



Headteacher Application Pack

Lampard Community School



Required for: September 2023

Advert

Lampard Community School

Headteacher

Dates: Apply by 9am Monday 30th January 2023, Job start September 2023
Salary: Group 6 – L21 - L34 (£72,483 - £99,660)
Location: North Devon
Contract type: Full Time
Contract term: Permanent

Situated on the North Devon coastline in an area of outstanding natural beauty, the Governors of Lampard Community School are seeking to appoint an exceptional, motivated and inspirational Headteacher who is passionate about the education of pupils who have Special Educational Needs.

Lampard Community School is a thriving Special School with 150 students aged 5 to 16. Pupils attending this school have significant needs in the area of Communication and Interaction and this is specified in an EHCP. Many have a diagnosis of autism and/or have needs relating to speech, language and communication (SLCN).

Due to their complex profile of needs, pupils are working well below age-related expectations, therefore at KS4 students take Entry Level/Level 1 Functional Skills qualifications and a range of vocational options at Entry Level. Typically, our students move on to Supported Learning at Petroc College to access a progressive and meaningful Post-16 education.

We work closely with parents, carers and other agencies to give every student high quality education and care. Lampard has experienced and specialist staff who are dedicated to meeting the educational needs of all students.

The new Headteacher will lead the school from a very positive 'Good' OFSTED grading (July 2017) to 'Outstanding' while maintaining the unique culture and ethos of the school.

It is desirable for applicants to have leadership expertise in the education of students who have Special Educational Needs and are committed to providing the best quality education and having high aspirations for their futures.

Closing date for applications: 9am Monday 30th January 2023
Interviews will be held on 2nd and 3rd March 2023

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. The post requires an enhanced DBS check.

Devon County Council
Lampard Community School
St Johns Lane
Barnstaple
Devon
EX32 9DD

Telephone: 01271 345416

Website: [Home - The Lampard Community School](#)

Group: 6

NOR: 150

Key Dates

Headteacher required from September 2023

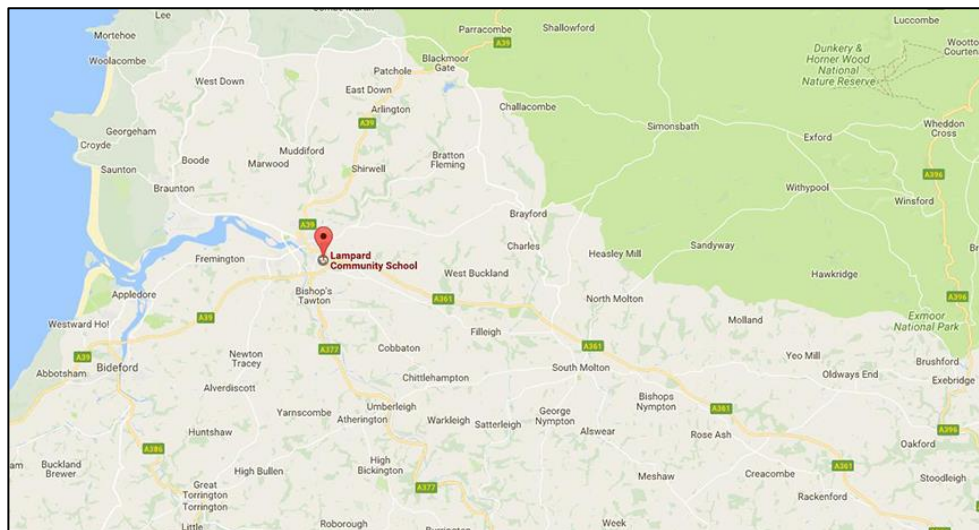
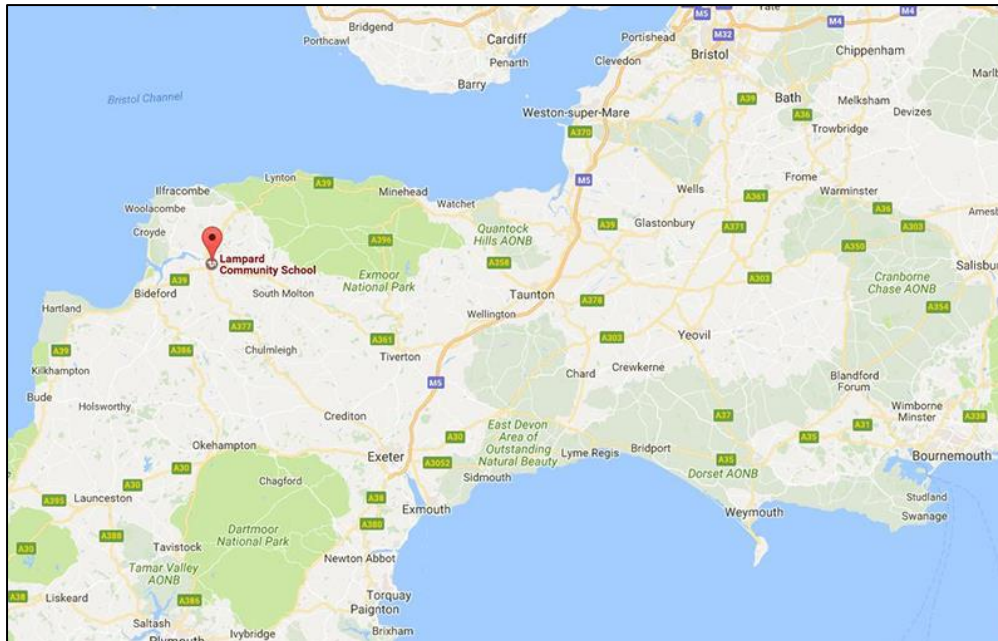
Applications close at: 9am Monday 30th January 2023

Shortlisting: Wednesday 1st February 2023

Interviews will take place on: 2nd and 3rd March 2023

Location Map and Contact details:

Lampard Community School is located in the market town of Barnstaple and is surrounded by beautiful countryside and some of the country's most stunning beaches.



Contact Details:

Lampard Community School

St Johns Lane

Barnstaple

Devon

EX32 9DD

Telephone: 01271 345416

Website: [Home - The Lampard Community School](http://www.lampardcommunityschool.co.uk)

Letter from the Chair of Governors

Christine L. Bevan BSc (Hons), Cert Ed,
FCMI, Chartered MCIPD
Chair of Governors
Lampard Community School
St John's Lane
Barnstaple. Devon
EX32 9DD

Telephone & Fax: 01271 345416 e-mail: clerk@lampard.devon.sch.uk www.lampard.devon.sch.uk






December 2022



Dear Applicant,

Thank you for your interest in the post of Headteacher at Lampard Community School.

Our school is a positive learning community built on the relationships we make. Our bespoke EMPOWER curriculum aims to promote independence, communication and emotional wellbeing. We are committed to providing our students with the best education based on these to equip them to go on to live an active and fulfilled life as adults in the modern world. We want our students to realise their aspirations and make positive steps towards developing the skills needed for future employment.

The Board of Governors wish to appoint a forward thinking and SEND focused Headteacher who recognises the importance of ambition for its pupils, who effectively leads the school's planned expansion through the next stages, who continues to strengthen the relationships within the school community and who can take the school forward in its vision:

-  **Our students are independent.** We support our students to become more independent in their learning and in their daily life skills. We work collaboratively with families to ensure they have opportunities to demonstrate their developing independence around the school, at home and in the local community.
-  **Our students are effective and appropriate communicators in their daily lives.** Through high quality provision we enable our students to be successful communicators, who are empowered to make choices and to fully contribute to their community.
-  **We build on each other's strengths.** We recognise each of our students are unique and we are committed to developing the whole self. Success is driven by the relationships we build, our knowledge of each child and in knowing what their aspirations are to empower them to aim high and to make steps towards these.
-  **Our students develop a positive sense of emotional wellbeing.** This equips them to function in society and meet the demands of everyday life.
-  **We help each other to overcome challenges.** Our learners possess the skills they need to manage challenge, the belief they are capable and also know who can help them should they need support. Working collaboratively with families and multi-agency colleagues help to better identify learning pathways and strategies to improve outcomes.

-  **We use digital technology to engage and empower our students in their learning** to enhance and extend opportunities for them beyond the classroom.
-  **Our provision is provided by highly skilled and trained champions of SEND.** Our strong workforce provides a positive community of specialised support to enable students with SEND excel and to realise their potential. Our work is guided by the Ethical Leadership Framework.

Lampard Community School opened in 1968 and is a well-regarded local authority maintained special school. We currently have 150 students aged between 5 and 16 years of age. Pupils attending this school have significant needs in the area of Communication and Interaction and this is specified in an EHCP. Many have a diagnosis of autism and/or have needs relating to speech, language and communication (SLCN).

Incremental growth in school numbers has been planned across the next two years with a Devon County Council led building project which will bring with it improved and refurbished classrooms, a new two-story building which will house a new sports hall and a further 5 new classrooms, a new playground, a second food technology room and medical room. The first stage of expansion has been completed. The school will grow to 180 pupils by September 2024.

Our school occupies a large site on St John's Lane, in the Newport area of Barnstaple. Accommodation includes a forest school, outdoor sensory garden, food technology area, laboratory, therapy suite, small sensory space, a small library, design and tech classroom, playgrounds and a sports field.

We work closely with many different partners and are an active member of the SENTient Trust – a Co-operative Trust comprising of 8 special schools in Devon.

At Lampard, we work extremely hard to continually raise standards. Our last Ofsted Inspection (July 2017) judged the school to be Good with Outstanding features. We aim to become an Outstanding school, to accurately reflect the quality of education our students receive in supporting their successful transition to Post 16 provision.

There is, as ever, work still to do and as described, Lampard is in a very exciting period of growth and development. The school's three-year strategic plan sets out the clear direction for the school over the next few years and the appointed Headteacher will play a significant part in leading the staff, school and partners in helping to continue to develop our provision and facilities for the benefit of students across North Devon.

The Board of Governors are very proud of Lampard Community School and the panel look forward to receiving your application.

Please contact our School Business Manager, Alison Rubenchik if you have any queries.

Yours faithfully

Christine Bevan
Chair of Governors

Introduction to Lampard Community School

Lampard Community School is a thriving Local Authority Maintained Special School with 150 students aged 5 to 16. Pupils attending this school have significant needs in the area of Communication and Interaction and this is specified in an EHCP. Many have a diagnosis of autism and/or have needs relating to speech, language and communication (SLCN).

Due to their complex profile of needs, pupils are working well below age-related expectations, therefore at KS4 students take Entry Level/Level 1 Functional Skills qualifications and a range of vocational options at Entry Level. Typically, our students move on to Supported Learning at Petroc to access a progressive and meaningful Post-16 education.

Our Mission Statement

We are a positive learning community built on the relationships we make. Our curriculum drivers are **independence, communication and emotional wellbeing**; we are committed to providing our students with the best education based on these to equip them to go on to live an active and fulfilled life as adults in the modern world. We want our students to realise their aspirations and make positive steps towards developing the skills needed for future employment.

Our Key Values

We show each other respect when:

- We are kind to each other
- We listen to each other
- We work together
- We have the courage to keep trying our best
- We celebrate and build on our own and each other's strengths and differences.

Overview of Ofsted

In the last Ofsted (July 2017), inspectors judged the school to be Good with Outstanding elements. "The school's work to promote pupils' personal development and welfare is outstanding"

"Teaching has improved well and is now good with some outstanding features. Teachers and support staff have very good relationships with the students and give them just the right amount of support so that they can succeed while at the same time learning how to work independently. "

"Strong and trusting relationships between pupils and staff help ensure that different groups of pupils who have special educational needs and/or disabilities succeed. The carefully planned programmes of support, matched to their needs, enable pupils to make the very best gains in their learning, and emotional and social development."

Much work has been done on the two key areas identified as areas to improve:

1. Improve the effectiveness of leadership and management by:

- improving the quality of teaching for the youngest pupils
- developing the skills of support staff to enable pupils to make accelerated progress in phonics, writing and mathematics.

2. Further improve the quality of teaching and learning by:

- ensuring that teachers check, adapt and respond more quickly to meet the different needs of the pupils, especially the most able
- developing a cohesive and consistent approach to the progression of skills in calculation and problem-solving in mathematics.

Curriculum and Learning:

EMPOWER curriculum

Overall Curriculum Intent:

Our bespoke curriculum is ambitious - it is coherently planned and sequenced, and carefully designed to meet the holistic needs of all our students. It allows all students to recognise their skills, qualities, aspirations and goals. It supports engagement with the arts and embraces digital technologies to support learning in the modern world. It is broad and balanced and EMPOWERs our students to become increasingly **independent**; to be more **effective communicators**; and to have **emotional wellbeing** – so that they are prepared to meet the world beyond Lampard.

Lower School: To lay the foundations for learning and success

Middle School: To consolidate the strong foundations of learning and to apply skills with greater independence

Upper School: To demonstrate the skills and knowledge gained in functional contexts and prepare students for life beyond Lampard

How reading is taught:

Reading and phonics are discrete timetabled lessons which are led and monitored by a lead teacher for reading and overseen by the English curriculum leader. Reading books are fully decodable and available at each phonic stage (linked to the school's banding system) that the child is working at.

An Access to Reading policy has been implemented and is based on 'The Simple View of Reading' (Rose, 2006). This policy gives clear guidance on the pathways to reading across the whole school for pupils at all levels and with varying need.

Staff have ongoing training linked to monitoring of the teaching of phonics and reading across the school and it is part of our induction package for all new staff. The school's independent speech and language therapist, employed one day a week, works across all classes to skill staff up in a 'word aware' approach to vocabulary. The therapist has also provided whole school training on the approach.

Learning Outside the Classroom

Through the EMPOWER curriculum's intent and implementation, pupils have appropriate and developmental opportunities to explore the world around them and are encouraged to use their skills and knowledge independently in real-life contexts. A clear rationale to our approach to Learning Outside the Classroom (LOtC) allows for a measured and robust approach for all pupils to experience regular, targeted enrichment opportunities to broaden their life experiences and increase their cultural capital. This includes curriculum trips, community engagement, residentials, use of sports facilities and sporting events etc alongside a wide range of invited visitors such as musicians, clergy and drama companies.

Future Fridays

Within our LOTC offer, we have developed a unique 'Future Fridays' programme to give students planned-for, targeted and equitable experiences within the four areas of the Preparation for Adulthood framework: Education and Employment, Independent Living, Community Inclusion and Health.

Careers

The school has invested in training a leader as a qualified Careers Leader (Level 6 Certificate in Careers Leadership) who subsequently has put in place a comprehensive careers policy and plan and ensures effective links with the Heart of the South West careers hub. Proudly, the school is achieving 100% in all Gatsby Benchmarks and this has been assessed through close and effective working with the Enterprise Co-ordinator from Heart of the South West. The school has recently achieved 'fully meeting the standards in the 'Quality in Careers Standard' award.



Governing Board

The governors play a really important role at Lampard. They bring a huge amount of skill, ideas and enthusiasm to the school. Part of their role is to challenge the Headteacher and members of the leadership team, to ensure that everything we do is for the benefit of students and to improve the quality of teaching and learning.

<http://www.lampard.devon.sch.uk/Governors>

School Evaluation Framework: February 2022



SEF February
2022.docx

Three Year Strategic Vision: 2022-2025



Final Strategic
vision statements 22

School Development Plan: 2022-2023



SDP overview
2022-2023.docx

SENTient Trust

Lampard Community School is an active member of the SENTient Cooperative Trust, which includes the eight special schools in Devon and the new postholder will work closely with the other Headteachers of the Trust.

School Council

The Student Council is the students' voice for change within Lampard Community School, it gives students a say in some of the major decisions made at Lampard. The Council consists of one representative from every class, elected by their fellow students.

The Student Council meet every half term and discusses issues raised by peers, developments within school which the Leadership team are seeking student feedback on and whole school events. This information is then shared with Governors and the Leadership team. Prior to the meetings, representatives in each tutor group have a discussion with their peers.

Further details can be found on the school website: [School Council - The Lampard Community School](#)

Safeguarding

At Lampard Community School, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all students and we expect all staff, governors and volunteers to share this commitment. We endeavour to provide a safe and welcoming environment where children are respected and valued.

We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

We listen to our students and take seriously what they tell us, children are aware of the adults they can talk to if they have a concern.

Further details can be found on the school website: [Safeguarding - The Lampard Community School](#)

Headteacher Person Specification

Salary	Group 6 – L21 - L34 (£72,483 - £99,660)	Governors are seeking to appoint a new headteacher for September 2023, who will lead this ‘good’ school to ‘outstanding’ while maintaining the unique culture and ethos of the school.
Local Authority	Devon	

Education and Qualifications	Essential	Desirable
Qualified teacher status	✓	
Degree or equivalent	✓	
Holds NPQH		✓
Experience		
Effective management of budgets and comprehensive financial arrangements	✓	
Effective people management within a performance management context	✓	
High level of knowledge and understanding of the varying needs and abilities of pupils with Special Educational Needs, particularly those on the Autistic Spectrum	✓	
Experience of developing partnership and learning between schools	✓	
Experience of the effective managing of funding and resources	✓	
Evidence of strategic planning ability	✓	
Evidence of successfully leading and sustaining educational initiatives for school improvement	✓	
Special School leadership		✓
Effective people management within a performance management context, making the most of staff talent and being a “developer of people	✓	
Experience of the effective use of assessment and analysis in raising standards	✓	
Experience of managing and interpreting statistical information to support school improvement and extensive budget and financial information	✓	
Leadership		
Leadership experience at Senior Management level	✓	
Leadership and management skills to improve and maintain each school’s level of attainment and success	✓	
Ability to motivate students and staff	✓	
A commitment to support the further developments of learning skills and emotional literacy – with staff, students and parents	✓	
The ability to lead, organise and motivate a team, to challenge poor performance and to support colleagues as required	✓	
To hold high expectations and encourage excellent standards of working amongst colleagues	✓	
Ability to provide effective leadership and manage necessary change successfully	✓	

Understand the complexities involved in developing a whole-school ethos	✓	
Understanding the school development process and ability to determine and then implement priorities	✓	
Ability to organise and make the most of staff talent and be a developer of people	✓	
Ability to work closely with governors, senior management and staff	✓	
Ability to develop and maintain positive relationships with colleagues, governors, parents, pupils, the local authority and community	✓	
Ability to develop and maintain effective partnerships	✓	
Involvement with Children		
Ability to establish rapport with children and sensitive to individual needs	✓	
Ability to raise confidence and celebrate achievement	✓	
Having high expectations of what pupils can achieve and helping staff to find creative ways to achieve this	✓	
Personal Qualities		
Passionate about the education of students with SEND	✓	
Excellent interpersonal skills, ability to motivate others and relate confidently to a wide range of people	✓	
Effective communicator with all levels and abilities of pupils, staff, parents, governors and the wider community	✓	
Demonstrate effective team building skills	✓	
Demonstrate professionalism, loyalty and integrity	✓	
Respects and values everyone and be highly visible to staff and students	✓	
Excellent communicator	✓	
Social awareness <ul style="list-style-type: none"> • Empathy • Organisational awareness • Service orientation 	✓	
Relationship management <ul style="list-style-type: none"> • Developing others • Inspirational leadership • Change catalyst • Influencer • Conflict management • Team work and collaboration 	✓	
Qualities <ul style="list-style-type: none"> • Approachable • Confident and competent • Motivator and innovator • Personal commitment to quality and excellence • Able to work effectively and cooperatively between schools and with all stakeholders • Able to negotiate effectively 	✓	

<ul style="list-style-type: none"> Proven ability to interact in positive and encouraging manner with pupils and their families, appreciating their backgrounds, needs and abilities 		
To be an enthusiastic, confident and competent communicator who can implement effective strategies for securing improvement	✓	
The ability to deal positively with parents, carers and a range of outside agencies, and to build and maintain strong and effective partnerships with them	✓	
To have a commitment to inclusion and achievement	✓	
Equal Opportunities and Safeguarding		
Committed to equality of opportunity	✓	
Committed to establishing an ethos in which safeguarding is paramount	✓	
A positive and resilient individual with drive, integrity and independence	✓	
Commitment and ability to promote and safeguard the welfare of pupils	✓	

Headteacher Job Description

Post	Headteacher
Grade	Leadership Salary Range L21-L34 Actual salary is determined in the Teacher Salary Assessment after appointment and subsequently in the annual salary statement issued on 1 st September each year.
Hours	1.0 f.t.e Hours of work are outlined in the School Teachers' Pay and Conditions Document.

School Aims

- To meet the education, social and welfare needs of children who have complex learning difficulties
- To work in partnership with families and students to enable every learner to lead a happy, healthy and fulfilling life.
- To ensure equality of opportunity for all members of the Lampard Community and challenge students academically

Statutory

- To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.
- To meet the national standards for Headteachers as published by the DFE.
- To seek to achieve any performance criteria, objectives or targets agreed with or set by the school's governing body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.
- To promote and safeguard the welfare of all children and young people within the school by ensuring that the school's policies and procedures relating to safeguarding and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, parents and others feel able to raise concerns and these cares addressed sensitively and effectively.

Main responsibilities:

- To lead in the provision of excellent learning and teaching within the context of a Special School and to continue to raise standards across the school with particular reference to personalised progression so that all students achieve to the best of their ability. Work with members of the Senior Leadership Team (SLT) and the school's governing body in formulating the aims, objectives of the schools and establishing the policies through which they are to be achieved
- To work with the school's governing body to integrate the core values and ethos of Lampard during the major expansion taking place.
- To work closely with the schools governing body to ensure it has accurate and timely detailed information on which to base sound decisions on school priorities and progress towards these to secure the future development of the school.
- To further develop partnerships with a variety of stakeholders through collaboration to improve personal, social and academic outcomes for pupils which support preparation for next steps and adulthood.
- To lead the school through rigorous self-evaluation, including quality assurance and performance management at all levels.
- To promote a culture of achievement throughout the school and the wider community.
- To build relationships with the whole school community, ensuring that pupil/carers voice and participation contribute to strategic planning.
- To develop, inspire and motivate effective teams in order to raise standards across the school.
- To represent the school locally, regionally and nationally, developing networks and influencing a wide range of stakeholders.
- To make effective use of resources and budgets, ensuring the school gives best value and maintains a sustainable future.

Main tasks: Leadership and School Management:

- To hold and articulate clear values and moral purpose, focused on providing a high-quality education for the students of Lampard Community School.
- To write and maintain a concise and up-to-date School Evaluation Plan (SEF).
- To oversee and co-ordinate the writing and completion of the School Development Plan.
- To oversee the Induction Programme for new staff.
- To oversee and ensure all requests for off-site activities are aligned to the Standard Operating Procedure (Evolve).
- To oversee the staffing structure to ensure it meets the changing needs of the school.
- To work closely with the Chair of Governors in overseeing the development of Leadership and Governance.
- To lead and manage HR and other leadership processes as appropriate e.g. Appraisal, sickness absence, disciplinary and capability procedures
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school

Main tasks: Leadership and School Management continued

- Oversee and participate in the appointment of staff.
- Oversee the management of emergency procedures including fire drills.
- To attend meetings of the governing body and provide the governors with regular reports on school developments and activities and consult with the governing body wherever appropriate for example in the formulation of school development plans.
- To distribute leadership throughout the organisation.

- To be responsible for line-managing the Senior Leadership Team and the Business Manager.
- To oversee rigorous QA activities and analyse for SLT and the governing body.

Main Tasks: Securing accountability:

- To provide and/or ensure information is provided to the Board of Governors to enable it to meet its responsibility for securing highly effective teaching and learning, improved standards of attainment and value for money
- To oversee presentations of the school's performance in a form appropriate to a range of audiences – Governors, parents, local community, OFSTED, Education Services.
- To use a range of student data to develop practice in school and improve outcomes for students.
- To demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, installing a strong sense of accountability in staff for the impact of their work in pupils' outcomes.
- Take shared responsibility for promoting and safeguarding the welfare of children and young people within the school.
- Hold all staff to account for their professional conduct and practice.
- To work with the Business Manager and SLT in ensuring strategic, curriculum – led financial planning to ensure the equitable deployment of budgets and resources in the best interests of pupils' achievements and the school's sustainability.

Main Tasks: Supporting collaboration with the community:

- To create an outward-facing school which working alongside fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
- To oversee and work closely with SLT and the board of governors to develop the policies and practice which promote inclusion, equality and the extended services that the school offers
- To conduct meetings with parents, carers and partners from other agencies and partners from other agencies from the private and voluntary sector to ensure positive outcomes for all parties
- To create and maintain an effective partnership with parents to support and improve students' personal development and achievement

As a member of the Senior Leadership Team:

- To carry out duties and lead assemblies
- To be an out of hours contact for school visits, during holidays and in case of emergency
- Designated CP officer

Health & Safety

In undertaking the above duties, the Health & Safety policy of the school must be followed. Maintain existing, and prepare future, Risk Assessments.

Disability Statement

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Training

Participation in a programme of staff development. This will be undertaken as and when required.

This document outlines the duties required for the time being of this post, to indicate the level of its responsibility. It is not a comprehensive or exclusive list and duties may be varied from time to time which do not change the general character of the job or the level of responsibility entailed. The starting point on the scale for this appointment will be based on your current role and experience – progression will occur on a basis of performance against agreed targets.

Further Guidance for Applicants

Short listing and interview procedure

Applicants selected for interview will be contacted as soon as possible after the shortlisting meeting. If their application has been sent by email, applicants will be required to sign their application on arrival at interview.

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

1. References must be received before the interview. As well as being asked about your suitability for the post, relating to the person specification, the reference proforma 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 references will be taken up with candidates at interview.
3. There will be a panel of interviewers consisting of School Governors supported by a School Improvement Adviser and, where appropriate, a Diocesan Representative.
4. Candidates will be questioned about safeguarding children.

Safeguarding Children

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 Adviser who if necessary will seek advice from HR support.

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

Job Applicant's Privacy Notice

Who is collecting and using your personal data?

Lampard Community School ("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 see our website. 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 preemployment 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.
- As 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.
- 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 who will provide you with details of the Data Protection Officer.

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 (Schoolpro at the school address) 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