

Recruitment Process

vISITS ARE WARMLY WELCOMED AND CAN BE ARRANGED BY CONTACTING kIRKBURTON mIDDLE sCHOOL ON 01484 222737 AND ASKING TO SPEAK TO gARY joHNSON (current HEADTEAcHER).

FURTHER INFORMATION ABOUT THE POSITION CAN BE OBTAINED THROUGH SPEAKING THE tRUST’S ceo, nATASHA GREENOUGH, ON 01484 865444 (SCISSETT MIDDLE SCHOOL).

aPPLICATION IS VIA THE tRUST’S APPLICATION FORM AND A LETTER OF NO MORE THAN 3 SIDES OF a4 WHICH CLEARLY COVERS THE FOLLOWING:

* BRIEF OUTLINE OF qualities and experiences RELEVANT TO THE POST
* EXPERIENCE OF CHANGE MANAGEMENT AND PEOPLE CENTRED DECISION MAKING
* sCHOOL IMPROVEMENT EXPERIENCE AND IMPACT
* EXPERIENCE OF, AND COMMITMENT TO, COLLABRATIVE WORKING
* THE CHALLENGES AND OPPORTUNITIES OF MIDDLE SCHOOL EDUCATION.

lONG LISTING INTERVIEWS WILL TAKE PLACE BETWEEN 7TH AND 11TH OCTOBER 2019.

SHORT LISTED CANDIDATES WILL BE INVITED TO INTERVIEW OVER TWO DAYS IN THE WEEK BEGINNING 14TH OCTOBER 2019.

**Post:** Headteacher

**School:** Kirkburton Middle School

**Position:** Full time and permanent

**Scale:** L21-27

**Start date:** January 2020

**Deadline for application:** 30th Sept 2019 noon.

**Submitted to:** Melanie Humphreys, Executive Administrator, via email: mhumphreys@themast.co.uk

|  |
| --- |
| **Welcome – an introduction from the Governing Body** |

Welcome to Kirkburton Middle School. We hope you find the information contained within this booklet useful in getting to know us and to understanding what our values are as a school.

KMS is a thriving, popular 10-13 years school set within a semi-rural part of Huddersfield. There are currently 515 pupils on roll (14 over PAN), divided in to 6 forms in each year group.

We are a member of the ‘Mast Academy Trust’, comprising Scissett Middle School, Shelley First School and Birdsedge First School. We are also a part of the very successful three-tier Shelley Pyramid of schools.  Most pupils come to us from First Schools in the surrounding villages of Emley, Farnley Tyas, Highburton, Shelley, Shepley, Thurstonland and Kirkburton itself.  We also have an increasing number of pupils applying to join us from neighbouring catchment areas.  The vast majority of our pupils transfer to Shelley College at the end of Year 8. Close links exist at all levels between schools throughout the pyramid, ensuring continuity, progression and effective transfer between phases.

The three years between the ages of ten and thirteen are characterised by rapid physical, social and emotional change and are of great significance in the academic and social development of young people.  KMS provides a welcoming and secure environment in which pupils enter as young children and leave as confident young adults, each developing at the rate that is right for them.  We specialise in supporting, nurturing and guiding young people through this time in their lives – emotionally, socially and academically – in order that they are able to achieve well and feel safe.  We believe strongly in the importance of the principle of inclusion, the development of the whole child and meeting the needs of the individual.  To this end, we provide a broad and balanced curriculum together with an extensive range of enrichment and extra-curricular activities.  Attendance is excellent, bullying and vandalism are rare and pupils tell us they feel safe and well-cared for.   High standards of work, dress and behaviour are maintained and relationships between all members of our school are excellent. We are school which has Safeguarding and children’s safety and happiness at its heart. Our vetting and induction procedures for adults are rigorous and training is thorough. Safety permeates all aspects of our work in school. Teaching pupils about how to keep themselves safe, [especially when on-line](https://www.imperosoftware.com/uk/resources/eduresources/), is paramount. Through parental questionnaires, parents tell us they are very happy with their child’s experience at school, the progress their children make and the quality of teaching their child receives.

We believe that development best takes place in a calm and orderly atmosphere where young people are encouraged to behave in an appropriate manner and where self-discipline is important and valued. Pupils are encouraged to take responsibility for themselves and others and see themselves as citizens of the community, citizens who can make a difference.

The Governing Body

|  |
| --- |
| **Staff Profiles** |

**Senior Leadership Team**

Headteacher

Mrs C Jackson – Assistant Headteacher (Pastoral Care and Inclusion)

Mr A MacIntyre – Assistant Headteacher (Teaching and Learning

Mr J Papworth – Assistant Headteacher (Curriculum and Assessment)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Pupil Achievement Leaders (PALs)**

Mrs P Procter – Key Stage 2 PAL & Aspect Leader (KS2 Transition and KS2 SATs) (Head of Girls’ PE)

Mr J James – Key Stage 3 PAL (Head of History)

Mr D Martin – Key Stage 3 PAL & Aspect Leader (Pupil Progress Data) (Head of Boys’ PE)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teachers**

Mrs J Aaron – Head of Art

Mrs D Johnson – Head of PSHCE

Mr D Bennett – Head of Geography

Mrs G Senior – SENDCo

Miss E Charlesworth – 2nd in Maths Dept.

Mrs S Charlesworth – Head of  DT

Mrs S Crowther – Head of English

Mrs C Davies – Science & Maths

Mrs S Hallas – Head of MfL

Mrs J Hughes – SSCO

Ms S Kaye – Head of Music

Mr J James – Head of History

Mrs D Johnson – Head of PSHCE

Mrs R McKeown – English & RE

Mr J O’Brien – 2nd in English Dept.

Mr I Parker – RE

Mrs E Price – English teacher

Mr A Sallu – ICT teacher

Miss F Seedat – English teacher

Miss J Sharples – Head of Science

Mr D Smith – Head of Mathematics

Mr C Tyson – Maths teacher

Mrs T Waterhouse – Maths teacher

Miss K Winstanley – History, English teacher

**Support Staff**

Admin  
Mrs C Cane – School Business Manager  
Mrs K Folens – Business Support Officer

Mrs H Josey – Business Support Officer

Mrs J Walker – Business Support Officer  
Mrs R Barrett – Business Support Officer

Additional Needs Team

Mrs R Schofield – Lead HLTA

Mrs J Clarkson

Mr J Fosbrook

 Mrs J Hindle

Mrs S Haigh-Edwards HLTA (English)

Ms L Simms-Lingard

Mrs C Smith

Mrs J Stratford HLTA (Maths)

Mr A Turner HLTA (Maths)

Technicians

Mrs H Kerr – Learning Resources Co-ordinator

Mrs C Moore – Science Technician

Mrs L Foster – Food Technician / Art/Display Resources Technician

Mr M Townend – Resistant Materials Technology Technician

Senior Caretaker

Mr A Carver

Kitchen

Mrs C Breeze – Head Cook

Mrs J Stringer – Deputy Cook

Mrs V Bray

Mrs C Davidson

Mrs A Spivey

Mrs L Stephens

Mrs S Woodhouse

Lunchtime Supervisors

Mrs S Dundon – Acting Senior

Mrs B Pankhurst

Mrs K Lockwood

Mrs P Leatherbarrow

Miss G Dyson

Mrs M Javin

Mrs A Wadsworth

|  |
| --- |
| **About the Trust** |

**Our Context**

The Mast Academy Trust was established in December 2016 to build upon strong, existing partnerships around the pupils and families in our locality through Academy status. The Trust was established by four good and outstanding schools across the 4-13 years age range. We are a collaborative Trust, with all leaders supporting the development of Mast within the context of an Executive Leadership Team. Working strategically together, within our Pyramid of schools and with other services, we aim to transform provision and outcomes for pupils and their families.

Alongside its improvement work in its current member academies, the Trust plans to work actively with other schools and the Regional Schools Commissioner (RSC) to grow its family of academies once established. This will facilitate enhanced system-led improvements, opportunities for collaboration between leaders and staff within the organisation and better economies of scale as required in the challenging educational climate.

Over time, Mast will provide an opportunity for schools to convert to academy status. So, how is Mast different? We encourage schools to join us over time if they wish to:

* Remain individual in that they thrive in their own context and in line with their own vision and values.
* Work with us in partnership in order to secure better outcomes for pupils.
* Join a truly collaborative Trust that has capacity to support school improvement pertinent to school needs.
* Access services to support financial effectiveness.
* Access services to support improvements to teaching and learning.
* Expect a flexible and individual approach so that support is tailored to needs.
* Access opportunities for close partnership working with the Local authority, RSC and local Teaching Schools, so that academy needs come first

**Our Trust Mission Statement**

We want to support everyone to be the change they wish to see in the world. We understand that this is not about grand gestures, it's about helping individuals. Through a constant drive to enrich and develop our people, we can create a group of schools capable of achieving this goal. We will remember this in everything we do, everything we say, every action we take, everything we promote. By keeping this focus, we aim to be an influential contributor to the world of education and an example to others.

**Our Aims**

To create amazing learning opportunities for children and for generations to come. To play our part in helping all pupils to contribute to making the world a better place.

**Our Values**

As a trust we will:

* Work ethically and with mutual respect and collaboration.
* Provide a caring and safe environment where responsible, tolerant and principled global citizens can grow.
* Develop creative, enquiring and resilient learners with ambition and a thirst for knowledge.
* Promote success and celebrate effort.
* Provide a vibrant, challenging and enriching curriculum by encouraging fresh approaches and outward-looking ideas.
* Ensure that all staff have outstanding continual professional development and feel appreciated and supported.
* Embrace technologies and new ways of working, to reflect the changing needs of our world.
* Play a significant part in our strong community and provide support for all the families within it.
* Recognise the diverse needs of our community, to ensure that pupils from all backgrounds thrive.
* Join a truly collaborative Trust that has capacity to support school improvement pertinent to school needs.
* Access services to support financial effectiveness.
* Access services to support improvements to teaching and learning.
* Expect a flexible and individual approach so that support is tailored to needs.
* Access opportunities for close partnership working with the Local authority, RSC and local Teaching Schools, so that academy needs come first

|  |
| --- |
| **About the School** |

**Our Pupils**

We want to provide the best education possible for all our pupils and will always put our pupils and their learning at the centre of everything we do. We expect our pupils to represent the school with pride in the local community, with a uniform that is smart and reflects the aspirations we have for them.

We have set the highest standards of behaviour at Kirkburton Middle School, and we believe that every pupil should have the chance to learn without disruption or distraction. Consequently, behaviour standards are high. However, this is achieved through ensuring the highest levels of pastoral care and support for pupils.

We believe that children and young adults thrive in environments where they are nurtured; where they feel safe; where they are supported through difficult times. We invest in ensuring our pupils are equipped with the skills to identify mental health concerns and know how to access support. They learn about respect and tolerance; kindness and care. Within our trust we have access to a broad range of expertise to signpost pupils who need that little bit of extra support and we offer training for staff who want to develop an expertise in an aspect of pastoral care or Special Educational Needs.

**Our Staff**

There are around 50 staff employed at KMS 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 pupils and each other. However, we work beyond our own school and therefore our teaching and learning community extends across our Trust and we work closely with our partner Middle school, Scissett.

We have a Senior Leadership Team who are committed to making the changes required for the school to become outstanding. There are 3 Assistant Headteachers with responsibility areas covering ‘Teaching and Learning’, ‘Curriculum and Assessment’, ‘Pastoral Care and Inclusion’.

**Our Area and Facilities**

The school is located on the outskirts of Huddersfield, 5.5 miles from the city centre. It is connected by a regular bus service and sits within a very pleasant semi-rural area, overlooked by the famous Emley Moor mast.

The school was built in 1973. It was designed to accommodate 350 pupils, with three open plan teaching areas. Over time many specialist facilities have been added: a Science Lab; Resistant Materials DT Room; Food and Textiles DT Room; Art Room and Music Room.

**Our School Organisation and Curriculum**

Our school day begins a 08.50 and ends at 15.35, although we **have many after school support and enrichment sessions.** The week is split into 25 hour long lessons with a 15 minute break in the morning and one hour for lunch. We currently operate a two-week timetable.

Developing each child as an individual and allowing all to grow in confidence and independence is a key feature of KMS. We place as much responsibility in to the children as we can for their own learning and personal growth and as a result offer a wide and varied programme of enrichment activities. PE and Games are a strong feature of the school with many non-competitive enrichment activities at lunchtime and after school. A wide range of competitive sports have regularly resulted in success at local, county and national level.

KMS has a rich tradition of international and residential visits, visiting the North and South of France, Switzerland and many British destinations. We believe these visits add not only to the child’s educational experience but also establish a culture of independence, a willingness to embrace the new and strengthen the feeling of being a global citizen.

Dramatic performances at KMS have ranged from ‘Oliver’ to ‘Bugsy Malone’ and occur around once every two years. There are also a range of musical clubs for pupils at lunchtimes.

We have a strong Befriender Programme where Year 8 pupils put themselves forward for consideration and then, following a selection process, they are trained in how to support younger and sometimes more vulnerable pupils at school. Two Befrienders are allocated to each Year 6 class. They spend social time with the class, support them at breaks and lunchtimes and help induct newcomers to the class during the year.

**Our Community Links**

Education at KMS is about partnership – the partnership between pupils, parents and our staff. We firmly believe a school should be at the centre of the community and we have excellent relationships with our Pyramid of schools, community groups and local businesses.

There is also a strong tradition of developing Young Sports Leaders and Sports Ambassadors. This part of the curriculum is a particular strength. Our Year 8 pupils organise activities at lunchtimes and work with our First School pupils in the pyramid throughout the year, helping organise and officiate competitive and non-competitive events. This leadership programme then continues at Shelley College from Year 9 onwards.

The school has a ‘traditional’ secondary school-type curriculum. There are 5 periods of approximately one hour a day for all pupils – KS2 and KS3. All pupils are taught all subjects by specialist teachers, enabling us to provide a rich and broad curriculum to Year 6 children. French is taught as a Modern Foreign Language and Design and Technology is split in to ‘Resistant Materials’ and ‘Food and Textiles’. All pupils are taught two hours of PE a week. The teaching staff is a combination of Primary, Middle and Secondary specialists. The staffing at KMS is very stable – people tend to stay for significant periods of time once appointed.

**Curriculum Impact:**

One of the challenges in leading a Middle School is the fact that the school works with in a three-tier system but is held accountable within a two-tier framework. The only national data available to Ofsted, the DfE and other interested parties are Key Stage 2 SATs results. As the school only has the children for two terms prior to the tests, liaison and partnership with feeder schools is vital in ensuring the pupils achieve as highly as possible. Similarly, partnership with Shelley College, to whom the vast majority of pupils transfer, is also crucial in ensuring the children secure the GCSE success which their ability deserves. The school uses GL Tests as an externally validated measure of Attainment and Progress. The results of GL tests demonstrate that pupils make outstanding progress at KMS and achieve highly. GCSE results at Shelley College confirm this with KMS pupils achieving an Attainment 8 Progress Score of 0.4 points in 2017.

At the beginning of Year 6 and at the end of Year 8, pupils sit GL assessments in English and Maths in order for us to calculate progress from entry to exit. GL provides detailed reports across curriculum aspects which are then used to inform next steps in curriculum design.

During the year 2019-2020, the school is seeking to embed moderation processes with our partner Middle School to ensure robust assessment and to inform next steps in curriculum intent.

|  |
| --- |
| **What We Can Offer You** |

**Induction**

As part of our recruitment process, we ensure everyone has an induction where they will meet staff and have a number of sessions relevant to their role on school procedures. Sessions vary depending on the profile of staff members, but will always include safeguarding training including specific reporting procedures relevant to the school, as well as access to the HR policies. We have a clear process and procedure for induction to ensure all staff have access to the information they need prior to starting. Please note that we only allow staff to begin work when all safer recruitment procedures have been completed including satisfactory references and a DBS check.

**CPD**

As part of The Mast Academy Trust, we have access to a range of CPD opportunities. At Trust level, we work collaboratively with other schools to share best practice and develop pedagogical knowledge and content knowledge. However, we are also able to access CPD through the West Yorkshire Teaching Alliance which is affiliated to our Trust. There is a significant support network and range of CPD opportunities which can be accessed in this way and something for everyone.

At school level, CPD is a key feature of school life– sessions take place weekly unless there are other after school events such as Parent/Carer Evenings. INSET Days and dis-aggregated days are also used for CPD. Priorites for staff development are identified through the appraisal process, the monitoring of teaching and learning, data analysis, the School Development Plan and as a result of Education Endowment Foundation recommendations and findings. The school makes use of the Dylan Wiliam ‘Teacher Learning Communities’ model to ensure CPD is more bespoke. There are also opportunities arranged to observe colleagues outside of subject areas to develop and improve practice, both within KMS and across the Pyramid.

The Trust promotes the professional development of headteachers and would support the successful candidate in achieving NPQH. All headteachers within the trust work collaboratively and the successful candidate will be well supported as part of the team and receive focussed support from the school’s CEO. All headteachers participate in school reviews and are trained in the school inspection framework.

**Staff Wellbeing and the Trust.**

The Mast Academy Trust values its people. Our values centre around the promotion of collaboration and mutually respectful relationships at all levels. As a consequence, staff turnover in our schools is very low. All of our staff have access to a Private Medical Insurance which means they can often get quicker access to support for a range of health related issues including counselling and mental health support; physiotherapy appointments and other specialist health needs. We also complete an annual workload and well-being survey with staff and use this information to further develop our practise - always keeping people at the heart of decision making in line with our ethos and values.

|  |
| --- |
| **Policy Information** |

**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 school and the safety of our pupils 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 Trust Board, and the Headteacher and Governing Body at each school, regard everyone working in our school to be a role model to our pupils. 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 pupils 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 pupils. We do not tolerate complacency as we strive to improve in every area of school life.

All staff 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**

The Mast Academy Trust actively promotes diversity. 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 were all are treated fairly and with respect.

**Smoking Policy**

**KMS** is a strictly no smoking site and all staff and visitors must adhere to this policy.

**ICT Policy (Acceptable Use Policy), Online Safety and Social Media**

We encourage the use of ICT across the curriculum. On appointment, staff agree to abide by the Acceptable Use 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 Kirklees Pay Policy. We normally honour existing pay points and within our Trust we honour transferable employment rights. This means staff who transfer from a Local Authority School transfer their continuous serve and all the employment rights which come with that.

**Trust Mobility**

All schools make their own appointments and we do not ask staff to work across schools in the Mast Trust as part of their normal role. However, we do include a mobility clause as there may be times when we ask staff to work at a different site for a period of time often to support school development. This can be a great opportunity for staff to develop professional; share expertise and build a strong portfolio of experience.

There are also opportunities for talented staff to work strategically across our Trust to develop best practice.

|  |
| --- |
| **Recruitment Information** |

**References**

The Mast Academy Trust is committed to the safeguarding of our pupils 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. As part of our safeguarding procedures, we supply a set reference proforma which we insist is completed. Where references are from people working within the private sector, there can be restrictions, but all references are fully checked.

For this reason, we expect one of your referees to be your most recent employer and if you have worked in a school, it must be from the Headteacher. 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.

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. Should we have a significant number of application, we will also conduct long listing interviews.

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.

The Mast Academy Trust 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.

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. This includes:

* Photographic identification such as a driving licence or passport.
* A utility bill for proof of address.
* Qualification evidence.
* A DBS certificate if available.

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. This could be a Passport or a Visa as applicable.

**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**

The Mast Academy Trust 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.

**Data Protection**

The Mast Academy Trust 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 pupils. Staff must be mindful of the need to set a good example to our pupils 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.

|  |
| --- |
| **Appendix 1: 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 Kirklees Council to set up vital services such as payroll.

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, Mr Jason Field, CFO, The Mast Academy Trust.

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.

|  |
| --- |
| **Appendix 2 - 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:

* Kirklees Council (our local authority).
* The Department for Education (DfE).

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:

* Integris. This is the main school information management system provided by RM Intelligence.
* Microsoft.
* Classcharts.
* ParentPay receive information needed to run the canteen and payments systems.
* School Gateway run by SchoolComms is used for communication.
* EntrySign are used for signing staff in and out as well as visitor entry

The Mast Academy Trust 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.

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.