



# **Cresco Multi Academy Trust**

## **Appointment of Headteacher Lincewood Primary School**



## **Information for Candidates**

**Welcome to CRESCO MAT.**

**“A Basildon MAT for Basildon Children, where all member schools are rated good by OFSTED.**

**CRESCO is based in Basildon, Essex consisting of four member primary schools: Great Berry, Janet Duke, Lincewood and Noak Bridge”.**



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## Cresco Multi-Academy Trust

Great Berry Primary School  
Janet Duke Primary School  
Lincewood Primary School  
Noak Bridge Primary School



Forest Glade  
Langdon Hills  
Basildon  
Essex SS16 6SG

CEO: Mr Damian Pye BEd (Hons) NPQH  
Chair of Board : Mrs Jude Gibbon

Telephone: 01268 544709  
Website : [www.crescomat.co.uk](http://www.crescomat.co.uk)  
Email : [admin@greatberry.essex.sch.uk](mailto:admin@greatberry.essex.sch.uk)



## Letter to applicants from Lincewood Governors and Cresco Multi Academy Trust

Dear Candidate,

On behalf of Cresco Multi Academy Trust and the Lincewood Local Governing Body (LGB), we would like to thank you for the interest you have shown in the position of Headteacher at Lincewood Primary School.

We hope that you will find the information you need in the attached recruitment pack and on our school website. We are confident that you will see a high-performing, friendly school which maintains strong community links and values. We prioritise the importance of educating the whole child so that our young people are prepared for the future phases of their education and equipped to manage their own lives and to take their place as members of society.

Our current Headteacher is taking early retirement at the end of the 2024-25 school year and we aim to recruit a permanent Headteacher to start on 1 September 2025.

Our school joined CRESCO Multi Academy Trust on 1 April 2024. The Trust was formed in 2017 and consists of three other primary schools from the Basildon area, Great Berry, Janet Duke and Noak Bridge. Across the Trust we have 1700 pupils and more than 250 staff. Our schools work together in a partnership where each school is an equal partner and maintains its own unique identity. Our Local Governing Body, which is also represented on the Trust Board, is committed and engaged.

We believe that this collaborative partnership has a positive impact and enables us to drive school improvement, supports greater pupil attainment

and opportunity, helps us to build capacity, develop our staff, and secure the best financial value for each of our academies.

The Trust Board and the Local Governing Body are confident that prospective candidates will see the strengths of Lincewood Primary and the opportunities it offers. We focus on inclusion and are seeking to appoint a dynamic and inspirational leader who espouses our values and ensures that the children are at the centre of their decision making, supporting our approach to behaviour, special educational needs and disabilities and social and emotional well-being so that all our pupils can discover and reach their full potential.

The successful candidate will have the experience, vision, energy and enthusiasm to build on the school's strong foundations and share our commitment to an holistic approach to education and to excellence for all. Our aim is that all our children are happy, valued, and given every opportunity to engage with their learning. We seek to provide the best environment and opportunities through our enriched curriculum, offering an exciting range of extra-curricular activities, making full use of our swimming pool, playing fields and all weather 4G artificial surface.

The Headteacher will collaborate with a motivated and experienced staff team, supporting their continued professional development and maintaining our ambitious standards of teaching and learning.

We strongly encourage you to visit Lincewood to see our school for yourself. We are able to offer visits between 9 and 13 December 2024; if you would like to arrange a visit please contact Jane Tyson, our School Business Manager, on 01268 412888 or email [admin@lincewood.essex.sch.uk](mailto:admin@lincewood.essex.sch.uk).

We hope that you will wish to apply to lead our school in the next exciting phase of its development.

For more details, or if you have any further questions, please contact Damian Pye (CRESCO CEO) at Great Berry Primary either by phone 01268 544709 or email [hr@greatberry.essex.sch.uk](mailto:hr@greatberry.essex.sch.uk)

Applications close at midday on Wednesday 8 January 2025 and interviews will take place at the school on Tuesday 21 January 2025.

If you decide to apply, please use the application form on the Essex Schools Jobs scene website and include a supporting statement which should relate to the person specification in this pack. We look forward to hearing from you.

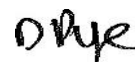
Yours sincerely



Hilary Scarnell  
Lincewood Chair of Governors



Jude Gibbon  
Chair of Cresco MAT



Damian Pye  
CEO of Cresco MAT

## Appointment of Headteacher

<b>School</b>	<b>Lincewood Primary School</b>
<b>Telephone</b>	<b>01268 412888</b>
<b>Website</b>	<a href="http://www.lincewood.essex.sch.uk">www.lincewood.essex.sch.uk</a>
<b>Email</b>	<a href="mailto:admin@lincewood.essex.sch.uk">admin@lincewood.essex.sch.uk</a>
<b>School Group Size</b>	<b>Group 3 NOR 420</b>
<b>Salary Range</b>	<b>Leadership point 18-24 £77,051 - £89,033 (Fringe) (actual salary depending on experience)</b>
<b>Start Date</b>	<b>September 2025</b>

Our pupils have said that they would like their new Headteacher to be: friendly, fair, fun, easy to talk to and a good listener, positive, aspirational, kind and caring, respectful, a 'tiny bit' strict but not mean or 'shouty', patient and thoughtful, happy, have a good sense of humour, a good role model and someone who encourages us to do our best!

Due to the retirement of the current Headteacher, an exciting opportunity has arisen to appoint a visionary and committed leader to take our popular school into its next chapter. We are seeking to appoint an inspirational, enthusiastic and dynamic Headteacher who can demonstrate that they hold our ethos of Inclusion, Curiosity, Aspiration, Resilience and Enthusiasm in high regard. You will work with pupils, staff, parents, governors and the Cresco Trust to encourage high expectations across the board.

As Headteacher, you will combine the autonomy of leading Lincewood Primary School, with the benefit of being part of Cresco Multi Academy Trust, which works collaboratively to identify and then implement the best school improvement strategies across our four schools.

The successful candidate will have the experience, energy and enthusiasm to build on the school's strong foundations and share our commitment to excellence for all. The Headteacher will work with a dedicated staff team, supporting their continued professional development and maintaining Lincewood's high standards of teaching and learning within an holistic approach to education.

This post will suit an experienced Headteacher looking for a stimulating opportunity, or an exceptional Deputy Head who is ready for headship.

We are looking for:

- A passionate and experienced educator, dedicated to providing the highest standards of education and preserving the excellent reputation of our school within the community.

- A determined commitment to inclusion, equality and excellent learning opportunities for all our pupils.
- A naturally positive leader who can inspire, empower and motivate our talented team of teachers and support staff.
- Excellent communication and collaborative skills and self-awareness in order to foster constructive relationships with children, parents/carers, governors, members of the Trust and the wider community.
- A visionary with sound judgement, able to shape an engaging and forward-thinking curriculum that embraces the diversity of our school, build cultural capital and foster an enthusiasm for learning.
- An optimistic, flexible and compassionate leader who demonstrates curiosity and can support the individual needs of our pupils ensuring each child reaches their full potential.
- A working knowledge and understanding of school finance, premises and Human Resources.

In return, we can offer you:

- A warm and nurturing school environment.
- An established Thrive Trauma based approach to supporting children to fulfil their potential.
- Happy, well behaved, resilient children who love learning
- A dedicated, committed, enthusiastic and highly motivated staff team
- A committed and supportive Governing Body
- A highly trained and experienced Pastoral Support team.
- An exceptionally well resourced and maintained learning environment
- Extensive grounds and outdoor areas.
- Strong and positive partnerships with schools within the Cresco MAT and within Basildon.
- Access to ongoing professional development and training opportunities
- An excellent opportunity to lead, shape and influence our future as we continue on our journey to outstanding.
- A close and supportive group of Trust Headteachers.

The successful candidate will have to meet the requirements of the person specification, fulfil the job description and will be subject to an enhanced DBS check.

Candidates are warmly encouraged to visit the school to experience our values and ethos in action.

Please contact Jane Tyson on 01268 412888 to arrange a visit to Lincewood or if you have any further questions about the post, please contact Damian Pye, Cresco CEO on 01268 544709.

## Selection Arrangements – The Process

Thank you for your interest in the post of Headteacher at Lincewood Primary School.

Following feedback from colleagues and previous candidates who have told us that using the Essex Schools' website to apply for posts that they are interested in is easy and fast, we would encourage you to apply for this post online. You can access the website from any computer, complete and save your application form and press the 'Apply' button. When you apply online the School's Recruitment Team will be sent an email automatically and you will receive an email via the system confirming that your application has been received.

Applying online is straightforward and the first step is to create your own profile; please follow the instructions below to apply for this post:

- Click <https://www.essexschoolsjobs.co.uk/Vacancies/Search.aspx> to access the job scene page and select the 'sign up' button.
- Complete your personal details and then click 'register as a candidate'.
- Find the post advertisement and click 'apply' at the foot of the page and complete the details.
- Prior to appointment, the successful candidate will be sent an occupational health questionnaire, an SD2 criminal convictions and childcare disqualification form which they will need to complete and return to this office.

We look forward to receiving your application; please do not hesitate to contact Jane Tyson on 01268 412888 if you have any queries.

Visits to the school: Monday 9<sup>th</sup> December 2024 – Friday 13<sup>th</sup> December 2024

Closing date: Wednesday 8<sup>th</sup> January 2025 noon

Shortlisting: Wednesday 8<sup>th</sup> January 2025 - Friday 10<sup>th</sup> January 2025

Interview date: Tuesday 21<sup>st</sup> January 2025



## Referees

In order to comply with the guidance on safer recruitment, you are requested to provide referees in line with the following guidance:

- ❖ Existing Headteachers or Acting Headteachers currently employed in a community or voluntary controlled school are required to provide:
  - One reference from the Chair of Governors of their current school
  - One reference from the Local Authority (in Essex, use Clare Kershaw, Director for Education)
  - One reference from their previous employer if employed by them within the last five years.
  
- ❖ Existing Headteachers or Acting Headteachers currently employed in an academy, foundation or voluntary aided school are required to provide:
  - One reference from the Chair of Governors/Chair of Trustees of their current school.
  - One reference from their previous employer if employed by them within the last 5 years, otherwise one from another professional.
  
- ❖ Existing Deputy Headteachers and others currently employed in any school or academy, are required to provide:
  - One reference from their current Headteacher
  - One reference from their previous employer if employed by them within the last 5 years, otherwise one from another professional.





# Lincewood Primary School,

## Headteacher Job Description

### **Core Purpose**

The Headteacher will be responsible for the internal organisation, management and control of the school in accordance with applicable legislation, the policies of the Cresco Trust Board (including its annual budget), Local Governing Body and the Instrument and Articles of Governance of both the Trust and School.

The Headteacher, working with the Governing Body, Senior Leadership Team and school staff, along with the Headteachers from the other Trust schools and the Trust Board, will provide overall strategic leadership for the school.

- lead, develop and support the direction, vision, values and priorities of the school
- develop, implement and evaluate the school's policies, practices and procedures
- lead and manage teaching and learning throughout the school
- ensure accurate school self-evaluation to inform school improvement planning
- have overall responsibility and accountability for safeguarding and promoting the welfare of pupils within the school

*The job description should be read in conjunction with the contractual requirements and responsibilities of Headteacher set out in the School Teachers' Pay and Conditions Document.*

### **Principle accountabilities:**

#### **Safeguarding**

Take responsibility as the designated professional lead for Safeguarding and secure compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Safeguarding Children's Board. These include:

- Undertaking the designated safeguarding lead duties.
- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services.
- Operating clear whistleblowing procedures.
- Sharing information, with other professionals.
- Operating safe recruitment practices.
- Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice.

- Establish, operate and monitor clear policies for dealing with allegations against people who work with children.

### **Qualities and Knowledge**

1. Hold and articulate clear values and moral purpose, focused on providing a world-class holistic education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents/carers, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's short- and longer-term vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and purpose and drive the strategic leadership, empowering all pupils and staff to excel.

### **Pupils and Staff**

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing inclusion and equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' and curiosity as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an aspirational ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

6. Hold all staff to account for their professional conduct and practice.
7. Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

### **Systems and Process**

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, explicitly valuing excellent practice and addressing any under-performance, supporting staff to improve.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
5. Exercise 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.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
7. Develop clear arrangements for appraisal and advise the relevant body on pay recommendations for teachers.
8. Consult and communicate with pupils, staff, parents and carers and the governing body.
9. Lead and manage / be responsible for safeguarding and promoting the welfare of children.

### **The self-improving school system**

1. Collaborate with the other Headteachers in CRESCO Multi Academy Trust in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.

2. Develop effective relationships and collaborate effectively with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
7. Participate in arrangements for their own further training and professional development and appraisal and review of own performance.

## Lincewood Primary School

### Headteacher: Person Specification

<b>Requirement</b>	<b>Essential</b>	<b>Desirable</b>
Qualifications and training	<ul style="list-style-type: none"> <li>- Qualified Teacher status</li> <li>- Evidence of continuing professional development suitable for the role</li> </ul>	<ul style="list-style-type: none"> <li>- NPQH or working towards</li> <li>- Masters or working towards</li> </ul>
Experience	<ul style="list-style-type: none"> <li>- Proven record of successful and sustained experience as a Deputy Headteacher</li> <li>- Demonstrable experience of successful line management and staff development</li> <li>- Evidence of improving teaching and learning and raising achievement for all pupils, including those with SEND.</li> <li>- Experience of monitoring and evaluating teaching and learning across year groups.</li> <li>- Experience of working with school governance.</li> </ul>	<ul style="list-style-type: none"> <li>- Experience of teaching across the primary age range</li> <li>- 5+ years' experience as a Deputy Headteacher</li> <li>- Proven record of successful and sustained experience as a Headteacher</li> <li>- Experience of successful change management.</li> </ul>
Leadership and Management	<ul style="list-style-type: none"> <li>- Proven leadership and management skills</li> <li>- A clear vision of excellence in primary education.</li> <li>- A clear vision of the school as a community, where every child receives an education suited to their needs and that enables them to reach their full potential.</li> <li>- A proven ability to raise educational standards and a commitment to high standards of achievement.</li> <li>- An understanding of school improvement planning and subsequent budget planning.</li> <li>- Experience of writing or contributing to the SEF and SDP.</li> <li>- Experience of project management and dealing with finance and premises issues.</li> <li>- Experience of Performance Management of both teaching and support staff.</li> <li>- An understanding of the strategic role of local governance and the ability to work effectively with the local governing board.</li> <li>- The ability to delegate, monitor and evaluate information.</li> </ul>	<ul style="list-style-type: none"> <li>- Experiencing of undertaking the role of Designated Safeguarding Lead</li> <li>- An understanding of how Health and Safety legislation impacts schools.</li> <li>- Experience of working with and supporting the leadership of a Multi Academy Trust.</li> </ul>

	<ul style="list-style-type: none"> <li>- Commitment to the continuing professional development of all staff.</li> <li>- The ability to lead by example and inspire others to achieve positive results.</li> <li>- A commitment to the protection and safeguarding of pupils.</li> <li>- Current knowledge of Child Protection Procedures.</li> </ul>	
Communication Skills	<ul style="list-style-type: none"> <li>- Consult, actively listen, negotiate and influence demonstrating emotional intelligence.</li> <li>- Communicate effectively through a variety of media, inspiring confidence and sharing commitment.</li> <li>- Promote a positive image of the school in the community.</li> <li>- Evidence of good working relationships with parents/carers and the wider school community.</li> <li>- Experience of working in partnership with other professionals in a Trust or through other groups or networks.</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to engage and work alongside other stakeholders and professionals beyond the school and Trust community.</li> </ul>
Knowledge and Skills/Teaching and Learning	<ul style="list-style-type: none"> <li>- The ability to demonstrate knowledge of current curricular and educational issues/relevant legislation.</li> <li>- A clear knowledge and understanding of assessment and monitoring procedures and ability to implement these.</li> <li>- A commitment to inclusion and equality of access to educational provision for all children.</li> <li>- an understanding of a variety of consistent approaches to behaviour management.</li> <li>- Clear understanding of what is high quality teaching and learning.</li> <li>- A high regard for the personal achievement of each child.</li> </ul>	<ul style="list-style-type: none"> <li>- Innovative and creative approach to teaching and learning.</li> </ul>
Personal Qualities	<ul style="list-style-type: none"> <li>- Be able to uphold the Seven Principles of Public Life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.</li> </ul>	

	<ul style="list-style-type: none"><li>- Strong interpersonal and communication skills.</li><li>- Have an adaptable and flexible approach.</li><li>- Have a desire to promote respect between children, staff, parents/carers and governors.</li><li>- Be a well organised person able to manage time effectively, to delegate, to prioritise and to meet deadlines.</li><li>- Remain positive and enthusiastic while under pressure.</li><li>- Demonstrate high levels of resilience.</li><li>- Ensure that personal beliefs are not expressed in ways that exploit the position.</li><li>- Be able to recognise and deploy staff according to their strengths.</li><li>- Be able to build, support, motivate and work as part of a high performing team.</li><li>- Have the ability to inspire children.</li><li>- Be approachable and sensitive and maintain integrity when dealing with others.</li><li>- Commitment to maintaining confidentiality at all times.</li></ul>	
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## Recruitment and Selection Policy Statement

1. 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 and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
- promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs;

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

2. The 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 is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy or maternity, 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 on the DBS Children's barred list and therefore not barred from working with children
- verification that you are not prohibited from teaching
- verification of medical fitness
- verification of qualifications and of professional status where required e.g. QTS status
- the production of evidence of the right to work in the UK
- verification of successful completion of/exemption from statutory induction period
- verification that you are not subject to a section 128 direction preventing you from holding a management position within a school
- a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2018 or that you have provided a valid disqualification waiver from Ofsted

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

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.

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

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

The 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 the school (unless a waiver can be obtained from Ofsted).

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

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

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

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

**A copy of our Recruitment Procedure is available upon request.**