



RECRUITMENT PACK
For **EYFS/Key Stage 1 Teacher and
EYFS Lead**

(0.66 FTE)

Welcome to The Diamond Learning Partnership Trust, a charitable multi-academy trust.

We work hard to achieve the highest level of support, teaching and resources in an outstanding environment and are extremely proud of the success of our pupils and staff. This success is underpinned by the support of parents and carers who work together with the Trust and their children to help achieve the highest possible standards.

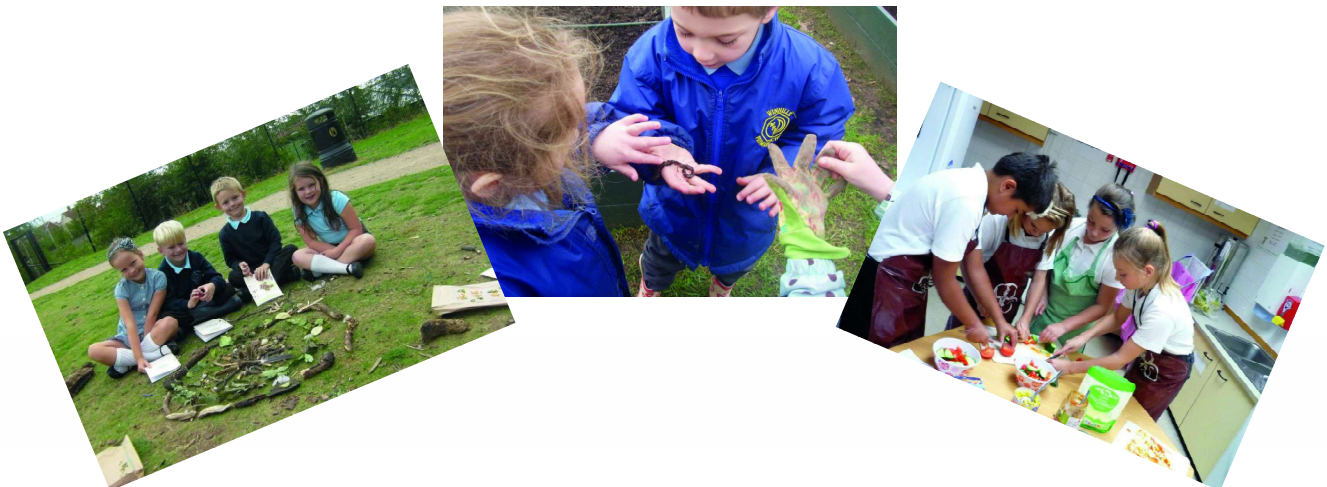
The aim of The Diamond Learning Partnership Trust (TDLPT) is to create schools where every child achieves the highest possible standards through a relentless focus on high quality teaching and learning.

We are focused on transforming children's lives and therefore life chances through a clear focus on unlocking every child's abilities. Our primary objective is to provide the perfect balance between an excellent education, uncompromising pastoral care and the nurtured development of every individual child's qualities.

Ensuring all children make good or better progress in reading, writing and numeracy is one of our core purposes. All staff consistently and energetically use the most effective methods for teaching these basic skills with high quality training from leading experts in literacy and numeracy teaching, equipping them to do so.

Underpinning this is:

- outstanding day-to-day teaching, assessment and marking of children's work
- first-rate systems for tracking, identifying and celebrating children's progress
- an exciting, relevant and inspiring curriculum that meets the needs of all children
- excellent support for every child, so that all children achieve highly, regardless of their background
- outstanding, determined, resolute leadership where high expectations are communicated to all
- strong governance where governors and senior leaders set a clear direction and provide strong leadership.



We are currently made up of fourteen schools, but are continuously developing and growing.



[Gorefield Primary Academy](#)



[The Round House Primary Academy](#)



[King James Academy Royston](#)



[Winhills Primary Academy](#)



[Middlefield Primary Academy](#)



[Glebelands Primary Academy](#)



[Roman Way Academy](#)



[Murrow Primary Academy](#)



[Kimbolton Primary Academy](#)



[Leverington Primary Academy](#)



[Thomas Eaton Primary Academy](#)



[Wintringham Primary Academy](#)



[Great Staughton Primary Academy](#)



[Braybrook Primary Academy](#)



Message from Susannah Connell (CEO)

Thank you for considering a role at one of our schools.

If you have any questions about the role advertised please do not hesitate in contacting a member of our HR team – their details are on the following pages.

I am thrilled to be the founding CEO of The Diamond Learning Partnership Trust and have over 20 years of primary education experience. I began my career as a classroom teacher, working with children of all ages, and have also used my expertise to train and support teaching staff at other schools together with working with undergraduate students in local universities.

Since becoming a Headteacher in 2006, I was brought into a failing school by the Local Authority, and have since developed a bold curriculum at Middlefield which has been highly praised as “beyond outstanding” by inspectors. During early 2012, Middlefield took on the direct support of Winhills Primary School and was again praised for the positive impact and strong leadership in an Ofsted inspection two months later.

The Diamond Learning Partnership Trust was then formed in the Summer of 2012 with Middlefield and Winhills Primary Academies as the founding schools.

I am a National Leader of Education and Ofsted Inspector, as well a representative on the Cambridgeshire Primary Heads Association, a member of the Cambridgeshire School Improvement Board, and represent primary academies as the Chair of the Cambridge Primary Academies Forum.

As a National Leader of Education, I support schools and Trusts in developing a self-improving, school-led system which ultimately leads to equality of access to a greater education for all children.

However, first and foremost, I am a teacher. I still hold the beliefs that I had when I chose to enter the profession and every decision I make focuses on the impact on children and I’ve seen first-hand the success that can be achieved through school-to-school collaboration.

Our Trust began with the sole purpose of supporting some of the most challenged primary schools in England. Our focus then, and now, has been to ensure that our children have an education that meets their needs through schools and have the support and systems that enable them to achieve those goals.

We have successfully built a family of highly connected schools that learn from each other.

I wish you well with your application.



October 2021

Dear Applicant

Post: Part time EYFS/Key Stage 1 Teacher and EYFS Lead

Thank you very much for viewing this recruitment pack. The Trust are committed to providing a high quality education 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 Trust is also committed to equal opportunities and our aim is to ensure that all applicants receive clear and useful information about the post and the Diamond Learning Partnership Trust. We hope that the following information is of help to you in deciding whether to apply for this role. If you are unclear about any aspect of the application procedure, please do not hesitate to contact the HR team at HR@diamondlearningtrust.com, or by telephone 01480 277501.

Applications for all posts will only be accepted on an application form (lone CV's are not accepted and will not be considered). The Diamond Learning Partnership Trust application form is located on our website.

Please return all completed applications by midday on 9th November 2021 to HR@diamondlearningtrust.com. The interview date will be week commencing 15th November 2021 and further details will be emailed to those shortlisted.

Any response will be by email; therefore, please ensure that you 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.

I wish you all the best with your application.
Yours sincerely

Ms Amanda Lane
Head of HR

EYFS/Key Stage 1 Teacher and EYFS Lead
Job Share 0.66

Salary Range:	MPS, UPS (£25,714 - £41,604 FTE)
Contract:	Permanent, working Wednesday, Thursday and Friday
Closing date for applications:	Midday 9 th November 2021 – We reserve the right to interview and appoint prior to the closing date.
Interviews will be held:	W/C 15 th November 2021
Start Date:	21 st February 2022 or sooner

We are looking for an inspirational EYFS/Key Stage 1 Teacher and EYFS Lead to join Thomas Eaton Primary Academy.

We are looking for a candidate who:

- Believes that every student, regardless of their background, can make outstanding progress and is able to look at assessment data to drive improvement.
- Is an enthusiastic and dedicated teacher.
- Uses a variety of teaching methods to present thoughtful learning questions and engage pupils.
- Is caring and has the drive and passion to develop strong relationships with staff, students and our local community.
- Has experience of teaching within Early Years and Key Stage 1.
- Has a sound knowledge of Early Years and would be driven to lead Early Years across the school.

We can offer you:

- Enthusiastic children, with a passion for learning and committed parents who enjoy participating in school life.
- A caring and supportive ethos where staff and children's well-being are a high priority.
- Dedicated, experienced, and welcoming staff.
- A sense of fun and enjoyment in an environment where colleagues all work together and support each other.
- Opportunities for high quality professional development.

Thomas Eaton Primary Academy is part of the Diamond Learning Partnership Trust, a charitable multi-academy trust (MAT) specialising in the Primary sector. We are building a thriving community of schools that succeed on behalf of their children. The Family of Academies within the Trust currently incorporates 14 schools. As such, joining our MAT means joining an organisation with an array of developmental and career opportunities

Application forms together with a job description are available to download from our school website at <http://www.thomaseatonschool.co.uk/website/vacancies>

Application forms with covering letter should be sent to HR@diamondlearningtrust.com or posted to Head of HR to:

Winhills Primary Academy

Off Duck Lane

St Neots

Cambridgeshire

PE19 2DX

The Diamond Learning Partnership Trust is an equal opportunities employer, committed to safeguarding and promoting the safety and welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to have two satisfactory references and an Enhanced Disclosure and Barring Service (DBS) Check.

JOB DESCRIPTION

The Diamond Learning Partnership Trust 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)

Job Description Early Years Foundation Stage Teacher

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

1. Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Set high expectations for not only the academic success for each child but expectations that develop them as a whole child.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of children in our school.
- Maintain an attractive and stimulating interactive learning environment, and to contribute to displays in the school as a whole.

2. Promote good progress and outcomes by pupils

- Plan lessons which build on children's current knowledge in order to make rapid progress.
- Use formative and summative assessment accurately in order to make accurate judgements about children, at least termly.
- Encourage children to reflect on their own learning and learning behaviour in order to make accurate self assessments and make progress.
- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work.

3. Demonstrate a good subject and curriculum knowledge

- Have an excellent understanding of core and foundation subjects in order to plan and deliver inspiring lessons which maintain children's interest.
- Promote the application of maths and English skills across the curriculum.
- Keep abreast of curriculum developments in order to maximise the opportunities for children's progress.

- *Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of Standard English whatever the teacher's specialist subject.*
- *Research subjects and topics thoroughly prior to teaching in order to ensure a lively, broad and exciting curriculum.*
- *Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.*
- *Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.*
- *Demonstrate a clear understanding of systematic synthetic phonics.*

4. Plan and teach well structured lessons

- *Plan and prepare work for the pupils in accordance with the EYFS and School Policies, appropriate to the school's needs, interests, experience and existing knowledge of the pupils in the class. Involve the support staff in planning and preparation where appropriate.*
- *Impart knowledge and develop understanding through effective use of lesson time*
- *Promote a love of learning and children's intellectual curiosity.*
- *Reflect systematically on the effectiveness of lessons and approaches to teaching.*
- *Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).*

5. Adapt teaching to respond to the strengths and needs of all pupils

- *Know when and how to differentiate appropriately and with maximum effect, using approaches which enable pupils to be taught effectively.*
- *Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.*
- *Demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils' education at different stages of development.*
- *Have a clear understanding of the needs of all pupils, including those with special education needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.*

6. Make accurate and productive use of assessment

- *Know and understand how to assess the relevant subject and curriculum areas.*
- *Make use of formative and summative assessment to secure pupils' progress.*
- *Use relevant data to monitor progress, set targets, and plan subsequent lessons.*
- *Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback in accordance with the school's high expectations.*

7. Manage behaviour effectively to ensure a good and safe learning environment

- *Fully uphold and implement the school behaviour policy which promotes high expectations for behaviour, individual responsibility and excellent learning behaviour.*
- *Fully engage with and uphold the school's Restorative approach to conflict in order to restore harmony in challenging situations.*
- *Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the schools, in accordance with the school's behaviour policy.*
- *Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.*
- *Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.*
- *Maintain good order, behaviour and respect for others*
- *Promote understanding of the school's rules and values*
- *Safeguard health and safety*

- *Develop relationships with and between pupils to support their learning.*

8. Fulfil wider professional responsibilities

- *Make a positive contribution to the wider life and ethos of the school.*
- *Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.*
- *Deploy any support staff effectively in order to maximise learning for children.*
- *Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.*
- *Communicate effectively with parents with regard to pupils' achievements and well-being.*
- *Build and maintain co-operative relationships with parents, and to communicate with them on pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.*

9. Safeguarding and promoting the protection of children

- *To fully uphold the school's policy of The Safeguarding and Protection of Children.*
- *To promote the school's ethos of a culture of vigilance with regard to protecting children.*
- *To follow all procedures related to the protection of children and the promotion of their welfare.*

Additional Commentary from June 2013 Teachers Standards

A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

You may be expected to perform duties of a similar or related nature to those outlined in the job description.

This job description, in consultation with you, may be changed by the head teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification
EYFS Class Teacher

	Essential	Desirable
Education and Training	<ul style="list-style-type: none"> • Qualified Teacher Status 	<ul style="list-style-type: none"> • Evidence of additional qualifications relevant to the role and involvement in continuing professional development
Knowledge and Experience	<ul style="list-style-type: none"> • Thorough understanding of EYFS National Curriculum • Ability to deliver well planned and stimulating lessons and to adapt teaching to respond to the strengths and needs of all pupils • Experience of effective behaviour management strategies and the ability to put these into practice • Evidence of planning, organisation, implementation, assessment and record keeping • Knowledge of SEN Code of Practice and National Curriculum Frameworks for Literacy and Numeracy • Experience of inclusive classroom practice 	<ul style="list-style-type: none"> • Specific expertise and enthusiasm for planning and teaching a creative, cross curricular approach
Personal and Professional Skills	<ul style="list-style-type: none"> • The ability to help pupils become independent learners • Be extremely well organised and able to complete all school planning, preparation and assessment to a high standard • Possess excellent ICT skills and the understanding of how ICT can be used to support learning • Motivate and inspire confidence in pupils, colleagues and parents • Effective communication and interpersonal skills both verbally and in writing • Adaptable and flexible in relation to the operational needs of the school • Energetic and enthusiastic 	<ul style="list-style-type: none"> • Willingness and ability to contribute to whole school development • Willingness and ability to contribute to extra-curricular activities

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.



KEY INFORMATION SHEET

For EYFS/Key Stage 1 Teacher and EYFS Lead at Thomas Eaton Primary Academy

This sheet sets out the key information for any candidates applying for the above post. 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 as directed no later than midday on the closing date. All applicants are strongly advised to read the job description for the post prior to submitting their application.

Please note that the school/Trust reserve the right to interview and appoint prior to the closing date.

Selection process:

All shortlisted applicants will be subject to an interview with a selection panel and other assessment tests dependent on the role (e.g. lesson observation for teaching roles, practical tests etc.)

Shortlisted candidates:

Applicants who have been shortlisted for the post will be notified as soon as possible.

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

Prior to the interview date referees will 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.

Please be aware that reserve the right to review social media relating to shortlisted candidates as part of the screening process to ascertain whether candidates demonstrate appropriate conduct and behaviour and suitability for employment in a school.

Interview date:

Interviews will be held at the school for which the role will be located. The Trust does not reimburse candidates for interview expenses.

Further information and school visits:

Applicants who require further information or would like to visit the school should contact the Trust HR department (details can be found on the advert and website).

Recruitment and Selection Policy Statement

1. Diamond Learning Partnership Trust (the Trust) 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 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.

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

2. The Trust 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 staff is conducted in a manner that is 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 role. 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 are not barred from working with Children
 - verification that you are not prohibited from teaching (if applicable)
 - verification of medical fitness for the role
 - verification of qualifications and professional status where required e.g. QTS
 - the production of evidence of the right to work in the UK
 - verification of successful completion of/exemption from statutory induction period (if applicable to the role)
 - verification that you are not subject to a section 128 direction preventing you from holding a management position within a school (if applicable to the role)
 - 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 (if applicable to the school applying for)

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 we will disregard any filtered convictions/cautions/reprimands which are 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 National 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 National update service and the appropriate online status checks have been satisfactory.

The Trust 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 at a school (unless a waiver can be obtained from Ofsted).
employment

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).

Our procedures are operated in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling and security of Disclosure information.

8. We process personal data collected during the recruitment process in accordance with our data protection policy. Data collected as part of recruitment process 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.

A copy of our Safer Recruitment Procedure is available via our website

PRIVACY STATEMENT

This Privacy Notice explains how we collect, store and use personal data about all applicants (including employed and voluntary).

For the purposes of Data Protection legislation, The Diamond Learning Partnership Trust 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.

Under Data Protection law, individuals have a right to be informed about how The Diamond Learning Partnership Trust, Andrew Road, Eynesbury, St. Neots, Cambs, PE19 2QE, uses any personal data held about them. We comply with this right by providing privacy notices to individuals where we are processing their personal data.

Our Data Protection Officer is [The ICT Service](#) (see 'Complaints' / 'Contact us' below).

Successful candidates should refer to our privacy notice for the **School Workforce** for information about how their personal data is collected, stored and used during their period of employment.

The categories of information disclosed during the recruitment process that we process include (but not restricted to):

- Personal information (such as name, address, contact details, employee or teacher number, national insurance number, address history and proof of identity)
- Education, qualifications and professional achievements
- Special characteristic information (such as gender, age, ethnic group) and disability information
- Employment records including work history, job titles, training records and professional memberships
- Disciplinary related matters
- Information about you from a previous employer or an educational establishment which you have previously attended
- Job performance including career progression
- Right to work documentation

Why we collect and use this information

This information is essential for the Trust's operational use and to aid the recruitment process. The majority provided to us is mandatory, although some is requested on a voluntary basis. In order to comply with General Data Protection Regulations (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 use this data to:

- Fulfil our duty of care towards our staff
- Facilitate safe recruitment
- Enable ethnicity and disability monitoring
- Inform the development of recruitment and retention policies
- Ensure that appropriate access arrangements can be provided for candidates that require them

Under the 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/Trust 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/Trust relies on legitimate interest for most of the processing of your data. Specifically, the school/Trust 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);
 - financial transactions or reporting;
 - to give and receive information and references about past, current and prospective staff;
 - to monitor (as appropriate) use of the school/Trust IT and communications systems, and for security purposes;
 - to carry out, or co-operate with, complains, disciplinary or investigation processes;
 - to facilitate the efficient operation of the school/Trust;
 - to obtain appropriate professional advice and insurance for the school; and
 - ensure all relevant legal obligations of the school/Trust 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, 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).

How we store this data

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. Personal information that is no longer needed is disposed of securely. We will shred or incinerate paper-based records and overwrite electronic files. We may use an outside company to safely dispose of these records.

Who we share data with

We do not share information about you with any third party without your consent unless the law and our policies allow us to do so.

Where it is legally required, or necessary (and it complies with data protection law), we may share personal information about you with:

- Government authorities (e.g., the Department of Education (DfE), HMRC, and local authority)
- Service providers (e.g., HR team members, Occupational Health)
- Disclosure and Barring Service (DBS)
- Teachers Regulation Agency
- Ofsted
- Professional advisers and consultants
- Employment and recruitment agencies

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

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

All schools are 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.

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

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

Your rights

Requesting access to your personal data

Under data protection legislation, you have the right to access the information about you that we hold. To make a request to see your personal information you will need to make a 'subject access request'. If you would like to make a request, please contact HR@diamondlearningtrust.com

You also have a right to:

- Object to the processing of personal data that it likely to cause, or is causing, damage or distress
- Prevent processing for the purpose of direct marketing
- Object to decision being taken by automated means
- In certain circumstance, 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 decision being made that significantly affect you
- Object to how we are using your information
- Stop us using your information in certain ways

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

Complaints

We take any complaints about our collection and use of personal information very seriously.

If you think that our collection or use of personal information is unfair, misleading or inappropriate, or have any other concern about our data processing, please raise this with us in the first instance. Please contact HR@diamondlearningtrust.com.

You can also contact our Data Protection Officer, The ICT Service

Email: dpo@theictservice.org.uk

Tel: 0300 300 0000

Address: Speke House, 17 Compass Point Business Park, Stocks Bridge Way, St Ives, Cambs PE27 5JL

Alternatively, you can contact the Information Commissioner's Office via <https://ico.org.uk/concerns/> or call 0303 123 1113, write to: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

This notice is based on the [Department for Education's model privacy notice](#) for Job Applicants, amended to reflect the way we use data in this school.