

Applicant Information Pack

Teacher of Science **(Part-time - 12 Month Maternity Cover)**

Start Date: 1 December 2023

Closing Date for Applications:
Tuesday, 3rd October, 2023 at 9am

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Queen Elizabeth's School
Wimborne Minster, Dorset, BH21 4DT
Email: office@queenelizabeths.com **Tel:** 01202 885233
www.queenelizabeths.com
Headteacher: Mr Simon Firth

Dear Candidate

Post: Part-time Teacher of Science (Maternity)

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

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

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

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

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

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

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

Yours sincerely,

Simon Firth
Headteacher



Initio Learning Trust, a company limited by guarantee registered in England and Wales with company number 09362004.
Registered office address: c/o Allenbourn Middle School, East Borough, Wimborne, Dorset BH21 1PL. Initio Learning Trust is an exempt charity.

GUIDE TO THE APPLICATION PROCESS

Your application

Please complete an application form via the online application process or by downloading an application form from our website or apply via e-teach. Please contact us if you would like an application form posted to you.

Interview Process

The interview process is likely to include the following components:

- Tour of the school and time to familiarise yourself;
- Discussions with other members of the SEND Department
- Formal interview.
- You will be assessed on your suitability to work with children in accordance with our safeguarding criteria.

Debriefing candidates

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

Job Description

Job title: Class Teacher	
Location	Queen Elizabeth's School
Salary	Main Pay Scale / Upper Pay Scale in line with STPCD
Reporting to:	Headteacher

Main job purpose

- To work within Initio Learning Trust Values, Ethos and Vision
- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, AC members, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out the professional duties and responsibilities and in line with the duties outlined in the School Teachers Pay and Conditions Document and Teacher Standards
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Main responsibilities and duties

All teachers are required to carry out the duties of a school teacher as set out in the School Teachers Pay and Conditions Document.

Teachers should also meet the Teacher Standards (2012). Teachers' performance will be assessed against the Teacher Standards as part of the appraisal process as relevant to their role in the school. The Trust's appraisal policy outlines the full approach which the Trust adopts in this area.

All teachers are required to speak English fluently, in order to fulfil all requirements of the role, specifically to communicate effectively with pupils/students (to support their learning and wellbeing) and to communicate effectively with colleagues, parents/carers and relevant external organisations.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate

- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the School Teachers' Pay and Conditions document.

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and cooperate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the School Teachers' Pay and Conditions Document

Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with the school's appraisal process

General and School Responsibilities

- Be familiar with Safeguarding requirements in protecting the welfare of children, and young people. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.
- Contribute to and support the overall aims and ethos of the Schools and the Trust
- Participate in training and other learning activities as required
- Participate in Performance Management and development as required by the Trust's policies and procedures
- Participate actively and flexibly in a range of school activities
- Be aware that all employees have a general duty in law to take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions
- Understand and be committed to the Health and Safety Policy and the safety priorities and be aware of their contribution to such priorities
- Be aware of and comply with the health and safety legislation and other requirements that are relevant to the post
- Demonstrate commitment and enthusiasm to promote the principle of equality and diversity in employment and service deliver
- Be familiar with and promote the Equality and Diversity Policy

The principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required.

The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed.

This review will be carried out in consultation with the post-holder before any changes are implemented.

Job description prepared by:	Initio Learning Trust
Position:	
Date:	Feb 2023

Person Specification

Criteria	Essential	Desirable
Skills	<ul style="list-style-type: none"> • Ability to inspire and motivate children • Ability to assess children, use AFL effectively and plan accordingly; differentiating work to meet each child's needs • Ability to promote disciplined behaviour throughout the class and school; and to have a positive approach to behaviour management • Strong interpersonal skills to develop pupil and parental relationships • Work effectively as a member of a team • Communicate effectively (both orally and in writing) to a variety of audiences • Use technology effectively to enhance children's learning as well as for planning, developing the curriculum and communicating • Ability to identify own learning needs • Excellent communication skills & organisational skills • Ability to prioritise, work under pressure and to meet strict deadlines • Ability to work as part of a team • Fluency in English in order to fulfil all requirements of the role, specifically to communicate effectively with pupils/students (to support their learning and wellbeing) and to communicate effectively with colleagues, parents/carers and relevant external organisations. Evidenced by competently answering interview questions in English and/or possessing a relevant recognised language qualification. 	<ul style="list-style-type: none"> • Evidence of excellent lesson observations • Show evidence of commitment to taking an active part in school life, including out of school hours activities • Evidence of continuous professional development and commitment to further professional development relating to curriculum/learning and teaching
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher status • Degree level qualification 	
Knowledge	<ul style="list-style-type: none"> • Effective teaching and learning styles • The theory and practice of providing effectively for the individual needs of all children • Understanding the core subject curriculum guidance, and principles and developments of the National Curriculum • The monitoring, assessment, recording, tracking and reporting of pupil's progress 	<ul style="list-style-type: none"> • Understanding of current developments regarding the National Curriculum • Understanding the positive links necessary within a school, and in turn with all its stakeholders

	<ul style="list-style-type: none"> • The statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEN and Child Protection 	
Experience	<ul style="list-style-type: none"> • Experience of successfully teaching in primary phased • Experience of both KS3, KS4 and KS5. 	<ul style="list-style-type: none"> • Experience of working effectively in partnership with parents • Experience of leading / supporting a subject area, with ability to show whole school improvement • Experience and willingness to provide extra-curricular activities for children
Aptitude and attitude	<ul style="list-style-type: none"> • Ability to work independently on own initiative and also to contribute as part of a management team • Willingness and ability to be flexible in duties and hours worked • Ability to get on well with a wide variety of people, be tactful and ensure confidentiality • Completer and finisher • An interest in issues relating to teaching & learning • Smart and professional appearance • Commitment to safeguarding and protecting the welfare of children 	

SCIENCE FACULTY

David Thompson	Head of Science Faculty
Barry Smith	Head of Physics
Lynne Bedford	Teacher
Sarah Grant	Head of Biology
Paul Hilton	Teacher
Mike Howard	Science Hub Partnership Lead / Teacher of Science
Murray Jackman	Senior Science Technician
Annabel Jenner	Head of Chemistry
Stewart Kearn	Science Technician
Brierley McSween	Science Technician
Eric McSween	Teacher
Hilary Moss	Teacher
Brenda Murray	Teacher
Emily O'Neil	Teacher
Samantha Riley	Teacher
Rebecca Speers	Teacher
Patrick Weight	Teacher – Responsibility in Science

FACULTY AIMS

As a Science Faculty, we aim to use our collective subject expertise and teaching skills to deliver an effective science curriculum that motivates and encourages all students to realise their potential.

This means that we should:

- Foster a positive ethos between staff and between staff and students;
- Have high, but realistic, expectations of the students and each other;
- Support each other in the delivery of the curriculum by sharing good practice;
- Teach lessons which:
 - *have clear objectives;*
 - *are in a series of lessons in which progression is clear;*
 - *are at an appropriate pace;*
 - *employ a variety of teaching and learning styles;*
 - *are appropriate and interesting to our students;*
- Use target setting, involving the use of current and past data, to predict potential performance and allow the focusing of effort and resources on students who are underachieving or who are being insufficiently challenged;
- Frequently evaluate the effectiveness of teaching and learning, and the progress towards targets for students and staff to inform future priorities and targets.

All members of the Faculty are keen to support students in realising their potential in Science, and we offer a number of specific strategies:

- Informal help outside timetabled lessons;
- The availability of material for revision (guides, lists of keywords, past examination questions, etc.);

- Revision sessions are offered to students;
- An extensive examination preparation programme, which all Year 11 students follow
- More access to computers and the use of digital projectors has enhanced teaching and learning.

COURSES

Students in Year 9 Science are placed in 2 panels and set across 7 sets using information gathered from our Middle Schools.

The feeder middle schools have made a collective decision to complete the Key Stage 3 curriculum by the end of Year 8. In the first term of Year 9, students start the GCSE (AQA) Triple Science course in which they will study all 3 sciences separately. They are set by ability with periodic movement between sets.

There is a culture of sharing ideas and resources within the faculty with a focus on improved learning and teaching. Students are set targets and monitored against them on a regular basis, with each group assigned a Science tutor with specific responsibility for correlating the assessment of their group.

The Science Faculty offer students the opportunity to continue their study of aspects of Science post-16, in a variety of ways. Students may either complete A Level courses in Biology, Chemistry, or Physics.

ORGANISATION

The Science staff work collaboratively to develop courses and develop the curriculum. Whilst most staff have a background of single-subject specialism, they have developed skills to teach 2 Sciences to GCSE level. A large number of Science staff teach A Level (Biology, Chemistry or Physics).

Our staffing is complemented by our laboratory technicians. We are fortunate in having the services of these enthusiastic and able colleagues who are valued members of the Science team. We are keen to encourage the development of their professional expertise.

The Faculty occupies twelve teaching rooms, all of which have full laboratory facilities. Adjacent there are preparation rooms and storage areas.

The Faculty has always enjoyed mutually cooperative links with its four feeder middle schools. Within recent years this work has extended to include the other two upper schools in the Wimborne area, and their feeder middle schools.

Science Learning Partnership

QE is proud to lead the Dorset Science Learning Partnership in conjunction with STEM learning. Science Learning Partnerships (SLPs) combine local expertise in teaching and learning in science, facilitating CPD, and providing school-to-school support.

We work closely with a large number of schools across the county to support excellence in Science teaching. The department benefits significantly from this provision through the ability to access high quality CPD for all staff.

INFORMATION FOR APPLICANTS

ABOUT QUEEN ELIZABETH'S SCHOOL

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



ABOUT WIMBORNE AND THE LOCAL AREA

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

ABOUT OUR STUDENTS

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



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

PERSONNEL, STAFF DEVELOPMENT AND TEACHER TRAINING

The key to our success is the quality of the people who work at the school. We have 104 teachers and 54 support staff (incl. Teaching Assistants). Although teacher recruitment has been a major national issue, we have been very fortunate in being able to recruit very high-quality staff to the school and we are fully staffed with subject specialists. We place a very strong focus on Continuing Professional Development and have a strong track record of colleagues achieving promotion internally and externally.

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

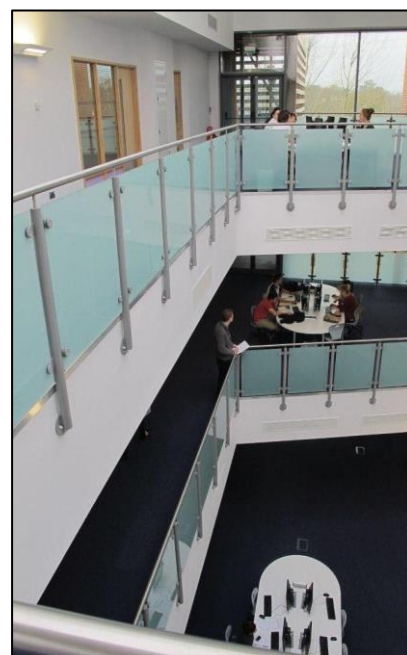
The school is committed to training new teachers and has a long history of successful involvement in ITT, working principally with Exeter University and the College of St Mark and St John, as well as training colleagues on the School Direct Programme.

TEACHING AND LEARNING AT QE

The curriculum

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

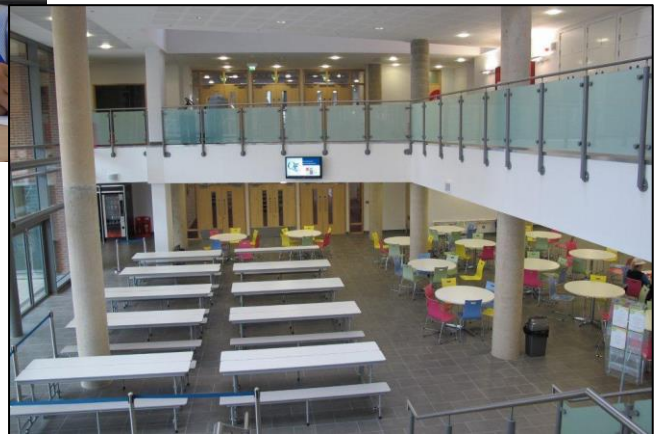
At Key Stage 4, there is a core programme of study followed by all students, and 3 other subjects of their choice. The core consists of English, Mathematics, Science, RE and PE. Students choose 3 option subjects from a wide range of courses, including BTEC First Certificates and Applied GCSEs. A large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



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

Assessment

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



THE HOUSE SYSTEM

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

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



LEADERSHIP OF THE SCHOOL

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

Simon Firth	Headteacher (Interim)
Lucy Kelly	Deputy Headteacher
Chris Humphreys	Deputy Headteacher
Mark Willis	Assistant Headteacher & Designated Safeguarding Lead for Child Protection
Matthew Oldfield	Assistant Headteacher
Charlotte Burrows	Assistant Headteacher
Sharon George	Support Services Officer

BUILDINGS

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

YOUR APPLICATION

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

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

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

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

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

Who Collects This Information

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

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

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

Data Protection Principles

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

The Categories of Information That We Collect, Process, Hold and Share

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

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

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

How We Collect This Information

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

How We Use Your Information

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

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

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

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

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

How We Use Particularly Sensitive Information

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

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

Criminal Convictions

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

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

Sharing Data

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

These include the following: -

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

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

Retention Periods

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

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

Security

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

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

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

Your Rights of Access, Correction, Erasure and Restriction

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

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

- Access your personal information (commonly known as a “subject access request”). This allows you to receive a copy of the personal information we hold about you and to check

we are lawfully processing it. You will not have to pay a fee to access your personal information. However, we may charge a reasonable fee if your request for access is clearly unfounded or excessive. Alternatively, we may refuse to comply with the request in such circumstances.

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

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

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

Right to Withdraw Consent

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

How to Raise a Concern

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

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

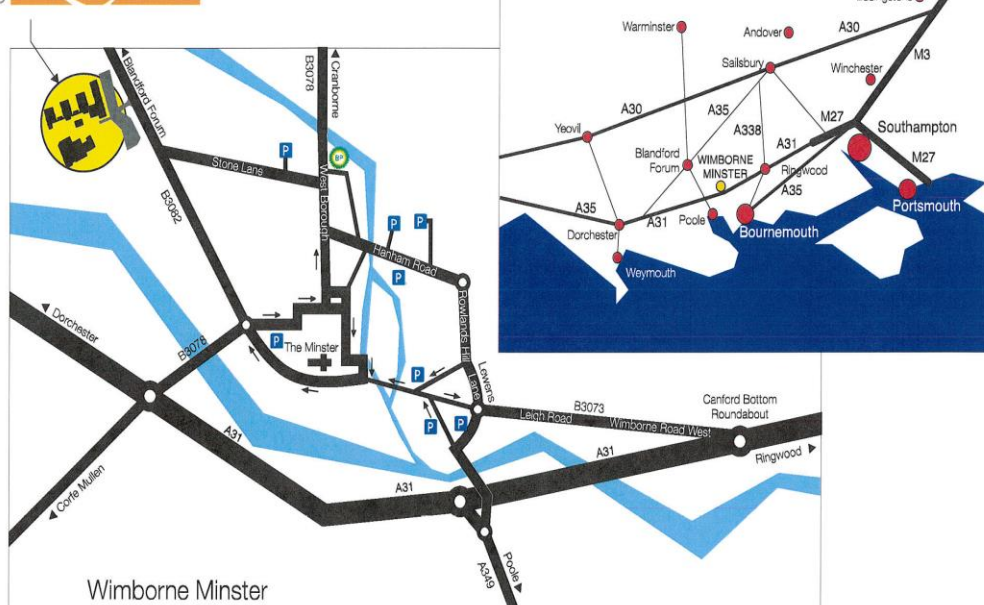
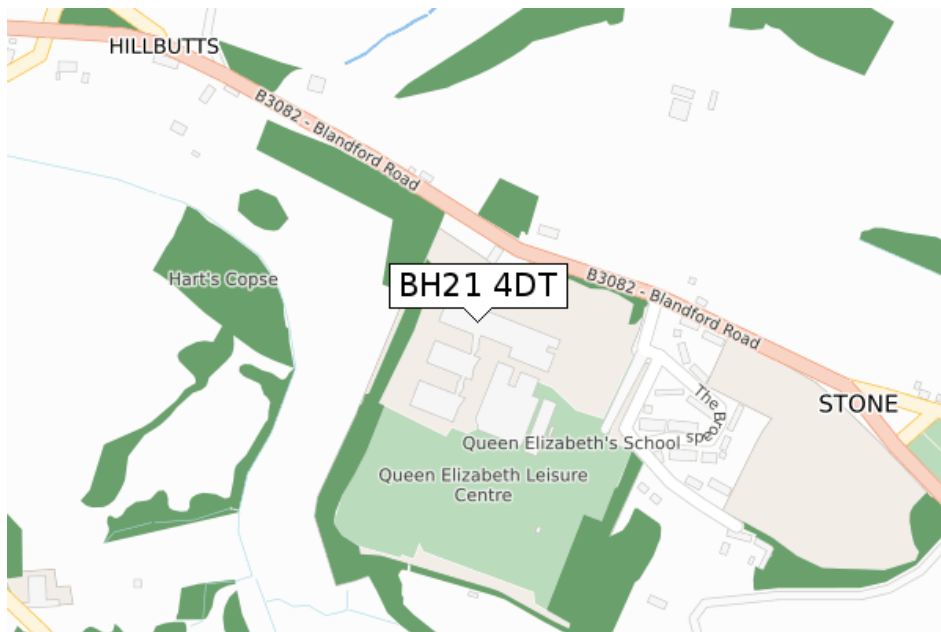
Data Protection Officer: Judicium Consulting Limited
Address: 72 Cannon Street, London, EC4N 6AE

Email: dataservices@judicium.com
Web: www.judiciumeducation.co.uk

Lead Contact: Craig Stilwell

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

MAP OF AREA School's Location



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



A commitment to hope

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Delivering Academic Excellence