



**Recruitment Pack**  
**Special Educational Needs**  
**Coordinator**  
**(SENCo)**

## SENCo

Contract: Permanent, Full Time

Closing Date: 9am on Monday 18<sup>th</sup> May 2026

Salary Range: MPS, UPS + TLR1a

Thank you for your interest in the role of SENCo at Wetherby High School, this is an exciting opportunity for a talented individual to join our Extended Leadership Team as a Senior Manager.

At Wetherby High School all our staff are deeply committed to ensuring every child receives an outstanding education. Our curriculum, teaching and pastoral care enable students to achieve at the highest academic level, unlocking doors to the future of their choice.

Our staff and students are ambitious to be the best version of themselves. That ambition extends way beyond their academic excellence. We want our students to reach their full potential academically and as young people moving into adulthood. We understand that central to this is developing character and a sense of social responsibility.

We place the children and their personal success at the heart of all our work which means that sometimes we do not take the easiest path, but the path that is right for each individual child. We know that when a child feels safe, happy and supported they thrive.

Strong relationships, developed through our coaching groups and staff circles, are a critical feature of our close and caring school community. Simply put we know our staff and children well and this ensures we offer a supportive and fulfilling learning environment with lots of opportunity to develop leadership potential in staff and children.



**“Working at Wetherby has shown how fundamental and necessary relationships are in teaching. I’ve loved being a coach and supporting students to thrive, academically as well as pastorally.”** Casey, Teacher of English

Our strong and distinct **Values** underpin all the work we do, they are lived out day to day in our policies, practices and interactions.



Our commitment to a **Restorative Practice** approach benefits both children and staff supporting the development of strong relationships which ensure everyone feels valued and listened to. This high support and high challenge approach way of working with students and staff supports wellbeing through the development of:

- a feeling of belonging and acceptance
- a sense of school community all moving in the same direction
- understanding how actions can affect others
- helping to choose to and want to do the 'right thing'
- developing social and emotional literacy
- developing character and a sense of civic responsibility
- learning how to move through conflict constructively together



The **Coaching Programme** at Wetherby High School is fundamental to ‘knowing our children well’ and in forming the strong relationships that are crucial for our school community. Coaching groups have approximately ten students (coachees) and one member of staff (coach). The groups are ‘vertical’ meaning they consist of coachees from Year 7 to Year 11. We meet as coaching groups three times a week; a Monday morning, Wednesday afternoon and Friday afternoon.



Our **House Structures** provide a further sense of belonging for our students and staff. As well as encouraging a strong positive competitive drive through inter-house competitions and events, students are encouraged to engage in a wide range of enrichment activities and opportunities, ensuring an inclusive approach for all.



## Welcome from the Headteacher

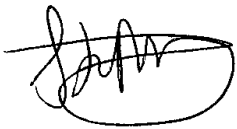
Many thanks for expressing an interest in the post of SENCo. I hope you find the enclosed information useful in preparing your application.

Wetherby High School is a vibrant and welcoming school with inclusive values at the centre of all our work. We believe all our students deserve to have adults around them that are committed to doing all they can to help them succeed in all areas of life. Wetherby High School is in an exciting phase of development, with a new state of the art building for the school community planned be ready in the near future.

The staff at Wetherby High School work exceptionally well together and this post is a key role in providing our students with the support they need to be successful. This is therefore a very exciting position that will appeal to an experienced SENCo seeking a varied and interesting opportunity to utilise key skills and develop our resource provision. Wetherby High School is committed to providing high quality continuous development for all our staff. Our wide range of enrichment, extra -curricular activities and community builders provide our staff with opportunities to get involved and share their interests and hobbies alongside their professional knowledge and expertise.

If you believe that you have the skills and attributes required of this role, please forward a covering letter outlining the reasons for applying for this position, a copy of your Application Form, via email to [hr@wetherbyhigh.co.uk](mailto:hr@wetherbyhigh.co.uk)

Yours faithfully



Samantha Jefferson  
Headteacher





**“The sense of community is what I love the most about working at Wetherby. There are so many opportunities to build relationships with not only children, but other members of staff. It is those strong relationships that allow us to support and challenge each another to ensure the very best provision for children each day” Sarah, Leader of Maths**



## Job Description

### SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENCo)

#### Senior Manager, ESLT

<b>Allowances:</b>	<b>TLR 1a</b>
<b>Responsible to:</b>	<b>Deputy Headteacher</b>
<b>Review Date:</b>	<b>September 2027</b>

#### PURPOSE OF THE JOB

The SENCO, with the support of the Headteacher and Governing Body, will take responsibility for the day to day operation of provision made by the school for students with learning difficulties and disabilities and special educational needs ensuring statutory requirements are met and maintained.

They will provide professional guidance in the area of special educational needs in order to secure high quality teaching and learning and the effective use of resources to raise standards of achievement for all students.

They will ensure that the Headteacher, SLT and Governors are kept up to date with the changing SEN agenda, expectations and national requirements for SEN provision, including funding expectations. They will ensure that all staff are trained, up to date on relevant changes/expectations and ensure that this is embedded across school.

They will ensure all legal and statutory requirements are met for students with SEND.

They will lead the SEND Team to ensure they provide intervention that ensures that SEND students are able to maximise their academic potential as well as ensuring that they are prepared for life beyond school.

To maintain a highly visible and professional profile within the school promoting Inclusion and Restorative Practice.

They will plan and develop opportunities to create, develop and sustain effective high quality resource provision. Supporting students across the local area.

To manage a high performing and responsive resource provision across school, ensuring resources are used effectively and flexibly to meet the needs of all students attending.

As a Senior Manager within our school they will be part of our Extended Leadership Team, supporting staff and initiatives across school as well as contributing to our self-evaluation and development planning.

#### The specific responsibilities include:

##### Curriculum, Teaching and Learning

To develop and implement the school's SEND Policy and keep SLT informed of the operation of the policy

To support the SLT in ensuring that all staff plan and encourage the learning of all students

To actively collaborate with Teachers and Subject Managers to ensure that the learning of all students is given equal priority and that available resources are used efficiently in support of this purpose

To support assessment of students and to identify progress and inform intervention through Student Passports.

To support, guide and motivate colleagues to meet the needs of students on the SEN Register, particularly in disseminating examples of effective practice in relation to students with special educational needs

To work with the SLT, staff, parents, the Governing Body and agencies to co-ordinate the day to day operation of the SEND Policy ensuring that the name of any student identified as a cause for concern is recorded and a graduated response considered

To lead the development of a positive ethos for raising attainment and the successful inclusion of all SEND students in all wave 1 teaching.

To assess students' learning needs and support staff in understanding those needs in order to raise attainment

To develop and maintain effective systems to identify and meet individual needs that are well co-ordinated, monitored, evaluated and reviewed

To respond to EHCP consultations with accurate and timely information about capacity to meet need.

To lead review meetings for statemented students

To ensure that students meet national and school targets for students with special educational needs and assist in the evaluation of the effectiveness of teaching and learning.

To use key data to analyse and report on the performance of students with special educational needs

To analyse and interpret relevant information, local and school data, plus research and inspection evidence to inform the SEND Policy, practises, expectations, targets and teaching methods

To implement effective ways of overcoming barriers to learning and sustaining effective teaching

To support the identification of, and dissemination of, the most effective teaching approaches for students with special educational needs

To maintain effective partnerships between parents and school staff so as to promote learning and inform parents about targets, achievements and progress

To develop effective liaison with external agencies to provide maximum support for students with special educational needs, including applications for EHCPs and/or funding where appropriate.

To work with the Data Team to support access arrangements

To remain up to date with current and emerging OFSTED and/or DfE guidance regarding SEND educational policy.

To oversee timely access arrangements testing for students in all key areas.

To arrange and evaluate appropriate interventions for SEND students in order for them to make rapid progress.

To work with colleagues and the various support agencies in order to co-ordinate and develop school based strategies for the identification and review of children with special educational needs.

To provide regular information to the Headteacher/SLT and Governing Body on the evaluation of the effectiveness of provision for students with SEN, to inform decision-making and policy review.

To liaise with feeder schools in respect of students with SEND needs.

To liaise with the school psychologist where such support for individual students is deemed necessary

## **Human Resources**

To lead the professional development of the SEND Team and ensure that their role is effectively monitored and reviewed to ensure maximum impact for SEND students' progress.

To monitor and report on the work of individual members of the department, to ensure it conforms with school and departmental policies

## **Student Management**

To be a designated teacher for "Looked After" children (CLA)

To have a high level understanding of Child Protection signs and indicators and follow the national guidelines in relation to Child Protection and the safeguarding of children

To ensure the SEND Team provide appropriate support for SEND students with complex Health Conditions

## **Enrichment and Engagement**

To support trips, extra-curricular and enrichment activities for all Key Stages to ensure they are fully engaged in all aspects of their learning and development.

## **General Duties**

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.

Support and promote the school's policies on diversity and equality of opportunity.

To be aware of and comply with policies and procedures relating to child protection and safeguarding ensuring all concerns are reported appropriately in a timely manner.

To be aware of and comply with policies and procedures relating to data protection and the security and confidentiality of data, ensuring all concerns are reported appropriately in a timely manner.

The SENCo will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

The SENCo will be a Senior Leader across school, working as part of our Extended Leadership Team to drive school improvement and standards.

## **THE STATUTORY REQUIREMENTS**

The appointment is subject to the current conditions of employment contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

A SENCo must have either completed the SEND NPQ or be willing to work towards this and successfully complete the qualification within 3 years of appointment under the [SEND Regulations 2014](#)

## **VARIATION IN ROLE**

Given the dynamic nature of the role and structure of Wetherby High School, it must be accepted that, as the school's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The responsibilities specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the postholder.

**Wetherby High School (and the Local Authority) is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.**

## Person Specification

Job Title: SENCo

KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications & Experience	<ul style="list-style-type: none"> <li>• Education to degree level or equivalent</li> <li>• QTS</li> <li>• An excellent track record of recent. Relevant professional development</li> <li>• Experience of effective teaching</li> <li>• Experience of working as a SENCo with SEN students and their families.</li> <li>• Experience of managing the legal processes involved with the SEND framework, including EHCPs</li> <li>• SEN NPQ qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative use of resources</li> <li>• Child Protection Training Level 3</li> <li>• Leading SEND work across a secondary school</li> </ul>
Leadership & Management	<ul style="list-style-type: none"> <li>• Experience of working as a strong leader and a member of a team in an educational setting</li> <li>• Innovative approaches to working with students, parents, staff and other stakeholders</li> <li>• Prioritise, plan and organise</li> <li>• Direct and co-ordinate the work of others</li> <li>• Set high standards and provide a role model for student and staff</li> <li>• Deal sensitively with people and resolve conflicts</li> <li>• A commitment to an open and collaborative style of management</li> </ul>	<ul style="list-style-type: none"> <li>• Motivate all those involved in the delivery team</li> <li>• Liaise effectively with other organisations and agencies</li> <li>• Prove track record of improving SEND provision and outcomes</li> </ul>
Knowledge & understanding	<ul style="list-style-type: none"> <li>• The principles behind the Core Purpose of the JD and their potential for raising standards</li> <li>• The principles and practices of strategic and operational planning and delivery</li> <li>• Effective review and evaluation procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Different methods of consulting with stakeholders</li> <li>• The application of ICT to effective management and learning</li> <li>• Strategies for ensuring equal opportunities for staff, students and other stakeholders</li> </ul>
Communication Skills	<ul style="list-style-type: none"> <li>• Communicate the vision of the school to a range of stakeholders</li> <li>• Negotiate and consult fairly and effectively</li> <li>• Develop and manage good communication systems</li> <li>• Communicate effectively orally and in writing to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Develop, maintain and use an effective network of contacts</li> <li>• Working with teams to improve SEND students' outcomes</li> </ul>
Decision Making & Judgement Skills	<ul style="list-style-type: none"> <li>• Make decisions based on analysis, interpretation and understanding of the relevant data and information</li> <li>• Demonstrate good judgement</li> </ul>	<ul style="list-style-type: none"> <li>• Think creatively and imaginatively to anticipate, identify and solve problems</li> </ul>
Personal Qualities	<ul style="list-style-type: none"> <li>• A commitment to inclusive education</li> <li>• Evident enjoyment in working with young people and their families</li> <li>• Empathy in relation to the needs of the school and the local community</li> <li>• Ability to inspire confidence in staff, students, parents and others</li> <li>• Adaptability to changing circumstances/new ideas</li> <li>• Reliability, integrity and stamina</li> <li>• Prioritise and manage own time effectively</li> <li>• Work under pressure and to deadlines</li> <li>• Seek advice and support when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve challenging professional goals</li> <li>• Personal ambition and potential for further promotion</li> <li>• Intellectual ability and curiosity</li> <li>• Determination to succeed and the highest possible expectations of self and others</li> <li>• Vision, imagination and creativity</li> <li>• Resilience and perspective</li> </ul>

# Staff Benefits



## Wellbeing and Fitness

### Bodyline Fitness Membership

Flexible membership with a 30 day cancellation notice period at the same rate as annual membership.

### Discounted Hairdressing and Beauty Service

Leeds City College – the Salon Leeds  
0113 245344  
Discounts on all services (some via appointment only)  
Book via [www.thesalonleeds.co.uk](http://www.thesalonleeds.co.uk)

### Simplyhealth (Leeds Hospital Fund)

Access to discounted health benefits

### APL Smart Clinic

Access expert support and advice for life's ups and downs 24/7, 365 days a year. Access support when you need it, including counselling, physiotherapy and stress management

## Leisure and Shopping

### Vivup Employee Benefits

[www.vivup.co.uk/users/sign\\_up](http://www.vivup.co.uk/users/sign_up)  
Under organisation choose: Leeds City Council – VA Schools

### Discounts for Teachers

(available to all school staff)  
[www.discountsforteachers.co.uk](http://www.discountsforteachers.co.uk)

### Teacher Perks

(available to all school staff)  
[www.teacherperks.co.uk](http://www.teacherperks.co.uk)

## Services

### Commuter Travel Club

Discounts on bus tickets  
[www.firstbus.co.uk/buy-tickets/corporate-travel/commuter-travel-club-employee-information](http://www.firstbus.co.uk/buy-tickets/corporate-travel/commuter-travel-club-employee-information)

### O2 offer

Up to 25% off your Airtime Plan when you buy a new phone or tablet on O2 Refresh. With the employee discount programme, O2 Open using code LCC17.  
[www.o2.co.uk/open](http://www.o2.co.uk/open)

## Employment Benefits

**Access to a good pension scheme**  
Through either the **Teachers Pension Scheme** or **West Yorkshire Pension Scheme**

### National College Membership

[www.nationalcollege.com](http://www.nationalcollege.com)

### Wetherby High School CPD

Access to a wider range of personalised, bespoke CPD

### Generous holiday allowance

**Generous Maternity, Paternity and Adoption policies**

## **Guidance for Applicants**

### **Application Form**

Please complete the Application Form provided with full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment please state the reasons why (e.g. gap year, career break, unemployed, etc). We require details of two referees, one of which must be your current or most recent employer. CVs are not accepted as part of the application process.

The supporting information section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet.

Please remember to sign the declaration on the final page of the application form, if you send us this electronically we will ask you to sign this at the interview and assessment stage.

### **Interview and Selection Process**

Applicants who best meet all the requirements for the post will be short listed and details of the interview programme will be confirmed in writing.

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.

Under the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the School if you need to discuss this in any detail. We will consider any reasonable adjustments under the terms of the Equality Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

### **Pre-employment checks:**

#### **References**

If you are short listed we will normally take up references before the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or references that are addressed "to whom it may concern" will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process. Sickness absence record information will only be requested for the preferred candidate following the interview and assessment process. Consideration of the sickness absence information will comply with our responsibilities under the Equality Act.

#### **Online Checks**

Online Checks will be completed before interview for shortlisted candidates. The purpose of completing an online check for shortlisted candidates is to check if there is any information in the public domain that may impact on their suitability to work in a professional role with children. The online check will be conducted for shortlisted candidates before interview, where possible, so that

any issues or concerns can be explored further with the candidate at interview. The online check will only consider material that is relevant to their role working with children, their professional reputation or the reputation of the school.

### **Disclosure and Barring Check.**

Under the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013 and 2020), all posts at this School are classed as regulated activity and therefore an Enhanced DBS check will be undertaken. Checks will also be made against the Barred List. Applicants who are shortlisted will be sent a self-disclosure form to complete and return prior to interview/assessment.

All such checks must be satisfactory before we confirm any offer of an appointment

As an employer we are only entitled to request information about convictions, cautions, reprimands and final warnings that are not 'protected' as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013 and 2020). Convictions that are not 'protected' will appear on an Enhanced Disclosure, even though they are 'spent'.

For information regarding what criminal records history will appear and should be disclosed on application, please see the relevant flow charts on our website. Alternatively, guidance can be found on the DBS website. Please be aware spent and/or unspent convictions may not necessarily make you unsuitable for appointment. For further information about our use of Criminal Records information please see our Statement on the recruitment of ex-offenders below.

### **Medical Assessment**

A satisfactory medical declaration must be made before we confirm any offer of an appointment.

### **Prohibition Checks**

In accordance with our statutory responsibilities under the Education Act and outlined in Keeping Children Safe in Education 2023 we will carry out a check on any member of staff carrying out 'teaching work' to ensure they are not prohibited from teaching work.

Each of the following activities is teaching work:

- Planning and preparing lessons and courses for students
- Delivering\* lessons to students;
- Assessing the development, progress and attainment of students; and
- Reporting on the development, progress and attainment of students.

\* "delivering" includes delivering lessons through distance learning or computer aided techniques. The activities specified above are not teaching work for the purposes of the Regulations if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the Headteacher to provide such direction and supervision.

### **Overseas Checks**

Where candidates have lived or worked abroad in the past 5 years for a period of 3 months or more we will carry out appropriate overseas checks. This will include including references from any overseas education employer where candidates have worked in an education setting overseas.

### **Validation of Qualifications**

All short-listed candidates will be asked to bring original certificates of relevant qualifications to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies. This will include checks to ensure that candidates appointed as qualified

teachers have QTS status and where appropriate have successfully completed their statutory induction.

### **Right to Work in the United Kingdom**

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants will be asked to provide proof of this at interview stage by producing some original documentation such as your passport or birth certificate to confirm your eligibility to work within the UK. Photographic proof of identity will also be required.

### **Equal Opportunities**

We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where everyone is treated fairly and with respect. We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.

## **Statement on recruitment policies, including the recruitment of ex-offenders**

Further information about our recruitment policies and procedures, including our policy statement regarding the recruitment of ex-offenders is available on the recruitment pages of our school website. As an organisation which is exempt from the Rehabilitation of Offenders Act and using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions of trust, we comply fully with the DBS Code of Practice and undertake to treat all applicants for positions fairly. We do not discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.

We are committed to the fair treatment of our staff, potential staff or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.

We actively promote equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications, and experience.

We will send shortlisted candidates a disclosure form to complete prior to interview. We can only ask an individual to provide details of convictions and cautions that we are legally entitled to know about. Applicants should therefore disclose all spent and unspent convictions, cautions, reprimands and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013 and 2020).

Please refer to the flow charts on our website to determine convictions and cautions that should be disclosed. Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences



# Privacy Notice for Applicants

This privacy notice details and explains what personal data we will collect, share, store, and use (referred to as “processing” in the data protection legislation).

The relevant legislation governing data privacy in the UK is:

- The Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- The Data (Use and Access) Act 2025 (DUUA)

The categories of information that we process include:

- Contact details
- Copies of Right to Work documentation
- References
- Evidence of qualifications
- Employment records, including work history, job titles, training records and professional memberships
- Online checks for shortlisted candidates

We may also process (when appropriate) information about you that falls into ‘special categories’ of more sensitive personal data. This may include information about:

- Race, ethnicity, sexual orientation, religious beliefs, and political opinions
- Disability and access requirements
- Photographs and CCTV footage
- Criminal convictions and offences
- Data about you that we have received from other organisations such as other schools, local authorities and the Disclosure and Barring Service in respect of criminal offence data.

This list is not exhaustive, to access the current list of categories of information we process please see the school’s Data Map, sometimes called the Record of Processing Activity (RoPA).

## Why we collect and use workforce information

We use job applicants’ data to:

- a) enable us to confirm relevant experience and qualifications
- b) facilitate Safer Recruitment in accordance with our safeguarding obligations towards students
- c) enable us to monitor equalities
- d) to ensure access requirements can be met for candidates that need them.

Under the UK General Data Protection Regulation (UK GDPR), the legal basis / bases we rely on for processing personal information for general purposes are:

Article 6 (1) (c). **processing is necessary for compliance with a legal obligation to which the controller is subject.** and 6 (1) (e) - **processing is necessary for the performance of a task carried out in the public interest** or in the exercise of official authority vested in the controller.

In addition, concerning any special category data we rely on Article 9:

- Article 9 (2) (a) the data subject has given explicit consent to the processing of those personal data for one or more specified purposes,

- 9 (2) (c) To protect the vital interests of the individual;
- 9 (2) (f) in the event of legal claims or judicial acts,
- 9 (2) (i) As required for purpose of public health (with a basis in law)

We do not currently process any job applicants' data through automated decision-making or profiling. Should this change in the future we will amend the privacy notice to include the rationale and your right to object to it.

## Collecting job applicants' information

We collect personal information from individuals directly, e.g., from application forms and references. Most data held will have come from you, but we may hold data about you from:

- Local authorities
- Government departments or agencies
- Police forces, courts, or tribunals

Data is essential for the school to function. Whilst the majority of personal information you provide to us is mandatory, some of it is requested on a voluntary basis. In order to comply with UK GDPR, we will inform you at the point of collection, whether you are required to provide certain information to us or if you have a choice in this and that you can change your mind at any time.

## Storing workforce information

We hold data securely for the set amount of time shown in our data retention schedule. For more information on our data retention schedule and how we keep your data safe, please see the Data Map/RoPA and the Information and Records Management (IRMS) Toolkit for Schools [IRMS Schools Toolkit - Information and Records Management Society](#)

## Who we share job applicants' information with

We do not routinely share information about you with any third parties without consent unless the law requires us, or our policies allow us to do so. Where we are legally required, to share personal information or our policies comply with the UK data protection law) we may share it with:

- our Local Authority (LA) Children's Services e.g., for safeguarding concerns
- Service providers such as HR (Human Resources) and recruitment advisers and consultants
- Employment and recruitment agencies

This list is not exhaustive.

## Requesting access to your personal data

Under data protection legislation, you have the right to request access to information about you that we hold. However, please note that references provided during the recruitment process will not be routinely shared with the applicant, in line with the employment reference exemption under the Data Protection Act 2018 and UK GDPR. This exemption allows us to withhold the content of references where necessary to protect the confidentiality of the information provided. To make a request for your personal information, contact the Data Manager or the Data Protection Officer.

You also have the right to:

- to ask us for access to information about you that we hold
- to have your personal data rectified if it is inaccurate or incomplete
- to request the deletion or removal of personal data where there is no compelling reason for its continued processing

- to restrict our processing of your personal data (i.e., permitting its storage but no further processing)
- to object to direct marketing (including profiling) and processing for the purposes of scientific/historical research and statistics
- not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect on you

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

For further information on how to request access to personal information held centrally by the Department for Education (DfE), please see the 'How Government uses your data' section of this notice.

### **Withdrawal of consent**

Where we are processing your personal data with your consent, you have the right to withdraw that consent. If you change your mind, or you are unhappy with our use of your personal data, please let us know by contacting [info@wetherbyhigh.co.uk](mailto:info@wetherbyhigh.co.uk)

### **Complaints**

If you wish to raise a complaint about how the school manages your personal data, please refer to our Data Protection Policy for further information on the complaints process.

### **Contact**

If you would like to discuss anything in this privacy notice, please contact our Data Protection Officer on [DPO@bywaterkent.co.uk](mailto:DPO@bywaterkent.co.uk)

### **Last Updated**

This version was last updated in January 2026.