

# SOUTHEND HIGH SCHOOL FOR BOYS



RECRUITMENT PACK  
Leader of English



### **Message from Dr Robin Bevan, Headteacher**

Since September 2007, I have been delighted to serve as Headteacher at Southend High School for Boys. Every day is rewarding. I enjoy being a part of this school and helping to shape our future. Please look at our website – it will help give you a sense of our values and offers an insight into the vibrant activity that fills each week.

At Southend High School for Boys, talent is nurtured and learning is valued. Challenge is welcomed, participation is expected and achievement is prized. Pupils are happy, and prosper at the school.

As a grammar school, high academic expectations are central to our purpose, and these are sustained through an extensive programme of support and guidance. Pupils develop their confidence and enthusiasm through a wide range of creative, sporting and other endeavours.

Southend High School for Boys stands on a superb site within walking distance of Prittlewell Station and the centre of Southend. Pupils retain fond memories of their years at the school, and stay in contact for many years.

Our school preserves values and traditions from the past, and prepares pupils through a contemporary curriculum for the world of tomorrow.

*"Contemporary traditions: one with future and with past"*



## Information about the school

Southend High School for Boys (SHSB) is an 'Outstanding' school (Ofsted 2015), rated as outstanding against every one of the inspection criteria. It is one of four selective 'grammar' schools within Southend. The main school, years 7 to 11, is single sex boys with 180 in each year group. The large sixth form, with 400 A-level students, is mixed with over 100 girls.

The school is thirty miles from London on the Thames Estuary and is close to main road and rail links from London, and to Chelmsford and Cambridge. There is 'an ethos of excellence in both academic achievement and a wide range of activities [that] permeates all aspects of the school' (Ofsted 2015). Talent is nurtured, learning is valued, challenge is welcomed, participation is expected and achievement is prized.

The school is recognised as a welcoming institution, with an open and friendly approach, where outstanding behaviour is elicited through fostering mature relationships. Pupils spend seven years at Southend High School for Boys: the influence of the school across that time can be significant in determining the life trajectory for each individual. Our vision is to set them on the path towards young adulthood with the highest aspirations and equipped to make a positive and worthwhile contribution to society – often in the role of leaders. Pupils learn what we teach, but more significantly they learn by how we teach.

Southend High School for Boys is a creative and pioneering teaching community. In 2006 we became a Leading Edge school. This accolade gave recognition to our programmes for improving learning and for encouraging innovation. Our philosophy is to share good practice, encourage creativity and nurture innovation so our pupils benefit from a stimulating learning experience and our staff benefit from collaboration and professional development with like-minded enthusiastic individuals. The school is strongly committed to supporting staff in their educational research and gives time allowances and subsidies for this. Over a third of our staff have achieved higher degrees during their time with us. We regularly support other colleagues in other schools, having been designated as a regional research hub in 2019, and have a wide ranging professional development programme.

We were the first secondary school in the Eastern counties to receive the Challenge Award and the first in the world to secure a fourth accreditation, in recognition of our provision for the highly able learners. Assessors in the report commented: "Southend High School lives up to its aim of 'Nurturing and Supporting Young Talents' through offering exciting and stretching opportunities for learning well beyond those offered in many other schools. Pupils make full use of these opportunities, share responsibility with staff for setting and achieving challenging targets for themselves and are proud of their achievements. Challenge is firmly embedded in all aspects of school life."

Our values are reflected in various accolades including being recipients of the EQualities Award, pioneering work in this field, as well as being a Fairtrade institution and a Pupil Premium Awards winner.

The school offers an extensive range of extra-curricular activities and has an excellent reputation locally for its music, science and drama. All pupils and staff are encouraged to get involved and to follow their interests and share their passions with others: our activities range from the debating society to Warhammer! In the science department there is a thriving Science Society which has well over a hundred members.

We are proud of the fact that our most able athletes have competed in international competitions, have represented England at World Schools Championships in cross country and athletics and have won over 20 national titles in the last 10 years. Likewise our staff is also committed to healthy living; having designed well-being programmes for staff and organised social events such as cooking classes and relaxation sessions.

The pupils on roll benefit from specialist facilities including a modern Sports & Music Centre and Drama Studio. Members of staff are encouraged to use the sports facilities and as such a number use the gym. A dedicated Maths building was completed in 2011 and 2018 saw the completion of our new Hitchcock building which contains a state-of-the-art library, additional teaching space and pastoral offices.

The main school's admission number each year is 180, split into six forms of 30. The present teaching staffing complement is 67 full-time equivalent, with 54 support staff (full and part-time), who support teaching and learning in various capacities. Currently the school operates with 50 one hour periods per fortnight, the school day running from 8.30am -3.30pm.



15<sup>th</sup> September 2023

Dear Applicant

**Post: Leader of English**

Thank you very much for viewing this recruitment pack. The school and governing body are committed to providing a high quality service 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 governing body is committed to equal opportunities and our aim is to ensure that all applicants receive clear and useful information about the post and our school. We hope, therefore, that the following information is of help to you in deciding whether to apply for this post. If you are unclear about any aspect of the application procedure, please do not hesitate to contact us on [recruitment@shsb.org.uk](mailto:recruitment@shsb.org.uk)

Applications will only be accepted on an application form (lone CVs are not accepted and will not be considered). CVs may be submitted **in addition** to the application form in order to supply additional information. Southend High School for Boys application form is located on our website [www.shsb.org.uk](http://www.shsb.org.uk)

*Please return all completed applications by midday on Monday 25<sup>th</sup> September 2023 to [recruitment@shsb.org.uk](mailto:recruitment@shsb.org.uk) The interview date will likely be Monday 2<sup>nd</sup> October. Please be aware that we reserve the right to call for interview and appoint prior to the closing date, therefore please send your application as soon as possible.*

**Any response will be by email; therefore, please include your contact email address together with an email address for referees where possible.** To save on administration costs we do not ordinarily confirm receipt of applications.

If you have a disability or long term illness that otherwise prevents you from meeting any of the essential criteria listed in the person specification, please contact us to discuss whether a reasonable adjustment can be made.

Please note that we will not be writing to those applicants who are not shortlisted. Therefore, if you do not hear from us within four weeks of the closing date you should assume that, on this occasion, your application has been unsuccessful.

We wish you all the best with your application.

Yours sincerely

Robin M Bevan  
Headteacher



# **SOUTHEND HIGH SCHOOL FOR BOYS**

## **ENGLISH DEPARTMENT**

Southend High School for Boys 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)

### **Aims**

Our aim is to stimulate a passion for the English language in all its forms, and to develop students' abilities to think independently and in creative ways. We aim to deliver high quality lessons that make an effective and imaginative use of time in the classroom so that students are engaged and challenged by their learning. We also endeavour to secure the very best possible achievement for all pupils, consistent with their individual needs and potential. We want all students to prosper and be invigorated by their experiences in the classroom.

### **Curriculum and Assessment**

Students in KS3 have 6 hours of lessons per fortnight and KS4 students have 7 hours of lessons per fortnight.

GCSE courses follow AQA specifications in both English Language and English Literature. AS/A2 students are able to study either English Literature (AQA) or English Language and Literature (OCR).

Extra-curricular activities include a wide range of trips. The department collaborates to coordinate the Debating Society and its activities include regular debates, the annual House Debating Competition and entry into national competitions such as the Debating Matters competition. There is a Reading Group and members of the department also run a number of other clubs and societies such as the Bee Society and the Jack Petchey Award scheme. We also invite writers to the school (recent guests include the poet Owen Sheers and the author Sonia Leong).

### **Current Developments**

Ideas for best practice are regularly shared (and celebrated), and there is a strong focus on improving the quality of teaching and learning. KS3 and KS4 units have a strong and consistent approach; creating challenge in the classroom, maximising the effectiveness of the revision programme and improving testing procedures. We continually look at ways to expand our extra-curricular developments to further enhance the students' experience of the subject. Members of the department are also involved in teacher training programmes.

## **Staffing**

The department has a Deputy Leader of English and Assistant Leader of English, and the department's staff consists of both full-time and part-time teachers. We are a very friendly and supportive department, and we work closely as a team, sharing ideas and contributing to the department's development so that we minimise workload and offer a better experience for the students. All members of staff are equipped with a laptop computer. The school encourages professional development and there is support for a wide range of CPD activities.

## **Results**

We are proud of our excellent external examination results and the department works closely as a team to ensure consistent standards in all areas of teaching, learning and assessment.

## **Accommodation/Resources**

The department occupies a suite of rooms at the east end of the school, and currently each teacher has his or her own classroom. All classrooms are equipped with an interactive whiteboard.

The department also has its own dedicated office space, and each member of staff has desk space and storage facilities. There are also computers in the office and further storage space for the department's wide range of resources, including class texts and audio-visual resources.



# SOUTHEND HIGH SCHOOL FOR BOYS

## The post – Leader of English

We are seeking for January 2024 a well-qualified and enthusiastic Teacher of English to take on the leadership of the established and effective department.

This post will suit a teacher keen to play a full part in the life of the school. As a selective school, we have a number of very able students but we are looking for a well-qualified teacher able to motivate and challenge *all* our students.

The successful candidate will receive, in addition to their basic salary, a TLR allowance applicable to the post.

Teaching at Southend High School for Boys is an immensely fulfilling experience where students are readily engaged and respond particularly well to creative and challenging lessons.

The most recent Ofsted inspection (2015), which deemed the school to be outstanding in all categories, commented most favourably on staff-student relationships, and on the positive attitudes of the boys.

The ability to stretch and motivate our students, work with other staff and be a good team member is very important.

Applicants invited for interview will be given an opportunity to display their teaching skills in front of a class.

## Benefits:

The successful candidate will be eligible for the following benefits upon commencement of employment:

- Auto-enrolment into a contributory pension scheme (TPS for teachers and LGPS for support staff)
- Free on-site parking
- Access to excellent catering facilities when the kitchen is operational
- CPD through internal and external providers
- Access to Occupational Health
- Eye care vouchers
- Free use of the sports facilities

Please read below for the full job description, person specification and key information sheet.



# SOUTHEND HIGH SCHOOL FOR BOYS

## JOB DESCRIPTION

**Southend High School for Boys 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)**

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1110990/2022\\_STPCD.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1110990/2022_STPCD.pdf)

Teachers should also have due regard to the Teacher Standards

<https://www.gov.uk/government/publications/teachers-standards>

Teachers' performance will be assessed against the teacher standards as part of the appraisal process relevant to their role in the school.

### Subject Leader responsibilities

#### **1. CURRICULUM**

- a) Establish departmental aims and objectives with reference to the National Curriculum, the stated aims and policies of the school and the current School Improvement Plan. Make the department's aims, structure, policies and longer-term plans explicit through the Departmental Handbook and Department Improvement Plan.
- b) Establish appropriate programmes of study and schemes of work within the department which facilitate progression and continuity; monitor and review their effectiveness.
- c) Promote teaching and learning strategies which stimulate pupil interest and involvement; define skills, concepts, knowledge and attitudes to be developed; plan for appropriate differentiation within the curriculum.
- d) Endeavour to keep up to date with curriculum developments nationally and locally and promote good practice and curriculum development within the department.
- e) Provide information necessary for planning the school timetable and liaise with the timetablers as appropriate.
- f) Assist in the establishment of links with other subjects and the promotion of cross-curricular work.

#### **2. STUDENTS**

- a) Establish appropriately high levels of expectation by setting down clear guidelines for encouraging good standards of pupil achievement in both classwork and homework, including careful presentation of work and handling of books and equipment.
- b) Be responsible, in the first instance, for the work and behaviour of students in lessons of the subject.

- c) Implement nationally specified assessment arrangements and develop appropriate internal assessment arrangements within the whole-school assessment policy.
- d) Monitor and record pupil progress within the framework of the school policy, passing on such records from year to year.
- e) Assess the ability of applicants for admission when the Headteacher requires such help.
- f) Provide pupils with information to enable them to make sensible options or careers choices.
- g) Support senior leadership in the maintenance of discipline and good order generally within the school.

### **3. EXAMINATIONS**

- a) For internal examinations ensure that appropriate papers are set and marked or that other means of assessment agreed with the Headteacher are carried out. Ensure that the organiser of the internal examination timetable is given the correct information.
- b) For external examinations ensure that pupils are aware of the Board and syllabus for which they are to be entered and that the Examinations Officer is given, by the required deadline, accurate information about pupil entries. Arrange for the completion and moderation of all coursework.
- c) Identify pupils who have the ability to aim for Oxford or Cambridge entry or other awards.

### **4. STAFF**

- a) Assist with the recruitment and selection of teaching and non-teaching staff as required.
- b) Deploy staff within the department and advise on job descriptions where applicable.
- c) Assist in the induction of new staff and with the programme of guidance and support for newly qualified and student teachers.
- d) Promote the professional development of departmental staff; plan appropriate INSED; ensure dissemination from subject courses.
- e) Enhance the experience of staff by reasonable delegation, having due regard to length of service, workload and any other relevant factors.
- f) Oversee and evaluate the work of staff within the department including:
  - observation of lessons when possible;
  - checking of pupils' work, records and assessments;
  - preparing reports on newly qualified and student teachers; and
  - advising the Headteacher on appropriate content for staff references.
- g) Liaise with departmental staff on known absences and make arrangements for the setting of work where necessary.
- h) Maintain a structure for consultation and communication within the department, based on regular meetings, for which minutes should be kept and copies or periodic summaries passed to the Headteacher.

- i) Provide disciplinary support for departmental members in consultation with the link senior leader.
- j) Advise junior colleagues on school procedures and other professional matters.

## **5. RESOURCES AND ACCOMMODATION**

- a) Draw up a Department Improvement Plan and in particular use forward planning to develop resources and accommodation.
- b) Allocate resources within the department to meet curriculum objectives and obtain value for money.
- c) Allocate (in liaison with the timetabler) accommodation within the department area.
- d) Maintain records of departmental resources and ensure staff are aware of the availability of those resources.
- e) Strive to ensure subject rooms are well cared for and that they, and allocated display space elsewhere within the school, provide a stimulating educational environment.
- f) Implement the school's Health and Safety policy within the department
- g) Liaise with the staff in charge of the Library, Reprographics and Information Technology in order to keep the department informed of resource potential.

## **6. WHOLE-SCHOOL RESPONSIBILITIES**

- a) Communicate with parents on matters relating to the subject area.
- b) Explain, as required, the department's policies to parents, governors, employers or other agencies.
- c) Participate in whole-school discussions and decision-making as required and assist in the dissemination of school policies and procedures.
- d) Develop students' awareness of specialist opportunities in higher education and employment.
- e) Seize opportunities to promote the school with industry and the community.
- f) Encourage support for school and extra-curricular activities

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

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



# SOUTHEND HIGH SCHOOL FOR BOYS

## PERSON SPECIFICATION

Criteria	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"><li>• QTS (Secondary age range)</li><li>• Degree level (or higher) qualification</li></ul>	
<b>Experience</b>	<ul style="list-style-type: none"><li>• Evidence of excellence delivering the National Curriculum in a secondary school</li><li>• Contributing to the effective raising of standards</li><li>• Experience of A Level teaching</li><li>• Contribution to extra-curricular activities</li></ul>	<ul style="list-style-type: none"><li>• Experience of using ICT in the classroom</li><li>• Contributing to School Improvement Plan</li></ul>
<b>Knowledge</b>	<ul style="list-style-type: none"><li>• Knowledge of teaching and learning styles and strategies</li><li>• Knowledge of the nature and purpose of a range of assessment strategies</li><li>• Knowledge of current curriculum issues</li><li>• Willingness to acquire other relevant knowledge</li></ul>	
<b>Personal qualities, skills and abilities</b>	<p>An ability to:</p> <ul style="list-style-type: none"><li>• review, evaluate, plan and lead by example</li><li>• analyse and make balanced judgements in a variety of situations</li><li>• encourage a collaborative approach and to work as a member of a team</li><li>• encourage the best from students and from oneself</li><li>• foster good relationships with students, parents and colleagues</li><li>• motivate and secure the best from one's colleagues</li><li>• work effectively with support and technical staff</li><li>• remain calm and positive, even when under pressure</li><li>• work to deadlines</li><li>• produce high quality paperwork on time</li></ul>	
<b>Other Key Qualities</b>	<ul style="list-style-type: none"><li>• Good record of attendance and punctuality</li><li>• Sense of humour</li><li>• Willingness to work to agreed budgetary limits and financial arrangements</li><li>• A commitment to the values of the school, in particular through effective leadership of one's team; a commitment to high quality teaching and learning; a commitment to extra-curricular activities and a willingness to 'go the extra mile' to secure success</li></ul>	

In addition to a candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

1. Motivation to work with children and young people;
2. Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
3. Emotional resilience in working with challenging behaviours; and,
4. Attitudes to use of authority and maintaining discipline.

Any relevant issues arising from a short listed candidate's references will be taken up at interview.



## **SOUTHEND HIGH SCHOOL FOR BOYS KEY INFORMATION SHEET**

This sheet sets out the key information for any candidates applying for the post of Leader of English.

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 to the school by no later than midday on the closing date of 25<sup>th</sup> September 2023. Please be aware that we reserve the right to call for interview and appoint prior to the closing date.

All applicants are strongly advised to read the job description and person specification for the post prior to submitting their application.

### **Selection process:**

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

All shortlisted applicants will be subject to:

1. A face to face interview; and
2. Teaching observation;

### **Shortlisted candidates:**

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

Prior to the interview date referees may 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.

The school reserves the right to conduct internet checks (including reviewing social media) relating to successful candidates as part of the screening process to ascertain whether candidates demonstrate appropriate conduct and behaviour and suitability for employment in a school. These checks would be conducted by an external agency.

### **Interview:**

Interviews will be held at Southend High School for Boys.

### **Further information:**

Applicants who require further information should contact the HR Manager via [recruitment@shsb.org.uk](mailto:recruitment@shsb.org.uk) or telephone 01702 606208.



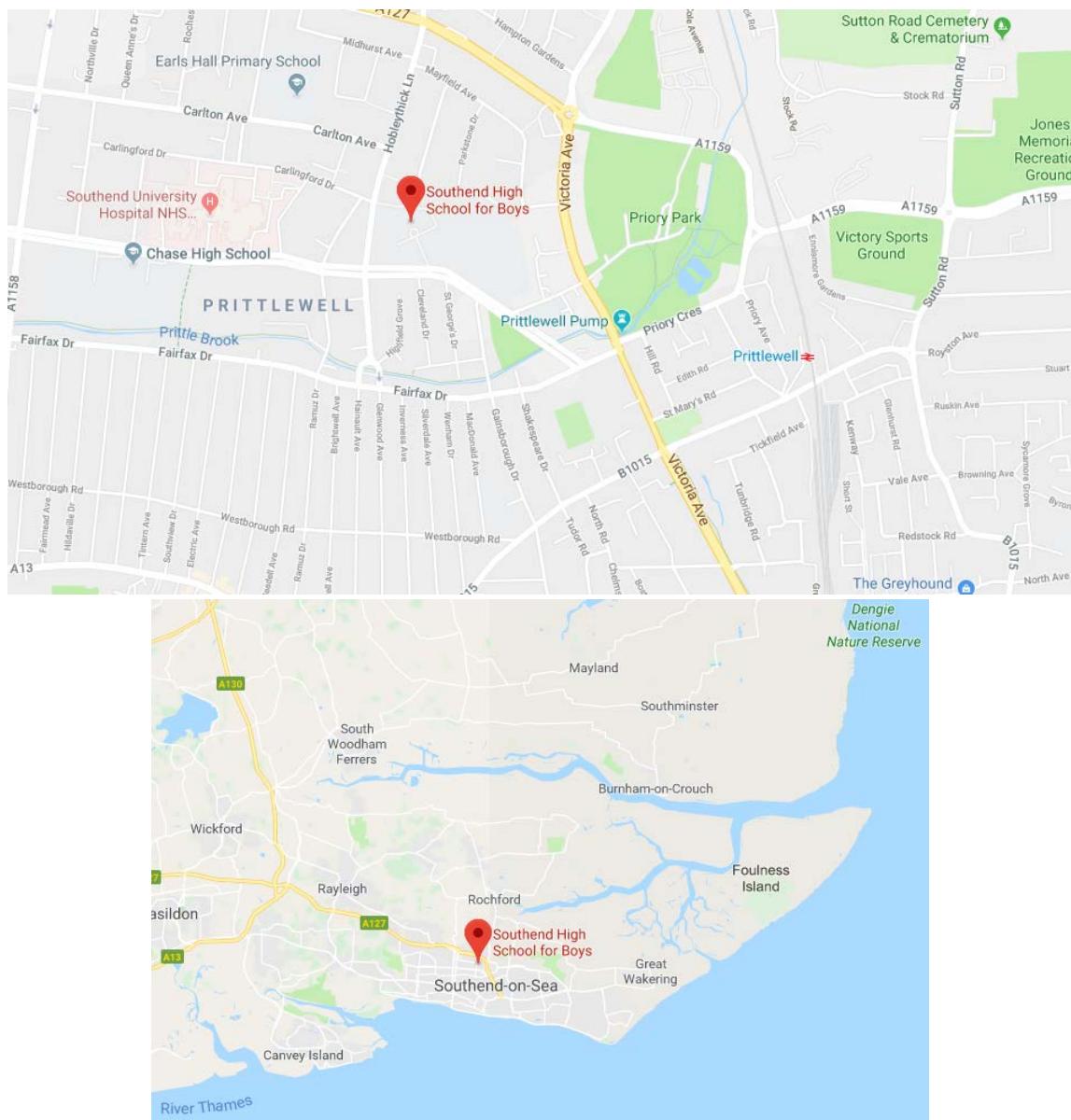
# SOUTHEND HIGH SCHOOL FOR BOYS

## OUR LOCATION

Southend High School for Boys is situated in the heart of Southend On Sea, a resort town on the north side of the Thames Estuary in Essex, southeast England, 40 miles east of central London.

Southend is home to the longest leisure pier in the world (at 1.34 miles) and it is serviced by a small train and has a museum at its shore end. The Cliff Lift, a century-old funicular, clings to the hillside and offers coastal views.

Southend originally consisted of a few fishermen's huts and farms at the southern end of the village of Prittlewell. In the 1790s the first building, around what was to become the high street, were completed. In the 19<sup>th</sup> century Southend's status of a seaside resort grew after a visit from Princess Caroline of Brunswick and Southend Pier was constructed.





# **SOUTHEND HIGH SCHOOL FOR BOYS**

## **RECRUITMENT AND SELECTION POLICY STATEMENT**

1. The Governing Board 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 Governing Board 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, 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 not barred from working with Children
  - verification that you are not prohibited from teaching
  - verification of medical fitness for the particular role
  - 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 Governing Board 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 Governing Board 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 school 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.



# SOUTHEND HIGH SCHOOL FOR BOYS

## PRIVACY STATEMENT

This Privacy Notice explains how we collect, store and use personal data about all school staff (including applicants for employment vacancies).

For the purposes of Data Protection legislation Southend High School for Boys 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.

### **The categories of information (disclosed during the recruitment process or at any stage during employment) that we process include:**

- Personal information (such as name, address, contact details, employee or teacher number, national insurance number, address history and proof of identity)
- Bank details and other financial information
- Education, qualifications and professional achievements
- Special characteristic information (such as gender, age, ethnic group)
- Contract information (such as start date, hours worked, post, roles and salary information)
- Absence information (such as number of absences and reasons)
- Safeguarding checks (including DBS number)
- Relevant medical information (including physical and mental health and access requirements)
- Disciplinary related matters
- Information about you from a previous employer or an educational establishment which you have previously attended during the recruitment process
- Trade Union membership
- Job performance including career progression
- Car details

### **Why we collect and use workforce information**

Workforce data is essential for the school's operational use and the majority provided to us is mandatory, although some of it is requested on a voluntary basis. In order to comply with 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 rely on having a legitimate reason to collect and use your personal information and to comply with our statutory obligations, and carry out tasks in the public interest.

We use workforce data to:

- a) Fulfil our duty of care towards our staff
- b) Provide employment services (e.g., payroll, pension payments and references)
- c) Facilitate safe recruitment
- d) Monitor absence and enable leave payments (e.g., sick pay, maternity leave, paternal leave)
- e) Enable ethnicity and disability monitoring
- f) Enable the development of a comprehensive picture of the workforce and how it is deployed
- g) Inform the development of recruitment and retention policies
- h) Inform financial audits of the school and allow better financial modelling and planning
- i) Inform national workforce policy monitoring and development

Under the General Data Protection Regulation (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 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 relies on legitimate interest for most of the processing of your data. Specifically the school 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 or gender pay gap reporting);
  - financial transactions and reporting e.g., payroll, national insurance, pensions;
  - to give and receive information and references about past, current and prospective staff;
  - to monitor (as appropriate) use of the school's IT and communications systems, and for security purposes, CCTV and photo ID;
  - to carry out, or co-operate with, complaints, disciplinary or investigation processes;
  - to facilitate the efficient operation of the school;
  - to obtain appropriate professional advice and insurance for the school; and
  - ensure all relevant legal obligations of the school 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, trade union membership, 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).

### **Storing workforce information**

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. The legal recommendation for personnel files is 6 years after cessation of employment. However incident reports and safeguarding files are kept much longer, in accordance with specific legal requirement. For more information on our data retention schedule and how we keep your data safe, please visit our website.

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

### **Who we share workforce information with**

We routinely share this information with:

- Government authorities (e.g., the Department for Education (DfE), HMRC and local authority)
- Service providers (e.g., Juniper for HR services, payroll, Essex Pension Fund and occupational health)
- Disclosure and Barring Service (DBS) (e.g. during recruitment checks or a referral)
- Teachers Pensions
- Professional advisers (e.g., insurers, lawyers)
- NCTL (e.g., during recruitment checks or a referral)
- OFSTED
- UK Border Agency if employed under Tier 2 or Tier 5 to comply with our duties as a sponsor
- Sodexo if part of the child care salary sacrifice scheme. Details are provided only to the extent necessary for vouchers to be provided
- Medical practitioners in the case of an emergency

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, and be processed by appropriate individuals accordance with access protocols. Particularly strict access applies in the context of medical and safeguarding records.

The school is 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, in some cases regardless of whether they are proven, if they meet a certain threshold of seriousness in their nature or regularity. This is likely to include file notes on personnel or safeguarding files, and in some cases referrals to relevant authorities such as LADO or police.

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

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

### **Why we share school workforce information**

We do not share information about our workforce members with anyone without consent unless the law and our policies allow us to do so.

### **Our Local authority**

We are required to share information about our workforce members with our local authority under section 5 of the Education (Supply of Information about the School Workforce) (England) Regulations 2007 and amendments.

### **Department for Education**

The Department for Education (DfE) collects personal data from educational settings and local authorities via various statutory data collections. We are required to share information about our school employees with the DfE under section 5 of the Education (Supply of Information about the School Workforce) (England) Regulations 2007 and amendments and sections 113 and 114 of the Education Act 2005.

All data is transferred securely and held by the DfE under a combination of software and hardware controls which meet the current government security policy framework.

The workforce data that we lawfully share with the DfE through data collections:

- informs departmental policy on pay and the monitoring of the effectiveness and diversity of the school workforce
- links to school funding and expenditure
- supports 'longer term' research and monitoring of educational policy

The DfE has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. For more information please visit:  
<https://www.gov.uk/guidance/data-protection-how-we-collect-and-share-research-data>

### **Requesting access to your personal data**

Under data protection legislation, you have the right to request access to information about you that we hold. To make a request to see your personal information, contact the HR Manager via email [HR@SHSB.org.uk](mailto:HR@SHSB.org.uk) to arrange a time.

You also have the right to:

- object to the processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, 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 decisions being made that significantly affect you

- object to how we are using your information
- stop us using your information in certain ways

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

If you have a concern about the way we are collecting or using your personal data, we ask that you raise your concern with us in the first instance either with the HR Manager ([HR@SHSB.org.uk](mailto:HR@SHSB.org.uk)) or our DPO ([dpo@shsb.org.uk](mailto:dpo@shsb.org.uk)).

Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

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