



RECRUITMENT PACK

For Headteacher at Glebelands Primary Academy

Contents

Welcome	3
Introduction from Mr Alan Ball, Chairman	5
Message from Susannah Connell, CEO	6
Letter from Ms Amanda Lane, Head of HR	7
About Glebelands Primary Academy	8
Job Description	10
Person Specification	14
Key Information	17
Location	18
Recruitment and Selection Policy	19
Privacy Statement	21



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 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 intent on unlocking every child's abilities. Our primary objective is to provide the perfect balance between an excellent education and uncompromising pastoral care to nurture the development of every individual child's qualities.

Ensuring that every child makes 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 English and Maths teaching, equipping them to do so.

As a trust we expect:

- 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 the Trust Board and senior leadership set a clear direction



The Diamond Learning Partnership Trust currently comprises fourteen schools. It will continue to develop and grow over the next few years as it moves from strength to strength.

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





Dear Applicant

Thank you for considering joining The Diamond Learning Partnership Trust. I hope that this application pack is helpful and that you will consider applying for the role of Headteacher at Glebelands Primary Academy.

The Board of The Diamond Learning Partnership Trust has very high expectations for the children in our care; for their academic progress, for their development as young people, and for their preparation for the following stages of their education. Our ambition is made possible because of the quality of the staff that work for the Trust.

If you share our expectations and have the passion, commitment and competence to deliver them then we look forward to giving you the opportunity to convince us that you are the right person to lead Glebelands Primary Academy and become a part of the executive team that leads our Trust.

Alan Ball
Chairman, The Diamond Learning Partnership Trust

Message from Susannah Connell (CEO)

Thank you for showing an interest in the advertised post for the Headship of Glebelands Primary Academy and considering joining the Trust as one of our valued Headteachers.

Glebelands Primary Academy's current Headteacher has been with the school since January 2003, and is now retiring. Although we are disappointed to lose a popular and successful leader, we believe that this is an exciting opportunity for her successor.

The staff are united behind the ethos of the school and work hard, both for the children and in support of each other. The Diamond Learning Partnership Trust are looking for someone who will be able to lead the school on the next part of its journey of improvement. This is an ideal opportunity for the successful candidate to learn more about the leadership and day to day management of a large primary school under the guidance of a supportive and ambitious Trust.

The Diamond Learning Partnership Trust are looking to appoint a highly motivated, enthusiastic and effective Headteacher to work with both the staff and all stakeholders to ensure that the school continues to move from strength to strength. The new Headteacher will therefore need to have the vision to lead and manage the continued improvement of the school within the context of the Trust. The understanding and experience of teaching across the primary age range will be crucial as well as clear thinking and targeted whole school development planning, based on thorough school self-evaluation, which will enable the Headteacher to lead and challenge effectively.

The advertised role is based on the current Headteacher Standards. By excelling within the standards, the Headteacher will provide a range of experiences that will continue to raise attainment across the curriculum. Every child will be included, and ultimately every child will be enabled to be the very best person they can be in every way. Every year group of this two-form entry school contributes to the improving standards. The children experience a variety of challenges and they are supported by the team in overcoming them. The Headteacher will need a broad knowledge of support systems and the ability to build on relationships with the parents and pupils.

The children are keen to learn. They are well behaved and aim to be good 'Glebelands People'. The school community is mutually supportive so that every child can 'believe and achieve'. The school presents as calm and purposeful; children are focused on and interested in the tasks at hand and are determined to progress.

The school was originally built in three phases and the final phase was completed in April 2004, which means that everyone has the advantage of working in a modern, spacious, well-designed environment. The school is well-resourced and constantly seeks to update, enhance and improve the provision.

As a whole school team, teachers and pupils are striving for continuous improvement. They are supported by the Trust Board, the Local Board, parents and by the wider community. Chatteris is very central in Cambridgeshire; currently people travel from Cambridge, Huntingdon and Peterborough as well as the local area. I strongly encourage you to visit the school and ultimately apply for the post.

Please do not hesitate to contact us via pa@diamondlearningtrust.com and we will be more than happy to answer any questions that you might have about the role or to arrange for the opportunity to visit the school. We have successfully built a family of highly connected schools that learn from each other, Glebelands is at the heart of this. This role will be fulfilling with many opportunities for the successful candidate to make a real difference.

I wish you well with your application and look forward to meeting you.

Susannah Connell, CEO Diamond Learning Partnership Trust





17th January 2022

Dear Applicant

Post: Headteacher – Glebelands Primary Academy

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 PA to the CEO, Mrs. Fowler at pa@diamondlearningtrust.com, or by telephone 01480 211626 (Ext 5).

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 Monday 7th February 2022 to pa@diamondlearningtrust.com

The interview date will be emailed to those shortlisted but will commence the week beginning 21st February 2022.

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.

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.

We wish you all the best with your application.

Yours sincerely
Ms Amanda Lane, Head of HR

ABOUT GLEBELANDS PRIMARY ACADEMY



About the School

Glebelands Primary Academy is a forward thinking, fast paced primary academy. It is part of the Diamond Learning Partnership Trust, a charitable multi-academy trust. Joining our MAT means joining an organisation with an array of career opportunities that span four different locations.

Our School Vision

Throughout our school we aim to create a stimulating and interesting environment. We believe that this is important both to develop children's imagination and desire to learn as well as to motivate those who work in the school.

We encourage children to learn from first-hand experience wherever possible and encourage them to take an active part in the learning process. We aim to deliver a broad and balanced curriculum to all our children, presenting them with a level of challenge that will foster in them a love of learning, joy in living and an understanding and respect for the world in which we live.

To enable every child to reach their potential in an environment that fosters learning, respect, responsibility, laughter and friendship. Glebelands Primary Academy is a caring community. We believe that children learn at different rates and in different ways. Parental support and involvement are essential for successful learning in a happy and secure atmosphere. Children like to know that they are accepted for who they are and not what they can achieve. We praise their efforts as much as their results. We strive for every child to be the best they can be.

We believe the surroundings in which children learn can greatly influence their academic performance and wellbeing in school. Children of the future will also need to be computer competent. We are therefore well resourced and provide many opportunities in this area.



Our School Aims, Ethos and Values

We aim to:

- Provide a broad, balanced and challenging curriculum, which meets the educational, emotional and social needs of all pupils
- Deliver the curriculum through high quality teaching, which enables all children to meet national standards
- Enable all pupils to develop self-confidence, pride in their achievements at school and to take responsibility for their learning
- Encourage all pupils to develop respect for themselves and others in school and for those in the wider society
- Provide a safe and secure environment in which to learn
- Develop meaningful links with families and the local community

We believe:

- That each of us is special and unique
- That we should all be open and honest
- That personal goals work alongside academic attainment to give the best possible outcomes
- That every child should be given equal opportunities regardless of learning needs, disability, religion, gender, culture or social background
- That equality is everyone having everything they need to succeed
- That parents and the wider community have a role in the life of our school
- That learning should be interesting and fun

At Glebelands we strive to promote and secure British values throughout our curriculum and ethos.

We aim to engage pupils with a broad and balanced range of subjects and fully involve them in the learning process. We have a cohesive and well-planned curriculum.

It is our aim that pupils will:

- Develop an understanding of, and recognise the value of others' opinions, learning how to work co-operatively with others in a positive and appropriate manner.
- Cultivate an understanding and tolerance of people within our multi-cultural society.
- Develop an understanding of, and respect for the laws of our country, and know that they have rights and responsibilities and the contribution they can make to the lives of themselves, others, the school and the wider community.



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 HEADTEACHER (Salary L18 – L24 leadership scale)

CORE PURPOSE

Responsible to the CEO, the Headteacher, working with the Local Board, senior leadership team and school staff, will provide overall strategic leadership. The Headteacher will be responsible for the internal organisation, day-to-day management and control of the school.

The Headteacher will

- be responsible for ensuring the educational success of the school with the overall framework of the Multi Academy Trust as well as the individual school development plan
- help to achieve success for all members of the school community within a culture of continuous innovation and rigorous review
- shape the school's vision, leading and promoting excellence, equality and high expectations of all children
- assist in creating a safe and productive learning environment that is engaging and fulfilling for all pupils and staff

The Headteacher's professional duties must be carried out in accordance with and subject to:

- the provisions of all applicable legislation
- the instrument of government of the school
- any rules, regulations or policies made by the Trust

PRINCIPLE ACCOUNTABILITIES

Strategy and leadership

- maintain and articulate clear values, vision and moral purpose, focused on providing high quality education for all pupils
- demonstrate positive behaviour, relationships and attitudes towards pupils, staff, parents, governors, Trustees and the wider community
- work collaboratively with Trust schools under the leadership of the CEO
- lead by example – with integrity, creativity, resilience and clarity – drawing on own expertise and skills
- communicate the school and Trust's vision, and drive strategic leadership, empowering all pupils and staff to excel
- secure excellent teaching and provision, through leading curriculum design, pedagogy and the systematic monitoring of teaching and learning

School culture

- establish and sustain the school/Trust's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

Teaching and learning

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

Additional and special educational needs and disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

Professional development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

Continuous school improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Safeguarding

Have overall responsibility and accountability for safeguarding and promoting the welfare of pupils within the school.

Fulfil personal responsibilities, and secure compliance by those working in school, for safeguarding as set out in the Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- To take lead responsibility for safeguarding and child protection (including online safety) within the school
- Act as a source of support, advice and expertise for staff within the school for child protection and safeguarding
- Raise awareness of the school's child protection policies ensuring they are understood and used appropriately
- Ensure the school's Child Protection Policy is reviewed regularly, understood and used appropriately.
- Refer cases (or support staff making referrals)
 - of suspected abuse to the local authority children's social care
 - where there is a radicalisation concern using the Cambridgeshire Prevent strategy
- Refer cases to Disclosure and Barring Service or Police as required
- Liaise with local authority officers and other relevant agencies/parties in relation to child protection and safeguarding issues and concerns
- Understand the unique risks associated with online safety and recognise the additional risks that children with SEN and disabilities face online
- Liaise with staff on matters of safety and safeguarding including online and digital safety
- Ensure child protection files are transferred as appropriate in line with Keeping Children Safe in Education as amended from time to time
- Be available for staff during school hours to discuss any safeguarding concerns in line with the school/Trust's safeguarding arrangements

- Undergo and regularly update safeguarding training to ensure the appropriate level of knowledge and skill is maintained
- Keep up to date with developments relevant to the role in line with Keeping Children Safe in Education (Annex B) as amended from time to time

Other

Any other reasonable duties deemed necessary to ensure the smooth running of The Academy.

Accountable For

Leadership of all teaching and support staff, with specific performance management responsibility for members of the senior leadership team.

Accountable to

CEO and The Diamond Learning Partnership Trust.

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 CEO to reflect or anticipate changes in the job commensurate with the grade and job title.

PERSON SPECIFICATION

Attributes	Essential	Desirable	How they will be identified
Qualifications	Degree Qualified teacher status	NPQH	Application form
School Culture	Upholds ambitious educational standards in current role Experience of Governance Promotes positive and respectful relationships. Aware of safety Understanding of equality and is inclusive on all levels	Has worked in close partnership with Headteacher/Trustees to develop school culture and understands the concept	Application form, letter and interview
Teaching	Good understanding of the expected levels of attainment throughout the primary phase through teaching experience Proven ability to raise standards of attainment Thorough understanding of the teaching learning and assessment process and the impact of target setting	Varied teaching experience and a willingness to share ideas and practice If no previous Headship experience, Deputy headship of a large school with understanding of how to raise standards of attainment	Application form, letter and interview
Curriculum and Assessment	Able to demonstrate a clear understanding of the importance of a broad balanced curriculum – knowledge, skills and values Valid and proportionate approaches to assessment Thorough understanding of the teaching of initial reading and its development	Has held curriculum responsibility and has track record of improvement across previous school roles	Application form, letter and interview
Behaviour	Proven ability to implement fair, consistent and respectful approaches to managing behaviour	Trained in a STEPs based approach	Application form, letter and interview

Attributes	Essential	Desirable	How they will be identified
Additional and Special needs and disabilities	A clear understanding of the inclusion agenda, with particular reference to the Special Educational Needs Code of Practice and disadvantage	Past SENDCO experience / award Designated Person training	Letter of application/ interview
Professional Development	Record of continued professional development and a desire to attain NPQH	Up to date training pertaining to Ofsted expectations	Application Form
Organisation Management	Demonstrate experience and involvement in organisation management	Whole school leadership of: <ul style="list-style-type: none"> • Safeguarding • Financial Planning • Staff deployment / workload • Risk management and mitigation 	Letter of application Interview tasks
Continuous School Improvement	Involvement in leadership of the effective implementation of improvement strategies leading to improvement over time Use of evidence informed strategies	If no previous Headship experience, Deputy headship of a large school with understanding of the cycle of school improvement Reference to evidence informed strategies	Letter of application Interview Tasks
Working in Partnership	Demonstrates ability to establish and sustain effective working relationships with stakeholders	Demonstrates understanding of the importance of ability to establish and sustain effective working relationships with stakeholders	Letter of application Interview tasks
Governance and Accountability	Has a clear understanding of professional responsibilities at all levels and has experience of both being held to account and holding others accountable. Has a clear understanding of statutory duties	Has been active in the Senior leadership of a school and has some experience of holding others to account and reporting clearly to others	Application form, letter of application Interview task
Ethics and Professional Conduct	Proven track record – articulated clearly and supported	Clear track record – articulated clearly and supported with evidence of success in some areas	Application form, letter of application References

In addition to a candidate's 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 Headteacher at Glebelands Primary School

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 and person specification 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:

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

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.

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 the Trust reserves 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 pa@diamondlearningtrust.com.

LOCATION

The ancient market town of Chatteris was originally a marshy waterside settlement before the 17th century, however, due to Fenland drainage the town now lies some 50 miles inland.

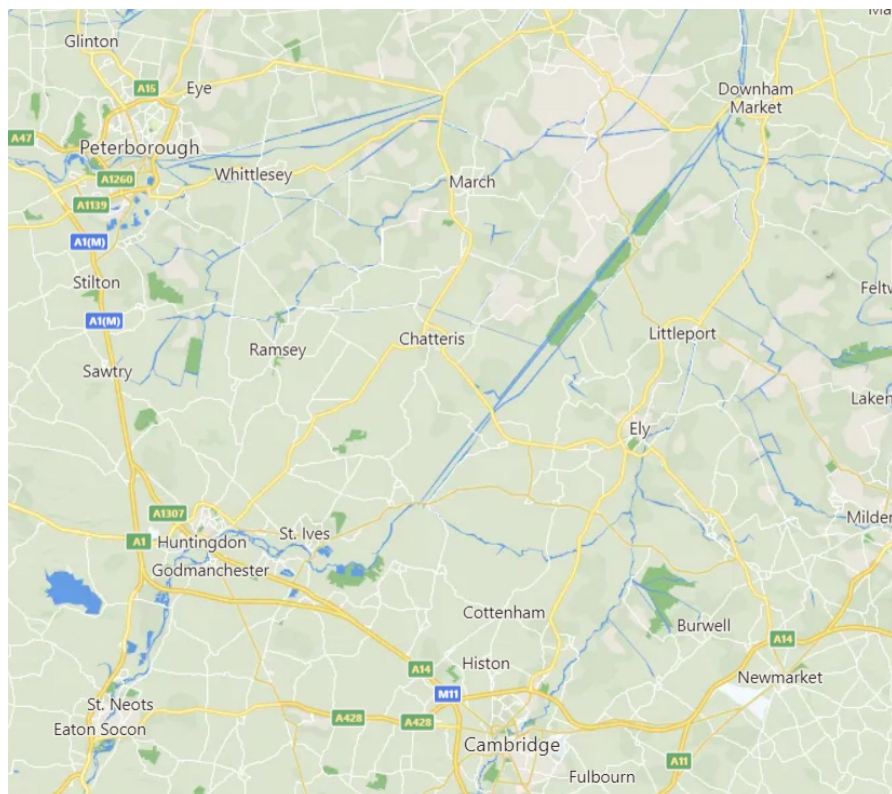
A Benedictine nunnery (St Mary's) was founded here circa 980, by Aelfwen, the Countess of East Angles. A settlement later developed around the marketplace, in front of its grounds. Unfortunately, following the abbey's complete dissolution in 1538, nothing now remains of the original religious buildings, and much of the stone has been reused in several of the town's older buildings.

The parish Church of St Peter and St Paul, in the centre of town, dates back to the 14th century, although it has been much restored over the years. The War Memorial nearby, was built over the site of the old vicarage and commemorates the fallen from both World Wars. Across the road from the memorial is the old 19th century Corn Exchange building. This was later converted into the Picture Palace cinema and then later into a ballroom. Next to this is the 17th century Cross Keys inn. So named as it held the keys for the church.

The Victorian cast-iron clock outside the library was restored in 2004.

The town is home to the Chatteris Midsummer Festival, which is held annually on the last weekend of June. It begins with a colourful walking parade, followed by several days of family events and festivities in Furrowfields.

Chatteris is within easy reach of the city of Cambridge, with good access to all major routes to London. Cambridge is a dynamic place offering many unique opportunities. The town boasts many attractions including a museum, library and parks and the school makes use of these facilities to enhance the children's education.



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 based on 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 reassignment, 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 if 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 employment at a school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case-by-case basis considering 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 us 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 a decision being made that significantly affects 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.



The Diamond Learning Partnership Trust

Andrew Road
Eynesbury
St. Neots
Cambs
PE19 2QE

Tel: 01480 375270

Email: ceo@diamondlearningtrust.com
