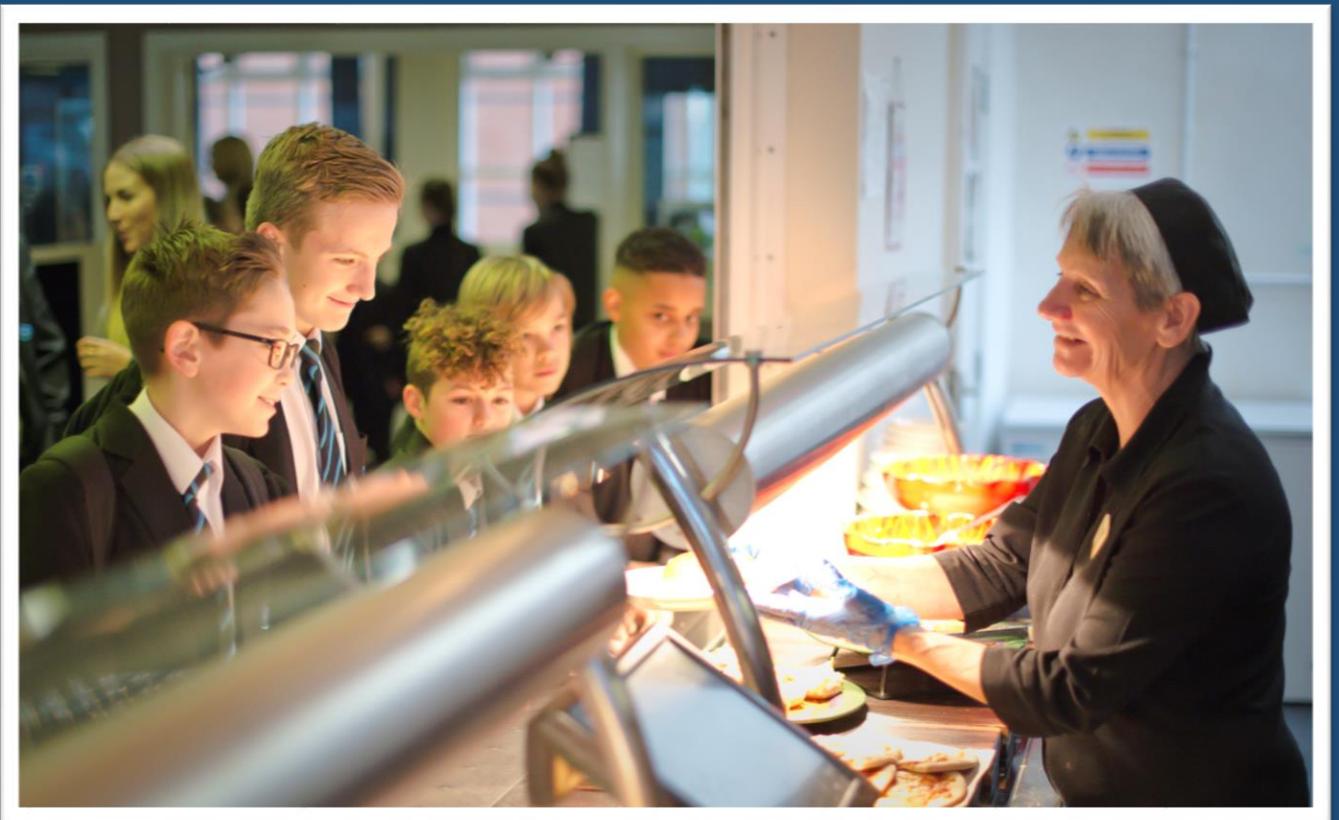




Applicant Information Pack



Royds

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Dear potential applicant,

Are you a leader and a learner? Do you thrive working as part of a team to achieve a common goal? Are you hardworking, passionate and committed to ensuring all our students maximise their potential? Are you curious and excited by our #LiveLoveLearn philosophy? If so, then we would love to hear from you!

It is both an honour and a privilege to be the Headteacher at Royds. When I first applied for the position of Deputy Headteacher, in 2016, I was attracted by the notion of a 'student centred learning community'. At the time, I wasn't quite aware of what a special and unique place Royds is. I certainly am now. As our wonderful students and staff often remind me, Royds is like a family.

We will always put students at the centre of everything we do. We are proud of our reputation as a student centred learning community. At Royds, every learner is an individual with a distinctive personality and characteristics. Our day to day ethos is symbolised by our hashtag #LiveLoveLearn@RoydsSchool. We focus on the whole person, a sense of togetherness and empowering everyone as a leader and learner. We place great value on preparing our students to thrive in 21st century Britain; together we need to ensure our learners are equipped emotionally, socially and academically to excel through their journey at Royds and beyond. It seems simple and obvious, but there is nothing more important than the quality of teaching and learning in our classrooms – every minute, every lesson, every day. Staff are learners too. We place significant emphasis on staff development and collaborative partnerships to ensure what goes on in our classrooms is as good as it can be.

Staff well-being is very important to us. Happy contented staff leads to a happy and productive school. As part of our LiveLoveLearn ethos we strive to create a climate where staff are trained well enough so they can leave, but valued highly enough that they don't want to. Royds is a happy and vibrant place to work; 'staff morale is high'. (Ofsted 2018).

I am confident there has never been a better time to join Royds. In August 2018:

- The number of students achieving both English and Maths (basic measure) improved by 9%.
- 64% attained a standard pass (9-4) and 39% a strong pass (9-5); very close to national averages with a cohort below national on entry at KS2.



- The number of disadvantaged students attaining the basics measure at four and five plus increased by 22% and 11% respectively.

Despite significant improvements, as identified by Ofsted in September 2018, there is still much work to do. We are under no illusions. Our school development plan correlated very closely with the areas for improvement identified in the inspection. Our key three areas for improvement are:

- Attainment and progress across the curriculum, but particularly for disadvantaged learners
- The consistency of teaching and learning
- Attendance

We have a diverse demography. Nearly 40 percent of our cohort are Pupil Premium. Approximately half of our students live locally within walking distance whilst many commute on buses from LS10 each day. Our cohorts generally attain KS2 scores below national on entry, that said, we have some exceptionally able students. Our number on roll is rising each year. We are searching for talented individuals who thrive on challenge, care about people and is driven by creating opportunities to change lives.

Thank you for your expression of interest thus far. I would encourage you to visit the school with confidence that you will receive a warm welcome from our staff and students. It is important that this is a 'match' for both parties. If you are as excited as we are about this opportunity and our journey ahead, then we look forward to hearing from you.

Yours Sincerely



Claire Robbins
Headteacher



Why Come to Royds?

Royds is a really exciting place to be! We are on a journey of school improvement; we are not cutting corners but building a long term sustainable culture where students are at the centre and staff are valued.

We are in the very fortunate position of being a stand-alone Local Authority maintained school who work closely with several groups of schools so, in other words, we have the best of both worlds! We are still independent and are largely able to make our own decisions and policies to best suit our learners and community, however, we benefit from the collaborative working of being part of a larger group. We are members of the Red Kite Alliance, Leeds Subject Leader Development Programme and PiXL so we are able to look outwards and see a wide range of excellent practise but then decide how best to apply it to our context.



Staff are our greatest asset. A settled staff body is essential for stability and consistency for our students. There is no escaping that being in education is hard work and there is a lot of accountability. We know people do not do it for high city salaries or bonuses but instead are doing it because they care about young people, love sharing their knowledge and caring for them. This is why we have to care for our staff in return. This is not to say we do not have high expectations or expect people to work hard; it means that we do everything in our control to ensure people are cared for, listened to, empowered and motivated but able to have a good work life balance.

A Culture of Support

"The school is not controlling – a huge level of trust. We are not micro-managed. I set the vision within my area of responsibility and am trusted to get on with the job. There is lots of challenge though. I am now convinced that teaching is the right job for me"

Teaching Staff Voice, 2019

Our philosophy is that everyone is a leader and everyone is a learner. The best leaders are learners. It is therefore important that everyone connected to the school, regardless of their role, has a voice within our community to ensure the school evolves and moves from strength to strength. One of the joys of working in education is that no one knows everything about what they do and there is always more to learn and everyone can improve. Our culture is not about the Senior Leadership Team telling people what to do and things always being passed downwards; everyone is encouraged to come up with ideas or lead processes themselves. For example:

Everyone a leader	Departments have worked together to create feedback policies which work for their subject or group of subjects.
	All UPS staff have self-derived projects which have whole school impacts e.g. becoming School Mental Health Champion and leading whole school mental health promotion.
	Support staff have carried out their own learning enquiry and improved school personal data handling processes in response.
Everyone a learner	Quality assurance is based on qualitative discussion rather than quantitative data.
	There is a focus on learning enquiries throughout the school and self-reflection on current practise.
	Coaching and mentoring are used throughout the school rather than a data-laden accountability system.



The concept of learning enquiries is used widely at Royds, there is a culture of improving rather than proving. People do not learn from being criticised or graded and so we do not have stand-alone graded lesson observations. We do still have high expectations and staff are accountable however the processes are supportive and developmental. The whole school participate in learning enquiries where a question is posed and practice is appraised; this can be teaching staff observing colleagues to look at the use of a particular technique or support staff looking at how safeguarding

practices can be improved in admin offices. Open questions are asked and feedback collated and improvements are driven by those involved in the enquiry. In addition to this, teaching staff receive coaching drop in visits where qualitative feedback and suggestions for improvement are discussed with them after.

Wellbeing

Education is a challenging sector to work in and so we aim to give our staff genuine work life balance. Staff welfare at Royds is not a series of grand gestures in the name of wellbeing but is a series of smaller, sometimes almost unnoticeable, things that make people's lives easier and more pleasant. For example:

"Usually if there is a Parents Evening, Monday night CPD is cancelled and a much appreciated hot meal is provided."

Middle Leader Voice, 2019

- Emails are banned after 7pm so that if people are doing something with their family, they are not interrupted by phones beeping at them all night. You choose when you work and when you relax outside of school but evenings and weekends can be genuine downtime.
- We understand that family events are important to both staff and to other family members. Within reason, if teaching staff are prepared to offer cover in return, we will do our best to accommodate family events like nativities or supporting at family medical appointments.
- As far as possible we will arrange teaching staff duties to coincide with free periods so everyone has time for a toilet break and a drink.
- We will try to give everyone their own classroom as far as possible.
- If staff are required to stay late for events such as parents evenings, our canteen staff will provide a hot meal before the event starts.
- Where there are significant marking or data deadlines, some Monday night CPD time is given up to give staff extra time to cope with the pressured task.
- Once a term, we run staff wellbeing evenings during CPD time where everyone does an hour of an activity like football, yoga, baking, quiz etc. It's a great way to meet staff from other departments.
- We employ a School Nurse and Safer Schools Police Officer. Both are happy to support and advise staff.
- Leadership staff are a constant presence around school and are happy to support and answer questions whenever needed.
- We pay into Health Assured which is a counselling service. They have telephone counselling available 24 hours a day and can arrange free face to face counselling for staff within days if needed.



Induction and Training

We recognise that starting a new job can be stressful and feeling welcome and knowing what is expected early on is very important to people. Induction starts from the point that someone is appointed. They will be pre-sent appropriate policies and documentation to allow them to become familiar with how the school works in advance of joining.

The induction itself largely depends on the role in school however it will always include:

- Welcome to Royds and introduction to basic systems and procedures.
- Safeguarding and child protection training.
- Health and safety and data protection.

"There is a real focus on making things manageable including the marking policy. Supportive policies are helping workload"

Teaching Staff Voice, 2019

- Behaviour, rewards and pastoral systems (adjusted depending on the role).

Classroom based staff will also receive training in our teaching and learning approach, inclusion and other classroom or departmental specific issues.

“Senior Leadership is supportive and others are helpful in professional development. It is good to meet regularly with NQTs and many staff are involved with our support. We all have chance to see others teaching”

Teaching Staff Voice, 2019

We disaggregate three training days so that CPD is held every Monday night. This means that there are constant opportunities for self-improvement. Although this is often delivered in-house, we do have specialist speakers come in as and when required. On top of this there is an additional support programme for NQTs and RQTs with additional weekly sessions.

“After Monday night CPD there is always something to take away with you that will help in the classroom.”

Teaching Staff Voice, 2019

“As an NQT, I am encouraged to visit other teachers and watch them teaching. I am always welcomed”

Teaching Staff Voice, 2019

“I have met a group of other trainees from Red Kite – as an NQT it made me feel important”

Teaching Staff Voice, 2019

“I have found that the development side of Performance Management is delivered”

Teaching Staff Voice, 2019

“I have appreciated time to mark mock exams. Leadership reorganised CPD to respond to the need and the extra pressure”

Teaching Staff Voice, 2019

“The feedback from learning walks is so much better now. They aren’t tick box exercises any more. No grading has improved the whole system”

Middle Leader Voice, 2019

“We still have the three visits every half term during the formal learning walks but there is no grading now. There is always feedback and the chance to respond. They are always looking for positives”

Teaching Staff Voice, 2019



Our Vision: #LiveLoveLearn



Our mission describes what we do for our learners and staff every day in our quest to make our dream a reality. Our day to day ethos is symbolised by our hashtag #LiveLoveLearn. We focus on the whole person, a sense of togetherness and empowering everyone as a leader and learner. Over time, happy contented students and staff lead to a happy thriving school.

Wellbeing for Everyone

Childhood is changing. Young people grow up in a world defined by fast-paced technological development and live increasingly online, in spaces adults sometimes struggle to understand. Academic expectations increase while the gap between what is taught in schools and what is required in the outside world progressively widens. Consequently, mental health issues in young people across the country are reaching worrying levels.

At Royds, we place great value on preparing our learners to thrive in 21st century Britain, not just academically but socially, emotionally, morally and culturally too. It has never been more important to equip our students to adapt to and embrace change, develop their resilience and creative thinking skills whilst instilling a real love of learning. The development of the whole person is imperative.

We aim to create a balance that enables our young people to flourish by learning how to take care of themselves mentally and physically in order to fulfil their academic potential while still living and enjoying life to the full. This entails learning how to #LiveLoveLearn in harmony; a philosophy we also apply to our staff. We are always seeking innovative ways to improve the health and wellbeing of our students through school services and the environment. For example, we have issued reusable water bottles to all students and moved to in-house catering to improve nutritional education, the canteen itself and the quality of food for our learners; healthy mind, healthy body, healthy and happy learners #LiveLoveLearn.



Everyone a Leader, Everyone a Learner

The best leaders are learners. It is therefore important that everyone connected to the school, regardless of their role, has a voice within our community to ensure the school evolves and moves from strength to strength. Our reformed Student Leadership Team plays a critical role in shaping the future of Royds. They meet regularly with other students, leaders in school, help in the recruitment of new staff and represent the school in many events and occasions throughout the year. Our staff and governors frequently engage in enquiry and we always welcome the views of parents or carers at our forums. Our mission describes what we do for our learners and staff every day in our quest to make our dream a reality. Our day to day ethos is symbolised by our hashtag #LiveLoveLearn. We focus on the whole person, a sense of togetherness and empowering everyone as a leader and learner. Over time, happy contented students and staff lead to a happy thriving school.

About the School

Ofsted Report: 2018

The school was last inspected in September 2018. This was a fair and rigorous application of the 2018/19 Ofsted framework which changes in September 2019. The overall school judgement is still "Requires Improvement", however Leadership and Management retained the "Good" rating and Personal Development, Behaviour and Welfare is now rated "Good". We are pleased that the report recognises the significant improvements made during the last two years and acknowledges the positive future that lies ahead with our new #LiveLoveLearn mission. The full report is available on the school website however a summary of key points is provided below.



Leadership and Management

We are incredibly proud of retaining the "Good" judgement in Leadership and Management which recognises the consolidation and improvement that has been made since the last inspection.

"Leaders, staff, pupils and parents are rightly proud of the way in which the school has improved since the last inspection. Leaders are taking robust and appropriate action to improve teaching and pupils' progress further."

"The recently appointed headteacher took up post in September 2018, having previously been the deputy headteacher. She is highly committed to building on recent successes and has already made a strong impact on the quality of teaching. She is well supported by senior leaders who share her high expectations of both staff and pupils. Several parents, staff and pupils commented positively on her leadership. Leaders have an accurate view of the school's strengths and weaknesses. Action plans for improvement are appropriate and well-considered. Staff are fully aware of the school's priorities and are committed to improving pupils' progress further."

"Leaders have established a very positive culture of respect and aspiration, based on the school's mission to 'Live Love Learn'. Leaders' high expectations are having a significant impact on the attitudes of learners. The majority of pupils engage well in lessons and display good conduct around the school."

"Governors are highly-skilled. Between them, they have a broad range of expertise, clearly-defined roles and a variety of responsibilities. They are kept well informed by the headteacher about all aspects of the school. Consequently, they know the strengths and weaknesses of the school very well."

"The taught curriculum is well supported by a wide range of extra-curricular activities and educational visits, including to local universities. Pupils value these opportunities to develop a range of skills such as team-working and leadership, for example through sport, drama and music."

"The arrangements for safeguarding are effective... Staff receive regular training on child protection and are vigilant about the potential risks that pupils face. Staff understand their responsibilities for safeguarding pupils, and the school's procedures for referring concerns are rigorous."

Personal Development, Behaviour and Welfare

We are incredibly proud that Ofsted recognised the hard work and improvements that have been made in this area. We feel the care we give students is a real strength of the school.

“The school's work to promote pupils' personal development and welfare is good because this aspect of school life is given high priority. Leaders have been successful in establishing a culture of respect for others, within and beyond the school community. Pupils work very well together when given the opportunity to do so in lessons.”

“Pupils are proud of their school and wear their uniform smartly. They said their views are valued by adults and some changes have been made in the school as a direct result of consultation with the pupils.”

“Pupils said that bullying is rare and, when it happens, they know who to go to for support. They show a good understanding of the different kinds of bullying and how the school promotes tolerance of others. The pupils who spoke to inspectors said that the school does not accept the use of any discriminatory language.”

“The behaviour of pupils is good. Most pupils behave well in lessons. They listen attentively to others. They are keen to work hard. Pupils told inspectors that behaviour has improved due to the new systems in place and higher expectations from staff. Pupils value the new rewards system. They are keen to receive rewards for good behaviour and attendance.”

“Spiritual, moral, social and cultural education is a strength because leaders have developed a well-planned programme of assemblies, tutorials and lessons to help pupils reflect on their wider role in modern British society.”

“Pupils' attendance is below the national average but is improving, including for disadvantaged pupils. Leaders have taken decisive action to track attendance closely and to work with children and their families to promote the importance of good attendance.”

Teaching and Learning

In our School Development Plan, Teaching and Learning had already been identified as a key priority for improvement during the next 12 months. We were pleased that Ofsted acknowledged that *“Leaders have an accurate view of the school's strengths and weaknesses. Action plans for improvement are appropriate and well-considered”*. In addition to this, they also recognised that *“the recently appointed Headteacher has already made a strong impact on the quality of teaching”*.

The report recognises *“Staff morale is high. Staff are proud of the progress made over the last two years and are very supportive of the new challenges offered by the Headteacher. Teachers value the high-quality professional development led by senior leaders with responsibility for improving teaching and pupils' learning”*. Staff retention is high. We are confident that with a stable and happy staff body, we will continue to improve the quality of teaching.

“Although there is some very effective teaching in the school, there is also variability and inconsistent teaching in several subjects. For example, leaders have been successful in establishing a common set of lesson expectations, and all teachers follow the school's policy on lesson planning.”

“There is some high-quality teaching in all subjects but there are currently insufficient opportunities for good practice to be shared. For example, some teachers use questioning very effectively to deepen pupils’ thinking or to develop pupils’ use of vocabulary and language skills. In mathematics, teachers review learning effectively so that pupils’ misconceptions are identified promptly.”

“Reading is promoted well throughout the school. Pupils demonstrate an enjoyment of reading and persevere when they tackle new words. Pupils are encouraged to read challenging texts and are given opportunities to discuss their reading with others.

Outcomes

There have been significant improvements to student outcomes during the last three years. In 2018, achievement in English and Maths at both Grade 4+ and 5+ (basics) improved by 9%. Similarly the gaps between disadvantaged students and their peers closed by over 20% at 4+. We are not complacent and agree that there is still much to do to ensure all subjects are close to national average, but this is a rapidly improving area of school life, which takes time to embed across the curriculum.



“The unvalidated performance information for 2018 suggests that leaders have had some success in raising standards, particularly in English and mathematics. However, pupils’ attainment is not consistently strong across the curriculum. Leaders agree that there is also more to do to ensure that a higher proportion of pupils achieve the highest grades at GCSE.”

“As a result of improved teaching and support, pupils in key stage 3 who have SEN disabilities are making stronger progress than similar pupils who left the school recently.”

Pupils’ attendance is below the national average but is improving, including for disadvantaged pupils. Leaders have taken decisive action to track attendance closely and to work with children and their families to promote the importance of good attendance.

“In mathematics and science, pupils make good progress. In English, geography and modern foreign languages, pupils’ progress is also improving.”

“In recent years, disadvantaged pupils underachieved significantly, although leaders’ thoughtful use of the additional funding is now beginning to have a positive effect. The unvalidated performance information for Year 11 pupils, leaving in 2018, indicates a noticeable improvement in the attainment of disadvantaged pupils in both English and mathematics.”

The Future: #LiveLoveLearn

There has been debate and contention in the media for a number of years that 2018 Ofsted framework was arguably too exam focused and does not consider a wide enough breadth of school life into its judgements. From September 2019, the way Ofsted grades schools is changing. Judgements will be based on “Quality of Education”, “Personal Development”, “Behaviour and Attitudes” and “School’s Leadership and Management”. As this 2018 report shows, these are our areas of strength. We are confident that with basic foundations now in place and a secure, sustainable, happy and motivated staff body, exciting times are ahead!

Our every day ethos is symbolised by our hashtag #LiveLoveLearn. We focus on the whole person, a sense of togetherness and empowering everyone as a leader and a learner. Over time, happy and contented students and staff lead to a happy, thriving school.



We have adopted #LiveLoveLearn because we believe it is right for our students but it is pleasing that Ofsted’s focus will shift in this direction too. #LiveLoveLearn does not mean that students do not achieve as well academically as they would in other schools. We have high expectations, aspirational targets and will empower students to achieve to the best of their ability. The important difference with #LiveLoveLearn is that exams and final academic outcomes will not be our sole priority. We will educate students socially, emotionally and teach valuable life skills too to ensure they are fully equipped to thrive at Royds and beyond in an ever challenging and changing world.

What happened next?

The report gives the school some areas to work on known as AfIs (Areas for Improvement). The table below shows you what we have put in place to address these.

Ofsted’s Areas for Improvement	How we will address it
<p>Improve the quality of teaching, learning and assessment so that pupils, particularly boys, make at least good progress across all subjects, by:</p> <ul style="list-style-type: none"> ▪ ensuring that teachers routinely check pupils’ progress during lessons and intervene promptly to improve pupils’ achievement. ▪ ensuring that teachers use time effectively in lessons so that pupils develop their skills and understanding. ▪ ensuring that all subject leaders are equally effective in tackling weaknesses in teaching and pupils’ progress ▪ sharing the good practice more widely across subjects. 	<ul style="list-style-type: none"> ▪ Increase the frequency and nature of our learning walks to provide all teaching staff with more regular feedback and guidance. ▪ Develop a teaching and learning platform to share good practice – our focus for the year is on ‘responsive teaching’. Assess, respond, plan: assess, respond, plan. ▪ Adapt our feedback policy to increase the amount of summative feedback given in lessons. ▪ Continue with whole staff enquiry to allow all teachers to learn from one another – our disadvantaged enquiry worked well, we will now focus on boys. ▪ Continue to support and challenge all subjugate leaders in equal measure.
<p>Improve provision and outcomes for students in the sixth form, by:</p> <ul style="list-style-type: none"> ▪ reducing the variability in the quality of teaching across subjects ▪ checking the quality of provision effectively and intervening appropriately. 	<p>The actions above are applicable to Post 16 provision.</p>

<p>Reduce the number of fixed-term exclusions by providing effective support for a small group of challenging pupils.</p>	<p>We have employed a Pastoral Intervention Lead to reduce exclusions in Key Stage 3 and undertake more proactive restorative work. We will work more closely with local secondary schools to use external isolations. We will continue develop use of our Pathways Centre to provide an alternative curriculum at Key Stage 4.</p>
<p>Embed the school's systems for improving pupils' attendance in order to reduce further the proportion of pupils who are regularly absent from school.</p>	<p>Continue to implement our 2017 attendance protocol with rigour. This is proving effective but needs more time to embed. Included weekly attendance as part of our whole school rewards policy. New student reception to improve 'late' monitoring.</p>

Our Students

We want to provide the best education possible for all our students and will always put our students and their learning at the centre of everything we do. We currently have over 1,000 students between 11 and 18 although Post 16 will be temporarily closed for three years from September 2019. The school has a truly comprehensive intake with the exception of ethnicity; the majority of our students are white British. We have a wide catchment area which takes in Rothwell, Oulton, Woodlesford, Middleton, Belle Isle, Methley and Stanley. Over 40% of our students qualify for Pupil Premium.

Our Staff

There are around 150 staff at Royds and who are well supported by an active Governing Body. We are fortunate to have highly-committed, professional and friendly staff, who work as a team to support both students and each other. The Senior Leadership Team are committed to making the changes required for the school to become outstanding.

Our Area and Facilities



Royds School is in Oulton, on the outskirts of Rothwell. The site is large and we are fortunate to have a large amount of outdoor space. The school began its life as the Rothwell County Secondary school in 1955 and was added to in the 70s and 80s. The most recent addition was a Performing Arts Suite in 2005. We are actively campaigning for a new school building and working with Leeds City Council and elected members to make this happen. Several areas of the school have had substantial investment to modernise facilities including two new gym floors and the refurbishment of East Block classrooms.

Our School Organisation and Curriculum

Our school day begins at 8.30 and ends at 14.40 although we have many after school support and enrichment sessions. The week is split into 25 hour long lessons with a 20 minute form time or assembly occurring daily.

Key Stage 3 study the core subjects of English, Maths and Science for four hours a week. To ensure a broad and balanced curriculum, skills are also developed in a wide range of other subjects: Art, Computing, Drama, Geography, History, Languages, Music, PE, RE and Design Technology. The aim of our Key Stage 3 curriculum is to build on the excellent work of our feeder primary schools and give learners a flavour of the subjects they may wish to continue into Key Stage 4 and beyond.

“Sometimes it is hard to balance the national data with the moral thing to do for students. Taking the moral view will take the school forward. I feel I am part of a positive learning environment”

Support Staff Voice 2019

Our curriculum design enables students to choose a wide variety of options, leaving all future pathways open as they begin to make decisions about their future. All students study the core curriculum and secure qualifications in English, Maths and Science. Learners are guided through the option process at the end of Years 8 and 10 to ensure they select appropriate subjects that meet their interests.

Students then choose a further option to study in Year 11. These choices allow students to specialise in areas they are likely to study at A-level, further broaden their studies or provide additional support for students who need additional help with English and/or Maths.

“The curriculum changes are the right thing to do. The changes are important for student wellbeing”

Teaching Staff Voice, 2019

We are constantly striving to create a curriculum that is varied, challenging and engaging. At Royds, we recognise that some learners require additional support and a curriculum offer that supports their individual needs. Where a traditional academic route may not be deemed appropriate, if possible, we will endeavour to provide an alternative pathway. This will focus on a combination of appropriate curricular subjects and the development of key skills and life skills to equip our learners for the next phase of their journey.

“We were anxious at first about the open door learning walks but it has been fine. Feedback has been very supportive and no one feels on edge now. Its much better than the two week window before.”

Middle Leader Voice, 2019

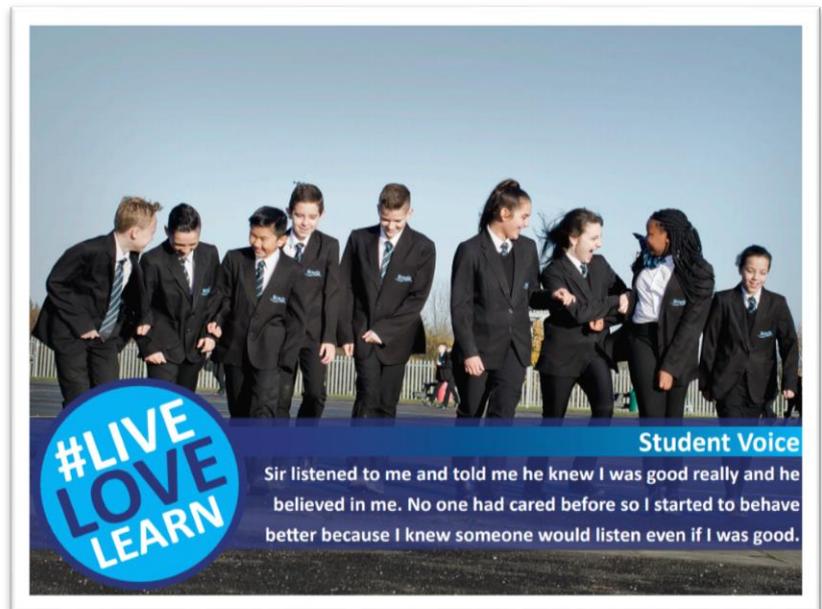


Behaviour and Rewards

We set the highest standards of behaviour at Royds and believe that every student should have the chance to learn without disruption or distraction. The Stages of Behaviour system is clear, consistent and fair, ensuring low-level disruption is not tolerated. It gives students the opportunity to take responsibility for their behaviour and puts the focus on learning at all times.

We expect our students to represent the school with pride in the local community with a uniform that is smart and reflects the aspirations we have for them. Alongside a strict and

robust approach to behaviour in school, we have a rewards systems that recognises effort and achievement in every lesson and allows students to build up credits for rewards. Our behaviour and rewards system embodies our values; all students are taught to take responsibility for their own conduct, show respect for themselves and their school community and to show resilience by learning from mistakes and striving to be the best they can be.



Supporting Individual Learners: Our Pastoral Organisation and Leadership

At Royds, triangulation and collaborative working is essential to us. The partnership between you, your child and the staff is key to help us develop a deep understanding of each individual and how their potential can be realised as a learner. This journey begins with the excellent relationships we have with our feeder primary schools; all learners will be visited in Year 6 by a member of our transition team prior to starting at Royds. All

teachers use our bespoke Annotated Seating and Interaction Plan (ASIP) to ensure personalisation is a key feature of teaching and learning. Our staff pride themselves on the positive relationships they create and sustain with all students.

At Royds, we pride ourselves on the individual care and support that we can offer each student throughout their school life. We are very proud of the support network we have built for students where each student is treated as an individual with individual needs. Every child has a:



- Form Tutor
- Learning Manager: will deal with day to day welfare issues
- Pastoral Leader: will oversee the behaviour, attendance and health and wellbeing.
- Progress Director: a teacher who oversees the academic progress of the year group.

Further to this, we have an experienced and highly skilled Inclusion Team who work and intervene with our learners as and when required. This team includes:

- SENCO
- Learning Support Team
- Pastoral Intervention Leader
- Academic Intervention Leaders
- Pathways Centre Manager
- School Nurse and Welfare Officer
- Attendance Improvement Officer
- Safer Schools Officer
- Senior Child Protection Officers
- Student Services Team
- Careers Advisor



"I do feel valued and I get lots of opportunities to develop myself. The whole emphasis on teaching and learning is about support and development."

Teaching Staff
Voice, 2019

Teaching and Learning

'The main thing is to keep the main thing the main thing' (Stephen Covey).

It seems simple and obvious, but there is nothing more important at Royds than the quality of teaching and learning in our classrooms - every minute, every lesson, every day. We place significant emphasis on staff development to ensure our staff access the best training and support possible to guarantee what goes on in our classrooms is as good as it can be.

"Teaching and learning strategies are evolving during this school year. Checks are in place before students move on – they are not left behind. Students feel it is ok to say 'I don't understand'"

Teaching Staff Voice, 2019

At Royds, we make sure that all our students have a learning experience that is suited to them, one that not only recognises their different learning styles, but also stretches and challenges them to achieve their very best. Each teacher will know each student's ability and potential. We set aspirational targets for students in every subject area to ensure learners are aware of interim progress goals and what they can achieve.

Parents or carers receive three reports a year (in addition to a Settling In Report in Year 7) that provide an update on academic attainment and progress as well as detailed information about behaviour for learning, attendance, punctuality and any independent learning concerns.

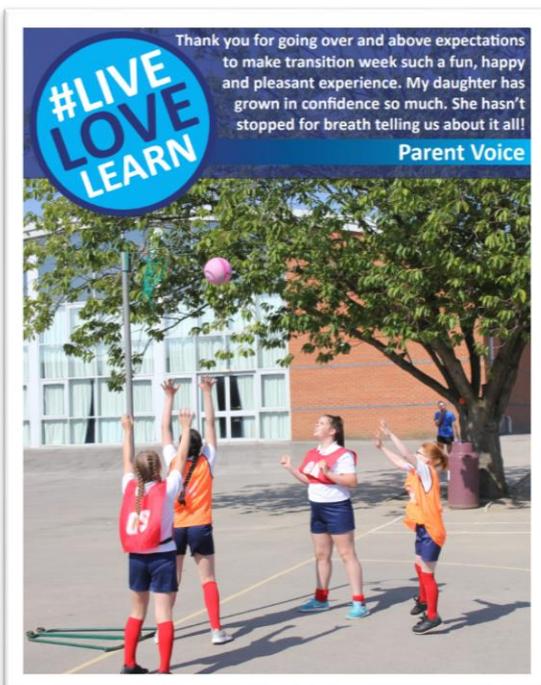
We believe there should be a coherence and continuity for students during their school day so lessons are structured with the Royds' Learning Thread. The learning is given a context so that students understand what they are learning, why and how. All lessons will give students an opportunity to either learn new skills, apply knowledge or consolidate and develop existing understanding.

Marking and feedback are vital ingredients in helping teachers to plan and in allowing students to progress. We have a consistent approach which identifies strengths, set targets but most importantly encourages students to engage with the feedback to strive to improve their work. This leads to immediate progress but if engaged with properly, facilitates life-long sustainable learning which aids long term progress.

We are passionate about all young people developing and maintaining a love of reading and literature. There are many initiatives to encourage our students, but reading is an activity that should also be encouraged at home. It is such an important part of a child's social, cultural and moral awareness, but developing literacy and comprehension skills are also critical to success in education and subsequent life chances.

"No-one feels threatened by the open door learning walk policy because the culture is so supportive. During the visits, senior leaders also talk to students to see what has happened earlier in the lesson"

Middle Leader Voice, 2019



Our Extra-Curricular Activities

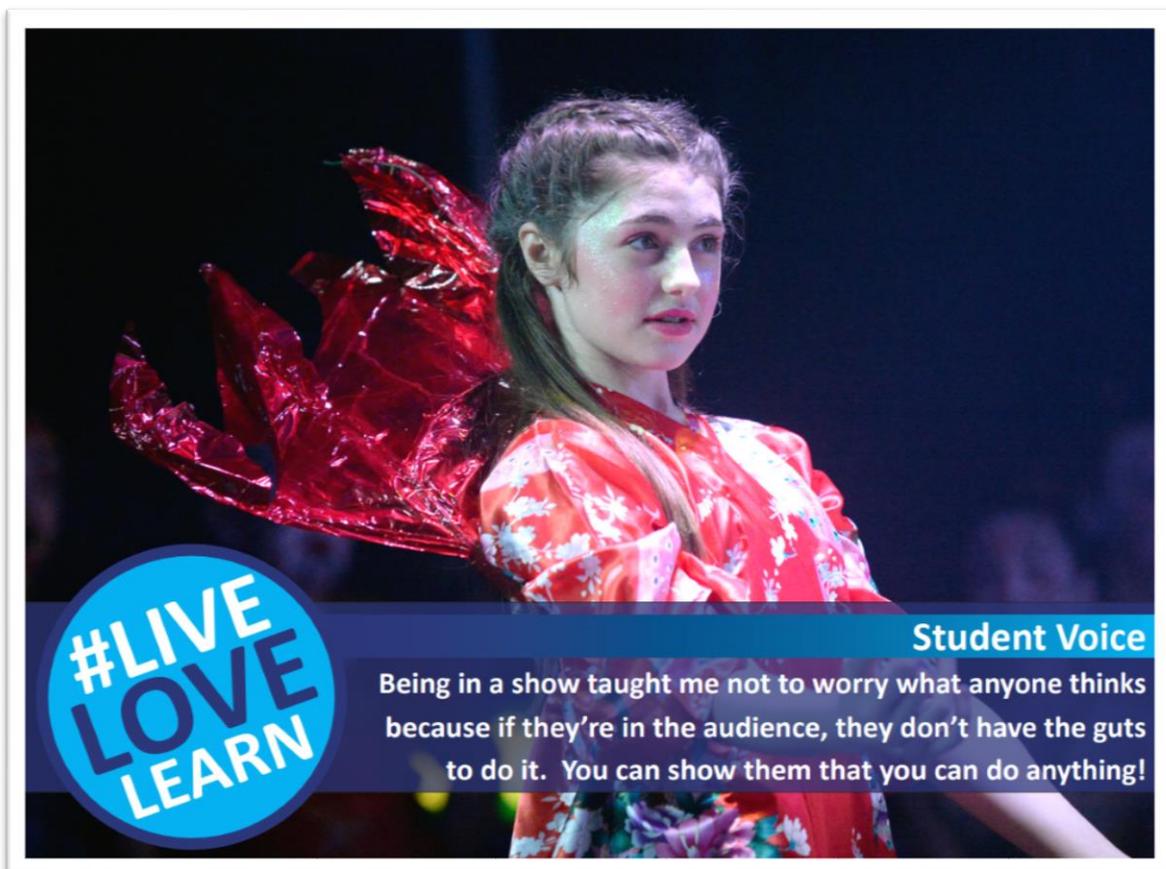
We offer a wide range of opportunities outside of lessons that all learners can enjoy. Royds has an excellent sporting tradition and we are proud of our comprehensive sports programme which we encourage all students to participate in. There are a range of sporting clubs on offer including: Football, Rugby, Basketball, Gymnastics, Cricket, Tennis, Netball, Rounders, Trampolining and Athletics. We regularly enter competitive events and each year our teams succeed in winning area and city championships. As a result, we have a number of students who have gained representative honours for the city, West Yorkshire and even competed for Britain at the Olympics!

At a time when opportunities for Performing Arts are diminishing in many schools, our Music and Drama faculty continues to flourish. Annually there are

opportunities for students to participate in musical productions and shows. These activities are an important part of school life, providing students with opportunities to display their talents whilst working as part of a team to achieve a common goal.

We are always looking to actively develop partnerships with businesses and the wider community. We now run a STEAM project in Key Stage 3 which gives our learners the opportunity to work with a company of architects on a sustainability project. This gives our students the opportunity to experience 'real life' projects right through from the application process to presenting their final product.

We offer clubs in many other subject areas, in the hope there is something for everyone. The list below is not exhaustive, but provides an idea of what is on offer: Science, History, Computing, Technology, Art, Reading, Writing, Maths, Cooking. In addition, we provide bespoke academic intervention after school for Key Stage 4 students in all subjects across the curriculum which focus on revision and exam technique.

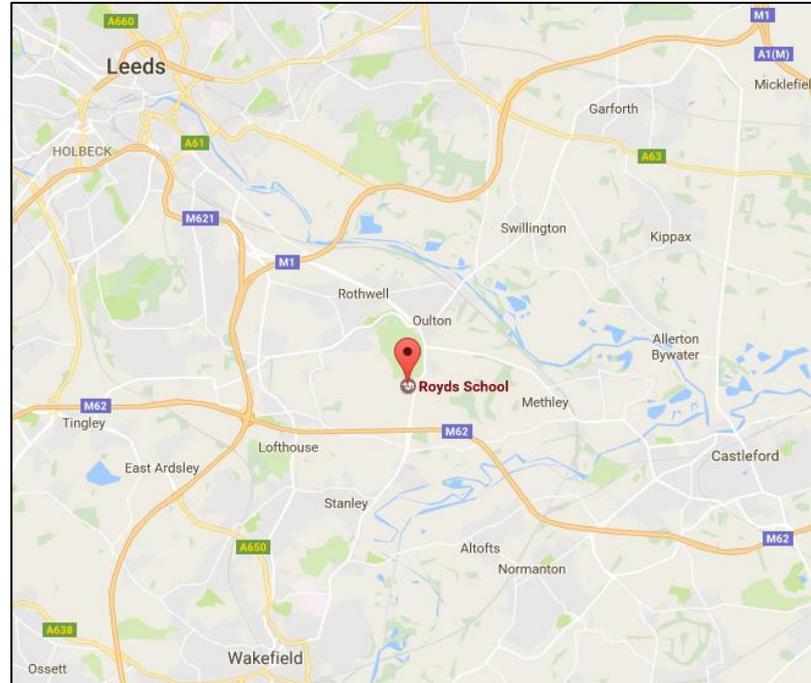


"I feel empowered by Claire and other leadership staff. They ask for your opinion"

Middle Leader Voice, 2019

How to Find Us

Royds School
Pennington Lane
Oulton
Leeds
LS26 8EX



The school is on the outer south edge of Leeds, close to the Wakefield border. It is close to the M62 however this can be very busy at rush hour so is often easier accessed through Rothwell on the A639.



The Recruitment Process

What is enclosed in this pack?

There is a separate recruitment pack for each role which has the specific information required for each vacancy such as:

- Job description
- Person specification
- Department overview (classroom roles)
- Planned recruitment timeline

This booklet has all generic school information in it such as:

- How to apply
- School overview
- School policies
- Recruitment information

The application form can be downloaded separately from our website: www.roydsschool.org.uk.

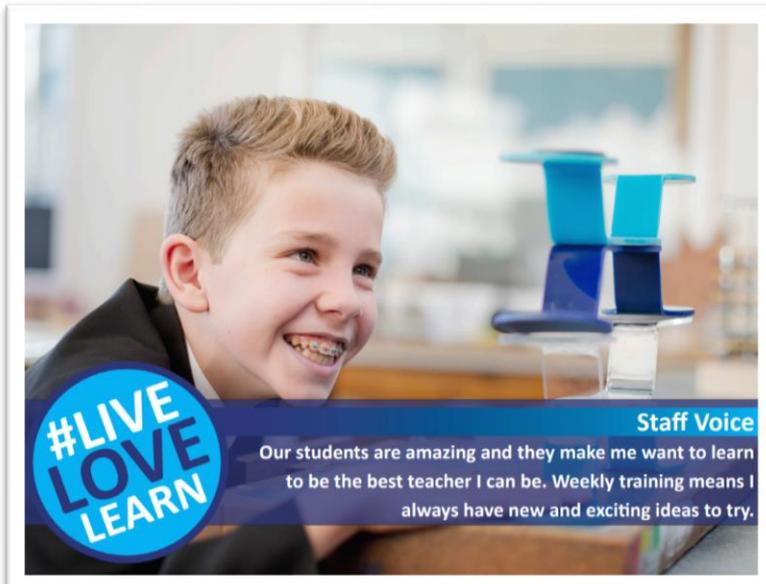
How to Apply

Please complete the relevant 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.). This is an essential part of Safer Recruitment controls and any gaps in employment history from leaving training will be brought up at interview.

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

We require details of two referees, one of which must be your current or most recent employer. If you work in a school then you





must use the current Headteacher as a referee. This is because they are the only person in the school with sufficient information to advise us of your suitability to work with children. Please provide their names, email addresses and daytime contact numbers. For more information, see 'References' on the Important Information page of this pack.

Please sign the declaration on the final page of the application form. If you are submitting your application electronically, you will be required to sign this page if invited for interview.

CVs are not accepted as part of the application process. Please ensure you fully complete the relevant application form. If you have a disability that prevents you from completing the application form, please contact the school to discuss.

You should return your application form via email to recruitment@roydsschool.org.

When will I hear if I have been shortlisted?

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Details of the interview schedule will be confirmed after the closing date.

If you have not been contacted by the date outlined in the recruitment timeline, please assume you have not been shortlisted. Due to the volume of applicants, we are unable to give feedback to non-shortlisted candidates. In this case, may we thank you in advance for your interest in this post and wish you the very best for the future.

Can I visit the school?

We welcome prospective applicants to come and visit. The school is changing rapidly and a visit will help you to understand where we are, what the school is about and whether we are the right place for you to develop your career. Recruitment is a two way process and we have to be right for you as well as you being right for us.

"Everyone feels the pressure on workload. My line manager is amazing – always sorts out a problem"

Support Staff Voice 2019

Recruitment Policies

Medical Assessment

All appointments are made subject to a medical assessment. The preferred candidate is required to complete an Occupational Health Medical Questionnaire. This will be sent directly from Leeds City Council with the letter of appointment which states that the appointment is subject to a satisfactory medical assessment.

Depending on conditions disclosed, there may be a need to implement a Wellbeing Action Support Plan which outlines how we can support you in the workplace to manage a long term condition. We have a qualified and registered nurse working at school who is able to support staff too.

Smoking Policy

Royds School is a no smoking site and all staff must adhere to this policy. Any staff who wish to smoke must do so at designated points away from the main site.

ICT Policy (Fair Use Guidance), Online Safety and Social Media

We encourage the use of ICT across the curriculum. On appointment, staff agree to abide by the ICT policy. We also expect staff to be conscious of the professional expectations of them when using social media and in their use of mobile technology.

Full details of all these policies are available on the school's website.

Teachers' Pay Policy

We currently follow pre-existing pay scales and structures in line with the standard Leeds City Council Pay Policy. We normally honour existing pay points and are prepared to consider entry at a higher point for exceptional candidates.

References

Royds School is committed to the safeguarding of our students and therefore it is our policy to take up references from all shortlisted candidates. References are used to verify objective and factual information, compared for consistency of the information you provide and to alert us to any safeguarding concerns.

For this reason we expect one of your referees to be your most recent employer. If you are not currently working with children but have in the past, we would strongly recommend your second reference is from an institution where you worked with children.



Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. If you work in a school then you must use the current Headteacher as a referee. This is because they are the only person in the school with sufficient information to advise us of your suitability to work with children.

Our commitment to safeguarding means we will not accept any references which have not been directly requested by us or are not directly addressed to the school. Your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process. A random sample of referees will be contact to confirm they have provided references.

Selection Process

All candidates will be shortlisted and interviewed against the criteria outlined in the person specification. The person specification focuses on the skills, abilities and experience required to be successful in the role.

If additional lesson observations, tests or presentations are to be brought into the selection process then candidates will be notified in advance when invited to interview.

Royds is committed to safeguarding and promoting the welfare of all children and expect all staff and volunteers to share this commitment. Therefore, interviews will include questions about safeguarding children.

Reasonable Adjustments

Under the Equality Act, we are legally required to ensure that disabled people are not disadvantaged in the recruitment and selection process and to consider making reasonable adjustments. 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.



"I have been on two courses already since September and more are booked in. I do feel I have a voice. Support from all staff is fantastic"

Support Staff Voice 2019

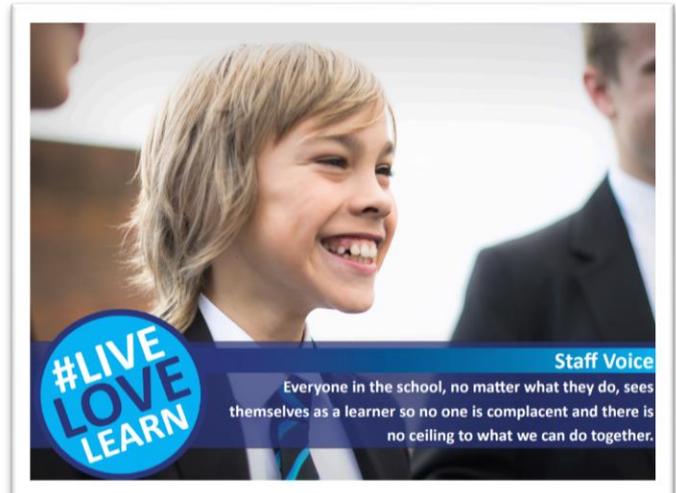
We will consider any reasonable adjustments under the terms of the Equality Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.

Validation of Qualifications and Identity

All appointments will be subject to a DBS check. We ask all shortlisted candidates to bring to the interview, sufficient identification to allow us to apply for the DBS check upon appointment.

Shortlisted candidates will be asked to bring original certificates of relevant qualifications and identity documents to interview. These will be photocopied and kept on file and may be confirmed as genuine with the awarding bodies.

The copies will be retained on their personnel file for the successful candidate. The copies for unsuccessful candidates will be treated as confidential waste and disposed of appropriately. No offer of employment will be confirmed until all qualification requirements and DBS checks have been satisfied.



Right to Work in the UK

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. We will ask applicants for proof of this at interview stage. You will be asked to provide original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Disclosure and Barring Service

Employment at this school is subject to an enhanced check with the Disclosure and Barring Service. Checks will also be made against the 'Barred' list. All such checks must be satisfactory before any offer of an appointment can be confirmed and before commencement of work can take place.

Safeguarding

Royds is committed to safeguarding and promoting the welfare of its students and expect all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure with 'barred' list check (see above). In addition teaching appointments will be subject to a Prohibition order check.

Probation / Induction Period

The school adopts Leeds City Council Probationary Period Policy. This is only applicable to support staff who have not come directly from a Leeds City Council school. All appointments in these circumstances are subject to a successful six month probationary period.

The probationary review framework is a very helpful tool to ensure that staff are properly inducted and have a regular opportunities to discuss things with their line manager in a more formalised setting e.g. setting induction targets and getting familiar with school systems. We therefore follow this structure with all new staff however the policy is only implemented as described above.

"We all want to succeed for Claire. The whole Senior Management Team have been very supportive"

Support Staff Voice 2019

Policy Information

Data Protection

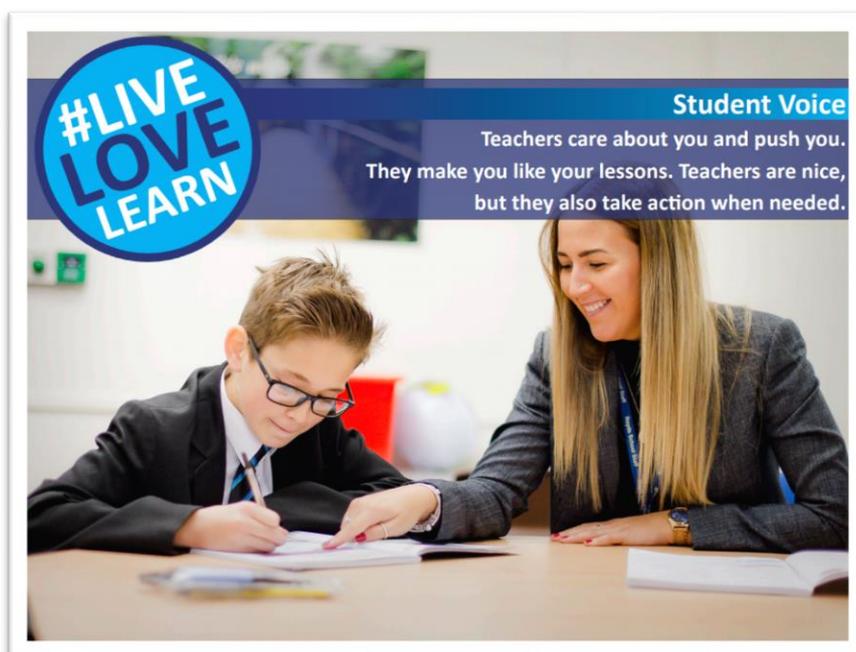
Royds is committed to handling personal data in a sensitive yet transparent way and meeting all of its obligations under the General Data Protection Regulations (GDPR). At the back of this booklet are the privacy notices explaining how we use your information and who we share it with. This relates both to the recruitment process itself but also to how we handle our staffs' personal data.

All staff are expected to adhere to school data management policies and take appropriate care when handling personal data.

Dress Code

Individual staff members are valued for their contribution and professionalism and they are a clear role model to the students. With the school uniform standards and expectations we have of our students, staff must be mindful of the need to set a good example to our students of smart and suitable dress for a place of work.

This relates to both modesty and health and safety. Staff should dress as they would for an interview.



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.

Safeguarding cuts through everything we do at Royds and the safety of our students is our top priority. There is a designated senior member of the Leadership Team who is responsible for referring and monitoring any child protection concerns.

All members of staff will receive training in line with our child protection and other related policies.

Whistle Blowing

All staff have a duty to raise concerns about any inappropriate attitude or actions of colleagues in any area of school life. This is particularly applicable to our safeguarding procedures.

Code of Conduct and Personal Behaviour

The Headteacher and Governing Body regard everyone working at our school as a role model to our students. We therefore have high expectations of our staff to act with the utmost professionalism and awareness of their role in both the school and wider community.

We pride ourselves on relationships with students and each other that are founded in mutual respect. We expect all staff to be dedicated, enthusiastic and honest and passionate about making a difference to our students. We do not tolerate complacency as we strive to improve in every area of school life.

Teachers are expected to uphold and embody their professional standards and values. Everyone in the school has an absolute duty to promote and safeguard the welfare of children.

Equal Opportunities

Royds School actively promotes diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of age, disability, gender reassignment, marriage / civil partnership, pregnancy / maternity, race, religion / belief, sex or sexual orientation.

In line with the Equality Act 2010, 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.



"In my last job I felt I was just a number, here I feel important"

Support Staff Voice 2019



Recruitment Process Privacy Notice

Under the new General Data Protection Regulation (GDPR), we have to inform staff and other adults in school how we use their personal information.

What information do we hold?

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

- Personal information including your name, gender, date of birth, pay number, national insurance number, address, phone number or email address.
- Special categories of data including characteristics such as ethnicity, sexual orientation, medical needs, religion, canvassing relationships and marital status.
- Welfare information such as whether you have a medical conditions or disabilities.
- Professional information such as education history, employment history, qualifications, professional body memberships, teacher number and, where relevant, subjects taught.
- Safeguarding information such as criminal convictions, ID seen, referee contact details and feedback. This is in addition to other safer recruitment checks and details of any allegations or safeguarding incidents where relevant.

Why do we collect and use this information?

We use recruitment application data to:

- select the best candidate for the role.
- administer a fair and transparent recruitment process, ensuring appropriate support is in place for candidates.
- comply with equality opportunities legislation.
- inform the development of recruitment and retention policies.
- enable individuals to be paid.
- ensure appropriate safer recruitment safeguarding checks are in place.

What is the lawful basis on which we use this information?

We collect and use most staff information under Article 6 (1)(c) Legal Obligation or Article 6 (1)(e) Public Task of the General Data Protection Regulations. Although this list is not definitive, the majority of our legal obligations stem from:

- Health and Safety Act 1974
- Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) (England and Wales) Order 2012
- Limitation Act 1980
- Childrens Act 1989 and 2004
- Education Act 1996, 2002 and 2011
- School Standards and Framework Act 1998
- Terrorism Act 2000 and CTSA 2015
- Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006, 2010, 2011, 2013 and 2016
- Safeguarding Vulnerable Groups Act 2006
- Education and Skills Act 2008
- School Information (England) Regulations 2008
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education (School Teachers' Appraisal) (England) Regulations 2012
- Teachers' Disciplinary (England) Regulations 2012
- Children and Families Act 2014
- School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016

Where special category data is processed, this is done under:

- Article 9(2)(b): legal requirement. This is usually due to a contract of employment or to fulfil equality monitoring requirements.

How do we collect staff information?

Whilst the majority of information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with data protection legislation, we will inform you whether you are required to provide certain school workforce information to us or if you have a choice in this.

How do we store recruitment data?

Data is either stored on a secure server, sent by encrypted email or stored in a locked receptacle in school.

As a rule we dispose of data at the first possible opportunity or anonymise it so it is no longer identifiable to an individual. The following rules apply to data gathered during the recruitment process:

- **Candidates who are not shortlisted:** retained for one month post-shortlisting and then deleted or shredded.
- **Candidates who are interviewed:** retained for six months post-interview and then deleted or shredded.
- **Successful candidates:** information becomes part of the personnel file and retained for six years from the date employment terminates.

Specific information on retention periods is available in the school's Records Management Policy. Successful candidates should refer to the main school staff privacy notice on how data is shared.

Who do we share recruitment information with?

As part of the recruitment process, we routinely share limited information third party referees based on your consent being given on the application form.

In certain circumstances, we personal data may also be disclosed to the following third parties arising out of legal requirements:

- Local Government Authorities
- Central Government Authorities
- Organisations that handle or investigate the proper use of public funds
- Law Enforcement Authorities

It is anticipated that all successful candidates will require a Disclosure and Barring Service (DBS) check before employment can begin. This is a legal obligation and so successful candidates will be required to share personal information with the DBS.

Similarly, successful candidates will be required to have certain information shared with Leeds City Council to set up vital services such as payroll. The successful candidate will also complete a medical screening questionnaire. Depending on the results, this would be shared with Leeds City Occupational Health Team so they can assess any reasonable adjustments that may be required to support disabled candidates.

Successful candidates should refer to the main school staff privacy notice on how data is shared once employment commences e.g. data sharing with the Department for Education.

Requesting access to your personal data

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, Kate Davison, 0113 205 9559 or kdavison@roydsschool.org.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

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/>

Contact

If you would like to discuss anything in this privacy notice, please contact our Data Protection Officer, Kate Davison, 0113 205 9559 or kdavison@roydsschool.org.

Royds School
Pennington Lane
Oulton
LS26 8EX



Privacy Notice for School Staff

Under the new General Data Protection Regulation (GDPR), we have to inform staff and other adults in school how we use their personal information.

What information do we hold?

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

- Personal information including your name, date of birth, pay number, national insurance number, address, phone number or email address.
- Special categories of data including characteristics such as gender, age, ethnicity, medical needs, religion and marital status.
- Welfare information such as whether you have a medical condition, disabilities, allergies or any support mechanisms in place.
- Contact information for emergency contacts and next of kin e.g. names, email addresses, phone numbers and the relationship to the staff.
- Contract information such as start dates, hours worked, post, roles, salary information and other information necessary to run payroll systems e.g. bank details.
- Absence information such as number of absences, dates and reasons.
- Professional information such as CPD records, qualifications, teacher number and, where relevant, subjects taught.
- Quality assurance information such as scrutiny and evaluation results.
- Safeguarding information such as DBS numbers, prohibition checks, dates, ID seen, safer recruitment checks and details of any allegations or safeguarding incidents where relevant.

Why do we collect and use this information?

We use staff data to:

- enable the development of a comprehensive picture of the workforce and how it is deployed
- inform the development of recruitment and retention policies
- enable individuals to be paid
- support staff both personally and professionally.

- ensure appropriate safeguarding checks and systems are in place.
- to comply with our legal requirements such as returns to the Department for Education or Health and Safety legislation.
- to comply with the law regarding data sharing.

What is the lawful basis on which we use this information?

We collect and use most staff information under Article 6 (1)(c) Legal Obligation or Article 6 (1)(e) Public Task of the General Data Protection Regulations. Although this list is not definitive, the majority of our legal obligations stem from:

- Health and Safety Act 1974
- Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) (England and Wales) Order 2012
- Limitation Act 1980
- Childrens Act 1989 and 2004
- Control of Asbestos at Work Regulations 1996 and 2012
- Education Act 1996, 2002 and 2011
- The Control of Substances Hazardous to Health Regulations 1997 and 2002
- School Standards and Framework Act 1998
- Terrorism Act 2000 and CTSA 2015
- Education (Health Standards) (England) Regulations 2003
- Education (Pupil Information) Regulations 2005
- Regulatory Reform (Fire Safety) Order 2005
- Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006, 2010, 2011, 2013 and 2016
- Safeguarding Vulnerable Groups Act 2006
- Education and Skills Act 2008
- School Information (England) Regulations 2008
- Children and Young Persons Act 2008
- Designated Teacher (Looked After Pupils etc) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education (School Teachers' Appraisal) (England) Regulations 2012
- Teachers' Disciplinary (England) Regulations 2012
- Children and Families Act 2014
- Care Act 2014
- Special Educational Needs and Disability Regulations 2014
- School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016

Where special category data is processed, this is done under:

- Article 9(2)(a): explicit consent

- Article 9(2)(b): legal requirement. This is usually due to a contract of employment, as part of the workforce census required by the Department for Education or to fulfil equality monitoring requirements.
- Article 9(2)(h): duty of care and healthcare.

How do we collect staff information?

Whilst the majority of information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with data protection legislation, we will inform you whether you are required to provide certain school workforce information to us or if you have a choice in this.

How do we store staff data?

As a rule we dispose of data at the first possible opportunity or anonymise it so it is no longer identifiable to an individual. We have to store different pieces of information for different lengths of time depending on which piece of legislation governs it.

As a general rule, most staff data (and personnel file) is kept for six years for the date employment terminates.

Specific information on retention periods is available in the school's Records Management Policy.

Who do we share staff information with?

We routinely share staff information with:

- Leeds City Council (our local authority).
- the Department for Education (DfE).
- limited information relevant to teaching and quality assurance is shared with Brigshaw High and Temple Learning Academy where staff are working within the Post 16 partnership.

The school is part of several school to school support alliances such as PiXL, the Red Kite Alliance and Leeds City Council's SLDM programme. Basic staff data such as contact information and role in school is routinely shared.

Several third party providers or partnerships which are crucial to school operation, many are IT systems. The school has appropriate arrangements in place to ensure the security of the data we pass to them. This list includes some of the most common but is not exhaustive:

- SIMS. This is the main school information management system run by Capita.
- Microsoft.
- SISRA runs all school performance data and data analysis.
- CPOMS run by Meriec is used for all child protection and welfare records.
- ParentPay and Chartwells receive information needed to run the canteen and payments systems.

- School Gateway run by SchoolComms is used for communication.
- EntrySign is used for signing staffs in and out as well as visitor entry.

Leeds City Council secure IT systems such as SAP (for payroll), Synergy (for securely sharing SEN information) or Evolve (for arranging educational visits) are used.

Why we share school workforce information?

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

We are required to share information about our workforce members with our local authority (LA) under section 5 of the Education (Supply of Information about the School Workforce) (England) Regulations 2007 and amendments.

We share personal data with the Department for Education (DfE) on a statutory basis. This data sharing underpins workforce policy monitoring, evaluation, and links to school funding / expenditure and the assessment educational attainment.

Data collection requirements

The DfE collects and processes personal data relating to those employed by schools (including Multi Academy Trusts) and local authorities that work in state funded schools (including all maintained schools, all academies and free schools and all special schools including Pupil Referral Units and Alternative Provision). All state funded schools are required to make a census submission because it is a statutory return under sections 113 and 114 of the Education Act 2005

To find out more about the data collection requirements placed on us by the Department for Education including the data that we share with them, go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

The department may share information about school employees with third parties who promote the education or well-being of children or the effective deployment of school staff in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The department has robust processes in place to ensure that the confidentiality of personal data is maintained and there are stringent controls in place regarding access to it and its use. Decisions on whether DfE releases personal data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested; and
- the arrangements in place to securely store and handle the data

To be granted access to school workforce information, organisations must comply with its strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit:
<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

To contact the department: <https://www.gov.uk/contact-dfe>

Requesting access to your personal data

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, Kate Davison, 0113 205 9559 or kdavison@roydsschool.org.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

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/>

Contact

If you would like to discuss anything in this privacy notice, please contact our Data Protection Officer, Kate Davison, 0113 205 9559 or kdavison@roydsschool.org.

Royds School, Pennington Lane, Oulton, LS26 8EX



**#LIVE
LOVE
LEARN**

Staff Voice

I'm proud to be part of a school that values the continuing learning and development of its staff.

Royds