



Executive Headteacher

Stoke Hill Federation



Letter from the Co-Chairs of Governors

Dear Applicant

Thank you for your interest in the position of executive head teacher at Stoke Hill Federation. We are so pleased that you are considering applying to lead our unique and brilliant school.

Our current head teachers are retiring after many successful years at the school, and whilst we are very sad to see them go, we are also excited about the opportunity that this offers to bring our schools closer together. Our new executive head teacher will be someone who facilitates change whilst preserving and building on the strong foundation created by the outgoing heads.

We pride ourselves on being a warm and happy place where individuals are valued and we have ambition for every child. We want children's voices to be encouraged from the very smallest members of our school family in our magical nursery setting, right up to the very biggest, about to transition to their next stage. As one of the pupils put it '*I think the new head should listen to kid's ideas sometimes because actually, sometimes kids have really good ideas*'.

We want to employ a supportive and collaborative leader who listens to the experiences of the staff team and empowers them to make their own decisions. We have a strong culture of visible and present leadership at Stoke Hill which is very much valued by parents, staff and children and we are really looking forward to welcoming the right person into that space.

We are very lucky to have a beautiful site with plenty of outdoor space, and nature based education has a key place in the Federation curriculum. At Stoke Hill Federation children learn in all sorts of ways that it is not just what we can take from the world but what we can contribute that is important. You will definitely need a good pair of wellies!

As a governing body we are very committed to the Federation and we are all passionate about education and the opportunities it brings children. You will find us to be very supportive as well as bringing appropriate challenge, and we are very much looking forward to working with the successful candidate to move forward into this exciting new phase.

Amy Bickford and Tom Urwin
Co-Chairs of Governors

Introduction to Our Federation

Stoke Hill is a three-form entry federation, situated across two sites, consisting of Stoke Hill Infant and Nursery School and Stoke Hill Junior School. It is located within a diverse community in the city of Exeter, close to the highly respected university.

Currently the two schools are separate with regard to DfE number, budget, accountability etc. but joined through Federation in 2011. The schools strive to operate together at every level possible to improve outcomes for children, families and staff.

We are proud of our place within the local community, providing a safe and inspiring setting for education and support for our children and their families. By all working together, we provide inspiring opportunities for all pupils to enjoy their time at school, allowing them to grow, not only academically but also emotionally and socially, giving them the skills to succeed now and in the future.

Both schools have beautiful grounds, with well-established outdoor teaching areas, woodlands and large playing fields. The children are taught to love, care for and appreciate their environment and the world around them, there are many opportunities for outdoor learning across the wider curriculum.

Our ethos of 'Inspire, Discover, Succeed' is evident across all key stages, but each school also retains elements of their own identity. We are a diverse federation, looking after and educating children and families from all around the world. The schools work closely together to achieve the best outcomes for all the children and families that are part of our community.

Children learn to respect faith and belief and take an active part in the life of the community. We help children to develop important values and principles and to live by them. We are an inclusive school and strong inclusion practice ensures that all children have full access to a broad and balanced curriculum, with high-quality and appropriate support in place to ensure equal opportunities.

The children follow our three key rules of 'Ready, Respect, Safe', demonstrating excellent attitudes to their own learning and always showing consideration towards others.





The vision and ethos of the school informs everything we do.

Inspire:

- Teaching is inspiring
- The content of the curriculum is personalised to our schools
- There is a culture where everyone is passionate about learning
- We inspire each other by what we think, feel, say and do

Discover:

- We value diversity
- We help children to discover their unique interests and talents
- Children learn that it is not just what we can take from the world but what we can contribute that is important
- Questioning sits at the heart of all we do

Succeed:

- The ethos of excellence is everywhere
- We do all we can to prepare children for life
- We do all it takes for every child and their family
- We make sure that children feel safe and happy so that everyone can truly shine

Key School Data

Type of Establishment	Three form entry Federation Comprising: an Infant and Nursery School and a Junior School
Age Range	3-11 Years
Location	Stoke Hill, Exeter, Devon
Number on Roll	310 (Infant and Nursery School) 360 (Junior School)
Last Ofsted Inspection	2015 (Infant and Nursery School) 2017 (Junior School)
Number of Teaching Staff	15 (Infant and Nursery School) 19 (Junior School)
Budget	For 21/22 : £ 2,648,054
% of children with Pupil Premium	10.70% (Infant School) 24.17% (Junior School)
% of children with SEND	12.04% (Infant School) 19.17% (Junior School)
% of children with EAL	18.06% (Infant School) 26.39% (Junior School)
Attendance 2019-2020	94.14% (Infant School) 96.2% (Junior School)

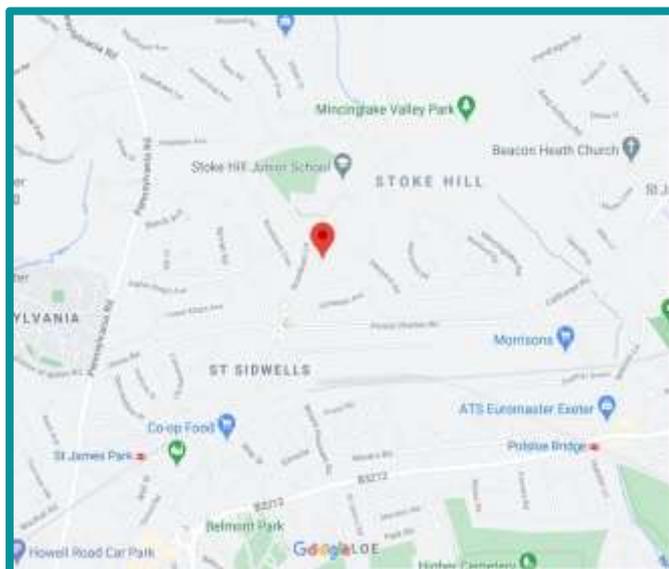


Introduction to Local Area

The schools are located on the edge of the Stoke Hill and Pennsylvania housing estates on the northern outskirts of Exeter. We serve a mixed catchment area comprising mainly of the Stoke Hill estate with some private and local authority housing, and the Pennsylvania private housing estate. Many of our families have links with Exeter University, both working there and studying. This means we have lots of children who speak English as an Additional Language – over 100 between the two schools - who between them speak over 20 languages.

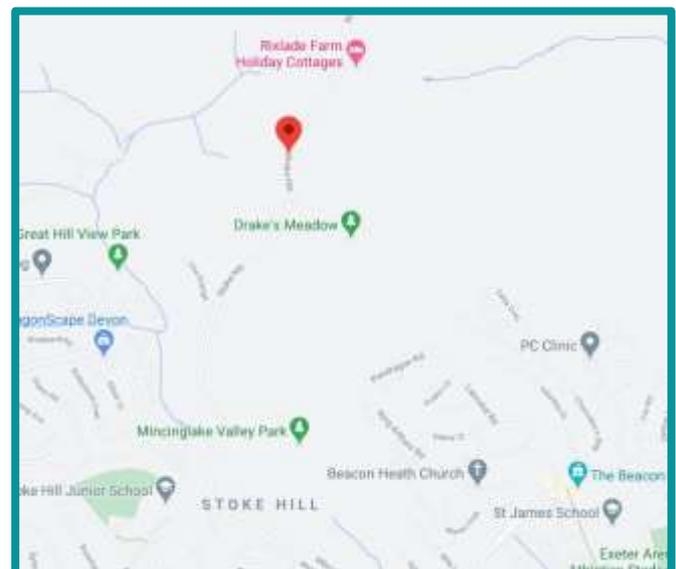
Across both schools, we have forged strong relationships with local organisations to provide a wide range of learning opportunities and extra-curricular activities for our children. These have included working with Devon Wildlife Trust to develop our outdoor areas, as well as the community departments of local sports clubs, such as Exeter Chiefs, who have run skills and fitness sessions during and after the school day.

Stoke Hill Infants and Nursery School



Stoke Hill
Exeter
Devon
EX4 7DB

Stoke Hill Junior School



Stoke Hill
Exeter
Devon
EX4 7DP

Location and Facilities

The schools are on two sites, a couple of hundred metres from each other. The Junior School is on one site, the Infants and Nursery School on the other. Both schools were built in the 1950's, and there have been additions and improvements over the years. The Nursery was purpose built and opened in 2011. The buildings are well maintained and provide a welcoming and attractive learning environment. Both schools are on large plots of land, with abundant open green space for the children to enjoy and engage with. We use the school grounds as a learning resource, making use of vegetable patches, raised beds, fruit trees, wild areas and woodland.

The Nursery School is next to the Infants School. It has its own large garden. The Infants School has a large playing field in addition to two playgrounds. There is a wildlife area that is used to help educate the children about the natural world. There is a large outdoor area for the exclusive use of the foundation children.

The Junior School benefits from having an enormous playing field. This is used in multiple ways, including allowing the junior school children to undertake their successful 'daily mile' as part of the school's attempts to encourage more physical activity.

Breakfast and after-school childcare is offered by Extended Schools, which is located at the Junior School. This is governor-run provision, caring for up to 64 children each day.



Overview of Ofsted

Ofsted most recently visited the Infants & Nursery School in 2015 and the Junior School in 2017. They were rated outstanding and good respectively.

In relation to the Infants & Nursery School, Ofsted found that there was a caring and welcoming atmosphere where all feel valued. Pupils in all classes enjoy learning in a variety of stimulating ways. Pupils have excellent behaviour and attitudes to learning. Teachers use a range of very effective teaching methods to extend pupil understanding. Pupils across the range of abilities make excellent progress from different starting points.

In relation to the Junior School, Ofsted found that there is a culture of high expectations for all. The school is a happy place where children enjoy learning and feel well cared for. Pupils have developed positive views of learning and good levels of resilience. Teachers are quick to modify what they teach to address precisely what pupils need to learn next. The expansion of the number and range of enrichment activities has worked well.



Curriculum and Learning Across the School

At Stoke Hill Federation, children are encouraged to respond to learning experiences with enjoyment, purpose and vitality. We deliver an exciting curriculum which is personal to both schools and is developed to suit an ever-changing world and the needs of our children. We recognise the importance of the successful progression of key skills in Maths and English from EYFS through to the end of KS2, but we also value creativity and provide children with many opportunities to discover their unique interests and talents. We are committed to ensuring both the physical and mental well-being of all pupils, and inspire a culture where everyone is passionate about learning.

Our children say 'I like how kind the staff are and how they encourage us to try our best... look, stoke hill taught me all my writing skills and now I have a big ambition to become an author! I have been a school ambassador and have made great progress on everything. I am so sad that I will be leaving stoke hill next year... but I am happy to move on and grow up'



Staffing Structure

We have an enthusiastic and dedicated team of staff who work tirelessly to support the children within the Federation. They are imaginative and bring a wealth of expertise to the school, as well as regularly engaging in professional development to ensure that they have the skills to achieve the best outcomes possible for all children.

Our children say:

'I like how the school has the resources to give the students a diverse education. I also like the teachers because they aren't strict and they help me and the other students when we are struggling.'

'I like how they encourage hard work and don't give the answers straight to you. I also like how all the teachers are kind, caring and are overall good people, very much like the children'

The senior leadership team currently consists of a head teacher for each school, with two assistant head teachers at the Junior school and one Deputy head teacher at the Infant school. At the infant school there are two middle leaders with TLRs for leading the foundation stage and leading the Nursery. At the Junior school there are four middle leaders with TLRs for Pupil Premium, Maths and Enrichment, Staff and pupil wellbeing and online learning and English.

As a school community we view the retirement of the two head teachers as an exciting opportunity to create an executive head teacher role, and the successful candidate will take a pivotal role in working alongside governors and the senior leadership team to determine and deliver the vision for the federation going forward.



Pupil Voice

The views of the children are taken seriously. The children have regular opportunities to share their thoughts and ideas about school life, which becomes more formal as a School Council as they move through the schools.

We asked the children what they would like from a headteacher. The Infant School children wanted someone who was kind, worked hard, made decisions and would keep them safe. They also wanted to be listened to, to have someone who knew their names and to be praised when they had done good work. A new executive head would need to 'learn about us, do all the important stuff and help take care of our school because its very important'.

Children in the Junior school felt very strongly that the new executive head should be someone who is kind, funny and interested in them. They also felt that they should be someone who was good at making big decisions and spending money wisely.

In their own words the new executive head should be;



'kind, intelligent, who cares about the school and students and who encourages us to do what we never imagined we would do before! I want the new headteacher to push us to do our best and to help us whenever possible'

'friendly, approachable, knows pupils on a first name basis, wants to spend time with the pupils getting to know them, listening to their stories and sharing their own stories/jokes'

Pastoral Care

Our highly skilled Education Support Worker works across the Federation. She supports families and children to help them overcome any out of school issues that are becoming barriers to accessing learning. This includes offering parenting classes (From Timid to Tiger); liaising with other agencies such as Housing, the School Nursing Team, and Social Care; and taking a lead on Early Help cases.

Our children say ' I like that all the teachers are kind and help children learn. I like that if someone is being upset or bullied then someone will deal with it straight away'

Governing Board

The supportive and engaged governing board comprises 16 members. It has sub-committees dedicated to teaching and learning and resources. The governors are allocated particular portfolios of responsibility to promote specialisation and in-depth knowledge of each area of school life. The governing board meets once every half-term, as do the sub-committees. It is led by recently elected co-chairs, Amy Bickford and Tom Urwin

Community Links

The school is a member of the River Exe Learning Partnership. More information about RELP can be found here: <https://riverexelearningpartnership.eschools.co.uk/web>

REL P is a collaborative partnership of local schools. The schools work together to raise standards and improve the quality of teaching and learning by sharing and adopting best practices whilst maintaining each school's independence.

Parents from both schools are involved in organizing and supporting regular community events, including Christmas Fairs, fireworks displays, summer fairs, and cake sales.





Looking Forward

We are excited about the future for the Federation. We look forward to the new Executive Headteacher providing strategic direction for the Federation as a whole. They will be able to identify key areas where the Federation can benefit from greater integration and collaboration (such as in relation to the curriculum and budget) whilst recognising and building upon the individual strengths of the schools.

The person we are looking for will have a clear pedagogical vision, able to identify and implement the best teaching methods to benefit all the children. They will be able to imagine and implement better and more efficient ways of working whilst always retaining a child-centred approach. The right candidate will be someone who can inspire the staff to develop their teaching practice. They will have a firm understanding of school finances and able to maximise the budget to improve the overall education provision in the schools.

Job Description

Job title: Executive Headteacher

Salary: Group 4 school. L21 to L27: **£69,031 to £79,167**

Hours: As you are paid on the Leadership Spine, your hours of work are not defined but shall be reasonable with a school and work-life balance and are as defined in the current School Teachers' Pay and Conditions Document.

Your statutory entitlement to annual leave will coincide with periods of school closure and is therefore considered to be taken during that time.

Contract type: full time, permanent

Reporting to: Chair of governors

Main purpose

The Executive Headteacher will:

- Lead the Federation to ensure all pupils engage and achieve across a wide, deep and inspiring curriculum
- Ensure that all children are valued and that their wellbeing and happiness is at the heart of everything the school does
- Promote and strengthen the Federation by ensuring good practices and cultures are shared across both schools
- Maintain and protect the unique strengths of each individual school
- Inspire, manage and support the staff to maintain high standards and expectations whilst preserving their wellbeing
- Embody the Federation's ethos: "Inspire, Discover, Succeed"
- Engage fully with the community via effective communication, liaising with parents and other stakeholders and at all times promoting the Federation

- Monitor and ensure progress towards the achievement of the Federation's aims and objectives
- Lead by example and model best practice regarding professional conduct, workload and personal development
- Ensure that the Federation complies with its statutory and legal obligations

Duties and responsibilities

Qualities and knowledge

- Commitment to the values and ethos of the Federation, encapsulated in the motto: "Inspire, Discover, Succeed"
- Commitment to the development of a broad and inspiring curriculum
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
- Build positive and open relationships with all members of the school community, showing positive attitudes to them
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- Ensure that the Federation's finances are efficiently and effectively managed and allocated
- Work with political and financial astuteness, translating policy into the school's context
- Communicate the school's vision compellingly and drive strategic leadership
- Seek training and continuing professional development to meet own needs
- Be committed to involving the children in the natural world and promote the benefits of outdoor learning

Pupils and staff

- Demand ambitious standards for all pupils, instilling a strong sense of accountability and autonomy in staff for the impact of their work on pupil outcomes
- Recognise the importance of all stages of the children's education from Early Years to Year 6
- Be able to create a nurturing and supportive environment for children and staff that allows all to meet their full potential
- Ensure excellent teaching in the school, including through training, development and empowerment for staff
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge
- Have a collaborative leadership style that is open to new or different ideas
- Identify emerging talents, developing current and aspiring leaders
- Hold all staff to account for their professional conduct and practice

Systems and processes

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Welcome and work with the governing board as appropriate, providing the information it needs to govern effectively
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school

The self-improving school system

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils
- Develop effective relationships with fellow professionals
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education

The headteacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.



Person Specification

Criteria and Qualities	Essential/ Desirable
<p>Qualifications</p> <ul style="list-style-type: none"> • Qualified teacher status • Degree • National professional qualification for headship (NPQH) (or in process of qualifying) 	<p>E</p> <p>E</p> <p>D</p>
<p>Experience</p> <ul style="list-style-type: none"> • Successful leadership and management experience • Involvement in school self-evaluation and development planning that has led to improved outcomes for children • Varied experience and understanding of teaching and learning across the primary age range • Engagement with other schools, fellow professionals and external organisations • Demonstrable experience of successful line management and staff development • Leading improvements in current role • Acting to ensure that children with particular needs are included, involved and have their voices heard in the school • Developing and leading on technological approaches to delivering education • Experience and understanding of Early Years 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p>
<p>Skills and knowledge</p> <ul style="list-style-type: none"> • Understanding current national educational priorities and able to implement them to meet the needs of all children • Knowledge and understanding of, and commitment to, all stages from Early Years to Year 6 • Knowledge of, and commitment to, safeguarding and child protection 	<p>E</p> <p>E</p> <p>E</p> <p>E</p>

<ul style="list-style-type: none"> • Data analysis skills, and the ability to use data to set targets and identify weaknesses • Understanding of high-quality teaching, and the ability to model this for others and support others to improve • Understanding of school finances and financial management • Effective communication and interpersonal skills • Ability to set clear expectations and hold others to high standards • Ability to develop the skills and capabilities of the staff, encouraging the development of lower tiers of leadership and promoting autonomous working methods • Ability to communicate a vision and inspire others • Ability to build effective working relationships • Sound up to date knowledge of education, teaching and learning and best practice • Has up to date professional development 	<p>E</p>
<p>Personal qualities</p> <ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Ability to work under pressure and prioritise effectively • Commitment to maintaining and promoting the wellbeing of staff • Take a collaborative approach to staff management and working with other stake holders • Flexibility and a willingness to listen to others • Commitment to reflecting deeply on learning and teaching practices and the ability to implement these • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Embrace the joy of children 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>

Notes:

This job description may be amended at any time in consultation with the postholder.



How to Apply

An application form can be requested by contacting Jennifer Ord on 01392 287221 or emailing LDP-AdminHeadships@babcockinternational.com

Please send your completed application form in Word format to Jennifer Ord. Contact details as above.

- **Application closing date:** 8th March 2021
- **Interviews:** w/c 29th March 2021
- **Start date:** 1st September 2021

Shortlisting and interview procedure

Applicants selected for interview will be contacted as soon as possible after the short-listing meeting. If your application has been sent by email, you will be asked to sign your application on arrival at interview.

Only applicants meeting the criteria in the person specification will be short listed.

1. References must be received before interview. As well as being asked about your suitability for the post relating to the person specification, the reference pro forma will ask:

- For comment on your performance history and conduct, including performance management issues, disciplinary investigations and any proven disciplinary offences, whether time expired or not.
- For any specific concerns that the referees might have or be aware of in regard to your suitability to work with children.

2. Any discrepancies or anomalies in the information provided or issues arising from reference will be taken up at interview.

3. The panel of interviewers will consist of school governors, and a representative from the Local Authority.

4. Candidates will be questioned about safeguarding children.

Portfolio of Services to Schools

Devon has ensured that a full range of curriculum and management support is available to Headteachers and Governors. These support services are provided by Babcock Learning and Development Partnership <http://www.babcockldp.co.uk> and approved external agencies.

Interview Expenses

Applicants invited to interview will be provided with a form on which to reclaim essential travelling and subsistence expenses in accordance with the County scale. Expenses will not be allowed to any candidate withdrawing, or refusing the post for reasons considered to be inadequate, and they will not be paid to the successful candidate until after the appointment has been taken up. There is no scheme in operation for the reimbursement of legal, removal or any other expenses connected with the change of home by the successful candidate.

Completed expenses forms should be sent directly to the appointing school for processing and not to the Local Authority or Babcock LDP.



Safeguarding

This post is one the Authority has deemed to involve substantial access to children and the Governors will require a satisfactory enhanced DBS disclosure for the successful candidate before the appointment is confirmed.

Applicants are advised that they should disclose at the time of application, on the declaration form enclosed with the application form, the details of any convictions, cautions, bind-overs, outstanding cases, disqualification from working with children or inclusion on the DCSF list 99 and any allegations concerning behaviour towards children, whether or not the allegations were investigated. Any declarations will be treated in confidence and only seen by the Chair of Governors and the School Improvement Officer who, if necessary, will seek advice from HR.

Terms and Conditions

The following terms and conditions apply to Headteacher appointments:

- The receipt of at least two satisfactory references
- Verification of identity
- Verification of qualifications
- Verification of professional status
- A satisfactory enhanced DBS disclosure
- Verification of medical fitness
- Verification required by Immigration and Asylum Act

Equal Opportunities Statement

Devon County Council recognises its responsibilities as an employer for setting standards of fair treatment. The County Council provides equal opportunities to any employee or job applicant and does not discriminate either directly or indirectly on the grounds of race, colour, ethnic origin, nationality, gender, religion (except where a specific requirement exists in a Church school), marital status, sexuality or disability. The County Council also offers its commitment to treat part-time staff as equitably as full-time staff having regard to national and local conditions of service and statute. DCC also has a 'Positive about Disabled People' policy and guarantees to interview all applicants with a disability who meet the essential elements of the person specification.

Support for Headteachers

In Devon we are committed to encouraging the participation of headteachers in national programmes as well as high quality local training and to foster close links with colleagues in Devon schools and others in the Local Authority. Newly appointed headteachers receive an induction briefing visit from the Link Adviser and are invited to attend a New Heads Welcome Day event, where new headteachers are given the opportunity to meet with colleagues and services available to support headteachers. They can also receive purchased support visits from the school link adviser to focus on leadership and management issues and to provide negotiated professional support and development. Headteachers will be provided with full details of the support available within the Local Authority.



Job Applicant's Privacy Notice

Who is collecting and using your personal data?

Stoke Hill Federation ("the School") will act as a "data controller" for any personal data that you provide to us. As such, we will ensure that the data given to us is processed in line with our organisation's Data Protection Policies and in line with your rights under the Data Protection Act 2018 and the EU General Data Protection Regulations.

This notice applies to applicants' jobs advertised by the school.

This notice does not form part of any employment contract or contract to provide services and may be updated from time to time. It is important that you read and retain this notice, together with any other privacy notice we may provide on specific occasions when we are collecting or processing personal information about you, so that you are aware of how and why we are using such information and what your rights are under the data protection legislation.

Should you wish to find out more about the school's Data Protection Policies please contact our Data Protection Officer.

Please note that failure to provide your personal data might affect our ability to alert you of jobs you may be interested in applying for and of the continuation of any application for a job that you make with the school.

If you are successful in securing a conditional offer of employment with the school certain information, such as contact details, your right to work in the UK and payment details have to be provided to enable the school to enter into a contract of employment with you. If you do not provide this or other information, the school may not be able to continue with any offer of employment.

What Information does the school collect?

We will ask you for your personal details including your name and contact details.

To complete the application form(s) to apply for jobs with the school we will also ask you for:

- Your previous experience
- Your education
- Details of referees
- Answers to questions relevant to the role you are applying for.
- Whether you have a disability so that your application can be assessed under the 'Disability Confident' scheme and reasonable adjustments can be considered for the selection process should you be shortlisted.

You will also be asked to provide equal opportunities monitoring information. This is not mandatory information so if you don't provide it, it will not affect your application. This information will not be made available to the selection panel, in a way which can identify you. Any information you do provide will be used only to produce and monitor diversity statistics.

We might ask you to participate in assessment days, complete tests or occupational personality profile questionnaires, and/or to attend an interview or a combination of these. Information will be generated by you and by us. For example, you might complete a written test or we might take interview notes.

You will be asked to prove your identity and eligibility to work in the UK. You will also be asked to provide a criminal records declaration of unspent convictions.

If a conditional offer of employment is made you will be asked for information so that pre-employment checks can be carried out. You must successfully complete pre-employment checks to progress to a final offer and start employment with the school. We are required to confirm the identity of our staff, their right to work in the UK and their suitability for the post they have been offered. As the role involves working with children and/or vulnerable people we will also need to comply with safeguarding regulations.

You will therefore be required to provide:

- Proof of your Eligibility to Work in the UK. You will be asked to provide the original document(s) so that it can be verified and copied to place on your personnel file.
- Proof of your qualifications and professional registrations (where applicable to the role). You will be asked to provide the original document(s) so that it can be verified and copied to place on your personnel file.
- Where applicable we will contact you to complete an application for a Basic Criminal Record check via the Disclosure and Barring Service to arrange a secure government email account. You will be asked to provide appropriate ID to confirm your identity. You will be asked to provide the original document(s) so that it can be verified and copied to place on your personnel file.
- Where the role involves dealing with children or vulnerable adults we will contact you to complete an application for an Enhanced or Standard Criminal Record check via the Disclosure and Barring Service. You will be asked to provide appropriate ID to confirm your identity.
- Disqualification from Caring for Children Regulations 2002 – you will be asked to provide the information required to conform with these regulations if the post you have been offered is in fostering, adoption or the Atkinson Unit. This is so that a check can be made to assess whether you are disqualified under these regulations.
- If you will be an essential car user you will be asked to provide your driving licence so it can be verified, copied and placed on your personnel file. You will also be asked for your vehicle details.
- We will contact your referees, using the details you provide in your application, directly to obtain references. We may request details of additional referees should those provided not cover the last three years, generate a minimum of two references or cover your employment history.
- If your current employer is an organisation covered by the Redundancy Payments (Continuity of Employment in Local Government, etc.) (Modification) Order 1999 we will ask for details of your continuous local government service from your previous employer.
- We will ask you to complete a questionnaire about your health. This is to establish your fitness to work and provide us with advice on arranging reasonable adjustments if applicable. This is done through a third party data processor.
- Bank details – to process salary payments.
- Your P45 or P46 details – to ensure your tax code is correct
- Student Loan information (where applicable) – to ensure this is processed correctly.



- Emergency contact details – so we know who to contact in case you have an emergency at work.
- Any other information to assist us in carrying out pre-employment checks to ensure your suitability for the post.

Why does the School process personal data?

The school needs to process data when you apply for jobs with us for the purpose of progressing your application effectively to fill job vacancies, to undertake pre-employment checks, to enter into an employment contract with you and to meet our obligations under that contract of employment and to fulfil its legal and regulatory obligations. The school also has a legitimate interest in processing personal data before, during and after the end of any employment relationship.

Who we will share your personal data with?

It may be necessary for us to share your personal data with other organisations / partners.

The school may share your data with third parties in order to:

- obtain pre-employment references from other employers, verify continuity of local government service, obtain employment background checks from third party providers and obtain necessary criminal records checks from the Disclosure and Barring Service
- process data on its behalf in connection with the provision of occupational health services and employee benefits
- comply with its legal obligations (such as HMRC)
- organisations such as Babcock LDP working in partnership with the school, and who for the purpose of administering some senior leader posts to the school, act as the third party data processor

All our third-party service providers and other partners are required to take appropriate security measures to protect your personal information in line with our policies and only for the purposes agreed with them.

We have put in place appropriate security measures to prevent your personal information from being accidentally lost, used or accessed in an unauthorised way, altered or disclosed. In addition, we limit access to your personal information to those employees, agents, contractors and other third parties who have a business need to know. They will only process your personal information on our instructions and they are subject to a duty of confidentiality.

The school will not transfer your data outside of the European Economic Area (EEA) without appropriate organisational and technical security measures.

How long will we hold your personal data?

The school will retain your personal data for only as long as is necessary, and in line with our record retention arrangements which is available on request.

Automated decisions

No automated decisions are made using the personal data you provide under the matters covered by this privacy notice, other than those made in relation to Employee Benefits, administered by external providers.



Exercising your rights

Under the Data Protection Act 2018 and the EU General Data Protection Regulations you have the following rights;

- The right of access to your own personal data
- The right to request rectification or deletion of your personal data
- The right to object to the processing of your personal data
- The right to request a copy of the information you provide us in machine readable format
- The right to withdraw your consent to any processing that is solely reliant upon your consent

Should you wish to exercise any of your rights, you should contact the school's Data Protection

Your right to complain

If you wish to complain about the way that your personal data has been handled by the school, you should write to the Data Protection Officer at the school and clearly outline your case. Your complaint will then be investigated in accordance with the school's complaints procedure. If you remain dissatisfied with the way your personal data has been handled, you may refer the matter to the Information Commissioner's Office whose contact details are below.

Information Commissioner's Office
Wycliffe House
Water Lane
Wilmslow
Cheshire
SK9 5AF
Email: casework@ico.org.uk

