offer an occupational sick pay scheme. If they do offer a sick pay scheme to a directly employed member of staff in the same job, the AWR does not give you access to it.

You may be able to claim Statutory Sick Pay (SSP) if you meet the following qualifying conditions:

- You are sick for at least four days in a row (including weekends and bank holidays and days that you do not normally work).
- You have average weekly earnings of at least £107 a week (before tax and National Insurance deductions).

Your average weekly earnings are calculated using your earnings in the eight weeks before your sickness began.

As agency workers, if you qualify for SSP it remains payable while you are working on an assignment or under contract with your agency. It is payable for up to 28 weeks. Whoever is responsible for the deduction of National Insurance contributions from your earnings is also responsible for the payment of SSP (if you are paid through an umbrella company they will be responsible).

To claim SSP you must inform your employer (and the umbrella company you are paid through) and provide some form of medical evidence from the eighth day of your illness.

SSP is usually paid on your normal payday in the same way as your normal earnings and is subject to tax and NI deductions, but if you are only receiving SSP your earnings may not be high enough for any deductions. The standard weekly rate for SSP is £92.05 a week. Your employer will work out a daily rate of SSP if necessary by dividing the weekly rate by the number of days you'd normally work in that week.

If you qualify for SSP it will be paid for the days, you would normally work. These are called qualifying days. However, it is not payable for the first three qualifying days, which are known as waiting days.

If you do not qualify for SSP or SSP has ended, your employer (or umbrella company) must fill in form SSP1 and give this to you as soon as possible. This form will state why SSP has not been paid or why it is ending, and the last date of payment, and will support a claim for Employment and Support Allowance.

For more information on SSP:

http://www.direct.gov.uk/en/MoneyTaxAndBenefits/BenefitsTaxCreditsAndOtherSupport/Illorinjured/DG_10018786

Safer Recruitment Policy

This policy is valid from 1 August 2018

The safe recruitment of staff in to schools is the first step to safeguarding and promoting the welfare of the children in education.

Axcis Education is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. It is recognised that this can only be achieved through sound procedures, ongoing training, reviewing and updating of systems, and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled by the roles they undertake. We recognise the value of a diverse workforce and actively seek to include people from different backgrounds and with different skills and abilities throughout our organisation. Axcis Education is committed to ensuring that the recruitment and selection of all candidates is conducted in a manner that is systematic, efficient and effective, and that promotes equality of opportunity. We will uphold our obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, gender, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed. This document complies with the principles set out in our Equal Opportunities, Recruitment and Child Protection Policies, and our Complaints Procedure, all of which are available on request.

All applicants are exempt from the Rehabilitation of Offenders Act 1974 and therefore all will be required to declare spent and unspent convictions, cautions and bind-overs that are not protected under the filtering guidance. All applicants must have a Disclosure & Barring Service Enhanced Certificate.

We are committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. Client schools are fully informed before making any decision about a candidate.

Axcis Education is fully committed to our duty of referral to the DBS when a worker is dismissed or removed from working with children and/or vulnerable adults because they have harmed or intended to harm a child or vulnerable adult.

Axcis Education works closely with schools, LADOs and police to ensure that complaints of a child protection nature are handled fairly and appropriately. Similarly, any incidence of serious professional misconduct will be reported to the NCTL/ EWC.

Axcis Education will ensure that staff undertaking recruitment have completed a Level 2 safeguarding course. Axcis staff will also implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that all reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role. We keep and maintain a single central record of recruitment and vetting checks in line with DfE policies and can provide copies of this Safer Recruitment Policy and all other relevant policy documents on request.

The following criteria are verified and investigated for all candidates working for Axcis Education. Only original or certified documents are acceptable:

- An up-to-date CV and application form. Candidates must account for any gaps or discrepancies in their employment history. Applicants are made aware that providing false information is an offence and could result in their application being rejected, or summary dismissal if the applicant has been selected, and possible referral to the police and other professional regulatory bodies.

- Two satisfactory references, one of which must be from the current or most recent employer. The relationship of the candidate to the referee must be clearly stated. Any original testimonial must be checked and verbal references followed up by written references within 15 days.
- Verification of the candidate's identity in line with the requirements of the Immigration, Asylum and Nationality Act 2006.
- The candidate's right to work is obtained and copies taken including visa status with dates and any official Home Office correspondence as required.
- Photo ID and proof of address are seen and copies taken.
- A barred list check (formally known as a List 99 check) is done on current and any previous names (e.g. maiden name). These are then updated every 6 months.
- A current Enhanced DBS certificate with barred list information. The certificate may be requested through Axcis Education or alternatively through another source, provided that the candidate has subscribed to the DBS Update Service. An online check will be done to check the Update Service and that the DBS is still current and up to date: for full details see our DBS policy.
- Overseas candidates – or anyone who has worked abroad for 6 months or more in the last five years – must provide an overseas police check. In cases where this is not possible a letter of good conduct will be obtained.
- Verification of the candidate's medical fitness.
- Verification of qualifications, including a NARIC comparison as required, and completion of induction as part of obtaining full QTS.
- Verification of registration with any required professional bodies e.g. DfE, SET and EWC.
- Verification that teachers are not subject to a prohibition order issued by the Secretary of State through the Employer Access Online service.
- In accordance with the Childcare Act 2006 and the Childcare (Disqualification) regulations 2009, all candidates must declare in writing that they have read the relevant DfE guidance regarding disqualification, and that they are not disqualified on any grounds as set out in the DfE guidance.

Notes are kept of the interview and any queries followed up. A profile is written and details are added to the database. Vetting is completed by the administrative team and copies of all documents are taken and a candidate photograph taken at interview.

All files go through a 2-tier checking process before a candidate is cleared for work.

Candidate vetting is regularly updated and all information is scanned and kept on file including barred checks and registration with professional bodies. Candidates are kept informed when there are updates to safeguarding guidance.

All candidates are fully inducted before working for Axcis Education, which includes:

- > A full face-to-face interview by a trained member of the Axcis team.
- > A safeguarding assessment for which candidates must achieve a minimum score of 80% in order to be offered work by Axcis Education, unless they already hold a L2 Safeguarding certificate.
- > Briefing on the following Axcis policies and procedures: Child Protection, Safer Recruitment, Equal Opportunities, Agency Workers Regulations, Payroll, Timesheets and Remuneration, Holiday Pay, Reporting of Sickness or Absence, Expected Conduct on Axcis Education Assignments and Notice and Termination of Employment.
- > Confirmation that they have read and understood part 1 of the Keeping Children Safe in Education policy.



Suitability: Once a candidate is placed in a school, feedback is sought on the first day to ascertain suitability for the role. If negative feedback is received on a candidate, or if the school feels the candidate is not suitable for that particular role, the consultant will discuss these issues with the individual concerned. If any training needs have been identified, the consultant will also discuss available options. Equally, if the candidate feels the school is not suitable for them, the reasons for this are discussed between the candidate and the consultant and any relevant information is relayed to the client.

Vetting Document: When a placement is confirmed, a Vetting Document is sent to the school. This document provides a summary of the results of the aforementioned checks made on the candidate concerned. A copy of this document is available upon request.

GUIDANCE NOTES FOR CONTRACTORS

Equal Opportunities, Diversity and Inclusion Policy

1. Statement of policy

Axcis is an equal opportunity employer and is fully committed to a policy of treating all of its consultants, contractors and job applicants equally.

The Company will take all reasonable steps to appoint contractors on the basis of their experience, abilities and qualifications without regard to race, colour, ethnic origin, nationality, national origin, religion or belief, sex, sexual orientation, gender reassignment, age, marital or civil partnership status or disability.

The Company will also take all reasonable steps to provide contract placements in which all contractors are treated with respect and dignity and that is free of harassment based upon a contractor's race, colour, ethnic origin, nationality, national origin, religion or belief, sex, sexual orientation, gender reassignment, age, marital or civil partnership status or disability.

The Company will not condone any form of harassment towards its contractors, whether engaged in by employees or by outside third parties who do business with the Company.

2. Duty of Contractors

Contractors have a duty to co-operate with the Company to ensure that this Policy is effective in ensuring equal opportunities and in preventing discrimination, harassment or bullying.

Action will be taken by the Company's against any contractor who is found to have committed an act of improper or unlawful discrimination, harassment, bullying or intimidation. Serious breaches of this equal opportunities and dignity at work statement will be treated as potential gross misconduct and could render the contractor liable to termination of their contract. Contractors should also bear in mind that they can be held personally liable for any act of unlawful discrimination. Any person who commits serious acts of harassment may also be guilty of a criminal offence.

Contractors should draw the attention of the Company to suspected discriminatory acts or practices or suspected cases of harassment. Contractors must not themselves victimise or retaliate against anyone who has made allegations or complaints of discrimination or harassment or who has provided information about such discrimination or harassment. Such behaviour will be treated as potential gross misconduct, which could result in contract termination.

3. Recruitment, Advertising and Selection

The Company is committed to applying its equal opportunities policy statement at all stages of recruitment and selection. The candidate selection process will be conducted in such a way as to result in the selection of the most suitable person for the job in terms of relevant experience, abilities and qualifications.

Advertisements will encourage applications from all suitably qualified and experienced people. When advertising job vacancies, in order to attract applications from all sections of the community, the Company will, as far as reasonably practicable:

1. Ensure advertisements are not confined to those publications which would exclude or disproportionately reduce the numbers of applicants of a particular gender, sexual orientation, age, religion or racial group.
2. Avoid prescribing any unnecessary requirements which would exclude a higher proportion of a particular gender, sexual orientation, age, religion or racial group or which would exclude disabled job applicants.
3. Avoid prescribing any requirements as to marital or civil partnership status.
4. Ensure that the setting of age limits as a criterion of any specific job is justifiable.
5. The selection process will be carried out consistently for all jobs at all levels. All applications will be processed in the same way. The staff responsible for short-listing, interviewing and selecting candidates will be clearly informed of the selection criteria and of the need for their consistent application. Person specifications and job descriptions will be limited to those requirements that are necessary for the effective performance of the job. Wherever possible, all applicants will be interviewed by at least two interviewers and all questions asked of the applicants will relate to the requirements of the job. The selection of new contractors will be based on the job requirements and the individual's suitability and ability to do, or to train for, the job in question.

With disabled candidates and contractors, the Company will have regard to the duty to make reasonable adjustments to work provisions, criteria and practices or to work premises in order to ensure that the disabled person is not placed at a substantial disadvantage in comparison with persons who are not disabled.

If it is necessary to assess whether personal circumstances will affect the performance of the contract (for example, if the contract involves unsociable hours or extensive travel), this will be discussed objectively, without detailed questions based on assumptions about race, colour, ethnic origin, nationality, national origin, religion or belief, sex, sexual orientation, gender reassignment, age, marital or civil partnership status, disability, children and/or domestic obligations.

4. Training and Promotion

The Company will train its permanent staff in its policy on equal opportunities and in helping them identify discriminatory acts or practices or acts of harassment or bullying, particularly insofar as they may relate to contractors.

The Company will promote best practice to help contractors understand their rights and responsibilities in relation to dignity at work and what they can do to create a work environment that is free of bullying and harassment when engaged on behalf of the Company.

5. Terms of Engagement, Facilities and Services

All terms of engagement, facilities and service will be reviewed from time to time, in order to ensure that there is no unlawful discrimination on the grounds of race, colour, ethnic origin, nationality, national origin, religion or belief, sex, sexual orientation, gender reassignment, age, marital or civil partnership status or disability.

6. Equal Pay

The Company is committed to equal pay in the placement of contractors. It believes its male and female contractors should receive equal pay for like work, work rated as equivalent or work of equal value. In order to achieve this, the Company will support a payment system for contractors that is transparent, free from bias and based on objective criteria.

7. Bullying and Harassment

Bullying is offensive or intimidating behaviour or an abuse or misuse of power which undermines or humiliates an individual.

Harassment occurs where, on the grounds of a person's race, colour, ethnic origin, nationality, national origin, religion or belief, sex, sexual orientation, gender reassignment, age, marital or civil partnership status or disability, a person engages in unwanted conduct that:

- has the purpose of violating the person's dignity at work, or of creating an intimidating, hostile, degrading, humiliating or offensive work environment for the person; or
- is reasonably considered by the person to have the effect of violating his or her dignity at work, or of creating an intimidating, hostile, degrading, humiliating or offensive work environment for the person, even if this effect was not intended by the person responsible for the conduct.

Conduct may be harassment whether or not the person intended to offend. Something intended as a "joke" or as "banter" may offend another person. This is because individuals find different levels of behaviour acceptable and everyone has the right to decide for themselves what behaviour they find acceptable to them.

Behaviour that a reasonable person would realise would be likely to offend an individual will always constitute harassment without the need for the person having to make it clear that such behaviour is unacceptable, for example, touching someone in a sexual way.

With other forms of behaviour, it may not always be clear in advance that it will offend a particular person, for example, banter and jokes in the workplace. In these cases, the behaviour will constitute harassment if the conduct continues after the individual has made it clear, by words or conduct, that such behaviour is unacceptable to him or her. A single incident can amount to harassment if it is sufficiently serious.

Harassment also occurs where, on the ground of the person's rejection of or submission to unwanted conduct of the kind specified above, a person treats another less favourably than they would treat them had they not rejected, or submitted to, the unwanted conduct.

Bullying and harassment may be verbal, non-verbal, written or physical. Examples of unacceptable behaviour include, but are not limited to, the following:

- unwelcome sexual advances, requests for sexual favours, other conduct of a sexual nature;
- subjection to obscene or other sexually suggestive or racist comments or gestures;
- the offer of rewards for going along with sexual advances or threats for rejecting sexual advances;
- jokes or pictures of a sexual or racial nature;
- demeaning comments about an individual's appearance;
- questions about a person's sex life;
- the use of nick names related to an employee's sex, sexual orientation, gender reassignment, race, religion, age or disability;
- picking on or ridiculing an employee;
- isolating an employee or excluding him or her from social activities or relevant work-related matters.

8. Reporting Complaints

All allegations of discrimination or harassment will be dealt with seriously, confidentially and speedily. The Company will not ignore or treat lightly grievances or complaints of discrimination or harassment from members of a particular race, colour, ethnic origin, nationality, national origin, religion or belief, sex, sexual orientation or age or from individuals, who have undergone gender reassignment, are married, have entered into a civil partnership or have a disability.

With cases of harassment, while the Company encourages contractors who believe they are being harassed to notify the offender (by words or by conduct) that their behaviour is unwelcome, the Company also recognises that actual or perceived power and status disparities may make such confrontation impractical.

If contractors wish to make a complaint of discrimination or harassment, they should follow the following steps:

1. First of all, report the incident of discrimination or harassment to the line manager within the employing organisation. If this is not possible or desirable, the contractor can instead speak to a member of the Axcis team.
2. Such reports should be made promptly so that investigation may proceed and any action taken expeditiously.
3. All allegations of discrimination or harassment will be taken seriously. The allegation will be promptly investigated and, as part of the investigatory process, the contractor will be interviewed and asked to provide a written witness statement setting out the details of the complaint. Confidentiality will be maintained during the investigatory process to the extent that this is practical and appropriate in the circumstances. However, in order to effectively investigate an allegation, the Company must be able to determine the scope of the investigation and the individuals who should be informed of or interviewed about the allegation. For example, the identity of the complainant and the nature of the allegations must be revealed to the alleged harasser or discriminator so that he or she is able to fairly respond to the allegations. The Company reserves the right to arrange for another person to conduct the investigation other than the individual with whom the matter was raised.
4. The Company may invite the contractor to attend a meeting at a reasonable time and place to discuss any complaint.
5. Once the investigation has been completed and after any meetings have taken place, the contractor will be informed in writing of the outcome and the Company's conclusions and decision as soon as possible. The Company is committed to taking appropriate action with respect to all complaints of discrimination or harassment which are upheld.
6. Contractors will not be penalised for raising a complaint, even if it is not upheld, unless the complaint was both untrue and made in bad faith.
7. If a complaint is upheld and a harasser or discriminator remains in position, the Company will take all reasonable steps to ensure that contractors do not have to continue working alongside them if that is possible. The Company will discuss the options with the contractor.
8. If a complaint is not upheld, arrangements will be made for the individual and the alleged harasser or discriminator to continue or resume working and to repair working relationships.

Any contractor who is found to have discriminated against or harassed another person in violation of this Policy may be subject to action, e.g. contract termination.

9. Monitoring Equal Opportunity and Dignity at Work

The Company will monitor performance in order to assess whether equal opportunity and dignity at work are being achieved. This will also involve considering any possible indirectly discriminatory effects of its working practices. If changes are required, the Company will implement them. The Company will also make reasonable adjustments to its standard working practices to overcome barriers caused by disability.

10. Communicating this Policy

This Policy will be communicated to contractors at their initial induction interview / briefing and thereafter from time to time, as determined appropriate by the Company.

This Policy should be followed in conjunction with any specific local arrangements imposed by the client and with the agreement of the Company.

A copy of this Policy is available from the HR Director.

Policy Drafted: 03/01/2018

Revision Date: Annually



What could you do with unlimited shopping vouchers?

- Buy gifts for friends and family?
- Stock up on classroom resources?
- Treat yourself to something nice?
- All of the above!?

Do you have any friends who are looking for work?

- Earn £100 for the first friend you refer to Axcis*
- Earn £150 for the second friend you refer*
- Earn £200 for the third friend you refer*
- Earn £250 for every friend referred thereafter*

That's £700 in shopping vouchers if you refer 4 friends to Axcis

Ask your consultant for more details

* T&Cs apply and are available on our blog
<http://blog.axcis.co.uk/2016/08/refer-a-friend-to-axcis/>

What Happens Now?

During your interview with Axcis we took a copy of your documents in line with our Safer Recruitment Policy.

If you provided us with ALL of the required information and documents, your information will be entered into our database. Once your references and DBS have been returned your file can be cleared for work. References are one of the biggest delays in clearing you for work, so please make sure your referees are aware we will be contacting them, and a quick response is needed.

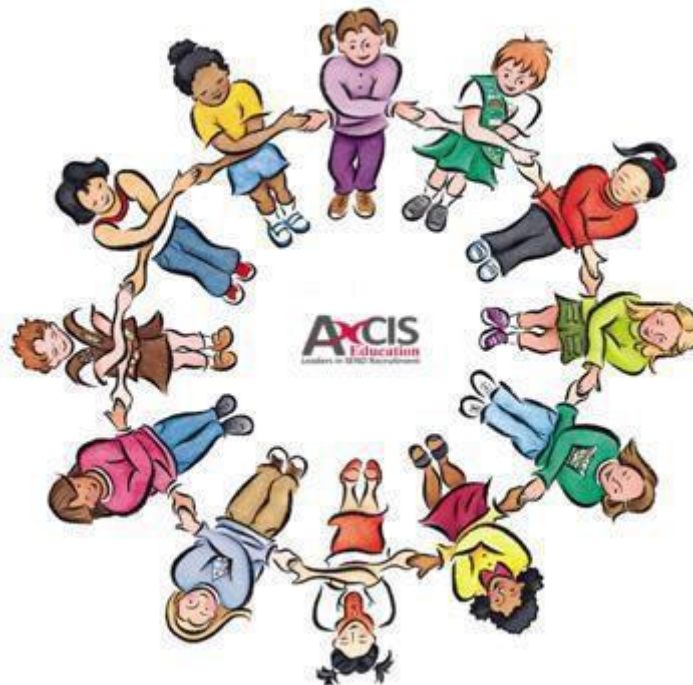
If you forgot any of your information or documents, you must get them to us as soon as possible as they will be holding up your registration with Axcis and your probability of getting work.

We will stay in contact with you while waiting for your references and DBS and inform you of any issues arising, so please keep an eye on your emails and respond as quickly as possible.

Once your references have been satisfactorily returned and all documents received you will be cleared to work so don't forget to keep your availability up to date.

Welcome to Axcis!

Thank you for your time and we look forward to a long and happy working relationship with you. If there is any aspect of our service, you would like to comment on or if you have any queries or concerns please do not hesitate to contact your consultant.



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