
AXCIS
Part of Edwin

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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 the education and care sectors. We aim to be recognised as the leading supplier of quality SEND teaching and support staff in the UK.

We are proud sponsors of nasen (the National Association for Special Educational Needs) and also support other charities and organisations. We feel that this helps to set us apart from other agencies and demonstrates that we take our responsibility to the SEND sector seriously.

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, SEND resources and much more.

Like us
www.facebook.com/AxcisEducationRecruitment/

Follow us
@Axcis
https://twitter.com/axcis

Connect with us
www.linkedin.com/company/axcis-education

Watch us:
https://www.youtube.com/user/axcisvideos

https://www.instagram.com/axciseducation365/?hl=en



# 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 (LEA). 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 leave, or maternity leave.

Often, these longer-term positions stem from daily or short-term supply. If a teacher/member of school support staff particularly enjoys a school and is regularly asked back, he or she may well end up staying at the school on a long-term basis.

**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, compliance 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 and keep your online supply availability diary up to date. *It is important to keep us up to date with your availability to help us find you suitable placements.*

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 also receive automated emails advising you of vacancies you can apply online for. You can also search our website and apply for jobs there. 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, and we will actively market your details to schools we consider suitable for you.

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 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 (unless told otherwise) and should stay on site until the end of the school day or until all duties/handover is completed. When you receive a later morning call, you should endeavour to reach the school within the hour.

Although the school should always have work set, a good teacher/member of support staff will have a "bag of tricks" - lesson ideas/activities for many different subject areas and abilities. You should ensure that set work is completed and notes left for the regular teacher regarding this as well as any noticeable behaviour, both good and unsatisfactory. All school policies should be 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. A copy of the National Curriculum can be obtained from many sources, e.g. https://www.gov.uk/government/collections/national-curriculum

With primary cover, you will be expected to follow the school routines and procedures and set additional work where necessary. 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). There may be support staff working with individual pupils with special educational needs and disabilities (SEND) or EAL 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/Teaching Assistants who know the children well. They will be responsible for personal care as required, though the teacher should always be prepared to help. Appropriate dress code may vary between specialist settings, so it may be sensible to check this with your consultant directly prior to working in a special school.

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

**PMLD:** profound and multiple learning difficulties, e.g. degrees of autism, Down's Syndrome, children may be non-mobile or non-verbal. Pupils work to Education, Health and Care Plans (EHCPs). Class sizes usually range from 3 to 6 pupils. Some students may exhibit physical 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 profound autism or SEMH students, you should also be clear about your own liability insurance (if unsure then talk to your umbrella service).

**SEMH/PRU:** social, emotional and mental health 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 pupils can be challenging and people who working these settings 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 page 17).

**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 for further work. 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** submit your online timesheet(s) on time. It is your responsibility to ensure your timesheet is submitted by Sunday evening every week to allow the school enough time to approve them before the weekly payroll.

**DO** keep your contact details up to date. If your address or phone number change notify your consultant via email.

**DO** check and follow school policy if you are required to work alone with a single student.



# Don’ts of Supply

**DON’T** leave home without your directions/map/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 an emergency. **CALL** no later than 7:15am; state why you are unable to go so we can inform the school and make alternative arrangements. If you are booked for the next day, please make sure you confirm with your consultant before 3pm if you will be returning or not so we can advise the school before they finish for the day.

**DON’T** wear inappropriate clothes, i.e. jeans, trainers, etc. unless this is agreed with your consultant.

**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).

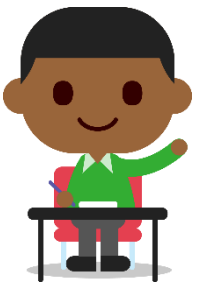
**DON’T** swear or use any inappropriate language when in school (if in doubt, don’t say it!)

**DON’T** make physical contact with students unless you have received relevant training or instruction.

**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!

**DON’T** communicate with pupils, family members or friends of pupils/family members through social media websites or take photos of students without appropriate prior permission. If in doubt, check with the school.



# 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, find your contact at the school and ask 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.
- At the end of the day, ask your contact if they need you for any future bookings. If they do, feel free to accept the work but ensure that you inform your consultant.

# Useful Websites for Teachers

http://www.education.gov.uk

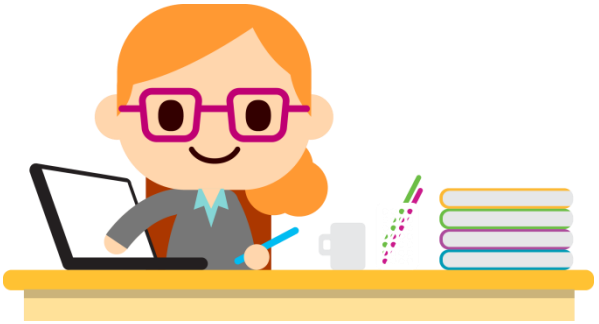
http://www.primaryresources.co.uk

http://exchange.smarttech.com

http://www.teachingideas.co.uk

http://www.autism.org.uk

http://www.nasen.org.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 SEND, 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 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 effective behavioural management strategies.
- 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.
- Provide clerical/admin support e.g. Photocopying, typing, filing, collecting money, etc.
- Supervise children in the hallways, 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.autism.org.uk

http://www.nasen.org.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 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, themselves or other students 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** | 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 unless it is reasonable, proportionate, necessary and you are qualified to do so. |
| **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 or 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, family members or friends of pupils/family members outside of the school setting (either physical, verbal or online – this includes adding them as contacts on social media platforms). |
| **DON'T** | disclose any of your personal information to 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 – always follow school policy. |
| **DON'T** | leave a class unattended. |

# Behaviour Management

**Ideas that work**

- Separate the behaviour from the person (talk about the behaviour separately 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 you temper, taking 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). There is a sample template on our useful downloads page.

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 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 two 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. Be aware of your 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. Make a list 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. 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 duties are completed 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 Lessons/days

- Teachers should take at least two copies of their lesson plan(s) where relevant – one for their own reference and a copy for the person observing. Lesson objectives should be made clear to the class - it can be helpful to write these on the white board. Lesson plans should be clear and concise – have a clear starter, main activity and plenary.

- Teachers should also strive to demonstrate the following; constructive classroom management strategies; 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 example, a simple yes/no quiz type plenary activity.

- Teaching assistants/support staff should demonstrate that they understand the need to research EHCP's/understand the individual background of SEND students in order to effectively provide support. It is also important to show that teacher directives can be followed effectively, as well as an ability to work independently and proactively when a teacher is not available to provide detailed instructions.

- If taking a memory stick with your resources on it, make sure you have a back-up plan for if that memory stick doesn't work on the day. You could have print-outs ready to use, for example.

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

# Payment Options

Axcis process your pay weekly through our outsourced PAYE partners below. You must contact them directly to register. Please remember to inform Axcis once this is done as otherwise, we cannot process any pay for you.

| | |
|---|---|
| Website: www.azebra.co.uk | Website: www.swiftemployment.co.uk |
| Telephone: 01923 627900 | Telephone: 0345 646 0078 |
| Email: registrations@azebra.co.uk | Email: info@swiftemployment.co.uk |
| Register: Online registration form | Register: Online registration form |
| Pay Info: Key Information Document | Pay Info: Key Information Document |

*A Key Information Document (KID) gives further details on understanding your payslip.*

**AUTOMATIC ENROLMENT INTO A WORKPLACE PENSION**

By law, all eligible employees are automatically enrolled into a company pension scheme. Swift will provide you with information about this pension when you register with them. If you have any questions, please do talk to them about it.

**NEED TO SPEAK TO THE AXCIS PAYROLL TEAM?**

Just call your local Axcis office and select Option 3 to speak to a member of the Payroll team.

**Please Note:** You cannot work as self-employed through Axcis or via your own limited company.



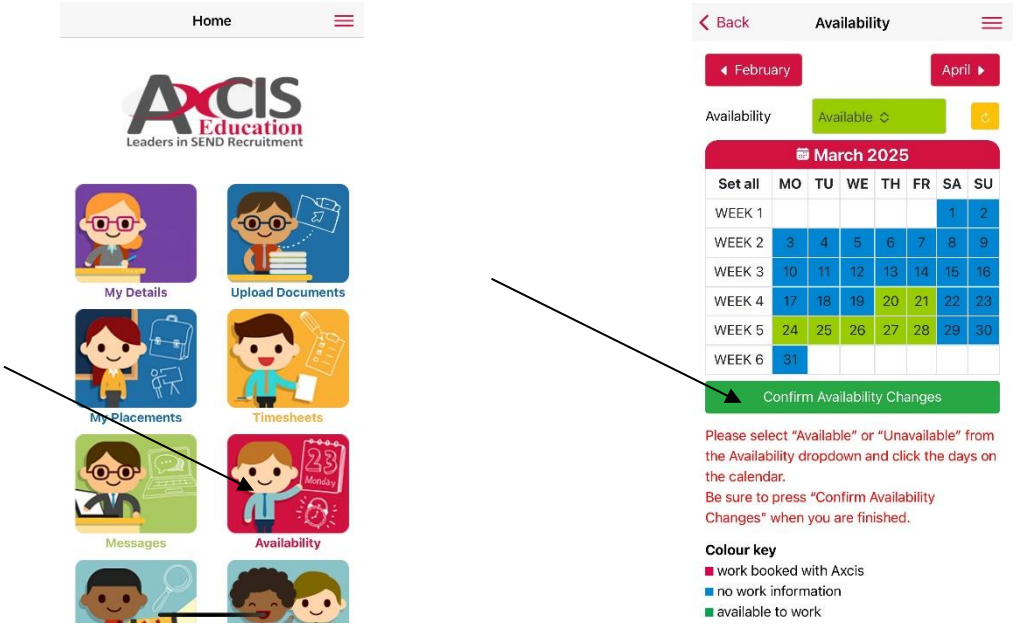
# Updating Your Daily Supply Availability

1. The easiest way to update your availability is on the Axcis app. If you don't already have it, please just go to your normal app store and search for "Axcis Education".

2. Otherwise, you can log in to the web site as usual. This can be on a desktop or mobile device.

3. Click on the "Availability" option (left). This will give you an availability calendar (right). Now simply click the days you are available to work (they should turn green).

4. Now click on "Confirm Availability Changes" 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.*

*It is imperative you keep this calendar up to date to ensure you have the best possible chance of getting supply work.*

# Guide to Online Timesheets

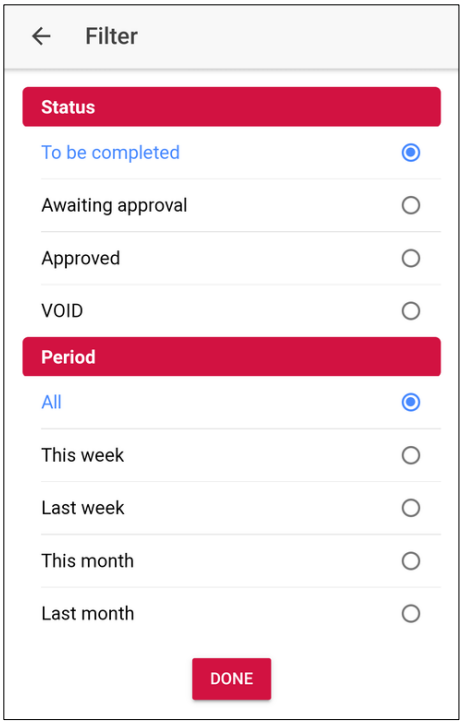
For your timesheet to be completed, you will need to submit your days/hours to the school for approval. This is done through your online timesheet portal which is accessible through the Axcis website or the Axcis App which can be downloaded on the App Store or Google Play. Your login details are the same for both options. You will need to log in using your email address and password. If you are unsure of your password just click the 'Forgotten Password' link on the login page. Instructions on how to reset this will then be emailed to you.

If you are accessing your portal via www.axcis.co.uk the link to online timesheets will be on your "My Details" tab via the app there is an option for timesheets on the home page. You will also receive an email each Friday with a handy link to your timesheet. Just click the timesheet number to open it without your password. Once you have selected online timesheets you will be taken to your portal. There are different sections in your portal and timesheets will be in different parts depending on their status.

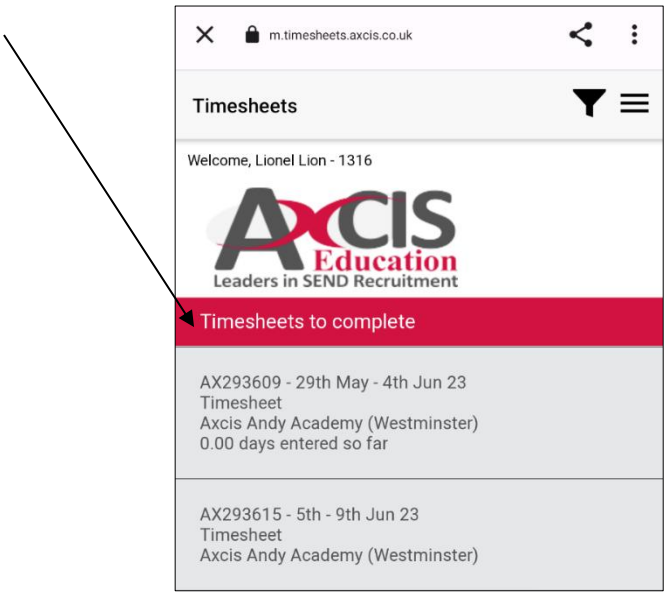
| | |
|---|---|
| Timesheets to complete | These are the timesheets you have not yet submitted for approval |
| Awaiting approval | Timesheets you have submitted that haven't yet been approved by the client. |
| Approved | Timesheets that have been approved |
| Void | Timesheets that have been void, usually because you did not work. |

To select a filter, you will need to click on the funnel at the top right which will bring up all the filters available. Just select the ones you need and click done.



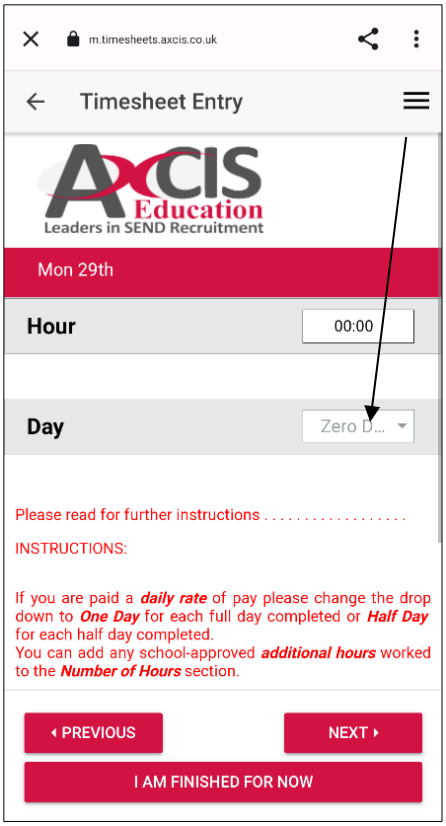



To submit your timesheets you will need to have 'Show timesheets to complete' selected. This will bring up the timesheets you have available to submit. To submit a timesheet you will need to select it by clicking on the timesheet

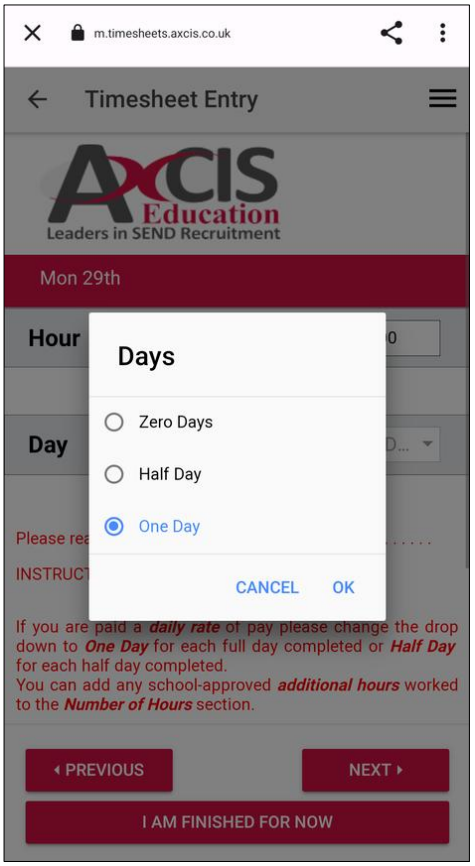


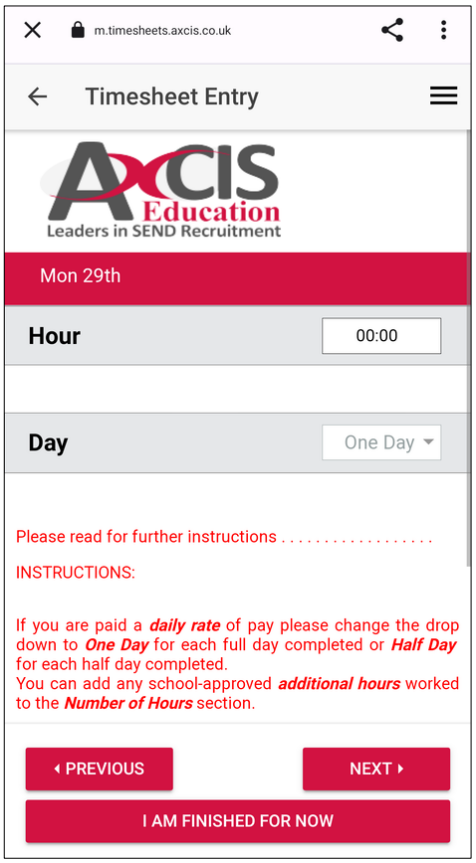

The timesheet will open one day at a time. If your placement has started mid-week, the timesheet will start the day of your placement. If your timesheet is for the full week it will open on Monday. There are then 3 different options of time submission. Full days which show as One Day, Half Days and Hours. If you are unsure which option you should be using, please give your consultant a call.

To submit a full/half day click on the day option where it says Zero Day.

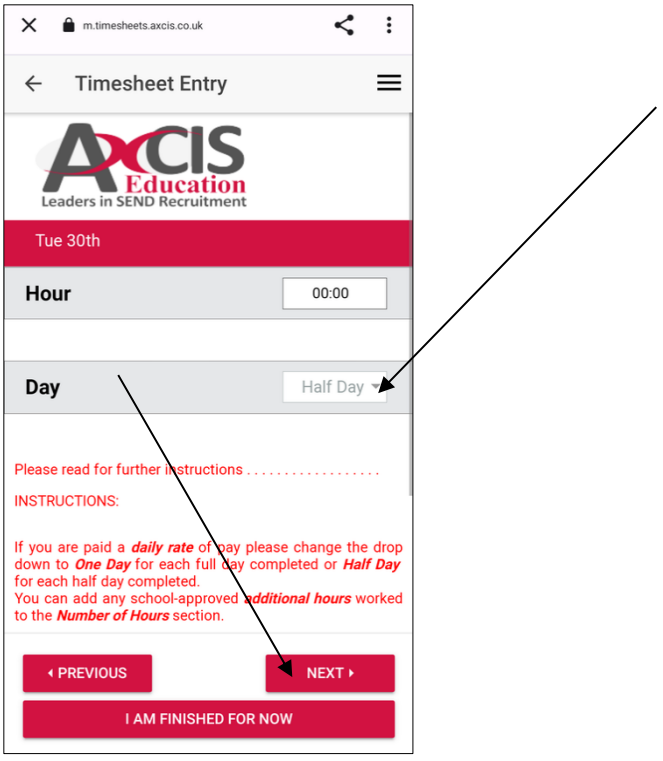


This will bring up the following pop up where you can select One day or half day. Once selected click on ok which will close the pop up saving the time you have selected.

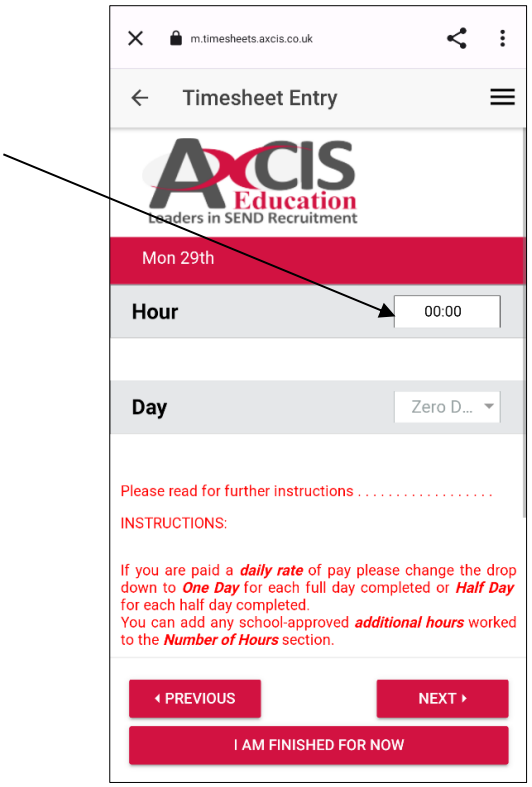


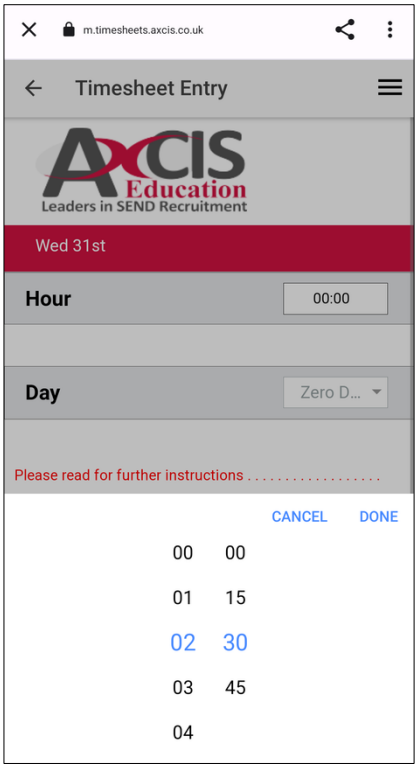




You will then need to click next to take you to the next day. Here you can see we have input a half day.

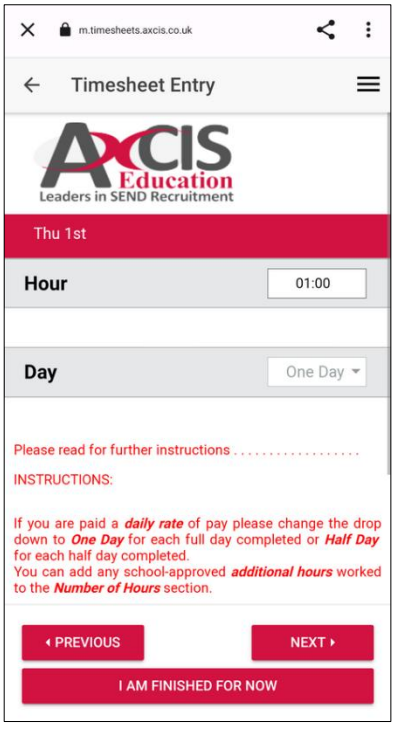


If you are hourly paid and need to submit hours, you will need to click on the hours option. Which will open a pop up where you can select the total amount of hours and minutes you are being paid for. Breaks are usually unpaid so remember to minus any breaks you have had from your total hours if you are not paid for them. Once you have selected the hours and minutes click done to add them to your timesheet.

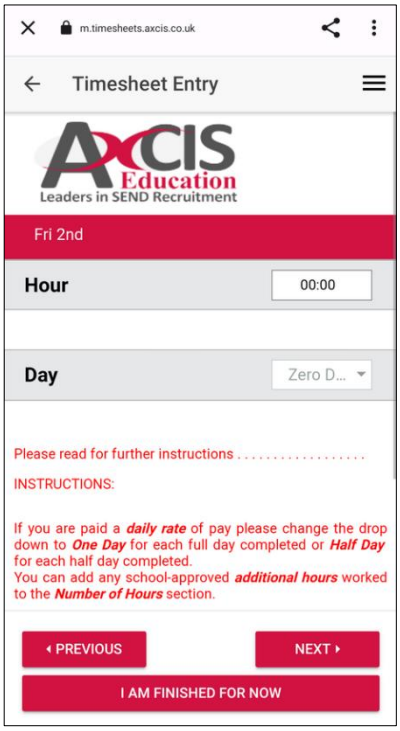


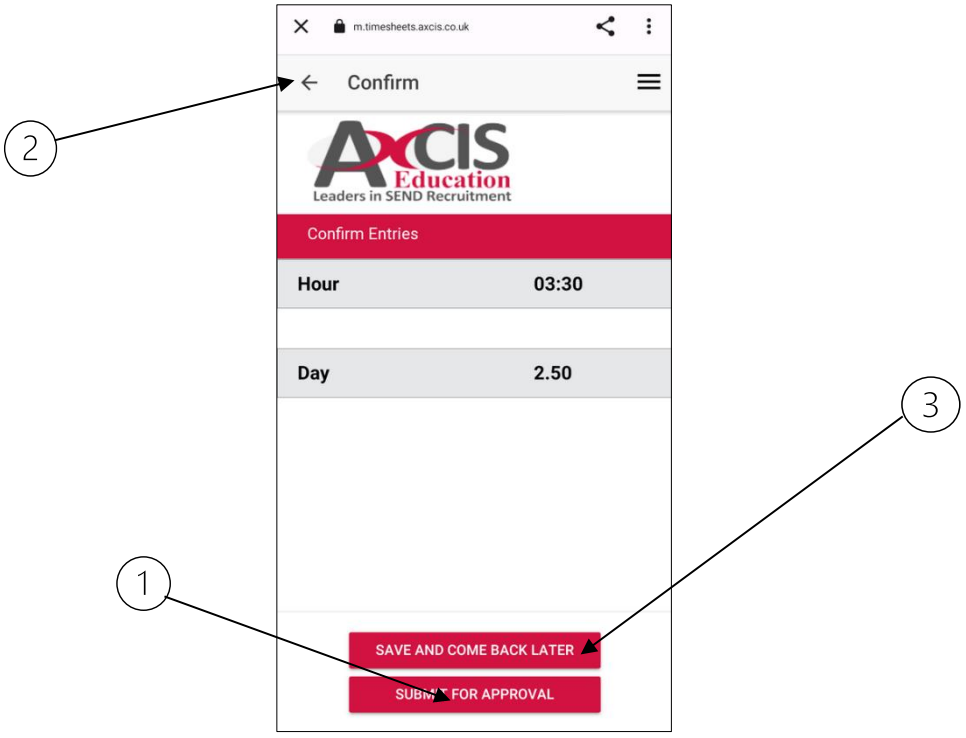

If you have worked your normal full or half day and have completed additional hours you are also able to submit these for approval. The timesheet will only allow you to add 3 additional hours when you have input a full/half day. It is unlikely you will work more than 3 hours overtime in a day, if you do please give us a call.



If there is a day on your timesheet that you haven't worked, just leave the day on all zero's and click next.

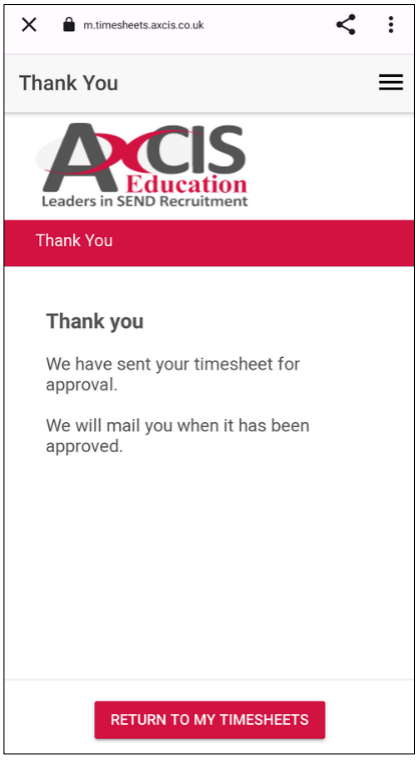



Once you have reached the totals page you will be able to submit your timesheet. Please check the totals are correct and if so click 'submit for approval' [1]. If the totals are incorrect click on the arrow next to confirm [2] to go back to the timesheet where you can go back through the days to check which one is incorrect.

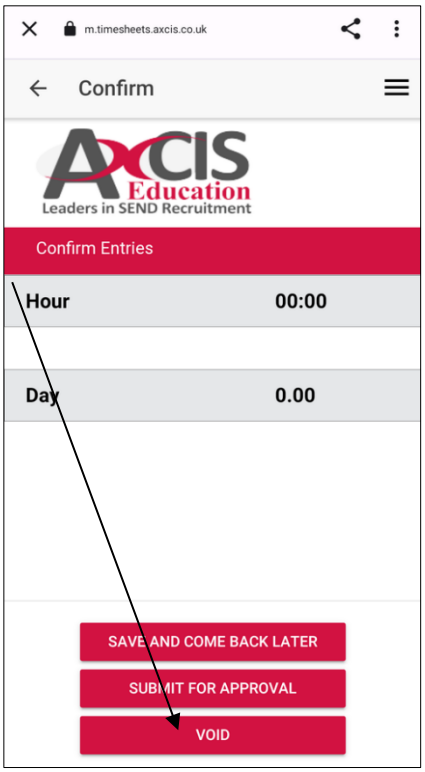



If you click 'save and come back later' this will not submit your timesheet but will save your changes. [3]

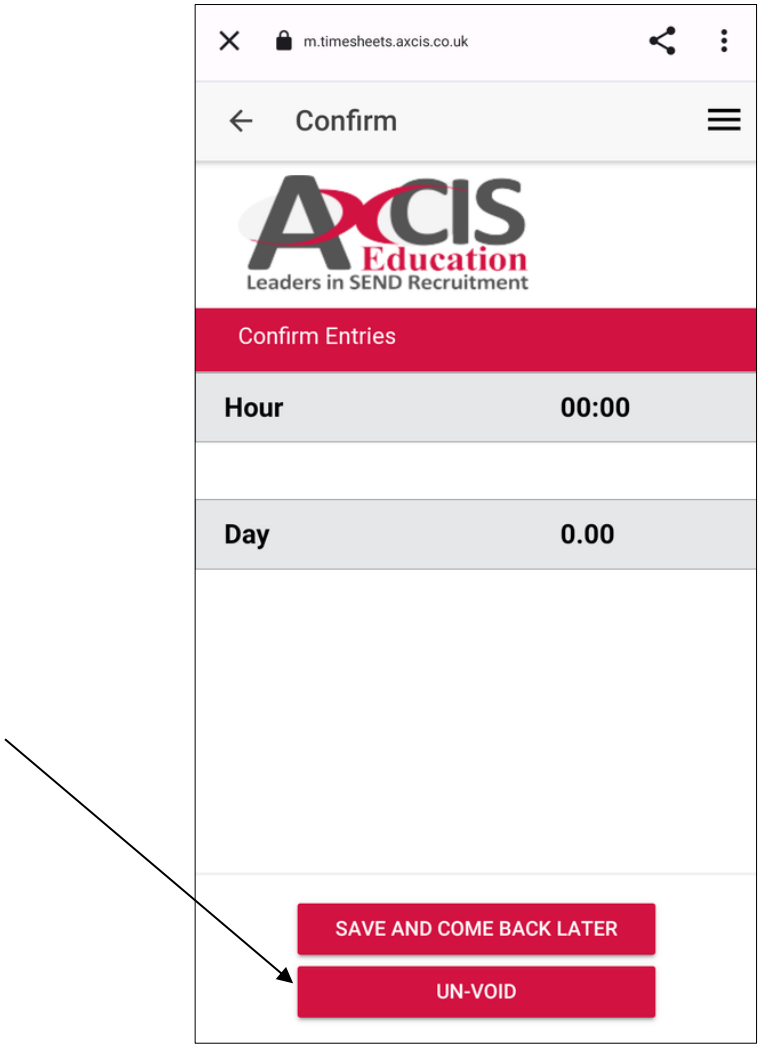
Once your timesheet has been successfully submitted you will see the following screen confirming. You can then click return to my timesheets to take you back to the main part of your portal.




If you have a timesheet for a week or school you have not worked at you will need to void the timesheet. To do so click next on all days leaving them with zero time until you reach the total page. This will then have a button which says void, please click that to void your timesheet and stop the reminders to submit.



If you void a timesheet accidently you are able to un-void it in your portal. To do so you will need to change the filter to 'Void' which will then bring up all your void timesheets. You can then click on the one you wish to un-void. Click next until you get to the totals page and click 'Un-void' and you timesheet will go back to timesheets to complete where you can completed and submit the timesheet.




Once your timesheet is approved you will receive a copy via email. However you can check the status of your timesheet at any point in your portal under timesheets awaiting approval and timesheets approved. You can also use filters such as this week and last week to bring up specific timesheets.

If you notice you have made a mistake on a submitted timesheet or have any questions, please contact our payroll department on 0207 612 0300.

**The deadline to receive approved timesheets from clients is 6pm each Tuesday for work completed the week before. Therefore, please make sure you submit your timesheet on Friday each week or by 6pm Monday of the following week at the very latest.**

# Policies and Guidance Documents for Axcis Contractors

**Axcis contractors must take the time to familiarise themselves and stay up to date with Axcis policies. These can be found on our "Key Policies and Documents" website page. We would like to draw particular attention to the following guidance and policies:**

## Agency Workers Regulations (AWR) guidance

Legislation came into force on 1 October 2011, giving 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 qualifying period of 12 weeks in the same job. This document applies to all contractors and should be read in conjunction with the Equal Opportunities, Diversity and Inclusion Policy.
Our full AWR guidance document can be found in the Key Policies and Documents section of our website and is essential reading prior to undertaking work on behalf of Axcis Education Recruitment.

## Safer Recruitment Policy

The safe recruitment of staff into schools/units is the first step to safeguarding and promoting the welfare of vulnerable people in education and care settings.

This policy applies to all staff and contractors and should be read in conjunction with the Child Protection Policy; the Safeguarding Adults Policy; the Equal Opportunities, Diversity and Inclusion Policy and the Recruitment and Selection Policy, the Children Act 1989 and 2004 and the guidance given by the Government in the report "Safeguarding Children and Safer Recruitment in Education" and the Care Act 2014.

Our full Safer Recruitment Policy can be found in the Key Policies and Documents section of our website and is essential reading prior to undertaking work on behalf of Axcis Education Recruitment.

## Equal Opportunities, Diversity and Inclusion Policy

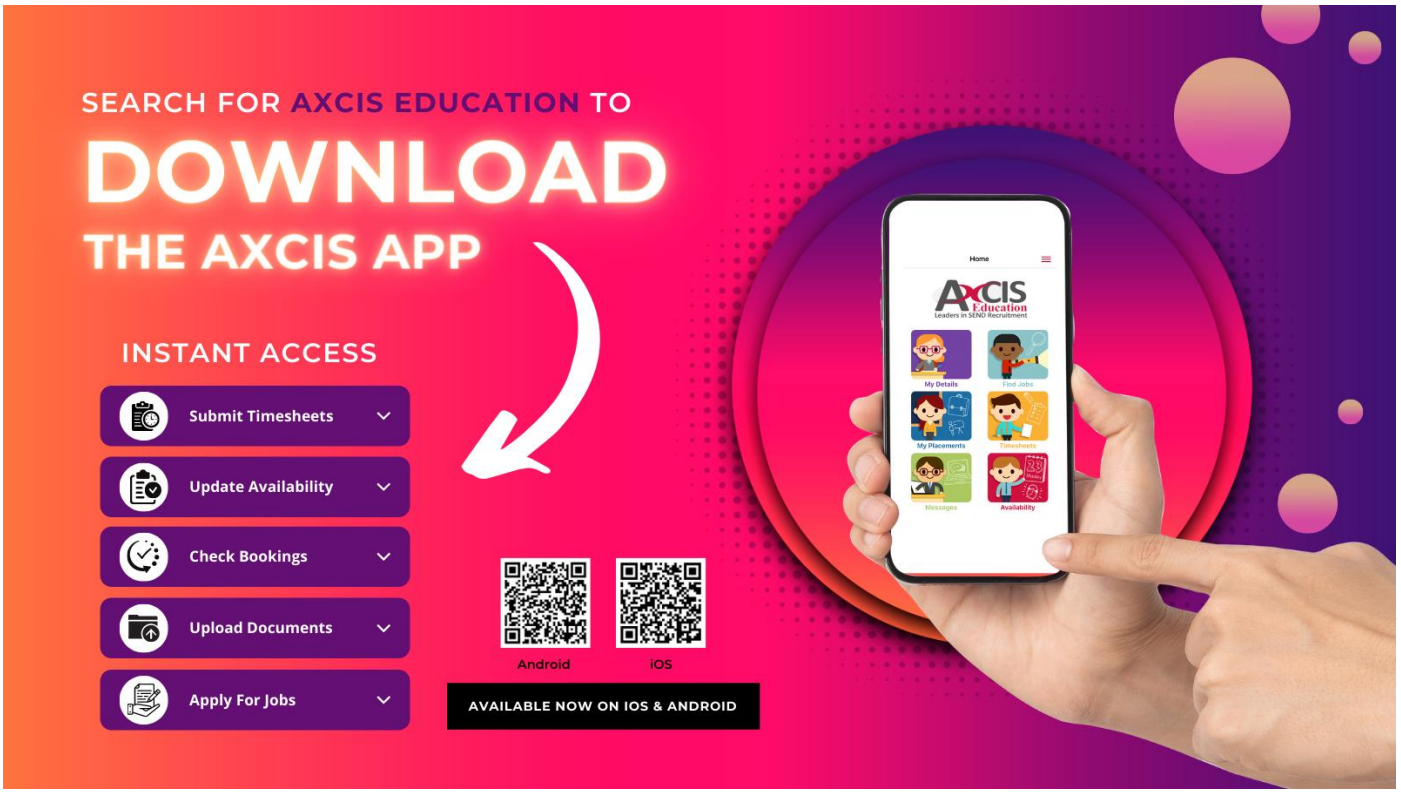
Axcis Education is an equal opportunity employer and is fully committed to a policy of treating all of its consultants, contractors and job applicants equally. Axcis Education will take all reasonable steps to appoint contractors on the basis of their experience, abilities and qualifications without 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. Axcis Education 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 (including ethnic origin, colour, nationality and national origin), religion or belief, sex, sexual orientation, gender reassignment, age, marital or civil partnership status or disability. We will not discriminate on the grounds of an individual's membership or non-membership of a Trade Union. Axcis Education will not condone any form of harassment towards its contractors, whether engaged in by employees or by outside third parties who do business with Axcis Education.
Our full Equal Opportunities, Diversity and Inclusion Policy can be found in the Key Policies and Documents section of our website and is essential reading prior to undertaking work on behalf of Axcis Education Recruitment.

If you have any problems accessing our policy documents, or have any queries arising from reading them, please contact your consultant for clarification prior to undertaking any assignments on behalf of Axcis Education.

# Useful Downloads and Links

In addition to the policies and guidance outlined above, Axcis contractors may also find our "Useful Downloads and Links" website page useful. This page offers further AWR guidance, CV writing assistance, SEND terminology and other helpful documents.

# Don't forget about the Axcis App




Download on the App Store

ANDROID APP ON Google play

Signed: Catherine Friel
Position: Managing Director
Date: 24th November 2026
Revision date: Annually

# Refer. Earn. Repeat.

Help a friend find their next teaching or education support role.




## Earn up to £300

in Amazon vouchers per successful referral

## Your friend receives £50 too

| Tier | Successful referrals | Your reward per candidate |
|---|---|---|
| Starter | 1–3 | £150 |
| Silver | 4–6 | £187.50 |
| Gold | 7–9 | £225 |
| Platinum | 10+ | £300 |

## How it works

**1 Refer your friend**

Complete our Refer a Friend form before they register with Axcis.

**2 They complete 10 days**

Your friend must complete 10 days of work within 12 months of your referral.

**3 You both receive rewards**

Once they qualify, you both receive Amazon vouchers.

**Tiers reset on 1 September each year.** Higher rates apply only to referrals within that tier and are not backdated.

## Refer a friend or find out more

**axcis.co.uk/candidates/refer-a-friend/**

Ask your Axcis consultant for details.

Eligibility criteria and terms and conditions apply. See our website for full details.

Ready to start referring? **CLICK HERE** to submit your friends' details!

# 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 cause 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.

Don't forget, our Compliance Team are based in our Liverpool office so make sure you save their phone number to help speed everything up: 0151 459 9279

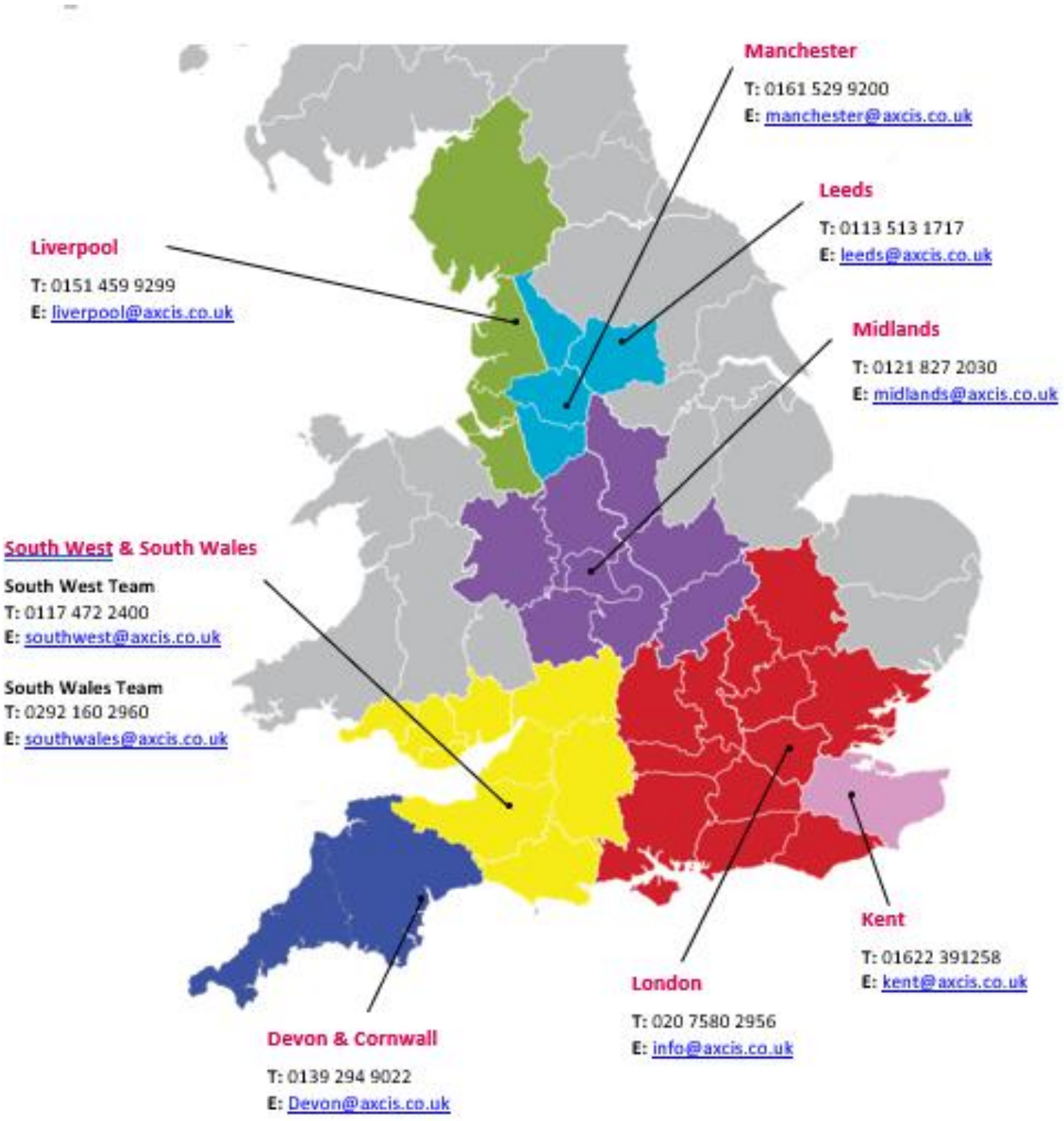
Remember to stay in touch with your consultant who will work hard on your behalf to find you work. Keep them informed of any changes to your availability or employment situation.

# Welcome to Axcis!

Thank you for taking the time to read this handbook. 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 us.



# Get In Touch


Manchester
T: 0161 529 9200
E: manchester@axcis.co.uk
Leeds
T: 0113 513 1717
E: leeds@axcis.co.uk
Liverpool
T: 0151 459 9299
E: liverpool@axcis.co.uk
Midlands
T: 0121 827 2030
E: midlands@axcis.co.uk
South West & South Wales
South West Team
T: 0117 472 2400
E: southwest@axcis.co.uk
South Wales Team
T: 0292 160 2960
E: southwales@axcis.co.uk
Kent
T: 01622 391258
E: kent@axcis.co.uk
London
T: 020 7580 2956
E: info@axcis.co.uk
Devon & Cornwall
T: 0139 294 9022
E: Devon@axcis.co.uk