

SOUTHEND HIGH SCHOOL FOR BOYS



RECRUITMENT PACK
Assistant Headteacher
(Teaching and Learning)



Message from Dr Robin Bevan, Headteacher

Since September 2007, I have been delighted to serve as Headteacher at Southend High School for Boys. Every day is rewarding. I enjoy being a part of this school and helping to shape our future. Please look at our website – it will help give you a sense of our values and offers an insight into the vibrant activity that fills each week.

At Southend High School for Boys, talent is nurtured and learning is valued. Challenge is welcomed, participation is expected and achievement is prized. Pupils are happy, and prosper at the school.

As a grammar school, high academic expectations are central to our purpose, and these are sustained through an extensive programme of support and guidance. Pupils develop their confidence and enthusiasm through a wide range of creative, sporting and other endeavours.

Southend High School for Boys stands on a superb site within walking distance of Prittlewell Station and the centre of Southend. Pupils retain fond memories of their years at the school, and stay in contact for many years.

Our school preserves values and traditions from the past, and prepares pupils through a contemporary curriculum for the world of tomorrow.

"Contemporary traditions: one with future and with past"



Information about the school

Southend High School for Boys (SHSB) is an 'Outstanding' school (Ofsted 2015), rated as outstanding against every one of the inspection criteria. It is one of four selective 'grammar' schools within Southend. The main school, years 7 to 11, is single sex boys with 180 in each year group. The large sixth form, with 400 A-level students, is mixed with over 100 girls.

The school is thirty miles from London on the Thames Estuary and is close to main road and rail links from London, and to Chelmsford and Cambridge. There is 'an ethos of excellence in both academic achievement and a wide range of activities [that] permeates all aspects of the school' (Ofsted 2015). Talent is nurtured, learning is valued, challenge is welcomed, participation is expected and achievement is prized.

The school is recognised as a welcoming institution, with an open and friendly approach, where outstanding behaviour is elicited through fostering mature relationships. Pupils spend seven years at Southend High School for Boys: the influence of the school across that time can be significant in determining the life trajectory for each individual. Our vision is to set them on the path towards young adulthood with the highest aspirations and equipped to make a positive and worthwhile contribution to society – often in the role of leaders. Pupils learn what we teach, but more significantly they learn by how we teach.

Southend High School for Boys is a creative and pioneering teaching community. In 2006 we became a Leading Edge school. This accolade gave recognition to our programmes for improving learning and for encouraging innovation. Our philosophy is to share good practice, encourage creativity and nurture innovation so our pupils benefit from a stimulating learning experience and our staff benefit from collaboration and professional development with like-minded enthusiastic individuals. The school is strongly committed to supporting staff in their educational research and gives time allowances and subsidies for this. Over a third of our staff have achieved higher degrees during their time with us. We regularly support other colleagues in other schools, having been designated as a regional research hub in 2019, and have a wide ranging professional development programme.

We were the first secondary school in the Eastern counties to receive the Challenge Award and the first in the world to secure a fourth accreditation, in recognition of our provision for the highly able learners. Assessors in the report commented: "Southend High School lives up to its aim of 'Nurturing and Supporting Young Talents' through offering exciting and stretching opportunities for learning well beyond those offered in many other schools. Pupils make full use of these opportunities, share responsibility with staff for setting and achieving challenging targets for themselves and are proud of their achievements. Challenge is firmly embedded in all aspects of school life."

Our values are reflected in various accolades including being recipients of the EQualities Award, pioneering work in this field, as well as being a Fairtrade institution and a Pupil Premium Awards winner.

The school offers an extensive range of extra-curricular activities and has an excellent reputation locally for its music, science and drama. All pupils and staff are encouraged to get involved and to follow their interests and share their passions with others: our activities range from the debating society to Warhammer! In the science department there is a thriving Science Society which has well over a hundred members.

We are proud of the fact that our most able athletes have competed in international competitions, have represented England at World Schools Championships in cross country and athletics and have won over 20 national titles in the last 10 years. Likewise our staff is also committed to healthy living; having designed well-being programmes for staff and organised social events such as cooking classes and relaxation sessions.

The pupils on roll benefit from specialist facilities including a modern Sports & Music Centre and Drama Studio. Members of staff are encouraged to use the sports facilities and as such a number use the gym. A dedicated Maths building was completed in 2011 and 2018 saw the completion of our new Hitchcock building which contains a state-of-the-art library, additional teaching space and pastoral offices.

The main school's admission number each year is 180, split into six forms of 30. The present teaching staffing complement is 67 full-time equivalent, with 54 support staff (full and part-time), who support teaching and learning in various capacities. Currently the school operates with 50 one hour periods per fortnight, the school day running from 8.30am -3.30pm.



10th March 2023

Dear Applicant

Post: Assistant Headteacher (Teaching and Learning)

Thank you very much for viewing this recruitment pack. The school and governing body are committed to providing a high quality service so that every child fulfils his or her potential. We recognise that this can only be achieved through the recruitment and retention of competent, motivated employees who are suited to and fulfilled in the roles they undertake.

The governing body is committed to equal opportunities and our aim is to ensure that all applicants receive clear and useful information about the post and our school. We hope, therefore, that the following information is of help to you in deciding whether to apply for this post. If you are unclear about any aspect of the application procedure, please do not hesitate to contact us on recruitment@shsb.org.uk

Applications will only be accepted on an application form (lone CVs are not accepted and will not be considered). CVs may be submitted **in addition** to the application form in order to supply additional information. Southend High School for Boys application form is located on our website www.shsb.org.uk

*Please return all completed applications by midday on **Friday 24th March 2023** to recruitment@shsb.org.uk The interview date will be emailed to those shortlisted.* Please be aware that we reserve the right to call for interview and appoint prior to the closing date, therefore please send your application as soon as possible.

Any response will be by email; therefore, please include your contact email address together with an email address for referees where possible. To save on administration costs we do not ordinarily confirm receipt of applications.

If you have a disability or long term illness that otherwise prevents you from meeting any of the essential criteria listed in the person specification, please contact us to discuss whether a reasonable adjustment can be made.

Please note that we will not be writing to those applicants who are not shortlisted. Therefore, if you do not hear from us within four weeks of the closing date you should assume that, on this occasion, your application has been unsuccessful.

We wish you all the best with your application.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Robin M Bevan'.

Robin M Bevan
Headteacher



SOUTHEND HIGH SCHOOL FOR BOYS

The post – Assistant Headteacher (Teaching and Learning)

We are looking to appoint a confident and inspiring teacher to fulfil the role of Assistant Headteacher (Teaching and Learning).

Driven, self-motivated and passionate about learning, you will need the ability to effectively lead others at a senior level. Excellent organisational and interpersonal skills are required, and demonstrable outstanding teaching ability is a must.

The successful candidate will be subject to an enhanced DBS check.

Benefits:

The successful candidate will be eligible for the following benefits upon commencement of employment:

- Auto-enrolment into a contributory pension scheme (TPS for teachers and LGPS for support staff)
- Free on-site parking
- Access to excellent catering facilities when the kitchen is operational
- CPD through internal and external providers
- Access to Occupational Health
- Eye care vouchers
- Free use of the sports facilities

Please read below for the full job description, person specification and key information sheet.



SOUTHEND HIGH SCHOOL FOR BOYS

JOB DESCRIPTION

Southend High School for Boys is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful applicant will be subject to a criminal record check via the Disclosure and Barring Service (DBS)

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1110990/2022_STPCD.pdf

Teachers should also have due regard to the Teacher Standards

<https://www.gov.uk/government/publications/teachers-standards>

Teachers' performance will be assessed against the teacher standards as part of the appraisal process relevant to their role in the school.

The specific duties below are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade. No Job Description can be fully comprehensive and this is, therefore, subject to review and modification, as necessary.

Job Title	Assistant Headteacher (Teaching and Learning)
Pay Scale	Leadership Group
Accountable to	Deputy Headteacher
Job Purpose	At Southend High School for Boys we believe that the prime responsibility of all educational leaders is to develop a love of learning and to create the environment in which all thrive. The Assistant Headteacher (Teaching and Learning) plays a key role in creating the conditions for our students to be successful and happy at school.
The Assistant Headteacher will:	<ul style="list-style-type: none"> • Promote outstanding teaching and learning. • Be a member of the Senior Leadership Team: contributing in SLT Personnel, SLT Development and SLT Pupil Experience meetings. • Plan and lead the Core Leader meetings as a catalyst for school improvement. • Collate, maintain, contribute and communicate the school assembly programme. • Assist the Headteacher and Deputy Headteacher in leading and managing the school. • Be a leading practitioner, demonstrating excellence in classroom teaching. • Undertake such duties as are delegated by the Headteacher and Deputy Headteacher. • Contribute to school improvement in areas for which you have responsibility by: <ul style="list-style-type: none"> ➤ establishing the policies through which actions will be achieved ➤ leading and managing resources to that end ➤ monitoring progress towards their achievement ➤ working in liaison with colleagues as appropriate

Key Responsibilities

1. Professional Learning of Staff (CPD)

Strategic Direction and Development	<ul style="list-style-type: none">• Maintain and develop the professional learning ethos of the school.• Review and amend as necessary the Professional Learning policy.• Develop innovative practice and sustain innovation, remaining up to date with the latest developments in this area.• Attend SSIL meetings to develop CPD priorities.
Advice, Guidance and Training	<ul style="list-style-type: none">• Determine and publish a calendar of training for staff.• Organise whole school training sessions as necessary.• Facilitate individual staff training requirements including NPQ's.• Liaise with external agencies to provide support to our staff as well as to other schools as required.• Showcase our outstanding provision (internally and externally sharing practice).• Liaise with the HR Manager to secure training and development for support staff.
Monitoring and Reporting	<ul style="list-style-type: none">• Evaluate all training activities and compile a report for Senior Leadership.• Keep an up-to-date professional learning profile of the staff.• Complete reports and references for staff on NPQ qualifications.• Report progress regularly to the Deputy Headteacher.• Provide reports as necessary for Governors and SLT Pupil Experience.
Deployment of Resources	<ul style="list-style-type: none">• Liaise with the Director of Resources regarding the training budget.• Monitor the deployment of funds for whole school training and department expenditure for professional learning.• Liaise with the Librarian and ICT Teaching and Learning Facilitator to keep professional learning resources up to date and readily available for staff.

2. ITT and ECT Co-ordinator

Strategic Direction and Development	<ul style="list-style-type: none">• Maintain and develop the Initial Teacher Training programme in school.• Maintain and develop the school's Early Career Teacher Training programme.• Sustain innovation through remaining up to date with the latest developments in these areas.
Advice, Guidance and Training	<ul style="list-style-type: none">• Attend meetings and liaise with teacher training and ECT training agencies to provide support to our trainees and mentors.• Facilitate training for ITT's, ECT's and mentors.
Monitoring and Reporting	<ul style="list-style-type: none">• Work alongside agencies to ensure delivery of the courses and attendance of trainees and mentors.• Compile and upload lesson observations and reports to ECT Manager.• Provide reports as necessary for governors and SLT Pupil Experience.• Complete all monitoring documents for ITT providers.
Deployment of Resources	<ul style="list-style-type: none">• Liaise with Finance to ensure monies from ITT providers and DFE are invoiced.• Prioritise the deployment of funds for ECT and new staff/new role training and department expenditure for professional learning.

3. More Able and Talented (*currently delegated)**

Strategic Direction and Development	<ul style="list-style-type: none">• Write and maintain the MAT annual action plan.• Work towards maintaining the NACE challenge award for the school (3 year cycle).• Sustain innovation through attending national conferences, keeping abreast of NACE developments and through liaising internationally. Share these findings with staff.• Liaise with primary schools and the Year 7 Leader for regarding transition.
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Advice, Guidance and Training	<ul style="list-style-type: none"> • Compile and review the register, track students and devise subsequent intervention programmes. • Lead the MAT co-ordinators meetings. • Showcase our outstanding provision (internally and externally sharing practice). • Train new members of staff and trainees on best practice for creating challenge in the classroom. • Coordinate enrichment activities where necessary. • Communicate regularly with students regarding their provision and achievement. • Liaise with parents where necessary and organise the parent workshops for this area.
Monitoring and Reporting	<ul style="list-style-type: none"> • Audit, monitor and evaluate the delivery of the More Able and Talented Policy in departments. • Evaluate the progress of the more able and talented action plan (SIP). • Report progress regularly to the Deputy Headteacher. • Provide reports as necessary for Governors and SLT experience.
Deployment of Resources	<ul style="list-style-type: none"> • Administer the more able and talented budget with the finance office. • Liaise with the Librarian and ICT Teaching and Learning Facilitator to keep professional learning resources up to date and readily available for staff.

**The current post-holder is part-time and this aspect of the job description has been delegated to one of our Senior School Improvement Leaders. This section of the job description is therefore illustrative: the exact scope and detail of responsibilities will be determined on appointment.*

4. Management of Staff

- Be responsible for the line management and performance management of specific subject leaders.
- Participate in the recruitment and development of teaching and support staff of the school.
- Contribute to good management practice by ensuring positive staff participation, effective communication and procedures.
- Foster positive relationships across the school.

5. Management of Students

- Liaise with students on the School Council when appropriate.
- Uphold high expectations of behaviour and conduct around the school.
- Support colleagues with students as is necessary; for example, with behavioural issues.
- Be open and accessible to students through fostering positive relationships with all year groups.
- Support school trips and external activities where possible to help build constructive relationships with students.

6. Record Keeping

- Keep thorough and up to date records for your role as is necessary.
- Meet deadlines as required for documentation.
- Communicate effectively and accurately with stakeholders.

7. General

- Participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy.
- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in its commitment.



SOUTHEND HIGH SCHOOL FOR BOYS

PERSON SPECIFICATION

Qualifications

Essential	Desirable
<ul style="list-style-type: none"> • QTS (Secondary age range) • Degree level (or higher) qualification 	<ul style="list-style-type: none"> • Further professional qualification e.g. Leadership Pathways • Masters degree or doctorate

Experience

Essential	Desirable
<ul style="list-style-type: none"> • At least 5 years teaching experience (secondary) • Outstanding teaching ability contributing to the effective raising of standards • Effective leadership of whole school developments relating to learning and teaching and/or self-evaluation • Demonstrable evidence of raising the standards of learning and teaching • Effective management of change • Aspects of leadership and management in a whole school context • Use of technology to improve systems that raise student achievement • Effective line management of other staff • Leading the professional development of staff in a given area; for example, mentoring, coaching, leading Inset 	<ul style="list-style-type: none"> • Teaching experience in more than one school • Experience of working in a wider context than an individual school • Leading a working party • Effective collaboration with external agencies • Development of innovative learning and teaching • Effective contribution to school improvement processes

Professional Development

Essential	Desirable
<ul style="list-style-type: none"> • Evidence of recent relevant further professional development • Recognition that life-long learning is an essential part of personal development • Professional development undertaken in observing teaching and feedback 	<ul style="list-style-type: none"> • Performance management experience • Consultancy/ advisory experience; for example, contributing to LA network meetings and development programmes

Personal qualities, skills and characteristics

Essential	Desirable
<ul style="list-style-type: none"> • Able to communicate a clear vision • Strategic and creative approach to problem solving • At ease teaching (modelling) at an exemplary standard • Build and maintain effective relationships through effective interpersonal skills • Excellent communication skills (verbally and written) • Inspire, challenge, motivate and empower 	<ul style="list-style-type: none"> • Know what "exceptional looks like" and the proven ability to develop provision at 'national lead' level • Led communication with large numbers of adults; for example, delivering speeches, delivering whole staff training or parental workshops

<p>others</p> <ul style="list-style-type: none"> • Build on current strong practice whilst moving the school forward with vision and vigour • Develop effective teamwork and be able to contribute effectively to a range of teams • Inclusive approach to education • High expectations of self and others • Manage and resolve conflict • Work under pressure, maintaining a sense of perspective and humour • Commitment, honesty and dedication • Ability to manage own time effectively • Reliability and integrity • Resilience and tenacity 	
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Other

Essential	Desirable
<ul style="list-style-type: none"> • Sense of humour • Outstanding references 	<ul style="list-style-type: none"> • Ability to promote health and wellbeing of staff and pupils • Evidence of contribution beyond the school curriculum

In addition to a candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

1. Motivation to work with children and young people;
2. Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
3. Emotional resilience in working with challenging behaviours; and,
4. Attitudes to use of authority and maintaining discipline.

Any relevant issues arising from a short listed candidate's references will be taken up at interview.



SOUTHEND HIGH SCHOOL FOR BOYS

KEY INFORMATION SHEET

This sheet sets out the key information for any candidates applying for the post of Assistant Headteacher (Teaching and Learning).

Please read this information carefully and retain this sheet for reference during the application process.

Application process:

Applicants must complete the application form and submit it to the school by no later than midday on the closing date of Friday 24th March 2023. Please be aware that we reserve the right to call for interview and appoint prior to the closing date.

All applicants are strongly advised to read the job description and person specification for the post prior to submitting their application.

Selection process:

Applications will be ranked against the person specification for the role.

All shortlisted applicants will be subject to:

1. A face to face interview;
2. Teaching observation; and
3. Recruitment tasks

Shortlisted candidates:

The school will only contact shortlisted applicants and therefore if you have not received any communication from the school within 4 weeks of the closing date, your application has not been successful on this occasion.

Prior to the interview date referees may be contacted to request references on all shortlisted candidates. Please ensure that you have given consent for your referees to provide a reference to avoid delays.

The school reserves the right to conduct internet checks (including reviewing social media) relating to successful candidates as part of the screening process to ascertain whether candidates demonstrate appropriate conduct and behaviour and suitability for employment in a school. These checks would be conducted by an external agency.

Interview:

Interviews will be held at Southend High School for Boys.

Further information and school visits:

Applicants who require further information or would like to visit the school should contact the HR Manager via recruitment@shsb.org.uk or telephone 01702 606208.



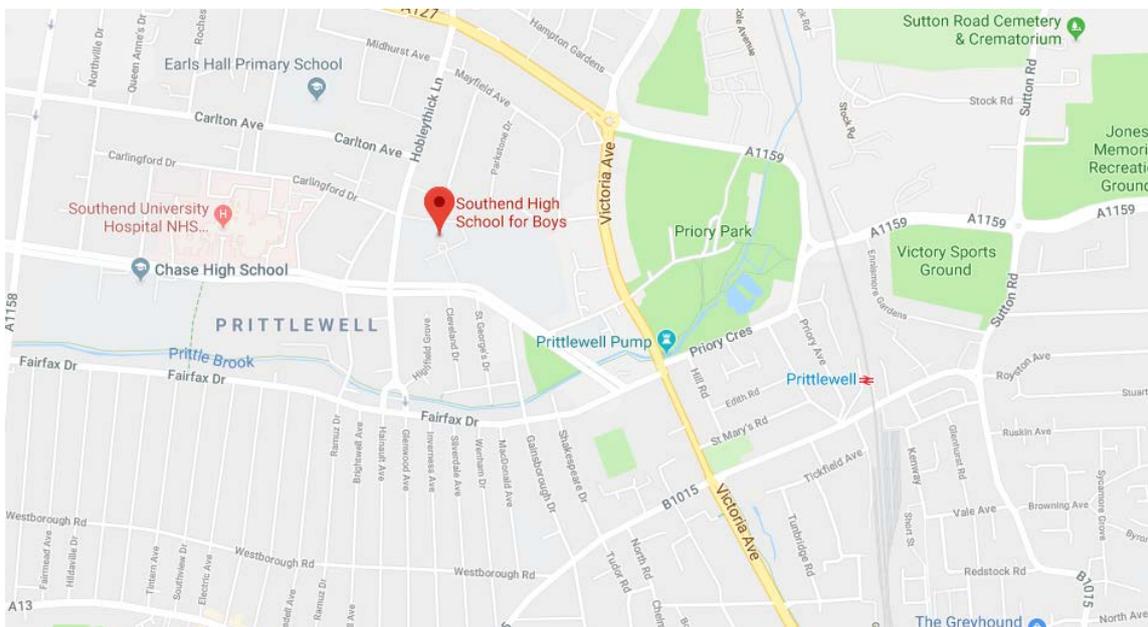
SOUTHEND HIGH SCHOOL FOR BOYS

OUR LOCATION

Southend High School for Boys is situated in the heart of Southend On Sea, a resort town on the north side of the Thames Estuary in Essex, southeast England, 40 miles east of central London.

Southend is home to the longest leisure pier in the world (at 1.34 miles) and it is serviced by a small train and has a museum at its shore end. The Cliff Lift, a century-old funicular, clings to the hillside and offers coastal views.

Southend originally consisted of a few fishermen's huts and farms at the southern end of the village of Prittlewell. In the 1790s the first building, around what was to become the high street, were completed. In the 19th century Southend's status of a seaside resort grew after a visit from Princess Caroline of Brunswick and Southend Pier was constructed.





SOUTHEND HIGH SCHOOL FOR BOYS

RECRUITMENT AND SELECTION POLICY STATEMENT

1. The Governing Board is committed to:
 - safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
 - promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
 - promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs;

and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

2. The Governing Board recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race(which includes colour, nationality and ethnic origin), religion or belief.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that 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 role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required where applicable to the role and setting:
 - receipt of satisfactory references
 - verification of identity
 - a satisfactory DBS disclosure if undertaking Regulated Activity
 - verification that you not barred from working with Children
 - verification that you are not prohibited from teaching
 - verification of medical fitness for the particular role
 - verification of qualifications and of professional status where required e.g. QTS status
 - the production of evidence of the right to work in the UK
 - verification of successful completion of/exemption from statutory induction period
 - verification that you are not subject to a section 128 direction preventing you from holding a management position within a school

- a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2018 or that you have provided a valid disqualification waiver from Ofsted

NB It is illegal for anyone who is barred from working with children to apply for, or undertake Regulated Activity.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all preferred candidates will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police) prior to their offer of employment being confirmed. When making a recruitment decision Trust will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and/or consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service. A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

The Governing Board is committed to ensuring that people who have convictions / cautions / reprimands on their record 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, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2018 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case by case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information e.g. was it a caution or a conviction.
- How long ago the incident(s) occurred and whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

This Governing Board operates in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling and security of Disclosure information.

8. The school processes personal data collected during the recruitment process in accordance with its data protection policy. Data is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment process. On the conclusion of the process, data collected will be held in accordance with the school's retention schedule.



SOUTHEND HIGH SCHOOL FOR BOYS

PRIVACY STATEMENT

This Privacy Notice explains how we collect, store and use personal data about all school staff (including applicants for employment vacancies).

For the purposes of Data Protection legislation Southend High School for Boys is the Data Controller and responsible for the personal data collected about you.

Personal data is information about you from which you can be identified.

The categories of information (disclosed during the recruitment process or at any stage during employment) that we process include:

- Personal information (such as name, address, contact details, employee or teacher number, national insurance number, address history and proof of identity)
- Bank details and other financial information
- Education, qualifications and professional achievements
- Special characteristic information (such as gender, age, ethnic group)
- Contract information (such as start date, hours worked, post, roles and salary information)
- Absence information (such as number of absences and reasons)
- Safeguarding checks (including DBS number)
- Relevant medical information (including physical and mental health and access requirements)
- Disciplinary related matters
- Information about you from a previous employer or an educational establishment which you have previously attended during the recruitment process
- Trade Union membership
- Job performance including career progression
- Car details

Why we collect and use workforce information

Workforce data is essential for the school's operational use and the majority provided to us is mandatory, although some of it is requested on a voluntary basis. In order to comply with GDPR, we will inform you, at the point of collection, whether you are required to provide certain information to us or whether you have a choice.

We rely on having a legitimate reason to collect and use your personal information and to comply with our statutory obligations, and carry out tasks in the public interest.

We use workforce data to:

- a) Fulfil our duty of care towards our staff
- b) Provide employment services (e.g., payroll, pension payments and references)
- c) Facilitate safe recruitment
- d) Monitor absence and enable leave payments (e.g., sick pay, maternity leave, paternal leave)
- e) Enable ethnicity and disability monitoring
- f) Enable the development of a comprehensive picture of the workforce and how it is deployed
- g) Inform the development of recruitment and retention policies
- h) Inform financial audits of the school and allow better financial modelling and planning
- i) Inform national workforce policy monitoring and development

Under the General Data Protection Regulation (GDPR), Article 6, the legal basis we rely on for processing personal information is to fulfil contractual obligations and other legitimate interests. These are:

- **Consent:** an individual has given clear consent to process their personal data for a specific purpose
- **Contract:** necessary for a contract with an individual or specific steps required before entering into a contract
- **Legal obligation:** necessary to comply with the law
- **Public task:** necessary to perform tasks that the school is required to perform as part of their statutory function
- **Vital interests:** to keep children safe and protect your vital interests or someone else's
- **Legitimate interest:** necessary for legitimate interests or the legitimate interests of a third party unless there is a good reason to protect the individual's personal data. The school relies on legitimate interest for most of the processing of your data. Specifically the school has a legitimate interest in:
 - looking after your welfare and development and the welfare and development of others;
 - safeguarding pupils;
 - staff recruitment;
 - management planning and forecasting, research and analysis, including that imposed or provided for by law (such as diversity or gender pay gap reporting);
 - financial transactions and reporting e.g., payroll, national insurance, pensions;
 - to give and receive information and references about past, current and prospective staff;
 - to monitor (as appropriate) use of the school's IT and communications systems, and for security purposes, CCTV and photo ID;
 - to carry out, or co-operate with, complaints, disciplinary or investigation processes;
 - to facilitate the efficient operation of the school;
 - to obtain appropriate professional advice and insurance for the school; and
 - ensure all relevant legal obligations of the school are complied with.

In addition, under Article 9 of the GDPR we will, on occasion, need to process special category personal data concerning health, racial or ethnic origin, political opinions, religion, trade union membership, sexual orientation or criminal record information, in accordance with rights or duties imposed by law. We rely upon reasons of substantial public interest (equality of opportunity and treatment, to protect the vital interest of any person where that person cannot give consent, legal claims or medical treatment).

Storing workforce information

We hold data securely for the set amount of time shown in our data retention schedule and only for as long as we have a legitimate and lawful reason to retain it. The legal recommendation for personnel files is 6 years after cessation of employment. However incident reports and safeguarding files are kept much longer, in accordance with specific legal requirement. For more information on our data retention schedule and how we keep your data safe, please visit our website.

Personal information that is no longer needed, or has become inaccurate or out of date, it is disposed of securely. We will shred or incinerate paper-based records and override electronic files. We may use an outside company to safely dispose of these records.

Who we share workforce information with

We routinely share this information with:

- Government authorities (e.g., the Department for Education (DfE), HMRC and local authority)
- Service providers (e.g., Juniper for HR services, payroll, Essex Pension Fund and occupational health)
- Disclosure and Barring Service (DBS) (e.g. during recruitment checks or a referral)
- Teachers Pensions
- Professional advisers (e.g., insurers, lawyers)
- NCTL (e.g., during recruitment checks or a referral)
- OFSTED
- UK Border Agency if employed under Tier 2 or Tier 5 to comply with our duties as a sponsor
- Sodexo if part of the child care salary sacrifice scheme. Details are provided only to the extent necessary for vouchers to be provided
- Medical practitioners in the case of an emergency

We will share personal information with law enforcement or other authorities if required by law.

Personal data collected by us will, for the most part, remain within the school, and be processed by appropriate individuals accordance with access protocols. Particularly strict access applies in the context of medical and safeguarding records.

The school is under duties imposed by law and statutory guidance (including Keeping Children Safe in Education) to record or report incidents and concerns that arise or are reported to it, in some cases regardless of whether they are proven, if they meet a certain threshold of seriousness in their nature or regularity. This is likely to include file notes on personnel or safeguarding files, and in some cases referrals to relevant authorities such as LADO or police.

Some of the school's processing activity is carried out on its behalf by third parties, such as cloud storage providers. This is subject to contractual assurances that personal data is kept securely and in accordance with the school's specific direction.

Your data will not be transferred outside of the European Economic Area.

Why we share school workforce information

We do not share information about our workforce members with anyone without consent unless the law and our policies allow us to do so.

Our Local authority

We are required to share information about our workforce members with our local authority under section 5 of the Education (Supply of Information about the School Workforce) (England) Regulations 2007 and amendments.

Department for Education

The Department for Education (DfE) collects personal data from educational settings and local authorities via various statutory data collections. We are required to share information about our school employees with the DfE under section 5 of the Education (Supply of Information about the School Workforce) (England) Regulations 2007 and amendments and sections 113 and 114 of the Education Act 2005.

All data is transferred securely and held by the DfE under a combination of software and hardware controls which meet the current government security policy framework.

The workforce data that we lawfully share with the DfE through data collections:

- informs departmental policy on pay and the monitoring of the effectiveness and diversity of the school workforce
- links to school funding and expenditure
- supports 'longer term' research and monitoring of educational policy

The DfE has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. For more information please visit: <https://www.gov.uk/guidance/data-protection-how-we-collect-and-share-research-data>

Requesting access to your personal data

Under data protection legislation, you have the right to request access to information about you that we hold. To make a request to see your personal information, contact the HR Manager via email HR@SHSB.org.uk to arrange a time.

You also have the right to:

- object to the processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed

Depending on the reason for using your information, you may also be entitled to:

- have your information transferred electronically to yourself or to another organisation
- object to decisions being made that significantly affect you

- object to how we are using your information
- stop us using your information in certain ways

We will always seek to comply with your request however, we may be required to hold or use your information to comply with legal duties.

If you have a concern about the way we are collecting or using your personal data, we ask that you raise your concern with us in the first instance either with the HR Manager (HR@SHSB.org.uk) or our DPO (dpo@shsb.org.uk).

Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Last reviewed – January 2022