



**FRIESLAND
SCHOOL**

CANDIDATE PACK



WELCOME FROM THE HEADTEACHER

Friesland School is a values-centred organisation, and we strive to live up to our ethos of Ambition, Teamwork, Honesty and Respect in everything that we do. Our school is a vibrant and energetic educational environment, where we prioritise the academic, personal and cultural education of all our students.

We are a large school of over 1300 students, including 200 in our growing and successful 6th form, with a curriculum that mixes a substantial academic core with a long standing and genuine commitment to the Arts, Physical Education and Technology.

Friesland has a strong track record of high-quality teaching; with experienced, committed staff delivering challenging and innovative lessons. Our teachers are expert subject specialists and work in partnership with colleagues at Friesland and across the The Two Counties Trust to provide our students with a knowledge rich curriculum and an inspirational educational experience.

Staff at Friesland are highly trained and seek continual improvement through our bespoke professional learning programme. We are genuinely reflective practitioners, with the continual growth and wellbeing of our staff a key consideration in all decision making and improvement planning.

At Friesland we have high expectations of ourselves and those around us, as we strive to do the best for our students and our community. Our ambition is always to employ the highest quality staff who identify with our ethos and outlook. The best way to experience our school is to visit, so if you would like to see more of our school please do not hesitate to get in touch.

CRAIG PATTERSON HEADTEACHER



WHO ARE WE?

Friesland School is based in Sandiacre and has the values of Ambition, Honesty, Teamwork and Respect.

Friesland School has:



1,300

students
on roll



150

members
of staff



16

has a post 16
study programme



THE FOLLOWING COMMENTS WERE NOTED AT OUR LAST INSPECTION IN 2023

"Pupils know that the staff at this school have high hopes for them. All staff share the vision that they should remain ambitious for each pupil."

"There are respectful relationships between staff and pupils"

"Pupils feel safe and happy here."

"Values such as teamwork, honesty and respect permeate through the school's work to develop each pupil in the widest sense"

THE FOLLOWING COMMENTS WERE MADE BY OUR TEAM IN OUR LATEST ANNUAL WELLBEING SURVEY

"Leadership are friendly and approachable, and line managers are extremely caring and supportive."

"Fantastic dialogue between SLT and staff regarding well being - lots of reminders to switch off at the weekend and over holidays."

"I feel incredibly supported by my line manager which helps my wellbeing."

"The quality of safeguarding and support strategies given to our students in most need is second to none."

FRIESLAND SCHOOL IS PROUD TO BE A PART OF THE TWO COUNTIES TRUST

OUR TRUST

We are a medium sized Trust based in the Nottinghamshire and Derbyshire area.



11,000

We are the Trust of choice for over 11,000 students



1,500

The employer of choice for 1,500 employees.



VISION

Enhancing life choices.

MISSION

To provide our students with opportunities and experiences to enhance their life choices, making a positive contribution to the world we share.

FOCUS

Collectively, we serve our communities by educating and preparing our students for the next steps in their lives.

VALUES



Ambition

We maximise our potential through striving for excellence.



Teamwork

We give 100% effort, displaying kindness and humility for the benefit of all.



Honesty

We are respectfully open about our successes and areas for growth.

STRATEGIC ANCHORS



Build a **compelling learning culture** built on strong professional relationships where all can achieve.



Craft and implement a **high-value curriculum** which is knowledge rich to allow meaningful application of skills.



We put **people first** through high-quality professional learning and a culture of coaching.



Create a healthy organisation, free from politics and confusion through clarity following the **Empowered to Lead** operating model.

WHY YOU SHOULD JOIN FRIESLAND SCHOOL, A MEMBER OF THE TWO COUNTIES TRUST

Alongside the chance to make a difference to our schools and therefore students' life choices, there are many great reasons to choose Friesland School, a member of The Two Counties Trust, as a great place to continue your career.

We recognise the importance of happy, rewarded, and motivated employees and as such we have developed our HR and Professional Learning strategies to invest in people. We are fully committed to supporting your career and professional growth through a range of routes both within the school, externally, and across the Trust, offering extensive professional learning for all employees.

We have removed appraisal and appraisal related pay progression, recognising the limitations, and changed the focus from proving to improving through professional growth which is focused on individual ambitions, enabling everyone to get a little bit better all the time. We are an organisation where you can make a difference, we live and breathe our values and work together for the benefit of our students, colleagues and the community.

We are committed to the welfare of our employees and alongside our own wellbeing and workload management arrangements we have signed up to the Education Staff Wellbeing Charter. We recognise that balancing everyday life and work can sometimes create pressures and in order to support all employees we provide everyone with access to an enhanced Employee Assistance Programme from day 1 of employment. This scheme helps you and your family to manage events and issues, providing access to confidential advice on health, family, money matters, work and much more.

There are also an extensive range of benefits that are accessible to you as an employee of The Two Counties Trust.

For your health and welfare we offer discounted gym membership to over 3,400 health clubs whilst Dental and Health Care plans offer you a range of benefits including worldwide dental cover, diagnostic consultation and therapy

Our retail benefit scheme is designed to ensure that your pay goes that bit further. We offer great personal car leasing deals through our affinity scheme with Arnold Clark and extensive savings can be made through our Salary Extras scheme. This scheme saves you money on every day essentials, travel, gifts, fashion, going out and electronics providing you with access to a range of offers and discounts which are not available on the high street.

These benefits run alongside other elements of our total reward package including access to the Teachers' Pension Scheme or Local Government Pension Scheme (depending on your role), enhanced family friendly leave and pay arrangements, free car parking, a cycle to work scheme, the opportunity to request flexible working and most importantly a friendly, professional working environment.



Teacher and Pastoral Leader (Head of Year) Friesland School

Grade and Salary	MPS / UPS + TLR 2C
Working pattern	1 FTE
Contract term	Permanent

The School:

Friesland School is a values-centred organisation, and we strive to live up to our ethos of Ambition, Teamwork, Honesty and Respect in everything that we do. Our school is a vibrant and energetic educational environment, where we prioritise the academic, personal and cultural education of all our students. At Friesland we have high expectations of ourselves and those around us, working collectively to develop and improve whilst enhancing the life opportunities of our students. We have a long track record of high attainment at both Y11 and Y13, alongside a wide and varied extra-curricular provision.

As someone interested in a role at our school we would urge you to come to visit us and see Friesland School for yourself, as there is no better way to learn about our wonderful school and what we offer.

The role:

The role of a Pastoral Leader is integral to ensuring the academic, personal, social and emotional development of students within the school through the consistent and fair implementation of our values and expectations. The pastoral care system reinforces the importance of effective learning supported by good behaviour by creating a climate in which pupils feel secure and are aware of their obligations. Friesland believes that pastoral care is a means to an end and it exists, not for its own sake, but to enable students to achieve their full potential.

The person:

The successful candidate will possess excellent leadership, management and communication skills and will have demonstrated an ability to work with young people and their families successfully. They will be aware of some of the challenges facing young people yet hold the highest aspirations for our students. They will also be committed to and use strategies that will ensure that all students are given the very best opportunities to be successful in all areas of their lives. Ideally, the successful candidate will have the ability to teach English, Technology or Business Studies.

Visits

If you would like to find out more about the school and this role, please contact us to register your attendance at one of our visits which are being held at the school **Wednesday 12 March 2025 at 4.00pm or Friday 14 March 2025 at 10.30am**. To register please contact hr@ttct.co.uk.

To apply

TES is our recruitment platform so please go to www.tes.com/jobs to apply for this role by completing the application form online.

Applications must arrive by: Friday 21 March 2025 at midday.

Interviews will be held on: Tuesday 01 April 2025.

Why join us?

There are many reasons to choose The Two Counties Trust as a great place to start or continue your career.

We recognise the importance of a happy, healthy, rewarded and well-motivated workforce and as such we have developed our HR strategy to invest in our employees. We have removed appraisal and appraisal related pay progression, changing the focus from validation to professional growth and enabling all our employees to get better all the time.

We are fully committed to supporting your career and professional growth through a range of routes both within schools and across the Trust and we offer extensive professional learning opportunities for all employees.

We offer:

- Highly competitive pay and pay progression opportunities.
- We do not operate appraisal or appraisal related pay progression. All employees participate in our Professional Learning Scheme which supports colleagues to develop their expertise and benefit from valuable professional learning
- An array of employee benefits and lifestyle options including discounted healthcare, gym membership and extensive high street retail discounts.
- Entry to a career average pension scheme.
- Opportunities to experience and share practice in our partner schools across the Trust.
- A stimulating, supportive and rewarding working environment with a dedicated team of like-minded professionals.
- Excellent opportunities to develop your skills and experience and to progress your career.
- We take the wellbeing and health of employees seriously. We have a range of support mechanisms and benefits available to employees and the Trust has signed up to the Education Staff Wellbeing Charter.

It is an offence to apply for this role if you are barred from engaging in Regulated Activity relevant to children.

We are committed to safeguarding and promoting the welfare of children and young people. An offer of employment will be subject to the receipt of a satisfactory enhanced level DBS disclosure with a children's barred list check, two satisfactory references and successful completion of vetting procedures.

In accordance with the statutory guidance Keeping Children Safe in Education (KCSIE), an online search will be conducted as part of due diligence on shortlisted candidates and a social media check will be required as a condition of employment.

We are committed to recruiting and retaining a diverse workforce and candidates with a disability who meet the essential job criteria will be given an opportunity to demonstrate their abilities at interview.



JOB PROFILE

Job title:	Pastoral Leader
Responsible to:	Assistant Headteacher
Salary / Grade:	MPS / UPS + TLR 2C
Working hours / weeks:	1 FTE
Core purpose	<p>To provide our students with opportunities and experiences to enhance their life choices, making a positive contribution to the world we share.</p> <p>The Pastoral Leader is integral to ensuring the academic, personal, social and emotional development of students within the school through the consistent and fair implementation of our values and expectations. The pastoral care system reinforces the importance of effective learning supported by good behaviour by creating a climate in which pupils feel secure and are aware of their obligations. Friesland believes that pastoral care is a means to an end and it exists, not for its own sake, but to enable students to achieve their full potential.</p>

Core responsibilities

At The Two Counties Trust, we are looking for colleagues who aspire to be the great teachers that our students need. The following describes the job done by a great teacher:

- Lives the school and Trust's mission and values every day.
- Designs their practice around supporting the most vulnerable students.
- Demonstrates consistently high standards of personal and professional conduct, including observing professional boundaries at all times.
- Contributes to a deep safeguarding culture in school and across the Trust, in line with relevant statutory guidance.
- Manages behaviour effectively, in line with the school's behaviour policy, so that all teachers can teach and all students can learn.
- Is 100% kind and 100% consistent, setting and upholding high expectations of all students and providing high levels of support for students to meet these.
- Works collaboratively with colleagues to plan well-sequenced lessons and create resources which support incremental progress and student understanding of the subject as a whole.
- Facilitates exceptional progress of all students, providing appropriate scaffolds where needed.
- Provides feedback that moves learning forwards.
- Support students throughout the day by fulfilling pastoral responsibilities.
- Believes they can get a little bit better every single day.
- Continually develops subject and pedagogical knowledge in order to deliver high quality learning experiences for students.
- Actively engages in the Trust's Professional Learning Scheme.
- Actively partakes in collegiate rehearsal and/or individual coaching offered by the school.
- Consistently meets the Teachers' Standards.
- Delivers the professional responsibilities set out in the School Teachers' Pay and Conditions Document.

Corporate responsibilities:

- To ensure that the responsibilities of the role are carried out in a way which reflects the mission and the values of the Trust.
- To be aware of and observe all policies, procedures, working practices and regulations, and in particular to comply with policies relating to Child Protection, Equal Opportunities, Health and Safety, Confidentiality, Data Protection and Financial Regulations, reporting any concerns to an appropriate person.
- To uphold our commitment to safeguarding and to promote the wellbeing of children.
- To contribute to a culture of continuous improvement.
- To comply with all reasonable management requests.

Care across the school:

- Ensure that the work of the pastoral team feeds into the School Improvement plan effectively
- To be responsible for self-evaluation of the relevant year group, providing documentation as required
- Keep up-to-date with new curriculum and syllabus developments to ensure PSHE and careers guidance for students and parents is up to date and reflects national initiatives
- Set the agenda for, and chair, timetabled year group meetings, ensuring a good balance between reviewing student intervention and ensuring tutor development
- Set the agenda for pastoral INSET time and support whole school INSET days with pastoral initiatives

Leading, managing, and improving student development across the curriculum:

- Overseeing the pastoral welfare and discipline of all students in each year group
- Monitor the progress made by students towards achieving targets and identify under-achieving students
- Monitoring the attendance patterns of individual students and tutor groups, taking the necessary action in order to improve the attendance statistics for the year group
- Work with faculty and subject leaders to set appropriate and challenging targets for students in the year group
- Implementing appropriate mentoring and intervention programmes for students as required
- Ensure guidance is given to students, parents and other teachers on all matters relating to a child's progress in an academic year
- Where appropriate, assisting in advising and counselling students on choices at transition points, for example GCSE or post 16 options
- Have an overview of Key Stage Transitions (as appropriate) and facilitate in the production and collection of relevant information for students
- Liaise with SEN/Inclusion to ensure SEND students are tracked, supported and provided with interventions as required
- Liaise with parents and outside agencies to ensure information is shared and student wellbeing is at the heart of interventions. Ensure all information is logged via MyConcern
- Liaise with the Safeguarding Team in all aspects of child protection and sensitive issues
- Monitor progress, behaviour, attendance and engagement of key group of students, developing innovative strategies to improve engagement and achievement
- Lead whole year group activities to develop a strong year group identity

Teaching and learning:

- Be responsible for the establishment of tutor groups and liaise with faculty and subject leaders with regard to the formation of teaching groups

- Be responsible for ensuring appropriate use of tutor time in order to create a purposeful learning environment with which to start the day
- Be responsible for the co-ordination of PSHE for the given year group
- Manage, monitor and coach tutors, assuring quality and consistency across the team
- Monitor communication with home and lead on good practice to ensure that all team members are aware of their professional commitment to this aspect of our work and that feedback to parents is professional, helpful, clear and in line with all school policies
- Take a lead in school self-evaluation processes
- To fully engage with, and take a lead role in, the whole school CPD programme
- To be a lead middle leader across Friesland School, playing a full and active role in the link meeting process and attend regular additional progress and attainment meetings as directed
- Play a leading role in initiating and monitoring the implementation of whole school policies as they affect students (e.g. rewards and sanctions, behaviour management, uniform, sex and relationship education, homework etc.)
- Ensure that accurate records of all interventions are kept on each student in MyConcern and that all relevant information is disseminated properly
- Co-ordinate regular tutor observations as part of whole school QA programme, reporting outcomes to SLT and line managers
- Ensure sanctions for poor student discipline are in place, linked into whole school procedures
- Use effective data to monitor student progress and where necessary implement suitable intervention strategies (e.g. liaison with faculty and subject leaders, one-to-one tuition requests and parental contact)
- Effectively use data to check student progress, ensuring that the progress of groups such as, SEND, PP, vulnerable and LAC is addressed
- Ensure that appropriate comment banks and student targets are available for reporting to parents
- Lead on reporting processes to ensure effective communication between school and home

Leading and managing the work of the tutor team:

- Leading a team of tutors in ensuring that each year group develops a positive ethos and a year group identity which reflects the school's vision and ethos
- Lead and manage the team of tutors to high standards of performance, including challenging aspects of underperformance in line with school procedures
- Ensure that the tutor team is aware of and works towards embedding the school's core values as an integral part of the school's motivation/rewards system
- Ensure that the team is aware of and works towards meeting national and school targets for improvement
- Ensure that tutor reports are written positively, with an agreed format and language and are completed to meet the agreed deadlines.
- Be responsible for leading and directing tutors and ensuring parental feedback is recorded and acted upon
- Establish clear expectations and constructive working relationships among all staff, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice and developing an acceptance of accountability
- Support the SLT in carrying out their vision for the school
- Organise and lead Pastoral support assistants, ensuring expectations are clear and roles are carried out effectively
- Be responsible for staff development within the year team

- Ensure appraisal of staff is completed efficiently and effectively according to deadline
- Keep year group staff up to date with calendar issues and general notices
- Promote and support while school/Cross curricular initiatives

Creating a positive learning ethos for students:

- Encouraging high standards of work, behaviour and uniform in students
- Be responsible for leading and organising year assemblies which reflect and promote the aims and ethos of the school/year group and the core values of the school
- Provide an enrichment of school life by encouraging staff/students to participate in a variety of enrichment activities related to learning and development.
- Commend students for excellent work or effort
- Promote an effective rewards system for students within each year group and liaise with other pastoral leaders to develop a whole school approach
- Ensure that student opinions expressed through school councils and student questionnaires are valued and responded to positively
- Develop and maintain an appreciation and pride amongst the year group and generate a culture of achievement and success
- Be responsible for the promoting of a sense of identity/belonging and community in order to fulfil our core values which includes celebrating success at all levels
- Implement whole school Behaviour Management policy and intervention procedures to ensure a positive learning environment for all

Efficient and effective deployment of staff and resources:

- Be responsible for the management of year group funds for the provision of student enrichment and services
- Have oversight of the selection, appointment, coaching and monitoring of year representatives/officials (e.g., year council reps)
- Deal with unexpected staffing issues and tutor absence
- Have an oversight of, and work alongside Faculty and Subject Leaders on, the allocation of students to classes
- Have an overview of all admissions to the year group, directing the relevant staff to ensure the transition into school is smooth and efficient and that all safeguarding information is obtained and passed to the safeguarding team
- Be responsible for the promotion of the year team (e.g. open evenings, school website), attending meetings as appropriate
- Liaise frequently with Line Managers and SLT

Notes:

This document is an overview of the role. The responsibilities will include but will not be limited to those listed above and it is anticipated that the role will evolve over time and as such the duties may change.

This document does not form part of the contract of employment.

It is an offence to apply for this role if you are barred from engaging in Regulated Activity relevant to children.

This post will have regular contact with children and as such a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS) with a Children's Barred List Check is required as a condition of employment.

In accordance with the statutory guidance Keeping Children Safe in Education (KCSIE), an online search will be conducted as part of due diligence on shortlisted candidates to identify incidents or issues that may have happened, and which are publicly available online, which we may need to explore with shortlisted candidates.

A check will also be completed of current prohibitions, restrictions, sanctions or those who have failed induction through Teacher Services which may prevent teachers from working in this role with satisfactory clearance required as a condition of employment.

Candidates for management positions will also require a satisfactory Section 128 check.

Our Mission:

Why do we exist? To provide our students with opportunities and experiences to enhance their life choices, making a positive contribution to the world we share.

Our values:

How do we behave? **Ambition:** we maximise our potential through striving for excellence.

Teamwork: we give 100% effort, displaying kindness and humility for the benefit of all.

Honesty: we are respectfully open about our successes and areas for growth.

Our strategic anchors:

- Build a compelling school culture built on strong professional relationship where all can achieve.
- Craft and implement a high-value curriculum which is knowledge rich to allow meaningful application of skills.
- Put people first through high impact professional development and instructional coaching.
- Create a healthy organisation, free from politics and confusion through clarity following the empowered to lead operating model.

PERSON SPECIFICATION

Role: Teacher / Pastoral Leader		E/D	A	I
Qualifications and Training				
1	Qualified Teacher Status or completion of training programme.	E	✓	
2	Degree in a relevant subject.	D	✓	
3	Evidence of continuing professional learning.	E	✓	
Experience				
4	Strong teaching ability in secondary education.	E	✓	✓
5	Ability to teach English, Technology or Business Studies	D	✓	✓
6	Strong behaviour management ability in secondary education.	E	✓	✓
7	Securing excellent results with priority students (SEN and disadvantaged).	D	✓	✓
Knowledge and understanding				
8	An understanding of safeguarding issues and promoting the welfare of children.	E	✓	✓
9	Understanding of and a commitment to the graduated response.	E		✓
10	Understanding how to design schools / classes around the most vulnerable student.	E		✓
11	Knowledge of how to set and maintain high expectations for all students.	E		✓
12	Good knowledge of pedagogy and how students learn.	E	✓	✓
13	Excellent up-to-date subject knowledge and passion for the curriculum area.	E	✓	✓
14	Knowledge of effective assessment strategies.	E	✓	✓
15	Understanding of how to adapt teaching to meet need.	E	✓	✓
16	Full understanding of the Teacher Standards.	E	✓	✓
17	An understanding of the mission and values of the Trust.	E	✓	✓
18	Knowledge of Teach Like a Champion strategies.	D	✓	✓
Skills and abilities				
19	Ability to form and maintain appropriate professional boundaries with children.	E	✓	✓
20	Ability to communicate effectively with students' and families.	E	✓	✓
21	Ability to deploy effective and systematic approaches to behaviour management.	E		✓
22	Ability to create the right climate for learning which inspires students to achieve.	E		✓
23	Ability to take feedback as a gift and use it to continually improve.	E		✓
24	Ability to act with professional urgency.	E		✓
25	Ability to meet deadlines so that others can meet theirs.	E		✓
26	Demonstrate a strong professional presence in school.	E		✓
Personal attributes				
27	Demonstrate resilience, motivation and commitment to raising standards.	E		✓
28	A strong and supportive team player.	E		✓
29	Passion and belief in the potential of every student.	E		✓
30	A commitment to widening opportunities for all students	E		✓
31	Sensitive to the needs of young people with high levels of emotional intelligence.	E		✓
32	Able to work on own initiative and well organised.	E		✓
33	Desire to develop oneself.	E		✓
Other				
34	A commitment to uphold and promote equality of opportunity.	E		✓

KEY

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Essential
Desirable

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Assessed by Application Form
Assessed by Interview

HOW TO APPLY

TES is our recruitment platform so please go to www.tes.com/jobs to apply for this role online.

If you do not wish to apply online you can request an application form from HR@ttct.co.uk to be returned via e-mail.

Please ensure that you set out in your application on no more than 2 sides of A4, why your experience and ambition is a good fit for the role of Pastoral Leader within Friesland School.

In order to comply with Safeguarding requirements, you must complete either an application form or apply online via TES. We cannot accept a Curriculum Vitae as an application for this post.

Please note that we receive a large number of applications and so unfortunately cannot provide feedback to everyone. If you have not been contacted within four weeks of the closing date you should assume that your application has not been successful on this occasion.

Applications must arrive by Friday 21 March 2025 at midday.

Interviews will be held on Tuesday 01 April 2025.

TOP TIPS FOR A SUCCESSFUL APPLICATION

Here are our top tips to help your application stand out and give you the best chance of getting shortlisted for an interview.

1. Always read the job profile

The job profiles includes details of the responsibilities of the role and the essential and desirable criteria we are looking for in the person specification. This list of criteria is what we will use to put together our shortlist, the more essential and desirable criteria you meet, the more likely you are to be invited for an interview. Make sure to read what we are looking for, and then highlight which points you meet when completing your application.

2. Complete as much detail as possible

We get many application forms where half of the information is missing. We understand application forms can be a lengthy process, but poorly completed application forms give the impression that little effort has been made by the applicant. There also may be vital information missing that we need when making our decision. It is important to make sure your details are accurate and up to date. When going over your work history, make sure you mention any relevant experience you got from those roles and do not leave gaps in your employment history. Where there are genuine gaps, address these in the appropriate section.

3. Make sure your supporting statement is well constructed

Your supporting statement is your chance to show how you meet our person specification, so make sure you have the job profile document available to refer back to. This section is where you can really sell yourself and tell us anything that is relevant to the role you are applying for, and to highlight anything that will make your application stand out. Please ensure your supporting statement is focussed and should normally not extend beyond two sides of A4.

4. Proofread your application before submission

Once your application is complete and ready to submit, do one final read over to check for any mistakes and to make sure you are happy with all the information you have provided. Perhaps do one more check over the person specification and make sure you have demonstrated how you meet the criteria including examples where appropriate.

5. Be truthful

While you want to highlight all the experience you do have, be careful not to exaggerate your work history. This may get you an interview, but may not get you any further than that. Also be honest about what grades you received from any education you have, as we will ask to see proof of qualifications.

6. References

We ask all applicants to provide the details of two people who will act for you as a referee. Please ensure one of them is your current/most recent employer and the other is from your most recent employment prior to this. If you do not have two employment referees, for example if you have just left school or university, you should use the course leader as your referee.

Your employment referee should not be a colleague but, the name of the most senior person who can provide a reference on behalf of the organisation. If you are currently working at a school the Headteacher **must** be cited as your referee. Make sure to provide all the relevant information; name of the person, what role they hold, in what capacity they know you and their email address. There is a tick box for you to let us know if you are happy for us to contact that referee before interview. We will never contact someone you do not give us permission to contact before interview. Once you have been offered a role, we will still wait for you to give us permission to contact that referee. Please note that any job offer is conditional upon receipt of two satisfactory references.

Equal Opportunities Monitoring

The Trust is committed to providing equality of opportunity to all candidates. As part of our application process we ask you to complete a separate equal opportunities monitoring form. This form is never shared with hiring managers and it will in no way affect your application. This information is collected for the Human Resources department to review statistics on who is applying for our jobs, and what we can do to attract a more diverse workforce.

We also want to identify anyone who may need adjustments to enable them to have a fair chance at the interview stage.

The Two Counties Trust is a Disability Confident Employer, amongst other things, this means that if you declare you have a disability and you meet all of our essential criteria (available in the person specification document) you should be offered an interview.

Please note that the Trust is committed to promoting and protecting the physical and mental health of all our employees.



PRIVACY NOTICE

1. Introduction

- 1.1 When applying for a position in The Two Counties Trust, as an organisation we are the Data Controller. That means we have a statutory responsibility to explain how we collect, manage, use and store information about applicants.
- 1.2 You have a right to be informed how our Trust uses any personal data that we collect about you. This privacy notice, and our Data Protection Policy, explains our data usage when you apply for a job with us.

2. What information do we collect?

- 2.1 Personal data that we may collect, use, store and share (when appropriate) about you includes, but is not restricted to:
 - Name, address and contact details, including email address and telephone number.
 - Copies of right to work documentation.
 - References.
 - Evidence of qualifications.
 - Information about your current role, level of remuneration, including benefit entitlements.
 - Employment records, including work history, job titles, training records and professional memberships.
- 2.2 We may also request and collect, use, store and share (when appropriate) information about you that falls into "special categories" of more sensitive personal data. This includes, but is not restricted to:
 - Information about race, ethnicity, religious beliefs, sexual orientation and political opinions.
 - Whether or not you have a disability for which we need to make reasonable adjustments during the recruitment process.
 - Photographs and CCTV images captured in school.
 - All telephone calls are recorded for quality and training purposes.
- 2.3 We may also collect, use, store and share (when appropriate) information about criminal convictions and offences.
- 2.4 We may also hold data about you that we have received from other organisations, including other schools and social services, and the Disclosure and Barring Service in respect of criminal offence data.
- 2.5 In accordance with the statutory guidance Keeping Children Safe in Education (KCSIE), an online search will be conducted as part of due diligence on shortlisted candidates with the information retained for the successful candidate.
- 2.6 We have statutory obligations that are set out in 'Keeping Children Safe in Education' and other guidance and regulations.

3. Why we use this data

- 3.1 The Trust needs to process data to take steps prior to entering into a contract with you.
- 3.2 The Trust needs to process data to ensure that it is complying with its legal obligations. For example, it is required to check a successful applicant's eligibility to work in the UK before employment starts.
- 3.3 The Trust has a legitimate interest in processing personal data during the recruitment process and for keeping records of the process. Processing data from job applicants allows the Trust to manage the recruitment process, assess and confirm a candidate's suitability for employment and decide to whom to offer a job. The Trust may also need to process data from job applicants to respond to and defend against legal claims.

- 3.4 The Trust may process information about whether or not applicants are disabled to make reasonable adjustments for candidates who have a disability. This is to carry out our obligations and exercise specific rights in relation to employment.
- 3.5 Where the Trust processes other special categories of data, such as information about ethnic origin, sexual orientation, disability or religion or belief, this is for equal opportunities monitoring purposes.
- 3.6 The Trust is obliged to seek information about criminal convictions and offences. Where the Trust seeks this information, it does so because it is necessary for it to carry out its obligations and exercise specific rights in relation to employment.
- 3.7 The Trust will not use your application data for any purpose other than recruitment.

4. How use the data

- 4.1 Your information may be shared within the Trust for the purposes of recruitment. This includes members of HR, shortlisting and interview panel members involved in the recruitment process (this may include external panel members). This also includes IT staff if access to the data is necessary for the performance of their roles.
- 4.2 The Trust will not share your data with third parties unless your application for employment is successful and we make you an offer of employment. As well as circulating your application and related materials to the appropriate staff at our schools, we will share your personal information for the above purposes as relevant and necessary with:
 - Your referees.
 - The Disclosure & Barring Service (DBS) in order to administer relevant recruitment checks and procedures.
 - UK Visas & Immigration (UKVI) in order to administer relevant recruitment checks and procedures.
 - Where relevant and as required for some posts, the Teacher Regulation Authority checks.
- 4.3 Where you have provided us with consent to use your data, you may withdraw this consent at any time. We will make this clear when requesting your consent and explain how you would go about withdrawing consent if you wish to do so.

5. Automated Decision Making and Profiling

- 5.1 We do not currently process any personal data through automated decision making or profiling. If this changes in the future, we will amend any relevant privacy notices in order to explain the processing to you, including your right to object to it.

6. Collecting data

- 6.1 As a Trust, we have a legal obligation to safeguard and protect our pupils, staff, volunteers and visitors. We collect the data for specific purposes.

7. What if you do not provide personal data?

- 7.1 You are under no statutory or contractual obligation to provide data to the Trust during the recruitment process. However, if you do not provide the information, the Trust may not be able to process your application properly, or at all.
- 7.2 Whenever we seek to collect information from you, we make it clear whether you must provide this information for us to process your application (and if so, what the possible consequences are of not complying), or whether you have a choice.
- 7.3 Most of the data we hold about you will come from you, but we may also hold data about you from:
 - Local authorities.
 - Government departments or agencies.
 - Police forces, courts, tribunals.

8. How we store data

- 8.1 The Trust takes the security of your data seriously. It has internal policies and controls in place to ensure that your data is not lost, accidentally destroyed, misused or disclosed, and is not accessed except by our employees in the proper performance of their duties.
- 8.2 We will dispose of your personal data securely when we no longer need it. We keep applicant data for a period of up to 6 months if an applicant is not successful.
- 8.3 Successful applicants who secure a position then come within the employee / workforce provisions.

9. Transferring data internationally

- 9.1 We do not share personal information internationally.

10. Your rights

- 10.1 You have a right to access and obtain a copy of your data on request;
You can:
- Require us to change incorrect or incomplete data.
 - Require us to delete or stop processing your data, for example where the data is no longer necessary for the purposes of processing.
 - Object to the processing of your data where the Trust is relying on its legitimate interests as the legal grounds for processing.
- 10.2 If you would like to exercise any of these rights, please contact the Trust.

11. Complaints

- 11.1 We take any complaints about our collection and use of personal information seriously.
- 11.2 Our complaints policy deals with the different stages of any complaint, and how this is managed within the Trust.
- 11.3 You can also contact our Data Protection Officer or contact the Information Commissioner's Office:

Report a concern online at <https://ico.org.uk/make-a-complaint/>

Call 0303 123 1113

Or write to: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

12. Contact us

- 12.1 If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact us via info@ttct.co.uk.

13. General Data Protection Regulation

- 13.1 All data within this policy will be processed in line with the requirements and protections set out in the General Data Protection Regulation.



**FRIESLAND
SCHOOL**

CONTACT US

Friesland School
Nursery Avenue
Sandiacre
Nottingham
NG10 5AF

HR@ttct.co.uk

01623 259 600

www.friesland.ttct.co.uk

X @TTCTcareers

in www.linkedin.com/school/ttctrust

