



APPLICATION PACK MAIN SCALE TEACHER

STARTING 1ST SEPTEMBER 2024

EWELL GROVE PRIMARY SCHOOL

The overarching aim of Ewell Grove is to be consistently recognised and referred to as a school of excellence. Our staff know that in order to achieve this goal we must all be committed to a journey of continuous improvement. At Ewell Grove we recognise that ambition lies at the heart of our success however, without doubt, it is the quality and consistency of our staff that ultimately makes the biggest difference.

Ewell Grove has a long and proud history, but we cannot depend on reputation alone. Intelligent curriculum design is at the core of our DNA. We have planned our curriculum from scratch and been successfully delivering our bespoke syllabus for many years. We believe that the subject knowledge of our staff needs to be built and maintained in order to consistently deliver learning that is cutting edge, exciting and real. We appoint teachers therefore, who have the potential to sparkle as they engage and enlighten our children; but most importantly add value.

We are looking for teachers who are prepared to go the extra mile, believe there is no room for personal agendas when it comes to team work and have the skills to reflect on their own development in order to support colleagues. Join our existing experienced team, who work relentlessly every day to provide truly exceptional quality of education to our children, by making Ewell Grove your next professional home.

Application Forms must be returned by email to:

nicola.littlejohn@ewell-grove.surrey.sch.uk

APPLICATIONS WILL BE REVIEWED UPON RECEIPT

Headteacher:	Mrs Kate Keane
Chair of Governors:	Mrs Rachel Tillen



EWELL GROVE'S CURRICULUM STATEMENT

Learning starts with an individual understanding that they are valued as an equal within society; as they have something unique to contribute. We regard our school as a community and use this context to develop within our children a sense of cohesion, acceptance and respect which we see as essential life skills. We recognise that experiences are as important for positive life chances as academic achievements and that our school's long history brings with it the benefit of a set of established traditions that bind us together. Traditions cannot be imposed upon a community but they can be nurtured and grown when given credence within curriculum design. Establishing respect for tradition provides a public statement that as a school we value our heritage alongside the ambition to continually improve and respond to necessary change. Through traditions "special moments" are created and it is these that eventually become the memories that not only shape our children as individuals but also defines the uniqueness of our school.

At Ewell Grove Primary and Nursery we are deeply committed to providing a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences. Key to our planning is the question, "What is it that the children at Ewell Grove Primary need to learn to be successful both now and in the future?" We considered the 'learning non-negotiables' that we want all our children to develop, along with the skills they will need to thrive as they move throughout each phase of their education and life; fundamental to this is our dedication to inspire a love of reading. In addition, we considered the richness of our local village context, with all it has to offer, and incorporate this into our curriculum delivery. Social, moral and emotional issues are given a high profile in the school. We place emphasis on diversity, tolerance and celebrating the incredible world around us.

We instil, at the earliest opportunity, a strong sense of pride by nurturing independence, curiosity, participation and resilience. Our curriculum not only gives all of our children the skills, knowledge and understanding to excel academically but experiences through curriculum delivery which cherishes the 'uniqueness of childhood'.

Our teaching approach recognises that learners require different levels and types of support in order to succeed, therefore giving designated time to groups of children allows our staff the time to adapt teaching in a responsive way, for example by providing focused support at the earliest stage to children at risk of not making progress towards improved outcomes. The mix of learning skills required across our group teaching structure ensures all of our children feel confident to engage in independent learning for a significant proportion of their learning day from nursery onwards. As our children move through the phases of education the consistent expectations and 'normalisation' of independent learning means they settle to tasks more readily as the commitment of time to each task never feels overly onerous. Our experience is that the group teaching approach is effective for all children, as their perception is that everyone is supported with their learning at the optimum time; irrelevant of their specific or additional needs. At Ewell Grove we are keen that there is never a stigma associated with learning and as such we would only identify students as needing 'booster' or 'top up' sessions in exceptional circumstances.

As a result of our considered planning, we have produced a curriculum that takes the National Curriculum as a starting point and makes it unique to our school. The breadth and balance provides an excellent start to our children's lifelong education, emphasising the development of their individual character alongside key skills. However, and perhaps most importantly, we believe the education we provide at Ewell Grove will be an experience that our children and families will look back on with pleasure and pride in the years yet to come.



EWELL GROVE'S VALUES AND AIMS

Value	Our Aim is that Children at Ewell Grove Will:
Be Gentle	<ul style="list-style-type: none">• Be positive about themselves and others• Help one another and learn tolerance, patience, consideration and empathy• Understand that peace begins with all of us and enables us to live harmoniously• Show unity and togetherness• Understand the importance of collective strength and harmony
Be Honest	<ul style="list-style-type: none">• Understand that everyone is unique and valuable• Be true to themselves and others• Be trusted and show trust in others• Develop dignity• Understand the importance of commitment• Understand that rights are balanced with responsibilities
Be Kind & Helpful	<ul style="list-style-type: none">• Understand that respect starts with liking who I am• Learn when it is appropriate to put the needs of other people first and who to trust• Have courage and confidence• Contribute to our school community by caring and having the ability to share• Ensure consistency between words and actions
Listen to People	<ul style="list-style-type: none">• Have self-respect, self-esteem and self-worth• Accept everyone and respect another person's point of view• Resolve differences in a constructive way• Be understanding and open-minded• Understand the traditions and value entrenched in their own culture and the importance of respecting those of others
Look After property	<ul style="list-style-type: none">• Understand the importance of taking care of the environment• Understand that co-operation is working together• Know that taking care of our school is a collective goal
Work Hard	<ul style="list-style-type: none">• Pursue excellence• Understand their responsibility in the learning process• Be resilient in their approaches to accomplish something worthwhile and admirable• Be given a firm foundation in the basic skills that are fundamental to their future economic well-being



EWELL GROVE PRIMARY

MAIN SCALE TEACHER

STARTING 1ST SEPTEMBER 2024

Thank you for taking an interest in the Main Scale Teacher position at Ewell Grove. We are seeking to appoint a dynamic, enthusiastic and dedicated teacher to this key position. We have immense pride in our thriving, village school and are therefore committed to appointing teachers who are able to join our established team, who understand and can demonstrate the elements needed to be excellent practitioners. Applicants will need to demonstrate that they have the interpersonal skills needed to communicate effectively with the range of stakeholders involved in our school community, offer excellent ICT skills along with the energy and commitment befitting our highly successful school. In addition to this we are looking for people who have the drive, commitment and ambition to become outstanding leaders of learning.

The successful candidate must possess the skills to become an effective teacher across the entire Early Years and Primary age range and must be prepared to be deployed throughout the school when requested. We believe that movement throughout the school provides continuing professional development opportunities and ensures staff understand pedagogical elements specific to each age group.

In September 2020 Ewell Grove completed the final year of a four-year reorganisation, transitioning into a two-form entry Primary School. Our children are organised into 16 classes: two nursery classes and two in each year group from Reception to Year 6. We are a very successful school because of the commitment given by its community members but most importantly our staff, therefore the appointment of the right person to this post is paramount.

Salary will be based on the Ewell Grove Pay Scale that is based upon the School Teachers' Pay and Conditions Document to which all teachers are contractually obliged to work.

The recruitment process will be as follows:

- All completed application forms must be returned by email to nicola.littlejohn@ewell-grove.surrey.sch.uk.
- Applications will be reviewed upon receipt and you will be contact within 5 working days if you are shortlisted.
- Interviews will include:

Stage 1	▪ Teaching under observation
Stage 2	▪ Observing the 'Ewell Grove' teaching approach
Stage 3	▪ Making a presentation ▪ Preparing your views on the benefits and challenges adapting to the Ewell Grove teaching approach may bring to you as a teacher ▪ Question and answer session

- References will be requested for all short-listed candidates (including internal applicants) prior to the interviews and will comply with the requirements of the Equality Act 2010. **As a courtesy to your referee, please ensure you have sought their permission before using their name on the application form and advise them of the short time scale in which the reference will be required.**
- All short-listed candidates will be requested to bring to the interview proof of their professional status, qualifications, identity and appropriate documentation to verify entitlement to work in the UK (under the Asylum and Immigration Act 1996); eligibility can be provided in the form of a British Passport or official paperwork e.g. UK Government issued work permit/visa eligibility.

If you have not heard from us by the date of the interview you should assume that your application has not been successful

Please spend time carefully reading through the Job Description and Person Specification before completing the application form. You must include with your application a supporting statement telling us more about why you specifically fit the outlined criteria. In addition include a description of how your 'teaching sparkle' engages and enlightens the children in your care. We would also like you to include a recent lesson plan from a session that you have taught. This should be laid out in a style that you think is conducive to teaching a successful lesson and be annotated with an evaluation of the learning and teaching.

Please feel free to contact the school if you have any specific questions relating to the post. In the meantime, thank you again for your interest and I wish you the very best of luck with your application.



JOB DESCRIPTION

Ewell Grove is committed to safeguarding and promoting the welfare of children and expects all staff and stakeholders to share this commitment. The Governors are committed to ensuring that all recruitment is compliant with best practice. As such, this process complies with:

Guidance for safer working practice for those working with children and young people in education settings (May 2019)

The successful applicant will be required to undertake an enhanced-level check via the Disclosure & Barring Service (previously known as a CRB check).

The successful applicant will be required to work in accordance with current versions of The Teachers' Standards in England and The School Teachers' Pay and Conditions Document to which all teachers are contractually obliged.

A copy of these can be found at:

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

[School teachers' pay and conditions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-teachers-pay-and-conditions)

These standards apply to all teaching staff and define the minimum level of practice that is required to demonstrate, on an on-going basis from the point of being awarded QTS, that their practice is consistent in ensuring the following:

"Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in their work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; work with parents in the best interest of their pupils" (Taken from the preamble of the Teachers' Standards).

The Teachers' Standards in England June 2013 replaced all previous professional standards and are applied as appropriate to the role and context within which an ECT or teacher is practising for the following purpose:

- To assess an ECT's performance during and at the end of their induction period
- As a reference point for the annual appraisal arrangements
- As a reference point when considering whether a teacher's conduct has fallen significantly short of the standard of behaviour expected as a teacher

In addition part 2 of the standards relating to professional and personal conduct are used to assess cases of serious misconduct.

Any offer of employment in the school will be conditional upon:

- The receipt of at least two satisfactory references
- Verification of the candidate's identity
- A satisfactory Enhanced DBS Check (including a check of the Children's Barred List)
- Evidence of entitlement to work in the UK, if required
- Verification of the candidate's fitness to undertake the role
- Verification of the applicant's qualifications
- Verification of professional status where required e.g. QTS
- Where appropriate, evidence of successful completion of all QTS Skills tests
- For those gaining QTS after 7 May 1999, verification of successful completion of statutory induction period



PERSON SPECIFICATION

Selection Criteria	Assessment Method
Qualifications	
<ul style="list-style-type: none"> Evidence of Qualified Teacher Status (QTS), Induction & Restriction Status via The Teaching Agency Where applicable evidence of successful completion of all QTS Skills Tests <p>NB Offer and appointment are conditional on satisfactory completion of the pre-appointment checks outlined in the Job Description.</p>	<p>Application Form</p> <p>Certificates</p>
Experience	
<ul style="list-style-type: none"> Demonstrates a desire to be an outstanding teacher across the whole primary age range A willingness to develop their expertise across the whole primary age range, including the Foundation Stage Have a solid understanding of 'typical' child development 	<p>Supporting Statement</p> <p>Lesson Observation</p> <p>Interview Process</p>
Professional Knowledge and Understanding	
<ul style="list-style-type: none"> Demonstrates an understanding of how to structure an effective reading, phonics and maths programme that ensures the attainment and progress of all children Confident in teaching computing skills across the curriculum Competent in the use of technology for planning, monitoring and assessing children Show a creative approach to the planning and delivery of the curriculum as a whole Understand how data/assessment must be used to contextualise the learning that takes place within their classroom Seek opportunities to involve children effectively in identifying their future learning needs Be able to provide a safe, stimulating and organised learning environment which responds to the needs of all children Be sensitive to the emotional needs of all children and take a proactive approach to all aspects of safeguarding and raising concerns about adults Maximise the unique opportunity of Adapted Group Teaching to ensure high quality of education for all; particularly for vulnerable or with SEN. 	<p>Supporting Statement</p> <p>Lesson Observation</p> <p>Interview Process</p>
Professional Qualities	
<ul style="list-style-type: none"> Commitment to teach using Ewell Grove's Adapted Group Teaching approach. Commit to the development and maintenance of good relationships with staff, parents, pupils, governors and the community. Be able to present ideas to a range of audiences effectively and with clarity Have high expectations of children's behaviour around our school Possess reflective qualities that demonstrate a robust attitude to change Can lead for improvement in performance of both themselves and others Be able to give and receive constructive criticism 	<p>Supporting Statement</p> <p>Lesson Observation</p> <p>Interview Process</p>
Professional Skills	
<ul style="list-style-type: none"> Demonstrate a desire to plan collaboratively with colleagues and other agencies Act as an advocate for specific subject responsibilities and actively seek out opportunities to promote these across the school as a whole Be able to put into practice and follow existing school policies and procedures and be proactive in the reviewing and adapting of these 	<p>Supporting Statement</p> <p>Interview Process</p>



GUIDANCE FOR CANDIDATES

Please spend time carefully reading through the Job Description and Person Specification before completing the application form. Please feel free to contact the school if you have any specific questions relating to the post.

Making an Application	Interview & Selection Process						
<p>Application Form</p> <p>If you wish to be considered for this post please complete the Ewell Grove application form providing 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).</p> <p>You will note that we require details of two referees, one of which must be your current or most recent employer.</p> <p>CVs are not accepted as part of the application process.</p> <p>Statement of Application For Teaching Posts</p> <p>This section of the form is very important. It gives you an opportunity to detail your experience of teaching and learning and the impact your contribution will make in terms of raising standards at our school. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the Person Specification for this post.</p> <p>In addition to this you should include a recent lesson plan from a session that you have taught. This should be laid out in a style that you think is conducive to teaching a successful lesson and be annotated with an evaluation of the impact of teaching on learning.</p> <p><i>If you have not heard from us by the date of the interview you should assume that your application has not been successful</i></p>	<p>Those candidates who meet all the requirements for the post will be short-listed and details of the interview programme will be confirmed in writing.</p> <p>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.</p> <p>Under the Equality Act, 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.</p> <p>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.</p> <p>All short-listed candidates will be requested to bring to the interview proof of their professional status, qualifications, identity and appropriate documentation to verify entitlement to work in the UK (under the Asylum and Immigration Act 1996); eligibility can be provided in the form of a British Passport or official paperwork e.g. UK Government issued work permit/visa eligibility.</p> <p>The appointment process will be in two stages:</p> <table> <tr> <td>Stage 1</td><td> <ul style="list-style-type: none"> Teaching observation under </td></tr> <tr> <td>Stage 2</td><td> <ul style="list-style-type: none"> Observing the 'Ewell Grove' teaching approach </td></tr> <tr> <td>Stage 3</td><td> <ul style="list-style-type: none"> Making a presentation Preparing your views on the benefits and challenges adapting to the Ewell Grove teaching approach may bring to you as a teacher Question and answer session </td></tr> </table>	Stage 1	<ul style="list-style-type: none"> Teaching observation under 	Stage 2	<ul style="list-style-type: none"> Observing the 'Ewell Grove' teaching approach 	Stage 3	<ul style="list-style-type: none"> Making a presentation Preparing your views on the benefits and challenges adapting to the Ewell Grove teaching approach may bring to you as a teacher Question and answer session
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GUIDANCE FOR CANDIDATES

Pre-employment checks	Induction and Continuous Professional Development
<p>References</p> <p>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 any appointment is made. 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. If you are not currently working with children but have done so in the past, one reference must be from the most recent place where you worked with children.</p> <p>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.</p> <p>(DBS) Disclosure & Barring Service</p> <p>Employment at this school is subject to an enhanced check with the DBS. Checks will also be made against the Barred List. All such checks must be satisfactory before we confirm any offer of an appointment.</p> <p>Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment), there are a number of jobs where we must take account of any convictions that are unspent or not ‘protected’. The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the www.gov.uk website. Unspent and unprotected convictions may not necessarily make you unsuitable for appointment.</p> <p>Prohibition checks (teachers only)</p> <p>Prior to confirming an offer of employment, the school is required to make a mandatory check to ensure a teacher is not prohibited from teaching by the NCTL or its predecessor, the GTC.</p> <p>Validation of Qualifications</p> <p>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.</p>	<p>The head teacher and governing body are committed to ensuring your well-being and continuous professional development in this role. On appointment, the head teacher will discuss an appropriate induction programme with you that will help familiarise you with the culture of the school, local practices, policies and expectations.</p> <p>You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications such as NVQs.</p> <p>Right to Work in the United Kingdom</p> <p>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 can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.</p>
	<p>Appointment</p> <p>Salary will be on the Ewell Grove Pay Scale that is based upon the School Teachers’ Pay and Conditions Document to which all teachers are contractually obliged to work.</p>



GUIDANCE FOR CANDIDATES

School Policies

Child Protection

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our Child Protection Policy.

Whistle Blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Therefore, our policy is to ensure that all staff are made aware of their duty to raise concerns about any inappropriate attitude or actions of colleagues.

Code of Conduct and Personal Behaviour

The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the wellbeing of all its employees and pupils.

The head teacher and governing body regard everyone working at our school as a role model to our pupils. As such employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children. Registered teachers are in addition bound by the codes and professional values of the Teaching Agency. While registered teachers are bound by the code, the school considers the principles to apply to all staff employed at the school.

Equal Opportunities

We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect.

We take action to ensure that nobody is treated less favourably than anyone else because of their protected characteristics which include age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Full details of all these policies are available in school



GUIDANCE FOR CANDIDATES

A Note on Childcare Disqualification Requirements

In addition to undertaking checks to ensure that members of staff are suitable to work with children, schools are also specifically required to establish that members of staff are not disqualified from working with children who have not yet reached the age of 8 in order to comply with the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009. All staff responsible for the provision or management of such childcare (including teaching) are therefore required to declare that they are not disqualified from undertaking such work upon appointment.

A disqualified person is not permitted to provide or manage care for children under age 8 unless they apply for, and are granted, a waiver from Ofsted. In summary, a person may be disqualified through:

- *Inclusion on the Children's Barred List;*
- *Being cautioned for, or convicted of, certain violent and sexual criminal offences against children and adults;*
- *Grounds relating to the care of children (including where an order is made in respect of a child under the person's care);*
- *Having registration refused or cancelled in relation to childcare or children's homes or being disqualified from private fostering;*
- *Living in the same household where another person who is disqualified lives or works (referred to as disqualification 'by association').*

Disqualification also applies to equivalent offences committed overseas. The Regulations do not automatically apply to all posts in a school or to settings where there is no provision for children under 8. You will therefore be informed if the Regulations are relevant to the post you are applying for.

Should you need to, you can find out more about disqualification in the Department for Education's guidance:

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>



PRIVACY NOTICE FOR JOB APPLICANTS

The purpose of this privacy notice is to explain to you the data we collect about job applicants as part of our recruitment and selection process.

Name of Data Controller: Ewell Grove Primary and Nursery School

Name of Data Protection Officer: www.satswana.com

What information do we collect about job applicants and how?

The categories of information that we collect, process, hold and share include:

- personal information (such as name, date of birth, contact details, National Insurance number, teacher number (if applicable))
- education history and details of qualifications and relevant professional development
- membership of professional bodies
- employment history (including any gaps in employment and/or education/training)
- information about any reasonable adjustments we need to make to the shortlisting or interview and assessment process to accommodate a disability
- information about any cautions, convictions, reprimands or final warnings which are not protected, as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended) as well as any current police investigations or pending criminal proceedings
- information about any disqualification or sanction imposed by a regulatory body in relation to working with children
- information about your registration with the DBS Update Service (if applicable)
- information about any close personal relationships you may have with an existing member of staff or member of the board of governors
- proof of your identity, if invited for interview
- special categories of data (including information about your ethnic origin and health conditions) in order for us to monitor the success of our equality policies

We collect information from your application form and, if shortlisted for interview, as part of our selection process which generally includes an interview and some other form of assessment, such as written tests and presentations.

It is our policy, in line with the Department for Education's statutory guidance, *Keeping Children Safe in Education*, to request references at the shortlisting stage, in advance of interview. If you have concerns about this, you should contact us before submitting your application. If you are shortlisted, we will therefore also collect personal data about you from your nominated referees. Personal data may also be collected from other previous employers listed on your application form, for example to verify details on your application form, such as particular experience or qualifications.

If an offer of employment is made to you, the offer will be subject to completion of a range of pre-employment checks to our satisfaction, including a criminal records check with the Disclosure and Barring Service and a pre-employment health assessment. You will be informed of the checks to be undertaken in the event that an offer is made.

Why we collect and use this information

We process data from job applicants in order to undertake the recruitment process and, for the successful applicant, to enter into a contract of employment. In particular it is used to:

- administer the application, shortlisting and selection process
- assess your suitability to work with children and young people
- inform the development of recruitment and retention policies
- defend legal claims
- monitor protected characteristics in order to promote equality at work

We do not make recruitment decisions based on automated decision-making.

The lawful basis on which we process this information

We process this information about you because the processing is necessary for us to enter into an employment (or other work-related) contract with you. We also need to process this information to ensure that we are complying with our legal obligations and in particular with the DfE statutory guidance document, *Keeping Children Safe in Education*, such as by carrying out pre-employment checks on your right to work in the UK and with the Disclosure and Barring Service.

We have a legitimate interest in processing data from job applicants in order to administer the recruitment process, to monitor compliance with our policies, to defend any legal claims and to ensure that the most suitable applicant is appointed to the role, based on an assessment of their likely performance amongst other factors. We do not rely on legitimate interests as a reason for processing data unless we have first considered the rights and freedoms of the individuals affected and determined that these do not override the interests we have identified.

We process special category data, such as information about your ethnic origin or health, as part of our equal opportunities monitoring process and in order to meet legal obligations (such as the requirement to make reasonable adjustments for job applicants with a disability). This information is collected with the express consent of job applicants. Consent may be withdrawn by an applicant at any time.

We may offer to contact unsuccessful applicants within a period of six months following the application if another suitable vacancy arises. Information is only used in this way with the express consent of applicants, which may be withdrawn at any time.

If we wish to process your personal data for a new purpose we will inform you of any additional processing.

Collecting this information

Personal data provided to us as part of the recruitment and selection process is generally given on a voluntary basis and, as such, you have a choice as to whether you provide information to us. However, failure to provide information may mean that your application cannot be processed. You should also be aware that providing false or misleading information (including by omission) may result in your application being rejected and could also be treated as a disciplinary offence in the event that employment is subsequently offered to you.

Posts in our organisation are exempt from the Rehabilitation of Offenders Act 1974 (as amended). If you decide to submit an application form, you must disclose any cautions and convictions, even if they are spent, **other than** protected cautions and convictions (i.e. those which have been filtered out). Details on the filtering rules applicable to certain offences can be found on the Gov.uk website: <https://www.gov.uk/government/collections/dbs-filtering-guidance>.

Equality monitoring information is undertaken only for the purposes of evaluating our equality policies. It is not mandatory and its provision or otherwise will have no effect on the processing of your application form.

Storing this information

Information from your application form and from the shortlisting and selection process will be stored in a paper-based file, in electronic records within our HR system and also in other IT systems, including email.

A copy of your application form and all other personal data collected during the recruitment and selection process will be held as follows:

For **successful applicants** this will be transferred to a personnel file where it will be held securely. You will be given a workforce privacy notice upon appointment which will explain how we will hold and process your data as an employee.

For **unsuccessful applicants**, securely for a period of six months.

Who we share this information with and why

Your information will be shared with school staff with a recruitment responsibility. This will include members of our HR and administrative staff, those responsible for shortlisting and interviewing and managers within the relevant area of work or department. Equality monitoring information is separated from the application form upon receipt and is not shared with those responsible for shortlisting and interviewing.

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

We will not share your data with third parties unless and until an offer of employment is made to you. At that stage, your data will be shared to fulfil legal requirements, obtain or provide necessary information or because the third party processes data on our behalf. These third parties include:

- The Disclosure and Barring Service in order to undertake a criminal record check
- Suppliers and consultants that provide us with a service, such as occupational health, HR or legal services
- Relevant professional bodies in order to verify your qualifications (such as the Teaching Regulation Agency for teaching posts)

When we appoint third parties to process data on our behalf, the third party is also required to process the data lawfully and fairly and in a manner that ensures appropriate security of the data, using appropriate technical or organisational measures to protect against unauthorised or unlawful processing and accidental loss.

We do not transfer your data to countries outside the European Economic Area.

Requesting access to your personal data and your rights as a data subject

Under data protection legislation, you have the right to request access to information about you that we hold. To make a request for your personal information, contact our data protection officer (details at the beginning of this document).

You also have the right to:

- restrict processing of your data in certain circumstances;
- prevent processing for the purpose of direct marketing;
- object to decisions being taken by automated means;
- object to the processing of your data where we are relying on our legitimate interests as the lawful basis for processing;
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of data protection legislation.

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/>

Further information

If you would like to discuss anything in this privacy notice, please contact our data protection officer (details at the beginning of this document).