

**Literacy Specialist for Secondary  
Literacy Hub  
and  
Teacher of English with a TLR 2a**

## **Recruitment Pack**

Dear Applicant

Thank you for considering this post at All Saints Catholic High School, part of the St Clare Catholic Multi Academy Trust.

All Saints Catholic High School is a mixed 11-18 Catholic Academy serving the City of Sheffield. As a Catholic School, our values are fundamental to everything that we offer as a place of education. These are captured by the acronym RUAH:



All Saints is a welcoming faith community living by the values of :

- **R**espect for ourselves, others and our environment.
- **U**nderstanding, accepting and celebrating the uniqueness and diversity of our All Saints' family.
- **A**ffection for all members of our school and wider community in every situation.
- **H**umour in our interactions with each other, showing loving kindness to all.

Our school community demonstrates excellence through :

- Every member of the All Saints' community valuing, respecting, including and loving one another. Together, we engage positively with each other and our wider community, including our hardest to reach.
- Recruiting, developing and retaining a quality, highly skilled and diverse workforce who value learning, are committed to continuous self-development and create a safe and secure school environment.
- A challenging, engaging and wholly inclusive curriculum that fosters high aspirations and inspires joy. Student achievement significantly exceeds national averages.

This post offers an opportunity to join a committed and well qualified staff body who engage with a diverse student population, drawn from across the city. The school is oversubscribed each year at Year 7 and is popular with students for post 16 Level 3 courses.

The school values professional development for all staff at every career stage. In addition, we currently support teacher training and those in the Early Career Framework. We expect our staff to have the highest expectations of both themselves and those whom they teach or support. As cited in the Report from our recent OFSTED Inspection in October 2023. *"A strong ethos of warmth and respect pervades this school. Opportunities are taken to reinforce this throughout all aspects of school life."* Our Inclusion Team delivers excellent care and challenge, working with the teams of form tutors. Together we all work to make a difference to the lives of our young people.

I hope that you will consider that you have the skills and experience to make an application for a role in our school.

Yours sincerely

A handwritten signature in black ink that reads "S P Pender". The signature is written in a cursive style.

S P Pender  
Headteacher



## Literacy Specialist for Secondary Literacy Hub and Teacher of English with a TLR 2a

**Closing Date : Wednesday 25 March 2026 at 12 noon**  
**Interview Date : Friday 27 March 2026**

<b>Hours</b>	<b>0.6 or 0.8 fte</b>
<b>Contract</b>	<b>Permanent</b>
<b>Salary</b>	<b>MPR / UPR with a TLR 2a</b>
<b>Start Date</b>	<b>Required from 1 September 2026</b>

All Saints is a highly successful, oversubscribed, 11-18 Catholic Voluntary Academy within the St Clare CMAT. At the last OFSTED inspection in October 2023 the school remained Good. As a wholly inclusive school community we share a clear and ambitious vision for high quality education for all. Staff at all career stages are supported to access innovative and research led CPD and there is a culture of continuous development.

The school wishes to appoint an excellent English teacher to join our innovative, dedicated and ambitious department. This is one of the leading departments in the school, with all students in Y7 to Y11 taking English Language and English Literature for GCSE. Post 16 the school offers both Language and Literature at A level and a Film Studies A level has recently been introduced. This is an exciting opportunity for a suitably enthusiastic and qualified teacher to join a successful department.

If you would like to visit the school to learn more about the role, please contact Mrs J Hallam, Deputy Headteacher, by email : [j.hallam@allsaints.sheffield.sch.uk](mailto:j.hallam@allsaints.sheffield.sch.uk) or by calling the school on 0114 2724851.

All Saints is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

We are committed to fairness and social justice and welcome applications from everyone. We value our diverse workforce and aim to work together to make the most of our differences.

A Catholic Education Service application form, supplementary forms and further details are available on the school website:

[www.allsaints.sheffield.sch.uk/vacancies](http://www.allsaints.sheffield.sch.uk/vacancies)

Applications on any other form and CVs will not be considered. Please return your application form, consent to obtain references form and recruitment monitoring form (optional) to Mrs C Herridge, by email to :

[c.herridge@allsaints.sheffield.sch.uk](mailto:c.herridge@allsaints.sheffield.sch.uk) or by post to the school address.

## Job Description

### All Saints Catholic High School

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<b>Title of Post</b>	Literacy Specialist and Teacher of English
<b>Responsible To</b>	Director of English
<b>Grade</b>	MPR / UPR
<b>Hours</b>	0.6 or 0.8 fte
<b>Contract</b>	Permanent

#### Purpose of the Role

- To lead on the overall development of quality teaching within the subject area so that teaching programmes are appropriate for all learners and result in outstanding progression each year and smooth transition between Key Stages
- To continually develop and share personal best practice whilst continually developing pedagogy
- Practice that is acknowledged to be consistently secure and support others to improve the quality of their teaching and the learning outcomes across the subject areas
- To ensure subject teaching links to examination board criteria
- To make a substantial contribution to the operational running of the department as defined by the designated member of Leadership (which will be subject to change as appropriate)
- To support the Catholic ethos of the school and its ambition to continually raise standards and achievement

#### Key Tasks to Achieve Outcomes

- To work with all members of the department to produce medium term plans and schemes of work that provide challenge and pace in learning
- Lead on the dissemination of innovation and best practice within the department through a range of strategies including coaching, team teaching, modelling, exposition, adaptive teaching
- Ensure there is up to date knowledge of subject and curriculum requirements and that these are disseminated within department, evidenced by schemes of learning
- Continue to develop and improve own teaching by engaging in whole school and departmental research of teaching and learning, leading to consistently secure teaching
- Lead on the development of high quality assessment strategies and the feedback to students
- Lead on the development of the Departmental Development Plan

## Indicators of Performance

- Own teaching is consistently evaluated as secure or better
- MTPs and schemes of learning support challenge and pace for all students, across both key stages in the department and are used effectively by teachers within the department
- Lessons taught within the department are graded consistently secure and frequently better, using schemes of work and innovation
- Analysis of teaching across the department and standards in the subjects continue to rise in line with the highest performing departments

The designated member of Leadership will evaluate the totality of performance of the Curriculum Leader by:

- Analysing the results of students taught
- Carrying out QA
- Scrutinising the work of students
- Reviewing the progress of the Department Development Plan

and by receiving other appropriate evidence in relation to the role.

## Person Specification

### All Saints Catholic High School

<b>Title of Post</b>	<b>Literacy Specialist and Teacher of English</b>
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#### Training and Qualifications

Criteria	Evidence
Qualified teacher status	A
Degree in appropriate related subject	A
Recent participation in a range of relevant in-service training	A I R

#### Faith Commitment / Understanding

Criteria	Evidence
Commitment to the ethos and development of the Catholic school	A I R

#### Professional Competencies

Criteria	Evidence
Successful experience of teaching, leading to high standards of attainment and achievement	A I R
Successful experience of raising standards through participation in initiatives within teaching and development planning linked to departmental improvement	A I R
Successful experience of mentoring and coaching to develop colleagues	A I R

#### Personal Skills and Abilities

Criteria	Evidence
Communication	A I R
Working with others to carry the vision forward	I R
Motivate others to attain high goals	I R
Think creatively to anticipate and solve problems	I R

#### Professional Knowledge and Understanding

Criteria	Evidence
Successful experience of curriculum development and assessment	A I R
Successful experience of effective teaching and learning strategies	I R

Key	
A	Application Form
I	Interview
R	Reference

## Department of English All Saints Catholic High School

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The English department at All Saints is a flagship department within the school promoting excellent progress for all students. Under the new specification, our GCSE attainment has consistently ranked among the top in the city.

Our English Literature, English Language and Film Studies A-Level are among the most successful and popular KS5 courses in the school. We strive to offer a high level of challenge and cultural enrichment to all our students through teaching complex post-modern crime texts for Literature and listening to live talks by contemporary theorists for Language.

We are committed to delivering a varied, inspiring and rigorous curriculum to students of all abilities. High challenge is integral to all lessons. We are passionate about delivering a diverse range of texts at KS3, exploring contemporary young adult fiction, Yorkshire poets and spoken language texts alongside more traditional forms.

We value the impact that a range of practical application can have on students' learning and seek to promote creativity through compositions of poetry, short stories and media texts. Similarly, the elements of drama in our curriculum are often seen by students as highlights, whether looking at Shakespeare or more modern texts. We see drama as a powerful tool for developing students' confidence and understanding when approaching challenging material.

Our team of 15 teachers specialise in a plethora of areas including: A-Level Language and Literature; SEND; literacy interventions; primary transition. The department is led by a Director of English who is responsible for performance and standards and Curriculum Leaders who lead on teaching and learning at KS3, KS4 and KS5. The Leadership Link for the department is also a subject specialist.

Our numerous English classrooms are all equipped with interactive whiteboards or touch screen technology, dry wipe tables, computers for independent learning and visualisers. Each member of the department shares a collective office space with their own desk and computer.

Overall, we are an innovative, dedicated and ambitious team who constantly strive for excellence. At the heart of our philosophy is the desire to instil a lifelong love of learning, and particularly of English, in all our students.

## About All Saints Catholic High School

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Telephone	(0114) 2724851
Email	enquiries@allsaints.sheffield.sch.uk
Website	www.allsaints.sheffield.sch.uk
Chair of Governors	Mr C Farragher
Headteacher	Mr S Pender
School Population	Year 7 – Year 11 : 1033 Year 12 – Year 13 : 360
Group Size	Group 7

**All Saints Catholic High School is part of St Clare Catholic Multi Academy Trust, one of two Catholic trusts in the Diocese of Hallam**

### Academic Organisation

Administered through a departmental structure, the curriculum is designed to offer a balanced range of courses to all of our pupils, irrespective of the level at which they may start. In the lower school particular emphasis is placed on the teaching of the basic skills and on helping our pupils towards a deeper understanding of the principal areas of human experience.

At present in Year 7 and Year 8 the year is split into two bands for English, Religious Education, Physical Education, Design & Technology and Mathematics. French or Spanish are taken by all students in Y7 and Y8. Science is set by ability across the whole year group after Year 7. Other subjects in this Key Stage are taught as class groups or in sets. From Year 9 students make choices of subjects to study outside the core offer.

The Integrated Resource and physical modifications to the building allow pupils with a range of special educational needs to be admitted to the school. Specialist staff work in collaboration with subject teachers to support these pupils in both mainstream lessons and withdrawal groups.

### Support for Students

As one would expect in a Catholic school, the organisation of the school is tailored to ensure quality care is given to each and every pupil throughout our school. Students are organised in Year Tutor Groups. Form Tutors play an essential role in the care structure and additional input is given by a range of support services. Five Year Leaders each look after 7 forms. The school management system allows tutors to gain a comprehensive view of performance of pupils in their care. Post 16, there are 16 forms, working to a Director of Post 16 and two Assistant Heads of Post 16.

### Staffing

The school seeks to employ the best teachers as a matter of policy, whilst preserving the Catholic ethos of the school. The Governors restrict some teaching posts to Catholics; most Religious Education staff are Catholic, but other jobs have no such restriction. A significant proportion of staff are non-Catholics. Currently there are 101 teaching staff and 86 Support staff.

## **Management Structure**

The Leadership Group currently consists of the Headteacher, a Deputy Headteacher and seven Assistant Headteachers. The school has three Directors in post who have strategic responsibilities for Core curriculum areas, working with Subject and Curriculum Leaders.

## **Building and Facilities**

The school completed a £16 million Building Schools for the Future programme in 2011, which has given it high quality teaching spaces.

There are outstanding sports facilities which include a double basketball court hall, a single basketball court hall, a Sports Science classroom, a general classroom for Physical Education teaching, a sensory room and four changing areas. Outside there are 10 multi-use synthetic pitches. The centre is used by the community and a commercial company in the evenings and at weekends.

## **OFSTED**

The last OFSTED inspection in October 2023 judged the school to be Good. A Section 48 Inspection in 2023 judged the school's provision to be Good, with some outstanding features.

## **Initial Teacher Training**

The school is actively involved with two local universities in the training of student teachers in a number of subject areas. It also works in partnership with two providers for School Direct and SCITT places. Approximately 20 students have substantial placements each year and a larger number work with the school on short-term projects. There is a developing research culture within the school, with all departments engaged in development work.

## **Community Links**

The school has developed strong relationships with parents, parishes and the local community in general. Contact with our local parishes is close and our priests regularly come into school to celebrate Mass. The Chaplaincy Co-ordinator works in close co-operation with the Religious Education Department and the Year Teams to develop the Christian ethos of our community.

## **Co-location**

All Saints is co-located with Seven Hills School, an Outstanding Local Authority school for children with learning difficulties, on the same site; this shares some facilities with All Saints' students.

## **Safeguarding**

All Saints is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

## All Saints Catholic High School School Prayer

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Lord Jesus Christ, we rejoice that we are part of this School.  
Help us to realise our calling, our vocation, our service of you.  
Wherever we are, wherever we go, may we be a constant sign of the joy of the resurrection, a witness to your Gospel, a bringer of Peace.  
May we always be guided and helped by the intercession of all the Saints of heaven.  
May we, as they, give our lives in your service and the service of your creation.  
We ask this through the same Christ Our Lord

Amen



# All Saints Catholic High School

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## Vision Statement

Our school community demonstrates excellence through :

- Every member of the All Saints' community valuing, respecting, including and loving one another. Together, we engage positively with each other and our wider community, including our hardest to reach.
- Recruiting, developing and retaining a quality, highly skilled and diverse workforce who value learning, are committed to continuous self-development and create a safe and secure school environment.
- A challenging, engaging and wholly inclusive curriculum that fosters high aspirations and inspires joy. Student achievement significantly exceeds national averages.

## Mission Statement

We are a Catholic community whose mission is to fully prepare our students for the wider world and to send them into it equipped for life and for the service of others. We come together from diverse backgrounds, united by Christ, by the highest aspirations and by a thirst for excellence to instil in our students a respect for themselves, for others and for their environment. We take our inspiration from Jesus' commandment to "love one another".

## Values Statement

All Saints is a welcoming faith community living by the value of :

- Respect for ourselves, others and our environment.
- Understanding, accepting and celebrating the uniqueness and diversity of our All Saints' family.
- Affection for all members of our school and wider community in every situation.
- Humour in our interactions with each other, showing loving kindness to all.



## **CES Guidance CES Model Application Forms and Supplementary Forms**

### **Notes to Applicants**

These Notes accompany the relevant CES Model Application Forms for each category of employee and:

- the Model Recruitment Monitoring Form;
- the Model Rehabilitation of Offenders Act 1974 – Disclosure Form; and
- the Model Consent to Obtain References Form,

together referred to as the “supplementary forms”.

Where there is a distinction between the categories of employee to which these Notes apply, it will be clearly highlighted.

Applicants are advised to read through these Notes fully before completing the Application Form and the supplementary forms.

Applicants are advised that references to School / College in the Application Forms, the supplementary forms and these Notes to Applicants includes Academies. Further, references to Governing Body in those documents include an Academy Trust Company, a Multi Academy Trust Company and / or its Governing Body / Board of Directors / Local Governing Body as appropriate.

### **TECHNICAL INSTRUCTIONS**

1. Depending on the recruiting school’s / college’s own requirements applicants may complete the Application Form and supplementary forms in three ways:
  - Completion and submission electronically;
  - Completion electronically, printing and submitting a hardcopy via post, by fax or by scanning and emailing;
  - Printing off and completing in handwritten format, then submitting by post, by fax or by scanning and emailing.
2. Where applicants complete the Application Form and supplementary forms and submit by post, written acknowledgement of receipt will only be provided where the applicant has supplied a stamped addressed envelope with their posted application.

### **GENERAL INFORMATION**

Applicants must ensure that they are using the most up to date version of the Application Form and supplementary forms. Where there is any doubt, applicants should contact the school / college where the position applied for is based, or the contact person mentioned in the job advertisement.

Applicants are reminded that this is an application for a post in a Catholic Voluntary Aided School / Catholic Voluntary Academy / Catholic Voluntary Multi Academy Trust (if applicable) where the Governing Body / Academy Trust Company / Multi Academy Trust Company is the employer and that the post will be subject to the terms and conditions of the appropriate CES model contract of employment. A copy of the relevant contract will be provided to the applicant if they are shortlisted for interview.

Applicants should note that, in accordance with the safeguarding vulnerable groups' regime, it is their responsibility to have made any necessary registrations relevant at the time of making this application, which are required for people working or volunteering with children. Accordingly, applicants are put on notice that any offer of employment made will be conditional upon identity and right to work checks and the results of Disclosure & Barring Service and Teacher Services checks (where applicable). For those who have lived or worked outside of the UK, the offer will also be conditional on satisfactory overseas checks including, where necessary, the provision of a letter of professional standing.

Before signing the application form, applicants must ensure that every section has been completed. **Failure to complete all relevant sections may result in an application being rejected.**

All Application Forms, supplementary forms and any relevant documentary evidence should be sent to the school / college where the position applied for is based, or as instructed in the job advertisement. **Applicants should not return any Application Form and / or supplementary forms and / or any relevant documentary evidence to the CES.** Any applications received by the CES will not be forwarded or returned but shall be securely disposed of.

## **THE APPLICATION FORM – GUIDANCE ON COMPLETING SPECIFIC SECTIONS**

Applicants are advised that the Governing Body complies with the School Standards and Framework Act 1998 and the Equality Act 2010.

### **Details of the Role Applied For**

Applicants should complete this section of the Form by inserting the relevant information and ticking the appropriate boxes.

### **Personal Details**

Applicants should insert the requested details and tick the relevant box in order to indicate how they would prefer to be contacted.

If an applicant has obtained qualified teacher status from a jurisdiction other than England or Wales they should insert their membership number for the relevant teaching profession regulator and provide details of the specific regulator.

Support staff and Lay Chaplain Application Forms only – if applicants have not obtained qualified teacher status they should leave this section blank.

### **Details of Present Employment**

Applicants who are not currently employed, should tick the box that says “no” and proceed to the next section.

## **Employment History**

Applicants should provide full and accurate details of relevant employment history and professional or work experience starting with the most recent. They should not repeat the information provided (if applicable) relating to present employment. Where the applicant is a student seeking a first-time appointment, they should provide details of all teaching practice to date (if applicable).

## **Other Employment / Work Experience**

Applicants should provide details of all other employment and paid or unpaid experience after the age of 18 (e.g. employment unrelated to the teaching profession, voluntary work etc).

Applicants must ensure that there are no gaps in the chronology of their education and / or employment history from the age of 18 to the present day and space has been provided on the form for this information. Failure to provide a full account may lead to an application being rejected.

Applicants must declare whether they have ever been ordained and / or been a member of a religious community. Where the answer to this question is 'yes', the Applicant must provide full details and expect that this will be discussed in more detail if they are successfully shortlisted for interview, more particularly in relation to their Canonical status and whether the Applicant is subject to any restrictions which may affect their suitability for appointment to the post applied for.

## **Post-11 Education and Training**

Applicants should provide details of education received in this country and / or abroad, academic vocational qualifications obtained including degrees, with class and division, and Teacher Certificates. Applicants must include postgraduate and professional qualifications. Applicants are advised that they may be required to produce evidence of qualifications attained. Please ensure that all relevant classifications and grades are included.

Catholic Certificate in Religious Studies ("CCRS") – this was formerly known as the Catholic Teachers' Certificate and the Certificate in Religious Education.

Teacher post Application Forms only – applicants should state which subjects they are qualified to teach including other subjects for which they may have experience to teach. Applicants should also provide details of any other specialisms and special areas of teaching interest.

Senior Leadership posts only - the CES recognises that the NPQH is no longer a mandatory requirement in England but applicants should still provide details of the NPQH where requested in the Application Form as a potentially desirable qualification. Applicants for Headteacher posts in Wales must provide details of the NPQH as this remains a mandatory requirement for first Headship appointments.

## **Supporting Statement**

Applicants should ensure that their supporting statement is clear and concise and does not exceed 1,300 words. It is preferable, although not compulsory, that the supporting statement is typed rather than handwritten.

## References

All applicants are required to provide details of at least two, and up to three, referees. A referee who is a current or former employer must have full access to the applicant's personnel records. This is in order to ensure that the information provided is accurate.

There may be situations where the referee does not have full access to an applicant's records for data protection and privacy reasons. If that is the case, the referee will need to be in a position to complete the reference to an acceptable standard with information relating to the applicant's dates of employment. All posts are subject to satisfactory references.

It is the applicant's responsibility to ensure that they have obtained their nominated referees' explicit consent to pass on their contact details. Not only is this a matter of courtesy but it ensures that the General Data Protection Regulation is being complied with. **Please also complete the Consent to Obtain References Form and return it with your application.**

Applicants must advise the school / college if they do not want them to contact any of their referees and provide reasons. For example, where applicants are currently employed, they may not wish the school / college to contact their employer until such time that they have given notice to terminate their employment.

Applicants are advised that schools / colleges designated with a religious character in England and Wales are permitted by law to require certain posts to be filled by practising Catholics. In certain specific circumstances, it is possible that a temporary post may be filled by a person who is not a practising Catholic and there is no intention to deter suitable applicants from expressing their interest.

**Senior Leadership posts** – Applicants are advised that the 'Memorandum on Appointment of Staff To Catholic Schools' provides that 'the posts of Headteacher or Principal, Deputy Headteacher or Deputy Principal and Head or Coordinator of Religious Education are to be filled by practising Catholics'. The Memorandum may be viewed by visiting the CES's website at:

<http://www.catholiceducation.org.uk/employment-documents/bishops-memorandum/item/1000049-memorandum-on-appointment-of-teachers-to-catholic-schools>

**Teacher posts** – Applicants are advised that schools / colleges are entitled to give priority to Catholic applicants. A higher degree of priority may be given to practising Catholic applicants but applications from all Catholic applicants (whether practising or not) are eligible to be given priority over applicants who are not Catholic. Nevertheless, applicants who are not Catholic are welcome to apply.

**Support Staff posts** – Applicants are advised that schools / colleges (in England only) are entitled to give priority to Catholic applicants where it can be demonstrated that attaching this requirement to a particular post is a proportionate means of achieving a legitimate aim (commonly known as a "genuine occupational requirement"). The recruitment documentation should make clear whether this requirement applies to the post.

**Definition of "practising Catholic"** – Schools / colleges may provide guidance to the applicant regarding the definition of a "practising Catholic" with the application pack and / or in the event that the applicant is shortlisted for interview.

**In summary, all suitably qualified Catholic applicants, regardless of the teaching post for which they are applying, are eligible to be given preference over applicants who are not Catholic. Practising Catholic applicants should nominate their Parish Priest as one of their referees. Those applicants applying for the permanent Senior Leadership posts referenced in the Memorandum must provide such details.**

For other teaching posts, Catholics who do not consider themselves to be “practising” may provide a copy of their baptism certificate with their application form, instead of providing a Priest’s reference. Alternatively, they should provide details of the name and address of the Parish where they were baptised and the date of their baptism. For support staff posts, the recruitment documentation should make it clear if being a Catholic is a requirement for the post.

In the event that an applicant is appointed, any failure to disclose the existence of a relationship, whether it be by marriage, blood or as co-habitee, between the applicant or their spouse / civil partner / partner, with a member, or an employee, of the Governing Body of the school / college where the post is situated may be considered a disciplinary offence warranting summary dismissal.

### **Right to work in the UK**

The Governing Body is under a legal duty to require all members of staff to provide documentary evidence of their entitlement to undertake the position applied for and to ensure that they have an ongoing entitlement to live and work in the UK. These checks need to be carried out for every person the Governing Body employs regardless of race, ethnicity or nationality. Therefore, on receipt of a conditional offer of employment, and before a successful applicant commences their post, they must provide supporting evidence of their right to live and work in the UK.

The Home Office guidance entitled “An employer’s guide to right to work checks” provides a list of the documents that can be provided to demonstrate an applicant’s right to live and work in the UK (see Annex A of the guidance).

The Home Office guidance is regularly updated to reflect changes in immigration law. It is important that applicants refer to the current version. Applicants should expect to provide originals of the documents listed in Annex A to the Governing Body as evidence of their right to work in the UK. Verified copies will then be taken of the original documents as required.

### **Language requirements for public sector workers**

The ability to communicate with members of the public in accurate spoken English and / or Welsh is an essential requirement for public facing posts. The Public Sector Workers Code of Practice notes that “to serve the public it is vital that those working in public-facing roles can communicate in English, or in Wales, English or Welsh”<sup>1</sup>. The standard of language required is satisfied if it is sufficient to enable the effective performance of the person’s role<sup>2</sup>. Please note that this language requirement may be in addition to mandatory English language requirements associated with an applicant’s immigration route.

Public facing roles within the public sector would include leadership teams, teachers, support staff and others employed to work in publicly funded schools.

### **Declaration**

The Governing Body has a duty to make a report where an applicant provides false information in prescribed circumstances in accordance with the Education Act 2002.

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<sup>1</sup> See

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/573013/english\\_language\\_requirement\\_public\\_sector\\_workers\\_code\\_of\\_practice\\_2016.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573013/english_language_requirement_public_sector_workers_code_of_practice_2016.pdf)

<sup>2</sup> S.77(8) Immigration Act 2016

## SUPPLEMENTARY FORMS

### Model Recruitment Monitoring Form

Applicants are not required to complete the Recruitment Monitoring Form, however, if they do, they will be helping the school / college to fulfil its duties under the Equality Act 2010.

The Recruitment Monitoring Form will be used purely for monitoring and statistical purposes and will not form part of the application or the recruitment process. The persons involved in the recruitment process will not have sight of the completed Recruitment Monitoring Form.

Where applicants wish to complete the Recruitment Monitoring Form, they should return it *with* their completed application form but in a *separate* sealed envelope clearly marked "Confidential – F.A.O: Recruitment Monitor".

### Model Rehabilitation of Offenders Act 1974 – Disclosure Form

As the position applied for gives privileged access to vulnerable groups, all applicants attending interview are required to disclose all spent convictions and cautions under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 unless it is a "protected" conviction / caution under the amendments made to the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 (in 2013 and 2020) and, therefore, not subject to disclosure.

**Applicants invited for interview**, should bring The Disclosure Form with them to the interview in a **separate, sealed envelope** clearly marked "Confidential – Rehabilitation of Offenders Act 1974 – Disclosure Form". Interviewees will be asked to hand the form to the interviewer at the end of the interview.

**Interviewees must disclose all spent and unspent convictions on this form other than those which are "protected". This may include driving offences but will not include youth cautions, reprimands or warnings. The rules on multiple convictions were changed in November 2020. If interviewees are unsure about whether or not a conviction requires disclosure they should review the Ministry of Justice guidance on the filtering of "protected" convictions and cautions which can be accessed on the [Ministry of Justice website](#).**

The Disclosure Form will only be seen by those persons within the school / academy / college and / or Governing Body / Academy Trust Company / Multi-Academy Trust Company who are required to see it as part of the recruitment process if you are the preferred / one of the preferred candidates for the position.

### Model Consent to Obtain References Form

Applicants should ensure that they complete and return the Consent to Obtain References Form with their completed application.

If applicants have any further questions in relation to the position applied for they should contact the school / college where the position applied for is based or they should contact the individual named on the job advertisement.

## Privacy Notice – Job Applicants



# ST CLARE

Catholic Multi Academy Trust



### Mission Statement

We are a Catholic community whose mission is to fully prepare our students for the wider world and to send them into it equipped for life and for the service of others. We come together from diverse backgrounds, united by Christ, by the highest aspirations and by a thirst for excellence to instil in our students a respect for themselves, for others and for their environment. We take our inspiration from Jesus' commandment to "love one another".

**Adopted by St Clare Trust Board;**

June 2022

**Next review by St Clare Trust Board;**

June 2023

**Reviewed by Local Academy Committee;**

28 September 2022

## St Clare Multi Academy Trust Privacy Notice – Job Applicants

### Introduction

When applying for a position in school or in the trust central team, as an organisation we are the Data Controller. That means we have a statutory responsibility to explain how we collect, manage, use and store information about applicants.

You have a right to be informed about how our trust uses any personal data that we collect about you. This privacy notice, and our Data Protection Policy, explains our data usage when you apply for a job with us.

### Responsibility for Data Protection

St Clare Multi Academy Trust is registered with the Information Commissioner's Office. The registration number is ZB288989.

The Data Protection Officer (DPO) for the trust is Adnan Bashir. The DPO can be contacted by phone on 0114 256 6401 (Ask for St Clare Multi Academy Trust) or via the contact form on the trust website <https://www.stclarecmat.org.uk/contact-us/>

However, our data protection lead has day-to-day responsibility for data protection issues in our school. If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact Kim Stonebridge, DPO, on 0114 2724851 or [DPO@allsaints.sheffield.sch.uk](mailto:DPO@allsaints.sheffield.sch.uk)

### What information do we collect?

Personal data that we may collect, use, store and share (when appropriate) about you includes, but is not restricted to:

- Name, address and contact details, including email address and telephone number
- Copies of right to work documentation
- References
- Evidence of qualifications
- information about your current role, level of remuneration, including benefit entitlements
- Employment records, including work history, job titles, training records and professional memberships

We may also request and collect, use, store and share (when appropriate) information about you that falls into "special categories" of more sensitive personal data. This includes, but is not restricted to:

- Information about race, ethnicity, religious beliefs, sexual orientation and political opinions
- Whether or not you have a disability for which the school needs to make reasonable adjustments during the recruitment process
- Photographs and CCTV images captured in school

We may also collect, use, store and share (when appropriate) information about criminal convictions and offences.

We may also hold data about you that we have received from other organisations, including other schools and social services, and the Disclosure and Barring Service in respect of criminal offence data.

Every school has statutory obligations that are set out in 'Keeping Children Safe in Education' and other guidance and regulations.

### **Why we use this data?**

The school needs to process data to take steps at your request prior to entering into a contract with you. It may also need to process your data to enter into a contract with you.

The school needs to process data to ensure that it is complying with its legal obligations. For example, it is required to check a successful applicant's eligibility to work in the UK before employment starts.

The school has a legitimate interest in processing personal data during the recruitment process and for keeping records of the process. Processing data from job applicants allows the school to manage the recruitment process, assess and confirm a candidate's suitability for employment and decide to whom to offer a job. The school may also need to process data from job applicants to respond to and defend against legal claims.

The school may process information about whether or not applicants are disabled to make reasonable adjustments for candidates who have a disability. This is to carry out its obligations and exercise specific rights in relation to employment.

Where the school processes other special categories of data, such as information about ethnic origin, sexual orientation, disability or religion or belief, this is for equal opportunities monitoring purposes.

For some roles, the school is obliged to seek information about criminal convictions and offences. Where the school seeks this information, it does so because it is necessary for it to carry out its obligations and exercise specific rights in relation to employment.

The school will not use your data for any purpose other than the recruitment exercise for which you have applied.

### **How do we use the data?**

Your information may be shared internally for the purposes of the recruitment exercise. This includes members of the HR and recruitment team, shortlisting and interview panel members involved in the recruitment process (this may include external panel members), and IT staff if access to the data is necessary for the performance of their roles.

The trust/school will not share your data with third parties, unless your application for employment is successful and it makes you an offer of employment. As well as circulating your application and related materials to the appropriate staff at the school, we will share your personal information for the above purposes as relevant and necessary with:

- your referees.
- Disclosure & Barring Service (DBS) in order to administer relevant recruitment checks and procedures.
- UK Visas & Immigration (UKVI) in order to administer relevant recruitment checks and procedures.
- Where relevant and as required for some posts, the Teacher Regulation Authority checks

Where you have provided us with consent to use your data, you may withdraw this consent at any time. We will make this clear when requesting your consent, and explain how you would go about withdrawing consent if you wish to do so.

## Automated Decision Making and Profiling

We do not currently process any personal data through automated decision making or profiling. If this changes in the future, we will amend any relevant privacy notices in order to explain the processing to you, including your right to object to it.

## Collecting this data

As a trust/school, we have a legal obligation to safeguard and protect our pupils and also staff, volunteers and visitors to our setting. We collect the data for specific purposes.

### **What if you do not provide personal data?**

You are under no statutory or contractual obligation to provide data to the school during the recruitment process. However, if you do not provide the information, the school may not be able to process your application properly or at all.

Whenever we seek to collect information from you, we make it clear whether you must provide this information for us to process your application (and if so, what the possible consequences are of not complying), or whether you have a choice.

Most of the data we hold about you will come from you, but we may also hold data about you from:

- Local authorities
- Government departments or agencies
- Police forces, courts, tribunals

## How we store this data

The trust/school takes the security of your data seriously. It has internal policies and controls in place to ensure that your data is not lost, accidentally destroyed, misused or disclosed, and is not accessed except by our employees in the proper performance of their duties.

We will dispose of your personal data securely when we no longer need it.

We keep applicant data for a period of up to 6 months if an applicant is not successful. Successful applicants who secure a position then come within the employee/school workforce provisions.

### **Transferring data internationally**

We do not share personal information internationally.

## Your rights

You have a right to access and obtain a copy of your data on request;

You can:

- require the trust/school to change incorrect or incomplete data;
- require the trust/school to delete or stop processing your data, for example where the data is no longer necessary for the purposes of processing; and
- object to the processing of your data where the school is relying on its legitimate interests as the legal ground for processing.

If you would like to exercise any of these rights, please contact the trust or the relevant school office. If you believe that the school has not complied with your data protection rights, you can complain to the Information Commissioner.

## Complaints

We take any complaints about our collection and use of personal information seriously. Our complaints policy deals with the different stages of any complaint, and how this is managed within school. You can also contact our Data Protection Officer or contact the Information Commissioner's Office:

Report a concern online at <https://ico.org.uk/make-a-complaint/>

Call 0303 123 1113

Or

write to: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

