



**Shottermill
Junior School**

Class Teacher Vacancy – ASAP or 22nd April 2025

We are seeking a Class Teacher to join our friendly, supportive Teaching Team.

If you would like to find out about the fantastic facilities we have on offer and our passion for delivering a wide and full curriculum to our pupils – please click here to view our virtual tour:

<https://www.shottermill-jun.surrey.sch.uk/page/?title=Virtual+Tours&pid=225>

The position is full time with responsibility for a curriculum subject area.

We can offer...

- Pupils that are a delight to teach with excellent behaviour and attitudes to learning;
- A strong inclusive ethos and a thriving whole school community;
- A highly committed and supportive staff team, who are dynamic, motivated and focussed on improving outcomes for children;
- A commitment to ensuring teacher wellbeing and a good work-life balance;
- Outstanding educational facilities and opportunities for all children to excel across the wider curriculum;
- Specialist Teachers who deliver Art, Music, PE and French;
- A strong commitment to training and professional development, with opportunities for staff to develop new ideas and approaches to improve outcomes for learners.

Shottermill Junior School is committed to providing the highest standards of educational opportunity to every one of its pupils. The children at our school are seeking a Class Teacher who is...

- Positive, professional and committed to improving outcomes for all children;
- Creative, imaginative and passionate about bring learning to life;
- Able to promote high standards of English and Maths and effectively deliver the wider curriculum objectives;
- Committed to their own professional development and partnership working;
- Willing to contribute to the wider life of the school;
- Committed to upholding the school's vision and core values;

ADDITIONAL INFORMATION:

Your personal statement should contain information regarding your areas of teaching expertise, commitment to teamwork and your approaches for promoting good outcomes for pupils across the curriculum. We are also interested to know your career aspirations and how we can best support these.

THE SUCCESSFUL CANDIDATES WILL...

- Be able to carry out duties as described in the School Teacher's Pay and Conditions Document.
- Have all the essential skills to fulfil the Class Teacher Job profile attached with this advert.

Safeguarding Statement

REHABILITATION OF OFFENDERS ACT 1974 (EXCEPTIONS) ORDER 1974 (AS AMENDED IN 2013)

Shottermill Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The post you are applying for is subject to an order under Section 4(4) of the Rehabilitation of Offenders Act 1974. Applicants must therefore provide information about all: convictions, cautions, warnings, reprimands, binding over or other orders, pending prosecutions, criminal investigations that are not "protected" as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013).

Shottermill Junior School is committed to safeguarding and promoting the welfare of children. The successful applicants will be required to possess an Enhanced Disclosure through the Disclosure and Barring Service and be registered with the update service.

Equal Opportunities

Shottermill Junior School is an equal opportunities employer and its policies, including the need to guard against false assumptions based on an applicant's race, colour, nationality, ethnic or national origins, disability, religion, age, marital status, working pattern, sexual orientation or gender reassignment, are followed at all stages of the selection.

We welcome visits to our school to fully appreciate the positive learning culture, friendly staff team and delightful children we work with. Please contact Mrs Tara Budden - School Business Manager, if you require any further details: admin@shottermill-jun.surrey.sch.uk

Interviews will take place on Monday 3rd February 2025.

Shottermill Junior School

Job Profile: September 2024

Job Title: Class Teacher



Salary Scale Point: Main Pay Scale / Upper Pay Range as outlined in the agreed Pay Policy

Responsible to: Headteacher, Deputy Headteacher and/or Performance Appraisal Reviewer

Job Purpose: To carry out the duties of a school teacher as set out in the current **School Teachers' Pay and Conditions Document** and in the new **Teachers Standards** dated September 2012. To uphold the Core Values and follow all policies and procedures, placing best outcomes for children at the very heart of their role within our school.

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

Professional Duties:

- To plan, prepare and teach the school curriculum, in line with any statutory requirements and the school's schemes of work, ensuring teaching of the highest standard.
- To adhere to expectations set out in the school's Teaching, Learning & Assessment Policy.
- To create a stimulating, organised, interactive and informative learning environment that encourages each child to achieve their potential.
- To work co-operatively with all members of the staff team and direct Learning Support Assistants appropriately to support pupils' learning.
- To monitor and assess pupils' work, using these assessments to inform planning and set targets that promote continuity and progression. Ensure annual written academic reports to parents are fully completed.
- To ensure the individual needs of the pupils are met through differentiated work, allowing for the highest standards to be achieved by all.
- Attend relevant meetings, as required and work with key professionals, parents and guardians to secure good outcomes for pupils.
- To follow all school policies under the direction of the Headteacher and Deputy Headteacher / Performance Management Appraiser.
- To maintain good order and discipline within the class, in line with the school's behaviour policy.
- To actively take part in professional development opportunities, sharing expertise and experiences as required.
- To take responsibility for leadership of a given subject or area, as identified by the Headteacher and be accountable for monitoring and reporting on the standards and progress of pupils within this area.
- To keep abreast of current initiatives and new developments in area of responsibility and disseminate updates to staff effectively.
- Contribute to whole school improvement through writing leadership action plans and being open to the self-evaluation process.

Teacher Standards 2012

PART 1 - TEACHING
1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS
1(a) establish a safe and stimulating environment for pupils, rooted in mutual respect
1(b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
1(c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS
2(a) be accountable for pupils' attainment, progress and outcomes
2(b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
2(c) guide pupils to reflect on the progress they have made and their emerging needs
2(d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
2(e) encourage pupils to take a responsible and conscientious attitude to their own work and study
3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE
3(a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
3(b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
3(c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
3(d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
3(e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
4. PLAN AND TEACH WELL STRUCTURED LESSONS
4(a) impart knowledge and develop understanding through effective use of lesson time
4(b) promote a love of learning and children's intellectual curiosity
4(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge & understanding pupils have acquired
4(d) reflect systematically on the effectiveness of lessons and approaches to teaching
4(e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS
5(a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
5(b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
5(c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
5(d) have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT
6(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
6(b) make use of formative and summative assessment to secure pupils' progress
6(c) use relevant data to monitor progress, set targets, and plan subsequent lessons
6(d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT
7(a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
7(b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
7(c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
7(d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES
8(a) make a positive contribution to the wider life and ethos of the school
8(b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
8(c) deploy support staff effectively
8(d) take responsibility for improving teaching through professional development, responding to advice & feedback from colleagues
8(e) communicate effectively with parents with regard to pupils' achievements and well-being
PART 2: PERSONAL & PROFESSIONAL CONDUCT
Uphold public trust in the profession and maintain high standards of ethics and behaviour, within & outside school
(a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
(b) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
(c) showing tolerance of and respect for the rights of others
(d) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
(e) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
Have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality
Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Subject Leadership Roles and Responsibilities

Ongoing	Termly	Annually
<p>Develop and maintain a full understanding of the National Curriculum in connection with your leadership area.</p> <p>Further own professional development by attending relevant training courses.</p> <p>Update own expertise and keep staff updated of new initiatives.</p> <p>Be able to report on the standards and progress of pupils within the specific area of leadership.</p> <p>In collaboration with the Resources Manager, audit, order and maintain a tidy and organised resource area accessible to all staff.</p> <p>Create and add to a portfolio of evidence and examples of good practice to include evidence of G&T and SMSC development (e.g. photocopies/ photographs of work and displays)</p>	<p>Monitor standards with the leadership area against Shottermill Junior School expectation documents, including:</p> <ul style="list-style-type: none"> -monitoring of planning, both long term and short term. -monitoring of standards of pupil work and progression from year to year. -monitoring of differentiation and challenge and extension. <p>-triangulating evidence from a range of sources: planning, lesson observations, work scrutiny and assessments or progress data.</p> <p>-monitoring the learning environment</p> <p>Review Leadership Action Plan and submit this to SLT termly.</p>	<p>Contribute to policy review (if applicable for own leadership area)</p> <p>Audit policy in line with current practice</p> <p>Review other activities such as G&T provision, supporting parents in the leadership area, etc.</p> <p>Re-write Action Plan for the following academic year based on review and SDP key priorities.</p> <p>Provide model lessons for colleagues or arrange CPD opportunities through staff meetings as required.</p> <p>Lead a focus week or activity to promote the leadership area</p> <p>Report to Governors as required</p>

Expected Leadership Competencies:

- ✓ Visionary
- ✓ Positive role model
- ✓ Facilitator
- ✓ Good interpersonal skills
- ✓ Organised and an effective communicator
- ✓ Passionate about leading their subject / area of responsibility

General Duties:

- Maintain a duty of care for the safety and wellbeing for all children within the school and ensure that the relevant safeguarding protocols are followed at all times.
- Support the wider life of the school and uphold our Core Values and ethos.
- To understand and apply school policies in relation to health, safety and welfare.
- Maintain high levels of communication and understand that it is a two-way process and a shared responsibility of all those who work within the school.
- Establish positive and professional relationships with parents, guardians and other stakeholders and act as both a positive role model and a point of contact on behalf of the school.
- To respect confidentiality at all times and ensure that the school is actively promoted in a good light to the community it serves.

- Attend relevant training and take responsibility for own professional development.
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with Performance Appraisal Reviewer.
- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.
- It is desirable that all staff assist with the wider life of the school, such as volunteering at PTFA events or assisting with extra-curricular activities. If you are able to contribute to any of these activities, please inform a member of the Senior Leadership Team.

This job description may be amended at any time, according to the changing priorities of the school as identified within the school's improvement plan and in consultation with the post holder. Where there are changes to the member of staff's role in school, they will be fully consulted and supported in their new role.

Review Date: September 2025

Headteacher:  _____

Dated: 01.09.24 _____

Member of staff: _____

Dated: _____



**Shottermill
Junior School**

Job Application Form

Teaching & Leadership Posts

Confidential

Information for Applicants:

Please complete this form in **black ink** or **type** in the spaces provided. If you need more space than is provided, please continue on an additional sheet of paper. Please note that we **cannot accept CVs**.

Please return your completed form to:	Mrs Tara Budden School Business Manager	Ref. No. (<i>Office Use Only</i>)
	admin@shottermill-jun.surrey.sch.uk	
The deadline for receipt of completed applications is:	Thursday 30th January, 9am	

Details of Post Applied For:

Job Title	Class Teacher
Job Reference Number (if any)	
Please confirm the date you would be able to start work, if successful	

Personal Details:

Title		First Name(s)	
Surname		Date of Birth ¹	
If you have previously been known by another name, please specify:			
Address			
Contact Details	Please only include contact numbers or email addresses that you are happy for us to use.		
	Daytime Contact Number:		
	Evening Contact Number:		

¹ The Governing Body complies with the Equality Act 2010 and does not discriminate against job applicants on the grounds of age. Date of birth and other key dates are requested of applicants for identification purposes and to verify that a full education and employment history has been provided, in accordance with statutory guidance from the DfE ("Keeping Children Safe in Education").

	Mobile Number (if different):			
	Email Address:			
DfE Registration Number				
Do you hold Qualified Teacher Status (QTS) or Qualified Teacher Learning and Skills (QTLS) status?	YES	NO	If yes, please confirm below whether you hold QTS or QTLS and the date it was awarded:	
Do you currently have the right to work in the UK?	YES	NO	If no, please specify your circumstances below:	

Education and Qualifications:			
Please also include any relevant professional qualifications.			
Name of Institution (e.g. School, College or University)	Dates Attended		Courses/Subjects Taken and Examination Results or Award
	From (Month/Year)	To (Month/Year)	

Membership of Professional Bodies:		
Please give details of any relevant professional bodies to which you belong.		
Name of Professional Body	Membership Status	Date Membership Commenced

Professional Development:

Please give details of any courses undertaken which you have not already detailed and which you consider to be relevant to this application.

Course Title	Course Provider	Dates Attended		Award (if any)
		From (Month/Year)	To (Month/Year)	

Details of Present or Most Recent Teaching Appointment:

Post Held					
Responsibilities Held (if applicable)					
Dates Employed From and To (Month/Year)					
School/College Name and Address					
Pupils	Number on Roll:		Age Range:		Gender / Mixed:
Name of Local Authority (if applicable)				Type of School/College (Community, Academy, Independent etc)	
Salary Details	Annual Salary (if part-time, specify the FTE):	£			
	Additional Allowances (state type and annual value):				
Reason for Leaving (if applicable)					

Previous Teaching Appointments:

Please give details of **all previous teaching appointments** you have undertaken, starting with the most recent. Details of employment undertaken outside of teaching, and any other gaps in employment, should be recorded on pages 5-6. Please use a continuation sheet if necessary.

School/College/Employer Details		Post Details	Dates Employed and Reason for Leaving
1.	Employer Name:	Title of Post:	From (Month/Year):
			To (Month/Year):
	Type of School/College (e.g. community, academy, independent etc) and NOR (approx):	Responsibilities Held (if applicable):	
			Reason for Leaving:
	Local Authority (if applicable):	Additional Allowances (type/value):	
	Pupil Age Range / Gender:	Key Stage / Subject / Age Range Taught:	
2.	Employer Name:	Title of Post:	From (Month/Year):
			To (Month/Year):
	Type of School/College (e.g. community, academy, independent etc) and NOR (approx):	Responsibilities Held (if applicable):	
			Reason for Leaving:
	Local Authority (if applicable):	Additional Allowances (type/value):	
	Pupil Age Range / Gender:	Key Stage / Subject / Age Range Taught:	
3.	Employer Name:	Title of Post:	From (Month/Year):
			To (Month/Year):
	Type of School/College (e.g. community, academy, independent etc) and NOR (approx):	Responsibilities Held (if applicable):	
			Reason for Leaving:
	Local Authority (if applicable):	Additional Allowances (type/value):	

School/College/Employer Details		Post Details	Dates Employed and Reason for Leaving
	Pupil Age Range / Gender:	Key Stage / Subject / Age Range Taught:	
4.	Employer Name:	Title of Post:	From (Month/Year):
			To (Month/Year):
	Type of School/College (e.g. community, academy, independent etc) and NOR (approx):	Responsibilities Held (if applicable):	
			Reason for Leaving:
	Local Authority (if applicable):	Additional Allowances (type/value):	
	Pupil Age Range / Gender:	Key Stage / Subject / Age Range Taught:	

Other Employment:

Please give details of any **other periods of employment** you have undertaken which you have not included above, starting with the most recent. Any gaps in your employment and/or training and education history will be explored with you if you are called for interview. Please use a continuation sheet if necessary.

Employer's Name and Address	Dates Employed From and To (Month/Year)	Position Held	Salary and Benefits	Reason for Leaving

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Periods When Not Working:

Please give details below of any voluntary work you have not detailed elsewhere in your employment history, or reasons for other periods of time when you have not been employed since leaving secondary education.

Date From (Month/Year)	Date To (Month/Year)	Reason

Statement of Application:

You are invited to provide further information in support of your application. Please make full use of this section and continue on additional sheets if necessary. Please refer to the person specification for the post and also include:

- The reasons why you are applying for this post;
- The personal qualities and experience that you feel are relevant to your suitability for the post;
- Key responsibilities and achievements in your present or most recent job which are relevant to this application;
- Details of any relevant interests or activities.

Referees:

- References will only be sought for shortlisted candidates. **It is our policy to obtain references prior to interview. If you have concerns regarding this, please contact us before submitting your application form.**
- The first referee provided **must** be your present or most recent employer, unless you have not been in employment before. If you are not currently working with children and young people but have done so in the past, your second referee **must** be that employer. If you are a Newly Qualified Teacher, one referee **must** be your college tutor.
- If any of your references relate to your employment at a school or college your referee **must** be the Headteacher or Principal. If you are a serving (or ex) Headteacher or Principal, your referee should be the Chair of the relevant governing body (or alternatively this can be the CEO of a multi-academy trust).
- If you are currently working with children, your present employer will be asked about any disciplinary offences relating to children (whether current or time expired), whether you have been the subject of any substantiated child protection concerns and, if so, the outcome of these investigations. If you are not currently working with children but have done so previously, these issues will be raised with your former employer.
- Please do not name relatives or people acting solely in their capacity as friends as your referees.
- **Other previous employers may also be approached for information, prior to interview, to verify details on your application form, such as particular experience or qualifications.**

Referee 1		Referee 2	
Title (Miss/Mr etc)		Title (Miss/Mr etc)	
Name		Name	
Occupation		Occupation	
Address		Address	
Tel. Number		Tel. Number	
Fax Number		Fax Number	
Email Address		Email Address	
In what capacity do you know the referee?		In what capacity do you know the referee?	

Reasonable Adjustments to the Shortlisting Process:

We welcome applications from disabled people. Please indicate in the box below if there is anything that we need to do, or take into consideration, to ensure that the shortlisting process is fair in relation to a disability.

Candidates who are invited for interview will be asked in the invitation letter if they require any adjustments to be made to the interview or other selection activities.

Declarations:

This post is **exempt from the Rehabilitation of Offenders Act (ROA) 1974**. If you are appointed you will be required to undertake an Enhanced Disclosure & Barring Service (DBS) check. You are required to declare any cautions, convictions, reprimands or final warnings which are not protected (i.e. that are not filtered out*), as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended). You are also required to disclose any pending criminal proceedings against you or current police investigations, including those relating to other employment or matters outside work. Having a criminal record will not necessarily prevent you from taking up appointment; it will depend on the nature of the offence(s) and their relevance to the post you are applying for. However, should you **not** declare any of the above and this is subsequently revealed, for example through the DBS check, then this may place your employment in jeopardy. Any information given will be treated in the strictest confidence and with due regard to the ROA and data protection legislation.

* *Amendments to the Exceptions Order 1975 provide that certain spent convictions and cautions are 'protected' meaning that they are not subject to disclosure to employers and cannot be taken into account.*

All guidance and criteria on the filtering of these cautions and convictions can be found in the [DBS filtering collection on the Gov.uk website](#) and further information on disclosing a criminal record can also be obtained from Nacro: www.nacro.org.uk

Please answer the following questions:

Do you have any cautions, convictions, reprimands or final warnings which are not protected, as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended) and/or are you the subject of a current police investigation or have criminal proceedings pending against you?	YES/NO
Are you on the Children's Barred List (previously List 99 and PoCA list) or have you ever been disqualified from working with children or been subject to any sanctions imposed by a regulatory body, e.g. Teaching Regulation Agency (or its predecessor bodies)?	YES/NO

It is a criminal offence for barred individuals to seek, or to undertake, work with children.
If you have answered 'YES' to either of the above, please provide **further details on a separate sheet in a sealed envelope marked 'CONFIDENTIAL'**.

Are you currently registered with the DBS Update Service?	YES/NO
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If YES, please provide the information below. If NO, please proceed to the next section.

DBS Registration Number		Annual Registration Renewal Date	
Level of check obtained at point of registration? (<i>select one</i>)	STANDARD / ENHANCED		
Which workforce was your check requested for at point of registration? (<i>select one</i>)	CHILDREN / ADULT / ADULT & CHILDREN / OTHER		

Declaration: By signing this application form and providing the information above I understand that I am authorising the school/college to consult the DBS Update Service in the context of its recruitment and safeguarding procedures and agree to provide the relevant disclosure certificate to facilitate this process.

A Note on Childcare Disqualification Requirements

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

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

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

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

Should you need to, you can find out more about disqualification in the Department for Education's guidance: <https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

Declaration of Relationships:

Are you related to, or do you have a close personal relationship with an existing member of staff or member of the board of governors?

YES / NO

If YES, please provide below his/her name and role, and state your relationship:

I declare that the information I have given on this form is correct. I understand that providing false or misleading information is an offence which could result in my application being rejected, or, in the event of employment being obtained, may result in disciplinary action being taken, up to and including summary dismissal. In some circumstances it could also result in a referral to the police. I have read the Job Applicant Privacy Notice and give my consent for the personal data supplied to be used for the purposes of recruitment and selection as laid out in that notice.

Signature of Applicant

Date

If you have submitted your application electronically, you will be asked to sign your application form in the event that you are shortlisted and called for interview.

Thank you for your application.

Retention of Application Forms: As outlined in the Privacy Notice, it is our policy to retain all application forms for unsuccessful applicants for a period of six months, after which time they are securely destroyed. If another suitable vacancy arises during that period which we think might suit your skills and experience, we may contact you to make you aware of the vacancy. Please indicate if you are happy for us to use your application form in this way (highlight preferred option or type YES/NO):

YES NO

Equality Monitoring Form

We aim to select all staff on merit, irrespective of race, sex, disability, age or other protected characteristics. In order to monitor the effectiveness of our equality policy and recruitment procedures, we ask that all applicants complete this form and return it with their application, however completion is **optional**. In accordance with data protection legislation, the information provided will only be used for the purposes of equality monitoring and to inform improvements to our policies. **The form will be separated from your application upon receipt and will not be shared with the selection panel. For the successful candidate, the form will be retained securely as part of the confidential staff record.** Thank you.

Post Applied For:		Where did you see this post advertised?	
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Please tick whichever boxes apply. If you prefer not to provide certain information, please leave the box blank.

Gender: Female Male Prefer to self-describe :

Age: 16-24 25-34 35-44 45-54 55-64 65+

Disability: Do you consider yourself to have a disability? Yes No

Ethnicity: How would you describe your ethnic group? Please tick **one** category below. The categories are based on the population census.

White	
English / Welsh / Scottish / Northern Irish / British	
Irish	
Gypsy or Irish Traveller	
Any other White background (specify if you wish):	
Mixed / Multiple Ethnic Groups	
White and Black Caribbean	
White and Black African	
White and Asian	
Any other Mixed / Multiple ethnic background (specify if you wish):	

Asian / Asian British	
Indian	
Pakistani	
Bangladeshi	
Chinese	
Any other Asian background (specify if you wish):	
Black / African / Caribbean / Black British	
African	
Caribbean	
Any other Black / African / Caribbean background (specify if you wish):	
Other Ethnic Group	
Arab	
Any other ethnic group (specify if you wish):	

Ref No. (For Office Use Only)

JOB APPLICANT PRIVACY NOTICE

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

Name of data controller: Shottermill Junior School

Name of our data protection officer: Tara Budden

What information do we collect about job applicants and how?

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

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

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

It is our policy, in line with the Department for Education's statutory guidance, Keeping Children Safe in Education, to request references at the shortlisting stage, in advance of interview. If you have concerns about this, you should contact us before submitting your application. If you are shortlisted, we will therefore also collect personal data about you from your nominated referees. Personal data may also be collected from other previous employers listed on your application form, for example to verify details on your application form, such as particular experience or qualifications. If an offer of employment is made to you, the offer will be subject to completion of a range of pre-employment checks to our satisfaction, including a criminal records check with the Disclosure and Barring Service and a pre-employment health assessment. You will be informed of the checks to be undertaken in the event that an offer is made.

Why we collect and use this information

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

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

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

The lawful basis on which we process this information

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

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

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

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

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

Collecting this information

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

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

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

Storing this information

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

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

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

Who we share this information with and why

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

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

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

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

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

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

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

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

You also have the right to:

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

If you have a concern about the way we are collecting or using your personal data, we ask that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Further information

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