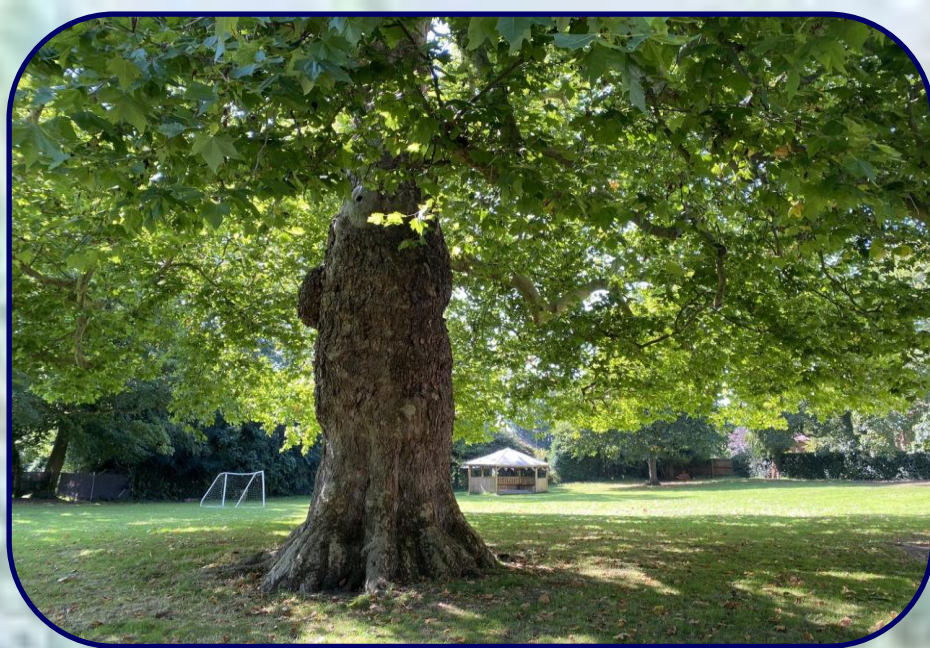




St Peter's Church of England  
(Aided) Junior School

# HEADTEACHER RECRUITMENT PACK





# KEY INFORMATION

**Position:** Headteacher  
**Start Date:** September 2025  
**Contract:** Permanent/Full Time  
**Salary type:** Leadership scale  
**Salary details:** L15 £70,293 to L21 £80,634  
**Address:** Church Avenue, Farnborough, GU14 7AP  
**Phone:** 01252 543320  
**Email:** [adminoffice@st-peters-jun.hants.sch.uk](mailto:adminoffice@st-peters-jun.hants.sch.uk)

**Applications Closing date:** 6<sup>th</sup> May 2025 (Noon)  
**Interview dates:** 22<sup>nd</sup> May and 23<sup>rd</sup> May 2025

Visits to the school are warmly welcomed. Please contact the school to arrange a suitable time for a governor to show you around.

# FROM THE CHAIR OF GOVERNORS **WELCOME**



Welcome to St Peter's Church of England Junior School. On behalf of the Governing Body, I would like to thank you for your interest in the position of Headteacher.

St Peter's is a thriving and vibrant school where children are engaged, nurtured, and inspired. Our ethos is deeply rooted in our school vision, 'Learning to Live – Life in All Its Fullness' that shapes every aspect of school life. Visitors frequently remark that St Peter's is more than just a school. It is a place where children feel at home, valued, and supported in their individual learning journeys.

Under the leadership of our current Headteacher and Senior Leadership Team, St Peter's has achieved a 'Good' Ofsted rating and received an exceptional SIAMS inspection report. SIAMS highlighted our strong Christian Distinctiveness, which underpins our commitment to providing the best life chances for every child. A rigorous focus on educational excellence has led to the introduction of high-impact teaching approaches and schemes of work, resulting in improved pupil outcomes.

At St Peter's, children are actively engaged in their learning. They can articulate their learning journeys and understand their progress. We are committed to ensuring that all children—including those with SEND, those with English as an Additional Language (EAL), and those supported through the Pupil Premium—receive the support they need to thrive. Our staff team is dedicated to working with children, staff, and parents to remove barriers to learning. Inclusion and diversity are at the heart of our approach, reflected in the wide range of home languages spoken within our school community.

We are seeking a Headteacher who will maintain and strengthen the school's Christian Distinctiveness, while bringing ambition, energy, and vision to lead the school forward. The successful candidate will build on the strong foundations laid in recent years, fostering a culture of high expectations, continuous improvement, and professional accountability.

*The school and  
the church work  
hand-in-hand  
[SIAMS]*

[Ofsted  
Report](#)

[SIAMS  
Report](#)



The appointed Headteacher will find an engaged and supportive Governing Body with significant experience in education at both local and national levels. We work collaboratively with the Headteacher, offering knowledge, expertise, and guidance. In addition, St Peter's has a strong partnership with St Peter's Church and the Diocese of Guildford, which provides valuable support for teachers and school leadership, as well as assistance with infrastructure and maintenance.

We hope this pack provides helpful information as you consider applying for this exciting leadership opportunity. The Governing Body encourages you to carefully structure your application, clearly addressing the criteria set out in the person specification and responding to our key priority areas. The best way to experience St Peter's is to visit us, meet our staff and children, and see the school in action. Please contact the school office to arrange a visit for a governor to show you around.

I look forward to welcoming you to St Peter's.

**Graham Hudson**  
**Chair of Governors**



[Click here to  
watch our  
welcome to  
the school](#)

# VISION AND VALUES



Our school vision for 'Life in all Fullness' comes from John 10:10 and serves as a reminder of the abundance we are meant to experience. It speaks of a life that goes beyond mere existence, offering richness, purpose and fulfilment. This motivates and impacts everything we do, shaping the way we live, work, and interact with others. It drives our curriculum as we seek to offer opportunities for learning that embody life in all its fullness.

At the heart of everything we do, we hold steadfast to a core set of values that guide our relationships, shape our community, and inspire our actions. These values—Celebration, Collaboration, Respect, Responsibility, Service and Truth — define us and shape our collective learning. Through them we are empowered to create a positive impact and build a future of shared success.

We are proud to be called St. Peter's School, a place where learning and community come together to create an environment rooted in purpose and meaning. The life of St. Peter serves as both a challenge and a motivation for us. His example of faith, courage, and humility guides our actions, inspires our learning, and shapes the way we live as individuals and as a school community. His life motivates us to embrace our unique gifts, to serve one another, and to live boldly, creating a community where each person is valued, thrives and grows.



*The school's vision, 'Living life in all its fullness', is the heartbeat of this welcoming and happy school.*  
[Ofsted]



# OUR SCHOOL VALUES

## Celebration

Living life with joy and appreciation; learning to rejoice in the achievements of others and showing gratitude for all that we have.

**'Be thankful in all circumstances' (1 Thessalonians 5:18)**

## Collaboration

Learning the roles that we can play and living them out to bring fullness of life to our class, school and wider community. Supporting one another to be our best selves.

**'Two are better than one; if either of them falls down; one can help the other up' (Ecclesiastes 4:9-10)**

## Respect

Living our lives with kindness and compassion and learning to live with open hearts and minds. Loving each other and ourselves in all our fullness.

**'So in everything, do to others what you would have them do to you' (Matthew 7:12)**

## Responsibility

Learning to lead by example and living to serve others. Modelling kindness and care to one another and ourselves, for our environment and our wider world.

**'Do everything in love' (1 Corinthians 16:14)**

## Service

Learning to use our gifts to bring happiness to others and living life with others before ourselves. Volunteering our time to bring life in all fullness to our local and global community.

**'Each of you should use whatever gift you have received to serve others' (1 Peter 4:10)**

## Truth

Learning to show honesty and friendship through life in all circumstances. Living life with integrity, guided by our values and staying true to ourselves.

**'An honest answer is a sign of true friendship' (Proverbs 24:26)**

*Leaders and governors are highly effective in shaping the distinct Christian identity of this school.*

*[SIAMS]*



# OUR SCHOOL



Our beautiful, peaceful site adjoins the campus belonging to St Peter's Church, with whom we maintain a close, successful partnership.

We are blessed to have superb grounds, with a large playing field, a playground and an outdoor gym. We are really proud of the tree on our field which is certified as being over 300 years old and is used as an expression of our Church school vision, 'Life in all its Fullness'. Bluebells grow around the tree each year, offering beautiful scenery.

There is a golden mile track around our school field which provides a wonderful opportunity for the children to build their fitness. We use our grounds wherever possible to enhance the learning and experiences that we can offer our children.

We are a two-form entry junior school. We value the importance of visiting new places to enhance the learning of our children. All year groups have the opportunities for a wide and varied programme of carefully planned educational visits and activities. These are an important part of our curriculum.

Staff Role	Number
HT	1
DHT*	1
SENCO*	1
Business Manager	1
Senior Admin Asst	1
Admin Asst/LSA	1
Class Teachers	8
PPA Teachers	2
HLTA	1
Librarian	1
LSA	8
<b>Total</b>	<b>26</b>

Class (PAN 30+2)	Number	EXS%+
Y3	49	26.5
Y4	64	42
Y5	62	48
Y6	53	30
<b>PAN</b>		
	256	
<b>NOR</b>		
	228	
<b>Attendance</b>		
	95.4%	

Budget '24-'25	Value
<b>Total Expenditure</b>	£1,351,570
<b>Total Income</b>	£1,348,585
<b>In Yr Sur/(Def)</b>	£(2,985)
<b>Cum Surplus</b>	£21,223

*Staff are very happy working at this school.  
[Ofsted]*

\* with teaching commitments  
+ in combined measure from December 2024

# WHAT MAKES US SPECIAL



## Well-being and TLG

At the heart of our life in all its fullness vision is the belief that the wellbeing of our children is of utmost importance. We take great pride in our commitment to nurturing the whole child, addressing not only their academic needs but also their emotional and mental health. To support this, we offer a comprehensive wellbeing programme designed to assist children with a range of challenges they may face. Our support services include ELSA (Emotional Literacy Support Assistant), TALA (Therapeutic Active Listening Assistant), Emotional Regulation strategies, and TLG (Transforming Lives for Good). We have strong partnerships with mental health professionals to ensure that our children receive the care and guidance they need.

## Music and Community Links

Music has truly transformed our school, with every student taking part in weekly lessons and singing assemblies. Our school choir has flourished, now with over 50 members, and we are proud to have won the Farnborough Lions Choir Competition last year. In recent years, we've built strong connections with local secondary schools; Salesian College and The Wavell School, collaborating on concerts and inviting them to perform at our annual music concert.

## Humphrey

Humphrey, the miniature labradoodle has become a cherished member of our school community since he first came to school at nine weeks old. In the mornings, he eagerly awaits the arrival of the children, greeting them with a wagging tail at the school gate. Humphrey plays a vital role in supporting children's wellbeing. He helps ease anxiety, boosts confidence, and provides a calming presence for students. By working with Humphrey, children can build social skills, work through problems, and develop a sense of responsibility. Many find it easier to express their feelings through him, using training sessions as a way to talk through emotions and challenges in a safe, supportive environment.

## Our Curriculum Approach – Too Good To Miss

We believe in providing our children with a meaningful, memorable and engaging curriculum that goes beyond that of the National Curriculum. We use an enquiry-based approach to deliver our curriculum with projects led by open-ended, problem-solving questions to promote curiosity and encourage wondering. Our curriculum is organised into half termly projects - planned and sequenced so that new knowledge and skills build on what has come before. Our project design encourages children to make and consider links across the curriculum subjects, supporting them to respond to their overarching question 'in all its fullness' with work and learning that reflects pride, purpose and progress. You can explore our 'Life in all Fullness' curriculum here: <https://tinyurl.com/y45wvsj8>

## Ogden Trust

The Ogden Trust is a physics charity dedicated to promoting excellence in science education. As the lead school, St Peter's acts as a beacon of good practice, fostering strong collaborations between schools to enhance science learning. Through shared resources, teacher support, and inspiring activities, the initiative enables all children to thrive, making physics more accessible and engaging for every student in the community.







# WHAT OUR CHILDREN SAY

## What the children like about their school:

- ▶ It's unique.
- ▶ Teachers are really supportive and make our learning fun.
- ▶ Teachers take time and support our learning.
- ▶ We have a curriculum that helps us understand differences and gives us life skills.
- ▶ It's an exciting curriculum – we like the trips and residential.
- ▶ We love the stories in Collective Worship and the flowers around our prayers. It is beautiful.
- ▶ We love our community links.
- ▶ It feels like a family.
- ▶ We love Humphrey our school dog.
- ▶ We like the opportunities we are given to take responsibility.

## What our children want in the next Headteacher



*Leaders are deeply committed to sustaining a fully inclusive place where each child is celebrated.*  
[SIAMS]

# WHAT OUR PARENTS SAY

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*Love the curriculum opportunities*

*TRULY EMBRACED BY THIS SCHOOL*

*Really good school*

*Leadership opportunities the children are given*

*Feels like a family*

**HELPING MY CHILD CELEBRATE LIFE**

*Good communication - we are kept well informed*

*Love the community links especially with the church*

*Things get sorted*

*MY CHILD IS VERY HAPPY SO I AM*

**My child is thriving**

*Teachers are so supportive*

*Staff work together well to build a successful and caring school community. Parents recognise this and are full of praise for the school.  
[SIAMS]*

# FROM OUR STAFF and GOVERNORS



*“Works with senior leaders and the whole staff to apply our behaviour policy consistently across the school.”*

*“Builds on the foundation of the past five years.”*

*“A Headteacher who has a strong sense of the school's values and identity.”*

*“St Peter's is a beacon in the community, bringing together and nurturing children, staff and families as well as creating strong bonds with the wider community.”*

*“We aspire to have a servant leader who, by example, encouragement and challenge, inspires each part of our school community to flourish.”*

*There are strong and positive relationships between adults and pupils.  
[Ofsted]*



# CHRISTIAN DISTINCTIVENESS

“St Peter’s is a vibrant junior school where the deeply embedded Christian vision enables pupils and adults to thrive.” [SIAMS report]

## School Prayer

Dear God

This is our school, let peace dwell here,  
Let the rooms be filled with happiness,  
Let love abide here,  
Love of one another,  
Love of humanity,  
Love of life itself and love of God.  
Let us remember that as many hands  
build a house,  
So many hearts make a school.

Amen



We value our distinctiveness as a Church school very deeply at St Peter’s and our understanding of Life in all Fullness as an invitation for all to live in the light of God’s love informs all areas of school life. Children and adults of all faiths and none are welcomed into our school family and our RE curriculum prioritises respect for and understanding of the worldviews of those with whom we share life. Wellbeing is central to the way we operate as a school community and we aspire for all to belong and flourish at St Peter’s.

Collective worship, pause days and prayer spaces are primarily Christian in character and offer opportunities for all members of our school to be still and reflect as part of their personal development. We also believe that spiritual development happens throughout our curriculum as children grow and form their own understanding of the world, and Windows, Mirrors, Doors reflections encourage children to draw their ideas together and find meaning for their lives, whatever their beliefs.

We recognise that we are called to love our community, both locally and globally, and whether we are creating Easter baskets for older people or pursuing sporting excellence, participating in Rushmoor in Bloom or using our voices to advocate for the poorest communities in our world, we love to use the opportunities we have to take Life in all Fullness beyond our school gates. We were very proud to have some of our artwork featured in the national Creative for Climate Justice at the Houses of Parliament as part of our work towards our Global Neighbours bronze award.

*A sense of service and widened horizons is very evident in the learning of pupils.*  
[SIAMS]



# OUR LOCAL CHURCH GROUPS

As a school we value the close links we have with St Peter's church. It was a previous Rector of the church who drove forward the move of the school into the historic manor house in 1962.

An important and mutually beneficial relationship has developed between the school and the church's Meet and Eat lunches for older members of the community. Fulfilling the school value of Service children help set up the lunches and then join guests at lunch to chat generally and share some of their work. The smiles on all faces (both children and adults) show the value of this partnership.

Members of the church staff team deliver collective worship every week and there is a particularly close relationship with the church's Children's and Families team who join with school staff in helping the children create celebrations for the major Christian festivals and which co-ordinates the TLG (Transforming Lives for Good) mentors.

A mutual sharing of facilities is also testament to the strength of the relationship – the school using the church building for various events and the church using the school building and grounds for its annual Holiday Club.



***The partnership with the local church is very important in the life of the school. They partner the school in a range of initiatives. This includes the 'meet and eat' project where pupils enjoy opportunities to serve and learn in a multi-generational setting.  
[SIAMS]***



# LINKS WITH WHOLE EDUCATION

At St Peter's, we are fully committed to the on-going professional development for all staff members. We work in close partnership with the local authority and the Diocese, providing our staff with excellent support and training within the local area. We are also proud to be a part of the *Whole Education* network – a national network of schools and organisations, committed to delivering a fully rounded, whole education. *Whole Education* grows networks of confident and capable leaders who build schools that provide a rigorous whole education so that everyone thrives in a transforming world.

Whole Education believes an education should:

- ▶ Develop the range of knowledge, skills and dispositions learners need to thrive in life, learning and work
- ▶ Make learning more relevant and engaging for all, with learners taking ownership of their own learning
- ▶ Support learning across various environments while engaging the local and global community



Our school has been involved in a wide range of *Whole Education* programmes, stirring new ideas and helping to shape leading practice. These include Lab Classrooms, Schools in Communities, Spirals of Enquiry, Leading a Whole Education at Primary and the SEND School Improvement programme. The network also provides regular webinars, accessible to all staff, including national and international speakers on curriculum, assessment, behaviour, inclusion and technology – keeping us up to date with inspiring research and innovative practice that aligns with our Church school vision. Being a part of the *Whole Education* brings likeminded leaders together as a vibrant community. The network offers an annual conference and a summer conference, which this year's theme being: Better for Everyone. Inspired by our participation in the network, we have established a project style curriculum that is fully reflective of our Church school vision 'life in all its fullness'.

As an example of impact, the school has established a personalised, creative and collaborative approach to target setting for pupils with SEND. Our Behaviour and Relationships Policy was also inspired by our participation in the network and, as a result, we are proud to be recognised as a caring school committed to flourishing relationships and the fully rounded growth of every child.



# FRIENDS OF ST PETER'S

St Peter's benefits from a dedicated and enthusiastic parent association called Friends of St Peter's (FOSP) which is registered as a charity and runs according to a constitution.

FOSP organise a variety of fundraising events across the school year, the money from which is then used to support children in school, covering author visits, IT upgrades and subscription to TT Rockstars. Their activities include non-uniform days, a second-hand uniform shop as well as Christmas and Summer Fairs.

FOSP events not only provide direct financial support to the school, but they also create that sense of community which is such a special part of St Peter's.



# KEY PRIORITIES



The Governing body would like our new Headteacher to focus on the following key focus areas during their first year in post. During this time, we hope you will also enjoy developing effective and productive relationships with everyone in our community.

**We wish to take further the progress made in raising standards in reading, writing and mathematics in all children's groups and to meet expected levels at Key Stage 2.**

What strategies have you used with staff and children to successfully accelerate outcomes in all subject areas?

**We want a leader who will invest in our staff as a team and ensure that teaching standards are good every day, for every child.**

What processes will you put in place to ensure that staff are supported and accountable for excellent provision for every child as an individual?

**We want our new headteacher to embrace the Christian vision and values we hold and bring further depth to our spiritual development and to further that with the local community.**

How will you work with and inspire stakeholders to develop and enhance a shared understanding of the Christian distinctiveness of our vision and values?

**We want a bold leader, able to think strategically and creatively in the context of a challenging budget to provide a supportive yet challenging learning environment.**

What strategic and creative experience do you bring to this role to enable this?



# JOB DESCRIPTION



The job description for the Headteacher will be as set out in the statutory conditions of service for Headteachers in the latest School Teachers' Pay and Conditions Document (STPCD).

In accordance with the STPCD, the Headteacher is responsible for the professional leadership, strategic direction, and operational management of the school, ensuring high-quality education and the effective use of resources.

The governing body will adhere to these expectations and provisions set out in the STPCD, including the professional duties and responsibilities it prescribes.

While this document does not reproduce the full set of criteria outlined in the STPCD, we will apply those provisions in assessing applicants.

In addition, the person specification included in the information pack details the particular qualities, experience, and priorities the governing body is seeking in our next Headteacher.

*The deeply  
Christian vision is  
implemented with  
relentless  
enthusiasm and is  
fully embedded in  
school life at all  
levels.  
[SIAMS]*



# PERSON SPECIFICATION

Please tell us how, from your current and previous roles, you can demonstrate the following:

## Professional Qualifications and Experience

- Qualified Teacher Status
- Successful Assistant Headteacher, Deputy Headteacher or Headteacher

## Culture and Ethos

- Ability to sustain a safe, secure, happy and healthy school environment
- Ability to embrace, embody and articulate the school's vision and values
- Commitment to upholding the Christian distinctiveness and character of the school in partnership with the church
- Ability to provide leadership in the spiritual development of pupils and staff and willing to lead collective worship
- Can demonstrate integrity that engenders confidence and trust
- Be effective in the academic, spiritual, moral, social, emotional and cultural developments of its children
- Inspire, challenge, encourage and empower others to achieve their potential
- Ability to develop a strong strategic direction based upon the governors' and school's vision and values and looking for innovative ways in which to implement it
- Can anticipate future possibilities and is not constrained by the current agenda
- Commitment to continuous professional development for all staff through effective performance management



# PERSON SPECIFICATION

## Curriculum and Teaching

- Can use a range of data as part of monitoring, evaluating and raising the quality of teaching and learning to improve outcomes for children
- Understand the pedagogy of high-quality inclusive teaching
- Can develop and maintain a culture of high expectations, and provide appropriate support and challenge for all staff
- Can be an excellent practitioner who leads by example
- Ability to value every child as an individual with a unique character

## Organisational Effectiveness

- Can empower individuals and develop strong leadership structures and management systems
- Have an understanding of aspects of whole school financial management and planning
- Be approachable with excellent people management and communication skills
- Ability to establish effective and appropriate relationships with all stakeholders
- Can value the importance of, and contribution, to a strong, cohesive and distributed leadership team
- Be experienced in leading school improvement – demonstrating the ability to motivate and inspire
- Can embrace the wider educational community within the Local Authority and Diocese
- Demonstrate a willingness to work collaboratively and transparently with the Governing Body
- Be experienced in creating a strong safeguarding culture across the school

# DIOCESE OF GUILDFORD



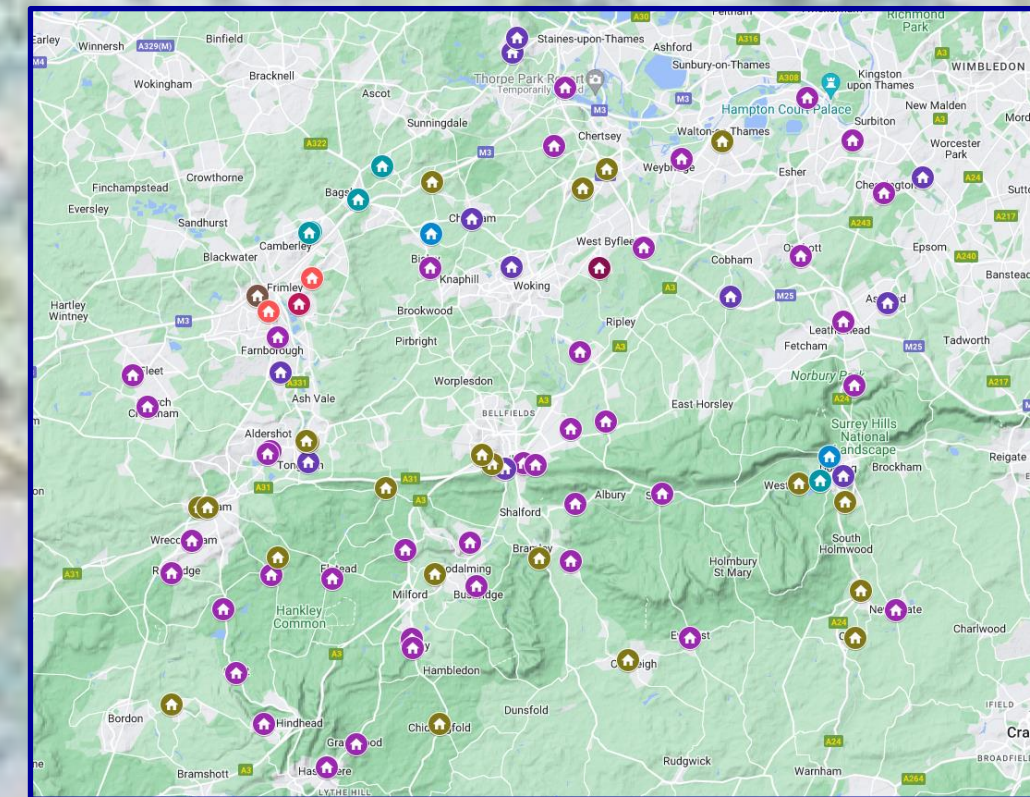
The Diocesan Board of Education is responsible for 83 Church of England schools and academies across the diocese. It is responsible for setting the strategic direction for education and nurturing all those involved in schools and academies in our diocese so that all children and young people can flourish.

We provide practical support to Church of England schools, working in partnership with school leaders, staff, parents, parishes, clergy, and congregations. Our aim is to enhance the quality of education while fostering Christian character, collective worship and enriching daily life.

Our Education Team are highly experienced, credible system leaders who know and understand the educational landscape and the needs of our Church schools and academies. Church of England schools within the Diocese enjoy a close relationship with our team.

We support our family of schools and academies in delivering high-quality education that meets the needs of local communities, families, parents, and pupils. This includes maintaining high standards, ensuring that school leadership reflects our shared Christian ethos, and values, and providing excellent learning environments through well-maintained school buildings that demonstrate our commitment to excellence in all areas.

Colleagues that are new to Church school headship are invited to take part in our Diocesan Induction programme which is specifically designed to meet the needs of Church school Headteachers. The Diocese is working closely with the governing body to ensure that we find the right person to lead this vibrant Church school. Could that special person be you?



[Diocese of Guildford CE & Academy Schools](#)  
(as at 7 Feb 2024) – Google My Maps

*Relationships are rooted in the school vision and its call to serve others. [SIAMS]*



# FARNBOROUGH AREA

Farnborough (population over 60,000 - 2021 census) is situated in the north-east corner of Hampshire close to the borders of Surrey and Berkshire. Mentioned in the Domesday book, it remained as a small village until the arrival of the army to the area around 1860. Steady growth since then was firstly due to Farnborough's links with aviation history and the biennial Farnborough Air Show.

Today Farnborough is home to many businesses, including companies in the IT industry. In recent years the Farnborough International Exhibition Centre has opened, and is now home to numerous major exhibitions, events and conferences, including the British Motor Show. There are good road and rail links to London (fast trains to London Waterloo-34 minutes), Guildford and Reading.



Willaim Jones on Unsplash



Keith Dodkin on Unsplash



I Bautista: pexels.com

# WORKING IN HAMPSHIRE



Hampshire is committed to excellence in education and will continue to strive for the best possible outcomes for each and every child. As one of the largest authorities in the country, we offer an incredible variety of teaching opportunities.

Hampshire schools are committed to on-going partnership working across the Authority to ensure our communities are represented. Our schools are dedicated to being diverse and inclusive employers and aim to recruit the best people from a wide range of backgrounds and talents. Please click here for more information: [Inclusion and Diversity Plan](#)

Our schools are dedicated to serving their local communities and reflecting the rich cultural diversity of Hampshire. We believe in local management, with the Local Authority providing support wherever needed, ensuring each school can thrive

Hampshire is home to over 170,000 school-age children across approximately 438 primary, 71 secondary, and 26 special schools. While most are community schools, we have strong partnerships with Diocesan Bodies to maintain places in Church schools. Our 26 special schools and 42 units in mainstream schools offer tailored education and support for children with various needs, including learning difficulties, physical and sensory disabilities, and emotional and behavioural issues.

We foster a strong ethos of collaboration and communication, with regular meetings of Headteachers in various groupings to facilitate effective working relationships between the Local Authority and schools. Hampshire Authority maintains an established network of advisors providing responsive and flexible support.

We pride ourselves on offering first-class learning opportunities for our teachers, both internally and through external course providers. For new Headteachers, we offer a structured induction development programme in partnership with governors, helping to build close working relationships with other Headteachers and Local Authority colleagues.

Discover more about what Hampshire has to offer by visiting our website at: [Education and learning | Education and learning | Hampshire County Council](#)

Hampshire has so much to offer, and we hope you will join us!

# APPLICATION PROCESS



Please go to the Hampshire County Council recruitment website. You should provide a full statement in support of your application focusing on the key priorities and person specification. You should not exceed **three sides of A4 paper**. Please do not re-state the factual details already included elsewhere on the application form. Applications should be sent to [HTRecruitment@hants.gov.uk](mailto:HTRecruitment@hants.gov.uk)

## SELECTION PROCEDURE

The shortlist will be drawn up on **7th May 2025** and interviews will take place on **Thursday 22nd and Friday 23rd May 2025** at the school. Further details will be sent to those candidates called for interview.

Applicants will be advised after the shortlisting date whether they have been successful.

## EQUALITY MONITORING

All applications will be required to complete an Equality Monitoring form.

## SAFER RECRUITMENT

St Peter's CofE (Aided) Junior School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring checks along with other relevant employment checks.

# APPLICATION PROCESS



## PRIVACY NOTICE

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

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

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

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

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





**We look forward to hearing from you!**

