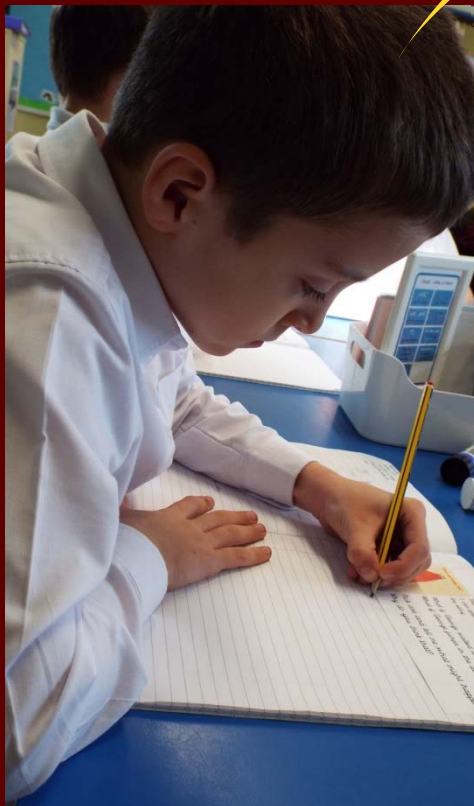


# Oakfield Primary School

## Headteacher Information Pack



### Our vision - ready to Learn for Life

Our overall aim at Oakfield is to achieve the highest quality education for each individual child coupled with providing a secure, happy and stimulating environment where children can develop confidence and grow in all respects.

#### Key Dates:

##### Closing Date:

Monday 25<sup>th</sup> March, 2019

##### Interview Dates:

Wednesday 24<sup>th</sup> and  
Thursday 25<sup>th</sup> April, 2019

#### Contact Details

Sylvia Crescent

Totton

Southampton

SO40 3LN

Tel: 02380 862530

[www.oakfieldpri.co.uk](http://www.oakfieldpri.co.uk)

[admin@oakfield.hants.sch.uk](mailto:admin@oakfield.hants.sch.uk)



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Spring Term 2019

Dear Applicant

Thank you for expressing interest in the Headteacher post at Oakfield Primary School. We are looking for an inspirational leader with a clear vision of excellence, who will work in partnership with staff, pupils, parents, governors and other members of the Gateway Multi Academy Trust, to continue its journey of educational improvement.


Oakfield Primary School is in the process of joining the Gateway Multi Academy Trust (GMAT) and will have the opportunity to work with The Romsey School and Halterworth Teaching School Partnership to build on the learning environment at Oakfield for the benefit of all pupils. The fact that Oakfield will be the first primary school in the GMAT gives its new leader and all staff the amazing opportunity to help formulate the primary aspect of the academy trust. If you would like to talk to our Executive Leader, Jonathan de Sausmarez, please contact him via email on [jdesausmarez@romsey.hants.sch.uk](mailto:jdesausmarez@romsey.hants.sch.uk).

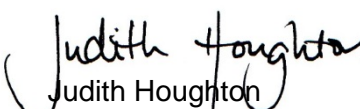
The school site has both the interior capacity and outdoor space to deliver many exciting educational opportunities for the pupils, but will need some imagination and determination to make the most of these.

Applicants will need to demonstrate a passion for children's learning, a track record of school improvement, have good interpersonal skills, and an ability to engage effectively within the school and the wider community.

We warmly welcome and encourage visits to the school. Please contact Marcella Dobson, Headteacher on 02380 862530 or by email [admin@oakfield.hants.sch.uk](mailto:admin@oakfield.hants.sch.uk) to arrange an appointment. We will be delighted to share further details about the school, as well as answer any questions you may have, and we look forward to receiving your application for the post of our new Headteacher.

Yours sincerely

  
Martyn Ashmead  
Oakfield – Chair of Governors

  
Judith Houghton  
GMAT – Board Chair



Halterworth Teaching  
School Partnership  
Innovation in education



Barton Peveril  
Sixth Form College

# Advert

## Oakfield Primary School, Totton Part of the newly formed Gateway Multi Academy Trust

### Headteacher

- **Closing Date:** Monday 25<sup>th</sup> March, 2019
- **Interview Dates:** Wednesday 24<sup>th</sup> and Thursday 25<sup>th</sup> April, 2019
- **Job Start Date:** 1<sup>st</sup> September 2019
- **Contract/Hours:** Permanent, Full-time
- **Salary Type:** Leadership Scale
- **Salary Details:** LDR 29 – 41 (£56,436 - £65,384)
- **Hours of Work:** Full time
- **Location of Role:** Oakfield Primary School
- **Contact e-mail address:** [eps-recruitment@hants.gov.uk](mailto:eps-recruitment@hants.gov.uk)

**Are you a leader who has the drive and ambition to lead Oakfield to be at least a 'good' school by 2020 and wants opportunities for growth in a new MAT?**

We wish to appoint an inspirational leader with a successful track record of raising standards who has the enthusiasm and vision to lead the school on its challenging journey from Serious Weaknesses to Good by 2020. Oakfield will be the first school to join The Romsey School as part of the newly formed Gateway Multi Academy Trust. We are looking for someone who: -

- Can share a clear vision to all stakeholders about the exciting future of the school
- Has a proven track record of improving outcomes
- Will value children and take a pride in their achievements
- Can lead and enthuse staff, children and parents
- Inspire others to great teaching and learning
- Wants to be part of a new trust and grow in partnership with other schools

We warmly welcome and encourage visits to the school. Please contact Marcella Dobson, Headteacher on 02380 862530 or by email [admin@oakfield.hants.sch.uk](mailto:admin@oakfield.hants.sch.uk) to arrange an appointment.

### Application Procedure

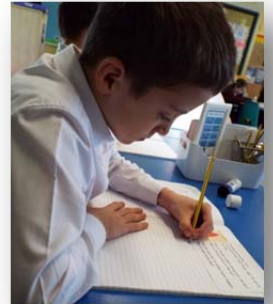
Please find attached the information pack, application form and equality form. Completed application forms should be returned by the closing date to Education Personnel Services, 3rd Floor Hampshire House, 84-98 Southampton Road, Eastleigh, SO50 5PA or sent electronically to [eps-recruitment@hants.gov.uk](mailto:eps-recruitment@hants.gov.uk)

Gateway Multi Academy Trust and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.



# Are we the school you are looking for?

Children are at the heart of everything we do. We want them to enjoy a rich and diverse range of experiences to achieve high academic standards in a caring and respectful atmosphere. The staff deliver an innovative curriculum that creates a stimulating learning environment in which children can flourish. We value respect for each other, with children being encouraged to express their thoughts and feelings with courtesy and confidence. The children constantly surprise us with their thoughtful comments. They tell us they are proud of their school and their teachers, and appreciate the hard work staff put in to make their learning exciting, enjoyable and challenging.



We are looking for someone who can nurture our ethos and build on our progress to date. Are you interested in leading a school which encourages collaboration and fosters excellent outcomes for children? Then read on to see if you have the skills, experience and qualities we are seeking.



## Our new Headteacher – skills and qualities

Can you meet the expectations of the children, staff and parents?

STAFF	CHILDREN	PARENTS
<ul style="list-style-type: none"> <li>• A good leader who can nurture, motivate and develop staff's skills to achieve excellence</li> <li>• Has a clear vision and can communicate it</li> <li>• Is creative in their approach to learning</li> <li>• Has experience of school improvement with a track record of success</li> <li>• Is a good listener, communicator and team player</li> <li>• Has a strong sense of community</li> <li>• Enjoys being with children</li> <li>• Has integrity and ability to inspire</li> <li>• Has a passion for making children's learning experiences exciting, memorable and fun</li> <li>• Able to think 'outside the box' and is a creative problem solver</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to children's ideas and uses them</li> <li>• Trustworthy</li> <li>• Experienced with children</li> <li>• Can make difficult decisions quickly</li> <li>• Confident</li> <li>• Knows how to handle different emotions in children</li> <li>• Approachable</li> <li>• Good leadership skills</li> <li>• Encourages children to listen and respect others</li> <li>• Knows every child and what they can do</li> <li>• Understanding</li> <li>• Good sense of humour</li> <li>• Open to new ideas</li> <li>• Able to multi task</li> <li>• Good with teachers</li> <li>• Welcoming</li> <li>• Kind to you</li> <li>• Relaxing, not pressuring</li> </ul>	<ul style="list-style-type: none"> <li>• An inspiring leader with a creative outlook; one that inspires a deep sense of belief in children and fosters a wide-reaching sense of community across the school</li> <li>• Someone who is genuine and cares about children</li> <li>• Somebody who sees all children as individuals and is driven to do the best for all</li> <li>• Someone who celebrates their staff and acknowledges their dedication and judgement</li> <li>• Ability to communicate effectively with parents and staff</li> <li>• Has knowledge, experience, focus, determination and passion</li> <li>• Is visible, approachable and has a presence</li> </ul>

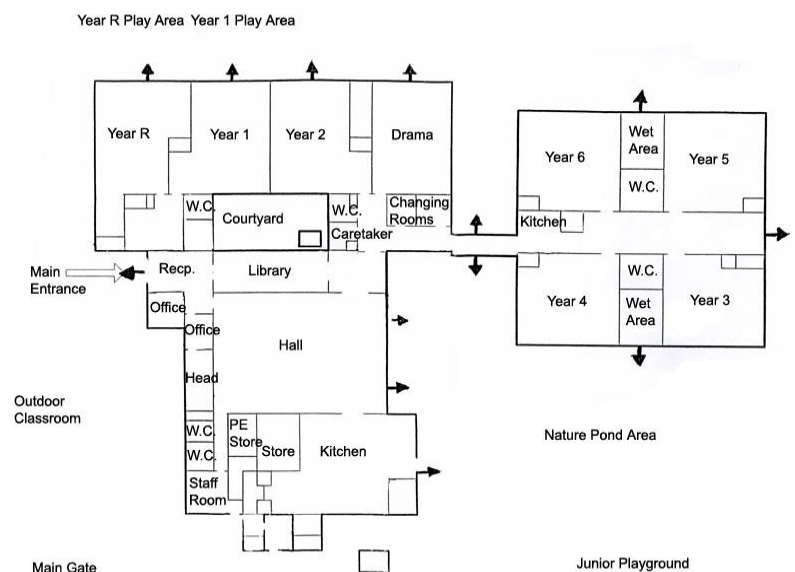
# Exciting times

Schools are always exciting places and Oakfield Primary is no exception. There are lots of reasons why, first and foremost being the 183 children. They work hard to become great learners. Under the guidance of our leadership team, the children are developing the skills and values to become “Ready to learn for life.”

Our School Council works with the children, staff and Governors to help improve the school. Learning is organised into seven classes: YR–Y6. Learning environments are well organised and resourced. IT is used throughout the school, with Wi-Fi across the building.

Outside we have separate play areas for Early Years, Year 1 and Year 2 to enable outdoor learning during learning time, an extensive playing field and two tarmac playgrounds.

We have a hall, fitted with gym equipment, an IT room, a library, a kitchen which prepares hot lunches, a Breakfast/After-school Club room and a nurture room as well as administrative areas and a staffroom.



The PTA and school are working together to further develop opportunities for exciting physical play outside.

There is breakfast and after-school provision. The morning session runs from 7.30am until 8.50am when the children then go into class. The afternoon session runs from 3.15pm up until 6.00pm.



## Context

The town of Totton is between the city of Southampton and the New Forest National Park just off the A36 and easily accessible from the M27/M271.

We have strong links with Testwood Baptist Church where several events are held throughout the academic year such as Harvest service, the summer term production and Christmas Carols.

As housing developments in the area have grown, so the town has expanded and although many of the children live in Totton, a few children come from neighbouring areas, including that served by Southampton Local Authority.

We are part of the Testwood pyramid, Totton; nearly all the children transfer here at the end of Year 6. The feedback we get from Testwood regarding Oakfield's ex-pupils is always positive.



## Gateway Multi Academy Trust (GMAT)

The Romsey School has been accepted for Multi Academy Trust status and Oakfield Primary is due to be the first school joining us on 1 April 2019. As part of our bid we have formed a strategic alliance with The Halterworth Teaching Schools Alliance (Primary) and Barton Peveril College (6th Form) in order that we can support any phase of school.

The Romsey School will be the lead secondary school in the newly formed trust. In addition we have formed a strategic partnership with Halterworth Teaching School Partnership who have a proven track record of supporting primary schools.

We would hope that there will be opportunities to work across the trust as appropriate and when necessary although the post on offer is at Oakfield Primary School. We strongly believe this will provide further CPD opportunities for anyone working within the trust. Please feel free to ask further questions at interview.





# Our vision - ready to Learn for Life



Our overall aim at Oakfield is to achieve the highest quality education for each individual child coupled with providing a secure, happy and stimulating environment where children can develop confidence and grow in all respects.

Our children will be 'Ready to Learn for Life' by developing the following skills and values:

- an enjoyment in all aspects of learning
- lively enquiring minds enabling them to make decisions and meet challenges
- an appreciation of the value of their role as part of the school community
- an awareness of their own self-worth, to show respect for others and value the multi-cultural society in which we live
- a positive enthusiastic attitude towards learning
- to be confident to make mistakes to help them improve their future learning
- a growing independence and responsibility for their own learning and conduct
- an understanding of acceptable standards of behaviour at all times, enabling them to work and communicate as a member of a group or team
- the ability to apply their own knowledge and skills in all situations and to accept challenges
- the ability to evaluate and celebrate their own achievements with an understanding of how to improve and meet their next target
- an appreciation of the importance of a healthy lifestyle and the impact this can have on their future well being
- to prepare them for their continuing life of education beyond Oakfield Primary.



# How do we work with parents?

We are very fortunate in having active, supportive parents who value the staff and school. There is a pattern of contact established, beginning with home visits to children starting in year R, then a 'meet the staff evening' early in September. At this meeting the staff introduce themselves and share their expectations in terms of learning and attitudes, and outline the topics and activities for the year.

Two sets of parents' evenings, one in the autumn term and another in the spring, enable close contact, target setting and review. Interim reports are sent out in the spring term and the full report in the summer term after which parents may meet the teacher to discuss the report if they wish. For new children (and parents) joining Oakfield in Year R, we meet the parents in late May where new parents and their children are introduced to the YR classroom and are welcomed by the Headteacher and Chair of Governors.

There are many opportunities for parents to come into school and share celebrations or learning activities through the year including Nativity plays, the summer end of year production, or end of topic celebration.

A range of parents' workshops is established throughout KS1 to familiarise parents with practice and learning in the early years of school. We send out a weekly newsletter keeping parents informed of what is happening in school and class windows also keep parents up to date.

## Friends of Oakfield (FOO)

FOO is very active and holds many social and fundraising activities during the year, raising money for a variety of projects from team sports kit to gym and IT equipment.

Positive home/school links are very important to the success of our children – as is the commitment of all staff working in our school, to the development of all the children in our care.

Oakfield aims to provide a setting where children are stimulated to enjoy learning, achieve success and to do their best through all learning activities

### How do we work with the wider community?

The school is fortunate in having both a supportive Governing Body as well as an active School Association. The school has close links with the Baptist church, pre-schools, and the local secondary schools, Testwood and Hounslow. Links are also kept with other local primary/junior schools, both through the curriculum and on the sports field. Adult helpers are always welcome in school with many helping in classrooms, and with a range of visits and activities.



# Ofsted

Our most recent Ofsted Inspection was on 5–6 June 2018.

• <b>Overall effectiveness</b> .....	<b>Inadequate</b>
• Effectiveness of leadership and management .....	Requires improvement
• Quality of teaching, learning and assessment .....	Inadequate
• Personal development, behaviour and welfare .....	Requires improvement
• Outcomes for pupils .....	Inadequate
• Early years provision .....	Requires improvement
• <b>Overall effectiveness at previous inspection</b> .....	<b>Good</b>

## Summary of key findings for parents and pupils

### This is an inadequate school

- There has been an absence of effective leadership during the four years since the last inspection. The school has lacked direction, purpose and vision. Leaders had not sustained good teaching and learning or halted the decline in pupils' outcomes or behaviour.
- Until recently, leaders and governors have not had an accurate view of the school's performance. Their ability to check the quality of teaching and keep a close eye on pupils' progress has been constrained by the lack of reliable assessment information.
- Progress in reading, writing, mathematics and science is too variable. The standards achieved by pupils in key stage 1 and key stage 2 are lower than those expected for their age.
- Although parents and pupils think that behaviour has improved, many consider the attention given to pupils' concerns, including bullying, is not consistently effective.
- Teachers in key stage 1 do not routinely use assessment to plan learning and set tasks that meet the individual needs of pupils. They do not have sufficiently high expectations of pupils, particularly the most able.
- Leaders and governors have not ensured that the school provides a curriculum that leads to good progress in different subjects and systematically promotes pupils' personal development.
- Teaching in the early years is not strong enough to ensure that children are sufficiently challenged to achieve well, especially when choosing their own activities.

### The school has the following strengths

- The new headteacher and subject leaders have an accurate picture of the school's weaknesses and are beginning to bring about improvements. They have united the staff team and injected a sense of common purpose.
- Teaching in key stage 2 is improving rapidly, resulting in pupils making stronger progress.
- Pupils who have special educational needs (SEN) and/or disabilities benefit from effective support.
- Behaviour is improving. Pupils are polite and friendly and feel safe. Attendance has improved and is above average.

## Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

### What does the school need to do to improve further?

Accelerate pupils' achievement in reading, writing, mathematics and science so that all groups of pupils reach their potential.

- Improve leadership and management by ensuring that:
  - assessment systems provide accurate information to enable leaders and governors to gain a precise view of the strengths and weaknesses in pupils' performance and plan accordingly
  - the school's curriculum is tailored so that it meets the needs of pupils and includes planned opportunities for the promotion of pupils' spiritual, moral, social and cultural development, and their understanding of fundamental British values.
- Improve teaching and learning, particularly in key stage 1, by ensuring that:
  - staff have high expectations of what pupils, including the most able, can achieve
  - activities in reading, writing and mathematics are appropriately matched to pupils' abilities and previous learning
  - teachers have a clear understanding of what pupils need to learn next
  - teachers check pupils' learning in lessons and, where work is too easy or too hard, amend learning activities appropriately
  - pupils' understanding of what they are reading is checked effectively to strengthen their vocabulary and comprehension.
- Improve early years provision by ensuring that adults:
  - help children to select activities which will challenge and develop their skills and understanding
  - ensure that children's work in mathematics is sufficiently challenging.

An external review of the school's use of pupil premium funding should be undertaken to assess how this aspect of leadership and management may be improved.

The full report can be found on the school website in the statutory information area:

<https://oakfieldpri.co.uk/statutory-information/ofsted/>





# Oakfield Performance Indicators

## EYFS

The percentage of children achieving a Good Level of Development are as follows:

2016	2017	2018
73	81	70

## Year 1 Phonics Screening Check:

The percentage of children meeting the national phonics standard are as follows:

2016	2017	2018
77	67	56

## End of Key Stage 1 Statutory Assessment:

The percentage of children meeting the statutory assessments at the end of Year 2 are as follows:

Subject	2017	2018
Reading	77	50
Writing	77	37
Mathematics	77	47

## End of Key Stage 2 Statutory Assessment:

The percentage of children meeting the statutory assessments at the end of Year 6 are as follows:

Subject	2017 Expected Standard	2018 Expected Standard	2017 Greater Depth	2018 Greater Depth
Reading	47	50	7	7
Writing	80	68	13	7
Mathematics	60	50	23	18
Grammar, Punctuation and Spelling (GPS)	70	54	23	11
Combined R, W and M	53	29	7	7

## Average Scaled Scores at the end of Year 6:

Subject	2017	2018
Reading	99.1	103.0
Mathematics	103.9	102.2
Grammar, Punctuation and Spelling (GPS)	104.5	103.5

## Cohort Information

Year Group	Total	SEND	EAL	PP	Att
R	31	0	0	2	95.69
1	20	1	1	4	94.35
2	30	5	0	7	94.55
3	21	5	1	5	96.41
4	24	4	0	8	94.02
5	27	2	1	7	95.82
6	30	7	0	7	96.02
<b>Total</b>	183	24	3	40	95.30%
<b>% Total</b>		13.11%	1.64%	21.86%	

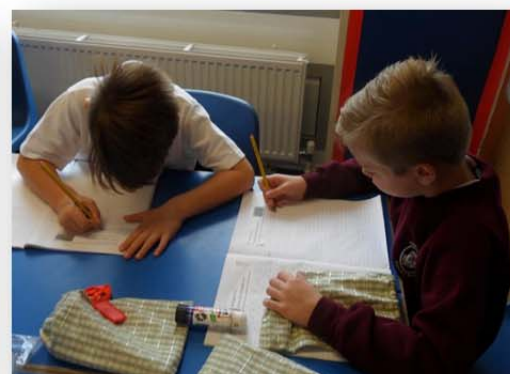
## Staffing Structure – April 2019

Headteacher Mrs Marcella Dobson (Designated Safeguarding Lead)						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Teacher</b> Mr Chris Boalch	<b>Key Stage 1 Leader and Deputy Head Teacher</b> Miss Lucy Bray (SENDCO DDSL) Mrs Jo Fulton	<b>Teacher</b> Mr Steven Osborn	<b>Teacher</b> Mr Ross Burton	<b>Key Stage 2 Leader</b> Mr Geoff Brown (DDSL)	<b>Teacher</b> Mrs Caroline Cunningham	<b>Teacher</b> Mr Colin Mitchell
<b>LSA</b> Mrs Linda Bundy	<b>HLTA</b> Mrs Fiona Venn, Mrs Debbie Fryer					
	<b>LSA</b> Mrs Kathy Hinton, Mrs Tasha Isaac, Mrs Ginny Biss, Mrs Louisa Bruce					
<b>1:1 LSA</b> Mr Daniel Howting, Mrs Tracey Holloway						
<b>Administration</b> Mrs Teresa Barker Mrs Jacqui Neill	<b>Site Management and support</b> Mr Andy Clark Mrs Liz Chalk Mrs Wendy Bowers		<b>Emotional Literacy Support Assistant</b> Miss Emily Poole		<b>Breakfast and Afterschool Club</b> Mrs Lorraine Beecham Mrs Katrina Clark	
<b>Lunchtime Supervisors</b> Ms Gaynor Thorp Mrs Hayley Angel Mrs Kelly Jones Mrs Jeannette Clark-Hills Mrs Liz Chalk Mrs Wendy Bowers	<b>Kitchen Team (HC3S)</b> Mrs Tanya McKechnie Mrs Sam Brackstone		<b>Maternity Leave</b> Beckie Courcoux			

# The Governing Body

The full governing body is made up of 11 governors: 5 co-opted members, 1 local authority member, a staff governor, two parent governors, an associate governor and the Headteacher. There are two sub committees: Management and Resources and School Improvement.

NAME	TYPE OF GOVERNOR	RESPONSIBILITIES
Martyn Ashmead	Co-opted	Chair of Governor and English link Governor
Andy Biss	Co-opted	Vice Chair and Designated Governor for Safeguarding
Marcella Dobson	Headteacher	Designated Safeguarding lead
Andy Sutton	LA Appointed	Link Governor for Sports and science
Peter Higgs	LA Appointed	Chair of Management and Resources Committee, Chair Headteacher's Pay Committee and Early Years link governor
Stuart Baldwin	Co-opted	Chair of School Improvement Committee, Pupil Premium and SEND link governor
Tony Jerrett	Co-opted	Maths Link Governor
Colin Mitchell	staff	
Katie Burt	Parent	Humanities Link Governor





# Job Description

**Job Title: Headteacher**

**Responsible to: The Local Governing Body/GMAT Board of Trustees**

**Salary Range: LDR 29 – 41 (£56,436 - £65,385)**

**(subject to amendment following pay agreements)**

This job description should be read in conjunction with the duties of the Headteacher, as set out in the latest National School Teachers' Pay and Conditions document.

## **Purpose of the job:**

Provide leadership and direction for the school, ensuring it is managed and organised efficiently and effectively to enable:-

- The school's vision and values to be met
- The staff to carry out their roles to the highest standard and enable them to collaborate effectively to deliver successful learning for all its pupils.

## **To achieve this, the Headteacher will:**

- Provide professional, strategic leadership and expertise
- Promote a successful learning culture that provides high quality teaching and learning, which enables every child to achieve their potential
- Provide effective organisation and management of the school and its resources, ensuring that successful learning is at the centre of strategic planning
- Monitor and evaluate school performance and identify priorities for continuous improvement
- Ensure a safe environment is provided that promotes the welfare of children and staff.

# Person Specification

All criteria are essential apart from those labelled (D – desirable)

## **Education and Experience**

1. Qualified Teacher status;
2. Other relevant qualifications, including at degree level;
3. Proven experience as an effective deputy head or headteacher of a primary, infant or junior school;
4. Successful teaching experience and evidence of improving teaching and learning and attainment across the primary phase (Foundation, KS1 and KS2) (D)
5. Evidence of significant and relevant continued professional development that prepares you for this post.

## **Leadership Qualities**

1. Maintain, communicate and live out Oakfield School's distinctive ethos and values with integrity, creativity, resilience and clarity.
  2. Drive forward an ambitious vision for the school, empowering all pupils and staff to excel, to secure outstanding standards and outcomes for all pupils.
  3. Demonstrate a positive and optimistic outlook, which responds well to the present challenges the school faces and instils belief in the ambition to become outstanding.
  4. Identify, demonstrate and articulate characteristics of high quality effective teaching and learning for all pupils, overcoming disadvantage and promoting equality to move the school to outstanding.
  5. Understand how to secure an appropriate curriculum for Oakfield's context, which inspires, motivates and develops lively enquiring minds, promotes well-being and meets all pupils' needs.
- 

## **Working with Pupils and Staff**

1. Be an effective listener and communicator and develop strong relationships with the pupils, parents and carers and wider community, to inspire and influence all stakeholders to embrace and participate in the school's vision and values.
  2. Continue to develop an ethos of sharing good practice both within Oakfield and between schools drawing upon relevant research and evidence, including robust data analysis.
  3. Develop an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge through professional development, coaching and mentoring and to support each other to achieve excellent outcomes.
  4. Work in partnership with the Governing Body in an open and transparent manner to ensure statutory responsibilities are met and to enable the governors to play their full part in the strategic planning, challenge and support of the school.
  5. Ability to develop effective relationships with fellow professionals and colleagues in agencies and other public services to improve academic and social outcomes for all pupils.
- 

## **Managing systems and processes**

1. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interest of pupil achievements and the school's sustainability.
2. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and holding them accountable.
3. Take a lead in providing an effective safeguarding culture and developing exemplary behaviour in school and in the wider community.
4. Demonstrates knowledge and ability to use information on Oakfield's context, including performance data and self and external evaluation to support continuous whole school improvement.
5. Develop distributive leadership throughout the school, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
6. Actively support and engage with GMAT policies and procedures. Provide information to GMAT as required and contribute to the Executive Committee of GMAT.

# Application Information

## Safer Recruitment

Gateway Multi Academy Trust and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring checks along with other relevant employment checks.

## Data Protection

Data Protection Act 1998. You should be aware that the information you have provided will be stored on Hampshire County Council's secure database and will only be used to process your application. It will not be passed to any other organisation

## Privacy notice

The School collects information about you in order to provide you with recruitment and employment services. We will use the information for the recruitment and selection process and, if successful, to activate employment with the School.

The legal basis for processing your personal data is that it is necessary for the performance of the employment contract or in order to take steps before entering into a contract and is necessary for the County Council to comply with a legal obligation.

The legal basis for processing special category data is that processing is necessary for the purposes of carrying out the rights and obligations in the field of employment, that it is necessary for the reasons of substantial public interest and that it is necessary for the purposes of the assessment of the working capacity of the employee.

You have some legal rights in respect of the personal information we collect from you. Please see the Schools website for further details on their privacy notice and data protection policy.

You can contact the Schools Data Protection Officer if you have a concern about the way they collect or use your data.

## What to do now

Candidates should complete the application form and return it so it is received no later than noon on Monday 25 March 2019.

Education Recruitment Education Personnel Services 3<sup>rd</sup> Floor, Hampshire House 84-98,  
Southampton Road, Eastleigh, SO50 5PA, Telephone: 023 80383537/33,  
E-mail address: [eps-recruitment@hants.gov.uk](mailto:eps-recruitment@hants.gov.uk)

You should provide a full statement on the application form in support of your application, which should not exceed two sides of A4 paper. Please do not restate the factual details already included elsewhere on the application form.



## **Selection Procedure**

The shortlist will be drawn up on w/c 25 March 2019 and the selection process will take place on Wednesday 24<sup>th</sup> and Thursday 25<sup>th</sup> April, 2019. Further details will be sent to those candidates called for interview. Applicants will be advised within 3 working days after the short-listing date whether they have been successful or not. Failure to send your application form to the above address may invalidate your application.

## **Equality Monitoring**

All applications will be required to complete an Equality Monitoring form

## **Receipt of Application**

Applications are acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the Recruitment Team immediately on the number above.

## **Postage**

Insufficient postage occasionally leads to application forms being received after the closing date for application has passed. To avoid this, please ensure that you attach the correct postage to your application. Please be aware we are unable to receive hand delivered mail outside normal office hours 9:00am-5:00pm (4:30pm Friday). Emailed applications are acceptable, but please do not send both paper and electronic applications.