

***Applicant Information Pack***  
**Teacher of History (Maternity Cover)**

**Part Time**

**Start Date: 2nd September 2021 or  
earlier by negotiation**

**Closing date: Monday 19th April at 9am**

# **C o n t e n t s**

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## Queen Elizabeth's School

Wimborne Minster, Dorset, BH21 4DT

[office@queenelizabeths.com](mailto:office@queenelizabeths.com)

[www.qe.dorset.sch.uk](http://www.qe.dorset.sch.uk)

Tel: 01202 885233

Headteacher: Mrs Katie Boyes

Dear Candidate

### Teacher of History (Maternity Cover)

Thank you for your interest in the above position at Queen Elizabeth's School.

At Queen Elizabeth's School the spirit of the QE family is primarily recognised in the learning partnerships that exist between staff and students and between the students themselves. We believe that when students are happy they will thrive, when they are challenged they will succeed and when they are supported they will achieve. Above all else, Queen Elizabeth's School focuses on the individual to ensure that all students have the opportunity to mature as learners and as individuals. As a Church of England school our vision is linked to a commitment to hope for all students. It is the spirit of the QE family and the way in which we work together that makes this such a wonderful school to work and learn in.

We are immensely proud of all of our students and their achievements. The examination results from 2020 were the highest that the school has achieved and demonstrate our commitment to raising standards for all students.

We are equally as proud of the staff within the school who are dedicated, hard-working and committed to securing the best outcomes for the students. We value our staff and are committed to their continuing professional development and wellbeing.

In September 2017 the school was judged to be good by Ofsted and in June 2018 it was judged to be outstanding in the SIAMS inspection. The reports highlight the many strengths of the school and also highlight the areas that we need to develop further as we continue on our journey to outstanding. Joining QE at this time in the school's development is exciting and will provide you with the opportunities to further develop your career.

Queen Elizabeth's School became an academy in 2014 and on 1st September 2019 joined Wimborne Academy Trust. The Trust provides the vast majority of the intake at QE and the vision of an all-through, 2-19 learning community is incredibly exciting for us all. The successful candidates will need to demonstrate their commitment to partnership working across not only our school but other schools and key stages within the trust.

We hope that you find all of the information that you require in this application pack and on our website and we look forward to receiving your application.

Yours sincerely

Katie Boyes  
Headteacher



Allenbourn Middle School Colehill First School Emmanuel Middle School Hayeswood First School Hillside First School  
Lockyer's Middle School Merley First School Pamphill First School Queen Elizabeth's School St John's First School  
St Michael's Middle School Verwood First School Witchampton First School

# GUIDE TO THE APPLICATION PROCESS

## **Your application**

Please complete an application form via the online application process or by downloading an application form from our website. Please contact us if you would like a hard copy posted to you.

## **Interview Process**

The interview process is likely to include the following components\*:

- Tour of the school and time to familiarise yourself;
- Discussions with other members of the Faculty Team;
- Teaching a lesson or part of a lesson;
- Formal interview.
- You will be assessed on your suitability to work with children in accordance with our safeguarding criteria.

**\*At this time of uncertainty and restricted access, the interview process may be carried out via video link where you would be asked to present on a particular topic.**

## **Debriefing candidates**

As is professional good practice, we will be delighted to offer debriefing on the process to all shortlisted candidates, whether appointed or not. We regret that we will not offer any feedback to applicants who are not successful in being shortlisted for an interview – a large field is expected for this post and time does not permit this being offered to all.

## PERSON SPECIFICATION

### TEACHER OF HISTORY (Maternity Cover)

Potential Candidates will need to show evidence of the following skills:

#### Essential

- Awareness of child protection and safeguarding of children.
- Relevant degree (or equivalent) with an appropriate teaching qualification.
- A dynamic and varied approach to teaching History
- Ability to teach across the age and ability range, including GCSE and A Level.
- Ability to motivate and engage all students to achieve the highest standards.
- Willingness to become fully involved in the work of the Humanities Faculty and contribute to the life of the school.
- Commitment to increase student progress and attainment.
- Commitment to working within a large team.
- Ability to perform effectively as a class tutor.

#### Desirable

- Evidence of high quality outcomes in relation to teaching and learning.
- Enthusiastic attitude towards developing within the role, with a strong interest in Continuing Professional Development.

# **QUEEN ELIZABETH'S SCHOOL, WIMBORNE MINSTER**

## **MAIN PAY SCALE TEACHER**

### **KEY PURPOSES**

- To plan and deliver high quality lessons
- To assess and report on the achievement of students
- To act as a tutor as required

### **KEY KNOWLEDGE AND UNDERSTANDING**

- A secure knowledge and understanding of specialist subject(s) to degree level, sufficient to cope securely with subject related questions which students raise and to know about students' common misconceptions and mistakes.
- A detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements and the demands expected of students in relation to KS4 and post-16 courses.
- An understanding of subject progression, including across KS3.

### **KEY FUNCTIONS**

#### **1 Planning**

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught.
- Select and make good use of textbooks, ICT and other learning resources to enable teaching objectives to be met.
- Set appropriate and demanding expectations for students' learning and motivation. Set clear targets for students learning, building on prior attainment.
- Identify students who have special educational needs, and know where to get help in order to give positive and targeted support. Implement strategies provided on their SEND tracker or EHCP
- Provide opportunities to develop students' understanding by relating their learning to real and work related examples.

#### **2 Teaching & managing student learning**

- Use teaching methods with whole classes, groups and individuals that ensure that students are engaged and stimulated, that teaching objectives are met, that momentum and challenge are maintained, and best use made of teaching time.
- Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focussed teaching and through positive and productive relationships.

#### **3 Assessment & reporting**

- Assess how well learning objectives have been achieved and use this assessment to inform future teaching.
- Mark and monitor students' class and homework, providing constructive oral and written feedback and targets for students' progress. Work to secure progress towards targets.
- Prepare and present informative reports to parents. Complete progress check data to inform parents of their child's progress.

#### 4 **Guidance & welfare**

Where appropriate, act as a tutor, fulfilling the following functions.

- Take overall responsibility for monitoring tutees' academic and wider progress and development, acting in line with school policies in this area.
- Contribute to the planning, development and delivery of the Personal, Social, Health, and Careers Education Programme.
- Carry out the tutor group registration, following up any absences as directed by school policy.
- Use the Progress Discussion timetable slot and other opportunities to review progress and support students in targets settings and action planning.
- Deliver the daily act of collective worship.

#### 5 **Wider professional effectiveness**

- Take responsibility for your own professional development, keeping up to date with research and developments in pedagogy and in teaching subjects.
- Understand professional responsibilities in relation to school policies and practices.
- Set a good example to students in personal presentation and conduct.
- Evaluate own teaching critically, using this to improve effectiveness.
- Work effectively with other school colleagues, attending meetings and liaising with representatives of other agencies as necessary.
- Organise display of work in own classroom and faculty areas.

Individually negotiated areas

Post holder: \_\_\_\_\_

Signed: \_\_\_\_\_

***“Queen Elizabeth’s is committed to safeguarding and promoting the Welfare of children and young people and expects all staff and volunteers to share this commitment”***

## HUMANITIES FACULTY

Robin Bishop	Teacher of History
Hayley Buchanan	Teacher of Geography
Alexis Burton	Teacher of Psychology and Head of Year 12
Elisabeth Crook	Teacher of History
Sally Dean	Teacher of RE and Assistant Headteacher
Sophie Dean	Teacher of Geography and Head of Sixth Form
Clare Dudley	Head of Geography
Rebecca Finean	Teacher of History
Richard Foyle	Teacher of RE
Sophie Forster	Head of RE
Emily Hann	Teacher of Psychology
Neil Kirby	Head of History
Amanda Leach	Teacher of Health & Social Care and Head of Social Sciences
Susan Mullins	Teacher of Psychology and Head of Social Sciences
Matthew Oldfield	Teacher of Sociology and Head of Tudor House
Georgia Price	Teacher of RE
Tanya Ridley	Teacher of History, Politics and RE
Beverly Wood	Teacher of Geography and RE

Since 2000 the Faculty has made tremendous progress with examination results and now consistently ranks amongst the highest performing subjects in the school, especially at Post-16 level. The teaching team is committed to high expectations and standards in teaching, student achievement and educational ethos. Central to both student and staff progress is an effective monitoring and feedback system which allows staff to make professional judgements concerning student performance, in conjunction with a process of staff review and development.

**The Faculty delivers a very wide range and number of courses within its umbrella:**

### **Year 9 (3 lessons per cycle)**

All students have 3 lessons of Geography and 3 lessons of History per cycle. Courses have been developed to provide continuity with Middle School work and are structured around specific modules, eg Extreme weather, Population and Migration; the First World War; Era of the Second World War and the Holocaust. Liaison with Middle School colleagues is very important especially with regard to assessment and student transfer during their Key Stage 3 studies.

### **Religious Education**

All students complete the AQA GCSE in Religious Studies. Students will begin their GCSE at the start of Year 9, with two lessons per cycle. In Year 10 and 11 lessons increase to 3 per cycle. Students study the following topics as part of their GCSE Course; Christianity beliefs and practices, Islam beliefs and practices, Relationships and families, Religion and Life, Religion, Peace and Conflict and Religion Crime and Punishment. Students are taught in ability sets in Religious Education.

## **YEAR 10-11 GCSE (5 lessons per cycle)**

Students have the option of selecting a Humanities subject or combination of subjects from within the option system. Choices are:

### **GCSE Geography: AQA Syllabus**

This is a thematic course which allows students to extend their knowledge and skills into issues and areas not covered at KS3. In addition it dovetails into the post 16 courses. Content studied include Natural Hazards, the Living World, Rivers and Coasts, Urban issues and Challenges, Changing Economic World, Resource Management, Issues evaluation, Fieldwork and Geographical Skills.

### **History: AQA**

Students study the Cold War with a particular focus on the development of the conflict in Asia. Students will examine the Korean and Vietnam Wars and their impact on the overall struggle for world influence. Students also investigate the autocratic, democratic and totalitarian governments that emerged in Germany 1890-1945 and a trip to Berlin has been organised to support this section of the course. Students also undertake an overview study examining the development of public health from the Middle Ages to the present day. Finally students complete a period study looking at The Normans and the legacy of their rule.

### **GCSE Sociology: AQA**

Students study a range of topics including Family, Education, Crime, Research Methods and Social Stratification. Students are expected to have an in-depth knowledge and understanding of these topic areas and should be able to apply theoretical perspectives and have an overview of changes over time of key social institutions and social, economic and political systems. Students are examined at the end of the two year course and there is no controlled assessment element. Lessons are conducted through written work, discussion and applying ideas through research investigations.

### **GCSE Psychology: OCR**

Students are taught a variety of topics including; Criminal Psychology; Development; Psychological Problems; Research Methods, Social Influence; Memory; Sleep and Dreaming. Psychology contains competing perspectives and ideas on the causes and factors which effect behaviour as so learn to explain behavioural trends from different approaches by looking at psychological studies and research. They are assessed at the end of two years through examination.

### **OCR National in Health and Social Care:**

Students in this subject look at various topics including the stages and pattern of human growth and development. The work experience that they carry out in Year 10 has to be linked to the Health and Social care industry. The coursework that they complete is under controlled conditions and they are also assessed by an exam at the end of year 11.

## **YEAR 12-13 COURSES (9 lessons per cycle)**

### **'A' Level Geography: AQA**

The linear A-Level consists of three units: Physical Geography (40%), Human Geography (40%) and the independent investigation (20%). The physical geography topics include: Water and Carbon cycles, Coasts, Hazards and the Human Geography topics include: Global systems and Global Governance, Changing Places, Population and the Environment. The students are required to complete an independent investigation during the summer term of year 12 and this will give them the opportunity to collect and analyse data collected on a field trip of their choice. They must then write up a structure piece of course work that needs to be between 3,000 and 4,000 words in length.

### **'A' Level History: AQA**

The three unit course looks at British and International History, contrasting a powerful emerging 'Early Modern' Nation with a 20<sup>th</sup> Century Super Power. Unit 1 The Tudors, England 1485-1603 explores how the Tudors secured their dynasty and strengthened England internally, as well as how they increased England's influence across the world. To contrast this, Unit 2, The American Dream: reality and illusion, 1945–1980 investigates how the USA's internal struggles brought the nation closer to equality whilst also exploring their post-World War Two foreign conflicts. Students also carry out an independent study on a topic from the last 250 years, producing a 3,000 word analytical essay.

### **'A' Level Philosophy and Ethics – OCR**

In year 12 students study Philosophy of Religion including the Cosmological and Teleological Arguments for the existence of God and Ethics including ethical theories such as Natural Law and Utilitarianism and applying these issues, such as sexual ethics, equality, war and peace. In Year 13 students study: Issues in Christian thought, topics include liberation theology and gender and theology. Students are assessed by examination only.

### **'A' Level Psychology – OCR**

In year 12 students Psychology students study 20 Core Studies on ten different topic areas. It is a collaboration of scientific methodology and theory in the study of psychology through the different approaches of Social, Cognitive, Physiological, Developmental and Individual Differences. Students also cover Research Methods, Statistics and Data development and analysis. In the second year students cover Sports and Exercise, Forensic/ Criminal and Mental Health Issues as key topic areas.

### **'A' Level Sociology: AQA**

The course is split into the substantive topic areas of Family, Education, Beliefs in Society (or Social Stratification Option), Crime and Deviance, Theory and Methods and Methods in Context. Students are assessed through written examinations which require well developed evaluation and analysis skills. Students are encouraged to develop skills in data handling and interpretation. Lessons are often in a format of discussion, reading, use of video and film and include newspaper articles to contribute to wider world application.

### **Health & Social Care: OCR Technical**

The course is a mixture of coursework and one examination. The units covered Building Positive Relationships in Health and Social Care, Equality, Diversity and Rights in Health and Social Care, Health, Safety and security in Health and Social Care, Anatomy and Physiology for Health and Social Care, Nutrition for Health, Sexual Health, reproduction and Early Development Stages. Students will be able to hear from specialist speakers from the care community as well as completing some work experience in year 12.

# INFORMATION FOR APPLICANTS

## **ABOUT QUEEN ELIZABETH'S SCHOOL**

Queen Elizabeth's School is a Co-educational, Church of England, Comprehensive Upper School within Wimborne Academy Trust. We have an excellent local reputation for high quality teaching and learning and an innovative and forward looking approach to education. This reputation was reinforced by OFSTED in September 2017 and SIAMS 2018 and it continues to grow as we succeed in raising achievement still further; results have risen consistently over time and we expect to see further improvement over the next few years. There is a strong commitment to comprehensive education and a focus on creating an environment that supports continual school improvement and the attainment of all students. Although the Specialist Schools Programme has more or less ceased under the Government, we are very proud of the positive ethos we developed as a Specialist Sports College and have sought to retain this drive. The complete rebuilding of the school into one of the best educational facilities in the entire country was completed in 2011 and we genuinely believe it is highly unlikely you will find better anywhere.



## **ABOUT WIMBORNE AND THE LOCAL AREA**

Wimborne is a beautiful market town situated in an unrivalled position in stunning Dorset countryside on the banks and picturesque water meadows of the River Stour. As a voluntary controlled Church of England school, QE maintains close links with Wimborne Minster. The area contains a wide variety of spectacular landscapes and is a very agreeable place to live. To the west and north lie the rolling chalk downlands of Cranborne Chase, now designated an 'Area of Outstanding Natural Beauty'. In the east, woodlands border the nationally important heathlands of the New Forest. The coast and beaches of Poole, Bournemouth and Dorset are easily accessible and both towns provide further leisure opportunities including theatres, cinemas and nightclubs. Good local road and rail connections mean that Southampton, London and indeed most of the UK are easily accessible. The area is very well served by a range of First and Middle Schools.

## ABOUT OUR STUDENTS

We currently have 1594 students on roll, with a large sixth form of around 400 students. The school is regularly over-subscribed. Our catchment area is very large and covers a mixture of rural and urban areas. Our intake is relatively favoured, with approximately 5% of students having an entitlement to free school meals, but it has a genuinely comprehensive range of students. Most of our students come from four main feeder middle schools (Allenbourn in Wimborne, Cranborne, Emmanuel in Verwood and St Michaels in Colehill). QE, the four middle schools and fifteen first schools constitute the Queen Elizabeth's pyramid. Increasingly though, our popularity also means that students join us from further afield.



Student leadership and student voice is one of the key components of our school's success. We have an excellent School Council and highly successful leadership programme.

## PERSONNEL, STAFF DEVELOPMENT AND TEACHER TRAINING

The key to our success is the quality of the people who work at the school. We have 104 teachers and 60 support staff (inc Teaching Assistants). Although teacher recruitment has been a major national issue, we have been very fortunate in being able to recruit very high quality staff to the school and we are fully staffed with subject specialists. We place a very strong focus on Continuing Professional Development and have a strong track record of colleagues achieving promotion internally and externally.

We work very hard to create a positive, open environment that means that people want to work here. All new staff are allocated a mentor and are able to benefit from an extensive induction programme.

The school is committed to training new teachers and has a long history of successful involvement in ITT, working principally with Exeter University and the College of St Mark and St John, as well as training colleagues on the School Direct Programme.

## TEACHING AND LEARNING AT QE

### The curriculum

The school continues to offer a broad and balanced curriculum and we continue to develop this provision to meet the needs of our students. We offer a very wide range of courses at Key Stage 4, and in the Sixth Form, combining traditional and applied courses and alternative curriculum opportunities for those students who will benefit from these.

At Key Stage 4, there is a core programme of study followed by all students, and 3 other subjects of their choice. The core consists of English, Mathematics, Science, RE and PE. Students choose 3 option subjects from a wide range of courses, including BTEC First Certificates and Applied GCSEs. A large number of students follow a course in Modern Foreign Languages as one of their options.



At Key Stage 3 we deliver a broad curriculum to students, designed to complete the key stage and also to prepare students for the greater flexibility of the Key Stage 4 curriculum. Middle school liaison has assumed even greater importance since the removal of Key Stage 3 tests, which has opened up great opportunities for early commencement of GCSE courses.

### Assessment

Assessment plays a central role in our drive for student achievement. All students receive challenging, individualised target grades and staff carry out regular progress checks to assess performance.



## **THE HOUSE SYSTEM**

The school's pastoral system is based on a House system where students stay in the same house throughout their time as QE. Each of our five Houses is managed by a Head of House, supported by support staff within the house office to support students and tutors. The tutor groups within the house system are organised in year groups.

The QE HUB provides a provision within school to provide extra support and guidance for students where necessary to ensure that they can engage positively with their learning. We work with a wide range of agencies to ensure that we can offer the highest quality of support to our students. In partnership with the local Primary Care Trust, we also have a counsellor to provide support for students within school.



## LEADERSHIP OF THE SCHOOL

The school's Senior Leadership Team currently consists of a Headteacher, two Deputy Headteachers, two Assistant Headteachers and a Senior Officer Support Services.

Katie Boyes	Headteacher
Lucy Bickley	Deputy Headteacher
Chris Humphreys	Deputy Headteacher
Mark Willis	Assistant Headteacher & Designated Safeguarding Lead for Child Protection
Sally Dean	Assistant Headteacher
Sharon George	Senior Officer Support Services

## BUILDINGS

The educational environment offered by the rebuilding of the school (at a cost of over £50 million) is second to none. Extensive landscaping works have created a campus that creates open space and a feeling of well-being that is quite exceptional.

## YOUR APPLICATION

Queen Elizabeth's School is a positive, flourishing and successful institution with high expectations, standards and ambitions for its students. We extend a warm welcome to candidates who are ready to take up the challenge alongside us.

***Our school values the diversity of our workforce and welcome applications from all sections of the community***

**Disclosure of Criminal Background of those with access to Children or Vulnerable Adults (The Rehabilitation of Offenders Act 1974) (Exception) (Amendment) Orders 1975 and 2001**

1. This post is exempt from the provision of Section 4(2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) Orders 1975 and 2001. Owing to the nature of the work, you are advised that if offered the post for which you are now making application, the offer will be subject to the Authority being satisfied as to your suitability following a check on any records of convictions, bindovers or cautions by the Disclosure & Barring Service (DBS).
2. A criminal record will not necessarily be a bar to obtaining a position, but will be considered by Queen Elizabeth's School in accordance with school's policy on the employment of offenders.
3. You will be asked to complete the attached form showing whether you have had any court convictions/bindovers/cautions. Your confirmation of attendance for interview will indicate acceptance that you will complete the aforementioned form and, if necessary, would be willing to discuss any such offences at interview. **Applicants should, therefore, be prepared to disclose all convictions, bindovers or cautions, no matter how long ago they happened. Convictions otherwise considered to be spent under the terms of the Rehabilitation of Offenders Act must be declared.**
4. You should also be aware that the letter addressed to referees named in your application form (or others) will ask for disclosure of any convictions/bindovers/cautions which they consider relevant to your suitability for employment.
5. This form can be completed at the interview stage but candidates are asked to disclose any convictions/bindover/cautions prior to this stage.
6. You will be asked for verification of your identity. Please note that it is your responsibility to provide this verification and no reimbursement of any expense will be made. Without such verification is regretted that the form will not be processed (nor will you be cleared to work in the post for which you have applied). Please ensure that you complete the form in **Black Ink**.

**PART A: APPLICANT / VOLUNTEER DECLARATION**

To be completed and returned by all applicants for posts in schools (including voluntary work) - Please refer to guidance notes at the bottom of this form.

**Post:**  **School.:**

**Please answer the following questions:**

**Have you ever been convicted by the courts or cautioned, reprimanded or given a final warning by the police? Please give details of offences, penalties and dates below.** (Note that the post you have applied for is exempted under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020, which means that all convictions, cautions, reprimands and final warnings on your criminal record need to be disclosed).

Arrangements were introduced on 29 May 2013 and 28 November 2020 to filter out certain old and minor convictions and cautions for criminal records certificates and enhanced criminal record certificates issued by the Disclosure and Barring Service (DBS). These arrangements are set out in The Police Act 1997 (Criminal Record Certificates: Relevant Matters) (Amendment) (England and Wales) Order 2020 ("the Order"). Please refer to this document if you are in any doubt on what convictions to disclose.

Please ✓ as appropriate

Yes

☐

No

☐

**Details of any adult cautions, reprimands, final warnings, offences, penalties and allegations with dates**

Date	Details

**Are you aware of any police enquiries undertaken following allegations made against you which may have a bearing on your suitability for this post?**

Please ✓ as appropriate

Yes

☐

No

☐

Please give details:

**2. Please sign the following declaration and return this form to the Headteacher who will send a copy to HR**

I confirm that the information I have given on this form is correct and complete and that any offer of employment made to me will be subject to a further check with the Disclosure and Barring Service.

Signed:

Date:

Name (Block Capitals):

**4. HEADTEACHER DECLARATION** - Based on the information given overleaf, I approve / reject the applicant. However I understand that if I approve the applicant and the DBS check highlights any additional convictions then the applicant's appointment will be subject to an adequate risk assessment and investigation of the circumstances / discussion with HR.

Please ✓ as appropriate

Approve applicant

☐

Reject applicant

☐

Please print your name and sign and date the declaration. Please return to HR Support services along with a DBS request if you wish to proceed with the appointment and have approved the applicant

**NAME:**

**SIGNED:**

**DATE:**

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Arrangements were introduced on 29 May 2013 and 28 November 2020 to filter out certain old and minor convictions and cautions for criminal records certificates and enhanced criminal records certificates issued by the Disclosure and Barring Service (DBS). These arrangements are set out in the Police Act 1997 (Criminal Record Certificates: Relevant Matters) (Amendment) (England and Wales) Order 2020 ("the Order"). Please refer to this document if you are in any doubt on what convictions to disclose.

2. You have been asked to complete this form showing whether you have had any court convictions / bindovers / cautions. Your confirmation of attendance for interview will indicate acceptance that you will complete this form and, if necessary, will be willing to discuss any such offences at interview. Applicants should, therefore, be prepared to disclose all convictions, bind overs or cautions, no matter how long ago they happened. Convictions otherwise considered to be spent under the terms of the Rehabilitation of Offenders Act must be declared.
3. You should also be aware that the letter addressed to referees named in your application form (or others) will ask for disclosure of any convictions/bindovers/cautions which they consider relevant to your suitability for employment.
4. Your application will not be further considered without completing this form. Failure to complete the form will constitute withdrawal prior to interview and remove any entitlement to expenses for attendance at interview.
5. You will also be asked for verification of your identity. Please note that it is your responsibility to provide this verification and no reimbursement of any expense will be made. Without such verification the form will not be processed (nor will you be cleared to work in the post for which you have applied). Please ensure that you complete the form in black ink.

***‘Queen Elizabeth’s School’ is committed to safeguarding and promoting the Welfare of children and young people and expects all staff and volunteers to share this commitment’.***

## **Appendix 12 - Privacy Notice for Job Applicants at Queen Elizabeth's School**

Queen Elizabeth's School is committed to protecting the privacy and security of your personal information. This privacy notice describes how we collect and use personal information about you during and after your work relationship with us, in accordance with the General Data Protection Regulation (GDPR).

Successful candidates should refer to our privacy notice for staff for information about how their personal data is stored and collected.

### **Who Collects This Information**

Queen Elizabeth's School is a "data controller." This means that we are responsible for deciding how we hold and use personal information about you.

We are required under data protection legislation to notify you of the information contained in this privacy notice. This notice does not form part of any contract of employment or other contract to provide services and we may update this notice at any time.

It is important that you read this notice, together with any other privacy notice we may provide on specific occasions when we are collecting or processing personal information about you, so that you are aware of how and why we are using such information.

### **Data Protection Principles**

We will comply with the data protection principles when gathering and using personal information, as set out in our data protection policy.

### **The Categories Of Information That We Collect, Process, Hold And Share**

We may collect, store and use the following categories of personal information about you up to the shortlisting stage of the recruitment process: -

- Personal information and contact details such as name, title, addresses, date of birth, marital status, phone numbers and personal email addresses;
- Emergency contact information such as names, relationship, phone numbers and email addresses;
- Information collected during the recruitment process that we retain during your employment including proof of right to work in the UK, information entered on the application form, CV, qualifications;
- Details of your employment history including job titles, salary and working hours;
- Information regarding your criminal record as required by law to enable you to work with children;
- Details of your referees and references;
- Your racial or ethnic origin, sex and sexual orientation, religious or similar beliefs.

We may also collect information after the shortlisting and interview stage in order to make a final decision on where to recruit, including criminal record information, references, information regarding qualifications. We may also ask about details of any conduct, grievance or performance issues, appraisals, time and attendance from references provided by you.

### **How We Collect This Information**

- We may collect this information from you, your referees, your education provider, relevant professional bodies the Home Office and from the DBS.

## **How We Use Your Information**

We will only use your personal information when the law allows us to. Most commonly, we will use your information in the following circumstances: -

- Where we need to take steps to enter into a contract with you;
- Where we need to comply with a legal obligation (such as health and safety legislation, under statutory codes of practice and employment protection legislation);
- Where it is needed in the public interest or for official purposes;
- Where it is necessary for our legitimate interests (or those of a third party) and your interests, rights and freedoms do not override those interests.
- Where you have provided your consent for us to process your personal data.

Generally the purpose of us collecting your data is to enable us to facilitate safe recruitment and determine suitability for the role. We also collect data in order to carry out equal opportunities monitoring and to ensure appropriate access arrangements are put in place if required.

If you fail to provide certain information when requested, we may not be able to take the steps to enter into a contract with you (for example if incorrect references are provided), or we may be prevented from complying with our legal obligations (such as to determine suitability to work with children).

We will only use your personal information for the purposes for which we collected it, unless we reasonably consider that we need to use it for another reason and that reason is compatible with the original purpose. If we need to use your personal information for an unrelated purpose, we will notify you and we will explain the legal basis which allows us to do so.

## **How We Use Particularly Sensitive Information**

Sensitive personal information (as defined under the GDPR as “special category data”) require higher levels of protection and further justification for collecting, storing and using this type of personal information. We may process this data in the following circumstances: -

- In limited circumstances, with your explicit written consent;
- Where we need to carry out our legal obligations in line with our data protection policy;
- Where it is needed in the public interest, such as for equal opportunities monitoring;
- Where it is needed to assess your working capacity on health grounds, subject to appropriate confidentiality safeguards. Less commonly, we may process this type of information where it is needed in relation to legal claims or where it is necessary to protect your interests (or someone else’s interests) and you are not capable of giving your consent.

## **Criminal Convictions**

We may only use information relating to criminal convictions where the law allows us to do so. This will usually be where it is necessary to carry out our legal obligations. We will only collect information about criminal convictions if it is appropriate given the nature of the role and where we are legally able to do so.

Where appropriate we will collect information about criminal convictions as part of the recruitment process or we may be notified of such information directly by you in the course of working for us.

## **Sharing Data**

We may need to share your data with third parties, including third party service providers where required by law, where it is necessary to administer the working relationship with you or where we have another legitimate interest in doing so.

These include the following: -

- Academic or regulatory bodies to validate qualifications/experience (for example the teaching agency);
- Referees;
- [our Local Authority/Academy/Trust] in order to meet our legal obligations for sharing data with it;
- [other schools within the Federation/Trust];
- Other schools;
- DBS; and
- Recruitment and supply agencies.

We may also need to share some of the above categories of personal information with other parties, such as HR consultants and professional advisers. Usually information will be anonymised but this may not always be possible. The recipients of the information will be bound by confidentiality obligations. We may also be required to share some personal information with our regulators or as required to comply with the law.

### **Retention Periods**

Except as otherwise permitted or required by applicable law or regulation, the School only retains personal data for as long as necessary to fulfil the purposes they collected it for, as required to satisfy any legal, accounting or reporting obligations, or as necessary to resolve disputes.

How long we keep your information will depend on whether your application is successful and you become employed by us, the nature of the information concerned and the purposes for which it is processed. Full details on how long we keep personal data for is set out in our data retention policy.

### **Security**

We have put in place measures to protect the security of your information (i.e. against it being accidentally lost, used or accessed in an unauthorised way). In addition, we limit access to your personal information to those employees, agents, contractors and other third parties who have a business need to know.

Third parties will only process your personal information on our instructions and where they have agreed to treat information confidentially and to keep it secure.

We have put in place procedures to deal with any suspected data security breach and will notify you and any applicable regulator of a suspected breach where we are legally required to do so.

### **Your Rights Of Access, Correction, Erasure And Restriction**

It is important that the personal information we hold about you is accurate and current. Please keep us informed if your personal information changes during your working relationship with us.

Under certain circumstances by law you have the right to: -

- Access your personal information (commonly known as a “subject access request”). This allows you to receive a copy of the personal information we hold about you and to check we are lawfully processing it. You will not have to pay a fee to access your personal information. However we may charge a reasonable fee if your request for access is clearly unfounded or excessive. Alternatively we may refuse to comply with the request in such circumstances.
- Correction of the personal information we hold about you. This enables you to have any inaccurate information we hold about you corrected.

- Erasure of your personal information. You can ask us to delete or remove personal data if there is no good reason for us continuing to process it.
- Restriction of processing your personal information. You can ask us to suspend processing personal information about you in certain circumstances, for example, if you want us to establish its accuracy before processing it.
- To object to processing in certain circumstances (for example for direct marketing purposes).
- To transfer your personal information to another party.

If you want to exercise any of the above rights, please contact the school's Headteacher in writing.

We may need to request specific information from you to help us confirm your identity and ensure your right to access the information (or to exercise any of your other rights). This is another appropriate security measure to ensure that personal information is not disclosed to any person who has no right to receive it.

### **Right to Withdraw Consent**

In the limited circumstances where you may have provided your consent to the collection, processing and transfer of your personal information for a specific purpose, you have the right to withdraw your consent for that specific processing at any time. To withdraw your consent, please contact the school's Headteacher. Once we have received notification that you have withdrawn your consent, we will no longer process your information for the purpose or purposes you originally agreed to, unless we have another legitimate basis for doing so in law.

### **How To Raise A Concern**

We hope that the school's Headteacher can resolve any query you raise about our use of your information in the first instance.

We have appointed a data protection officer (DPO) to oversee compliance with data protection and this privacy notice. If you have any questions about how we handle your personal information which cannot be resolved by the school's Headteacher, then you can contact the DPO on the details below: -

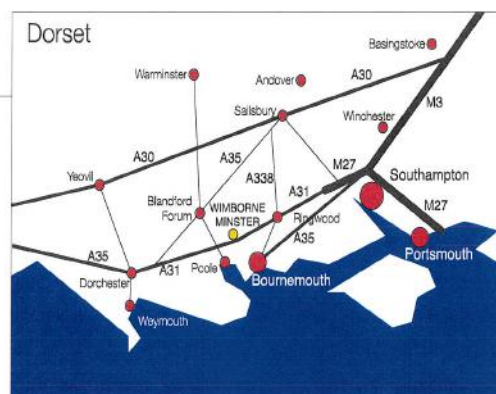
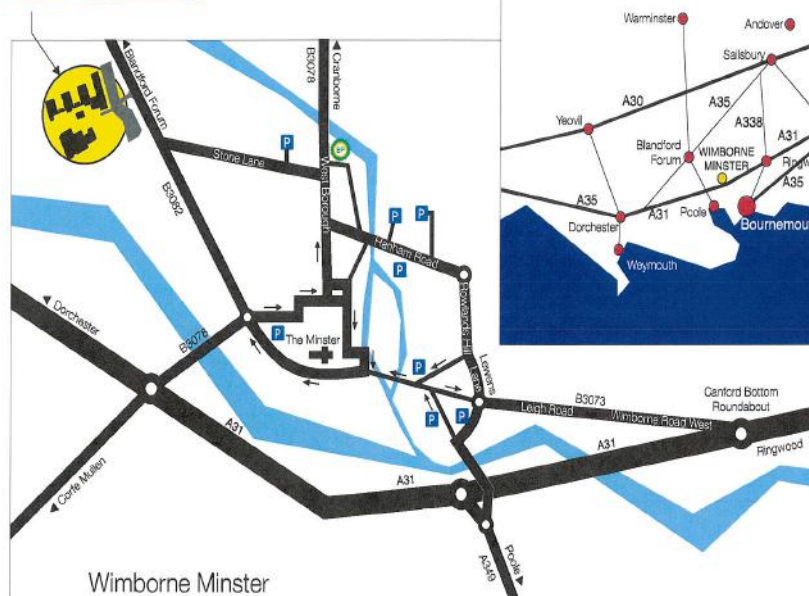
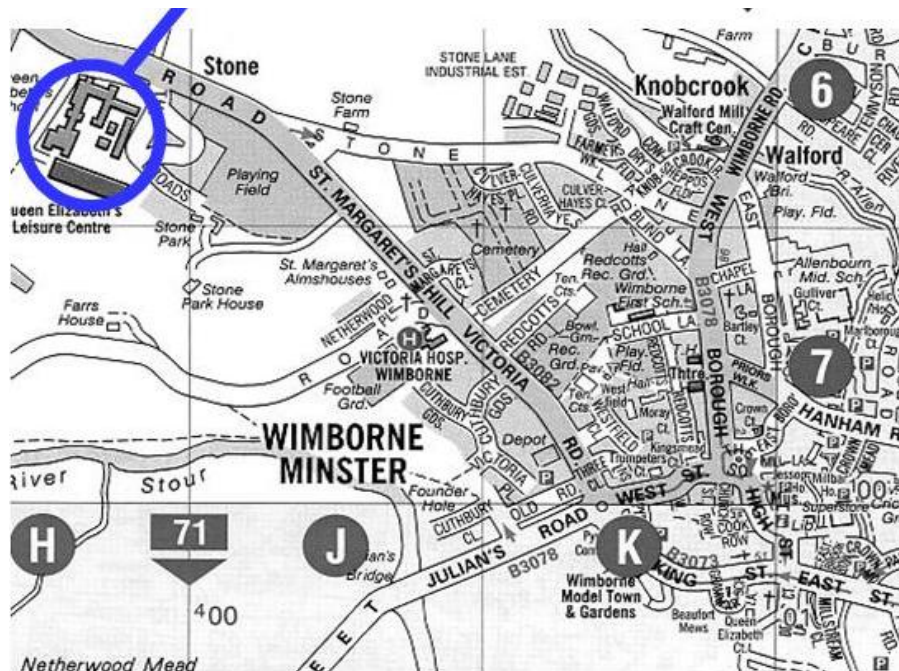
Data Protection Officer: Judicium Consulting Limited  
Address: 72 Cannon Street, London, EC4N 6AE

Email: [dataservices@judicium.com](mailto:dataservices@judicium.com)  
Web: [www.judiciumeducation.co.uk](http://www.judiciumeducation.co.uk)

Lead Contact: Craig Stilwell

You have the right to make a complaint at any time to the Information Commissioner's Office, the UK supervisory authority for data protection issues.

## MAP OF AREA School's Location



Queen Elizabeth's School  
Blandford Road, Wimborne Minster, Dorset, BH21 4DT  
Tel: 01202 885233, Email: [office@qe.dorset.sch.uk](mailto:office@qe.dorset.sch.uk)



A commitment to hope

Queen Elizabeth's School  
Wimborne Minster  
Dorset  
BH21 4DT  
01202 885233

Delivering Academic Excellence