



Pear Tree Community Junior School Recruitment Pack



Role: Class Teacher

Closing date: 15 May 2024





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Dear Prospective Candidate,

Thank you for your interest in the **teaching** vacancy at Pear Tree Community Junior School. It is great to know that individuals like you are eager to be part of our team and contribute to our school's mission of fostering growth and flourishing within our wonderfully diverse community.

As you may know, Pear Tree Community Junior School operates under the guiding motto of "With trust and care we will grow and flourish." This motto encapsulates our unwavering commitment to creating an environment where every individual feels valued, supported, and empowered to reach their full potential.

Our school serves a diverse community, which presents us with a rich and rewarding experience. We firmly believe that diversity is our strength, and it enriches every aspect of our educational journey. At Pear Tree, the values of Trust, Care, and Grow permeate everything we do. We trust our staff to support the delivery of high-quality education, we prioritise their well-being by providing a nurturing environment, and we are dedicated to fostering their professional growth through continuous learning and development opportunities.

We are seeking someone who shares our commitment to improving pupil outcomes, who is passionate about innovation and development, and who thrives in a collaborative team environment. Your enthusiasm for providing highly effective teaching should align with our vision for excellence in education.

I want to assure you that joining Pear Tree Community Junior School would mean becoming part of a supportive and dynamic community where your contributions will be valued and where you will have the opportunity to make a meaningful difference in the lives of our children.

Thank you once again for considering a career with us. We appreciate your interest, and we look forward to the possibility of welcoming you to our school community. Should you have any questions or require further information, please do not hesitate to contact me.

With warm regard

Andrew Sharp
Executive Head Teacher



Pear Tree Community Junior is located in the Pear Tree area to the south of Derby City Centre. The school takes pupils from the ages of 7-11 across four year groups (Year 3 to 6). Most of our pupils transfer from Pear Tree Infant School who that share the same site as us. We have three classes of 30 pupils in each year group and have up to 360 pupils on roll at any one time.

The school serves a diverse community. We have pupils from a wide range of countries and cultures. 80% of our pupils speak English as an Additional Language and there have been as many as 37 different languages at any time across the whole school.

Pear Tree Junior School Motto

With trust and care we will grow and flourish

Pear Tree Junior School Vision

To enable our diverse community to flourish through promoting personal values, enriching learning, showing ambition and recognising the rights of everyone

Pear Tree Junior School Values

We have 3 school values that thread through everything we do:

Trust

We will build 'Trust' with the whole school community and build a school they are proud of

Care

We will show 'Care' to all members of the community allowing to feel valued and respected

Grow

We will 'Grow' the school and its community to allow all our pupils and staff to flourish

The curriculum at Pear Tree Community Junior School provides our learners with the knowledge, vocabulary, skills and character traits that they will need to succeed in education and beyond. At the heart of our curriculum are the children themselves, ensuring they become confident learners, who are ready, respectful and responsible members of society. We are passionate about closing the knowledge gap and offering our children engaging opportunities that they will remember for many years to come.

Enrichment activities and new experiences are regularly provided for our children, which will further support their knowledge and understanding as well as their personal development. Children are encouraged to take pride in who they are and where they come from, while being respectful of other people's opinions, faiths, cultures and beliefs.

Our pupils have a strong work ethic and are dedicated to their learning. Visitors regularly comment on their exceptional manners and their respectful attitudes. Children are encouraged to be ready, respectful and responsible for their learning. We want all our children to grow and flourish.

please do not hesitate to ask or refer to our school website for more information

<https://www.peartreej.derby.sch.uk/>



3. Message from Rebecca Meredith - Transform Trust CEO

Dear Applicant,

Thank you for your interest in working with Transform.

The recruitment pack should give you all the information needed, if you should need anything further please do not hesitate to ask or refer to our website <https://www.transformtrust.co.uk/> or the relevant school website for additional information.

At Transform, children come first. We have four Transform values: Respect, Kindness, Equality and Creativity. We believe that when every member of Transform lives by these then we will fulfill our aspiration "Together we Achieve".

Each and every member of the Transform team is the key to our continued success. We passionately believe in your professional learning, offer a wide range of employee benefits and actively listen to your feedback.

Children only get one opportunity at accessing an excellent education in order to grow into successful, happy and fulfilled adults. Join Transform and collectively we can ensure the children get the educational experience they deserve.

I hope that you find the information enclosed useful in your consideration of joining such a special extended family. I wish you every success and look forward to meeting and working with you.

All the very best.

Rebecca Meredith

CEO – Transform Trust



4. Transform Trust

We are an innovative Multi Academy Trust, established in 2013. Rebecca Meredith CBE arrived at Sneinton St Stephens C of E Primary as Head in 2002 when the school was in Special Measures and took it on an improvement journey to Outstanding. Building from this, Rebecca founded the Transform Teaching School with initially 10 member schools in Nottingham City, the aim to share and develop school to school support across like-minded professionals. Transform Trust was then founded in 2013, based on the principles of the Teaching School around sharing best practice

We currently have over 7000 children in 21 Primary schools covering Nottingham, Nottinghamshire, Derby and Derbyshire. We employ over 1100 staff and enjoy a high staff satisfaction rate. We like to think our values and ethos set us apart from other Trusts in that we have a strong focus on empowering our member schools to drive their improvement journey whilst maintaining their own individual identity and community focus

Our Purpose

To be an innovative and inclusive Trust working for all children.

Our Vision

As a Trust we are committed to transforming the lives of all of the children in our schools and enabling them to achieve to their full potential. We recognise that supporting and developing all staff within our schools is vital to that aim. To that end, we have created a nurturing, inclusive culture that places great value on the support, empowerment and development of all staff within our family of schools.

Our Values

Our values are woven into all aspects of our organisation; its strategy, operations and provision, and are a clear and concise articulation of our purpose:

Respect,
Kindness,
Equity,
Creativity



Join Team Pear Tree!

Are you ready to embark on an extraordinary journey in education? Pear Tree Community Junior School in Derby is seeking a dedicated Class Teacher to join our vibrant and inclusive community. If you're passionate about nurturing young minds and making a difference, this is the perfect opportunity for you!

At Pear Tree, we believe in the power of trust and care to foster growth and success. Our motto, "With trust and care we will grow and flourish," encapsulates the heart of our school's ethos. Located in Derby, our school serves a wonderfully diverse community, offering a rich and rewarding experience for both students and staff alike.

As a member of our team, you'll have the opportunity to embrace our core values of Trust, Care, and Grow, which permeate everything we do. We believe in empowering our teachers to deliver high-quality education while prioritizing their well-being and professional development.

What we're looking for:

- A commitment to improving pupil outcomes
- A passion for personal and professional development
- A desire to innovate and contribute to a dynamic team
- Dedication to providing highly effective teaching
- A collaborative spirit and a love for working with diverse communities

Why Pear Tree Community Junior School?

- A supportive and inclusive environment where every voice is valued
- Opportunities for continuous professional development and growth
- A commitment to staff well-being and work-life balance
- Access to resources and support to enhance teaching practices
- The chance to make a real difference in the lives of our students

As highlighted in our most recent OFSTED report, "leaders have created a culture where pupils are deeply cared for," demonstrating our unwavering dedication to providing a nurturing environment where every child feels valued and supported in their learning journey.

Join us in our mission to inspire, educate, and empower the next generation. Together, let's create a learning environment where every child can flourish and reach their full potential.

Apply now to become a part of our dynamic team at Pear Tree Community Junior School! Together, with trust and care, we will grow and flourish.



6. Job description and person spec

Job Description

School: Pear Tree Community Junior School
Post Title: Teacher
Grade/Pay Range: Main scale
Hours/weeks: Full time
Reporting to: Head of School
Department/Team: Teaching

Overall Purpose of Post

- To undertake the teaching of general subjects, in accordance with the School Teachers Professional Standards, to a KS1 or KS2 class as well as pastoral and administrative duties in respect of pupils in this class and responsibilities in the school as detailed below.
- The postholder is responsible for the supervision of the work of teaching assistants based in the class.
- To interact on a professional level with colleagues and seeks to establish and maintain productive relationships with them in order to promote mutual understanding of subjects in the school curriculum with the aim of improving the quality of teaching and learning in the school.
- **Main Duties and Responsibilities**
- You will be required to carry out the following duties. The nature of the Academy year requires some of these tasks to be done regularly whilst others will be on an annual cycle. The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

Knowledge and understanding

- Have knowledge of and keep up to date with the Curriculum guidance for Key Stage 1, and Key Stage 2 National Curriculum and the Agreed Syllabus for RE.
- Understand how pupils' learning is affected by their physical, intellectual, emotional and social development and to understand the stages of child development.
- Be familiar with the school's current systems and structures as outlined in policy documents, including the Health and Safety and Child Protection policies.
- Understand and know how national, local comparative and school data, including National Curriculum test data can be used in professional and school development.



Planning, teaching and class management

- Plan and deliver, with regard for the school's aims, own policies and schemes of work, the teaching programme for all children within the class, using clear differentiation.
- Provide clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge.
- Make effective use of assessment information on pupils' attainment and progress and in planning future lessons.
- Ensure effective teaching of whole classes, groups and individuals, establishing high expectations of behaviour and attainment, so that teaching objectives are met.
- Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident.
- Use a variety of teaching and learning styles to keep all pupils engaged.
- Be familiar with the Code of Practice and identification, assessment and support of pupils with SEN.
- Evaluate your own teaching critically to improve effectiveness.

Monitoring, assessment, recording, reporting and accountability

- Assess and record each pupil's progress systematically with reference to the school's current practice, including the social progress of each child and use the results to inform planning.
- Mark and monitor class work and homework, providing constructive feedback and setting targets for future progress.
- Set regular, ambitious yet achievable targets for the children.
- Provide reports on individual progress to the Head of School and parents as required.

Other professional requirements

- Establish and maintain effective working relationships with professional colleagues and parents.
- Participate as required in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.
- Be aware of the need to take responsibility for your own professional development.
- Participate in duty rosters, including taking assemblies.
- Participate in the school's arrangements for performance management and other professional development activities.
- Safeguard the health and safety of all children.

General

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Trust policies including in particular Health and Safety and Safeguarding.
- Participate in the Trust Appraisal process and undertake training and professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of Transform Trust
- Establish constructive relationships with colleagues, other schools within the Trust and outside agencies.



These above mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust. The responsibility level of any other duties should not exceed those outlined above.

Name of Post Holder

Signature

Date



Person Specification

Areas of responsibility	Requirements	Measurement				
		P	A	T	I	D
Qualifications	<ul style="list-style-type: none"> Degree Qualified Teacher Status Evidence, or intention to undertake, further professional development 		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/>
Teaching competencies & experience	<ul style="list-style-type: none"> Excellent classroom practitioner or potential to become an outstanding teacher Ability / willingness to work in other key stages in the future. Able to articulate, and demonstrate, the characteristic features of an effective teacher. Good understanding of how assessment is used. Clear understanding of effective techniques and policies for behaviour management An understanding of how safeguarding children works in practise 		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Management competencies & experiences	<ul style="list-style-type: none"> Clear idea of how to manage teaching assistants The ability, proven or potential, to manage a subject and teachers Participate in the full life of the school, being involved and committed to the delivery of extra-curricular activities 		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Knowledge	<ul style="list-style-type: none"> Good knowledge of the Curriculum guidance for Key Stage 1, and Key Stage 2 National Curriculum and the Agreed Syllabus for RE. A secure understanding of age-related expectations and experience of key stage 1 & 2 statutory tests Understand and know how national, local comparative and school data, including National Curriculum test data can be used in professional and school development Good knowledge and understanding of the ability to plan effectively for differentiated tasks and activities 		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	



	<ul style="list-style-type: none"> • Good knowledge and understanding of assessment for Learning strategies • Good knowledge and understanding of effective teaching and learning styles and being creative in delivery 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skills/Abilities	<ul style="list-style-type: none"> • promote the school's aims positively, and use effective strategies to monitor motivation and moral; • develop good relationships within a team; • establish and develop good professional relationships with parents, governors and the community; • communicate effectively (both orally and in writing) to a variety of audiences; • create a happy, challenging and effective learning environment; • use ICT effectively and creatively to enhance learning • Self-motivated and shows initiative. • Works well as part of a team. • Shows a high level of enthusiasm, commitment and determination. • Is flexible and listens • Is prepared to seek advice and support. • Resilient under pressure. • Is approachable, caring and empathetic 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Qualities	<ul style="list-style-type: none"> • Must be willing to undertake training as required • Must ensure confidentiality in respect of pupils and information. • Commitment to the highest standards of child protection and safeguarding • Recognition of the importance of personal responsibility for health and safety • Commitment to the Trust's ethos, aims and whole community. 			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P: Pre-application A: Application T: Test I: Interview D: Documentary evidence

Transform Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks



7. How to Apply and Key Information

Equality and diversity matters to us. If you think you'd be suited to this role we'd love to hear from you regardless of age, disability status, ethnicity, gender, religion or sexuality.

Equalities

Transform Trust is a **Disability Confident Committed Employer** and we aim to ensure that our recruitment processes are inclusive and accessible.

We are committed to offering an interview to disabled people who meet the essential criteria as detailed in the person specification for the advertised role.

Shortlisting is based on the information you supply to support your application. Equal opportunity data is not shared with any member of the shortlisting panel prior to or during the selection process.

The Equality Act 2010 protects people with disabilities from unlawful discrimination. To meet the Act's definition, a person must have a physical or mental impairment, which has substantial long-term effects on their ability to carry out normal day-to-day activities. If we know you have a disability, we will adjust the working arrangement and/or the working environment, provided it is reasonable in the circumstances to do so. To be protected by the Act an individual must therefore have:

- A long term physical or mental impairment (lasting or likely to last for 12 months or more); and
- A condition that has a substantial adverse impact on his/her ability to carry out normal day-to-day activities.

The schools Equality Policy can be found on their website.

Flexible Working

We are committed as a Trust to supporting all employee's whether long standing, or new to Trust maintain a healthy and rewarding work / life balance. We have a Flexible Working policy that outlines our commitment and in addition, we are considering implementing the "Flex from 1" approach which is to allow an employee to request flexible working from their first day of employment.

Right to work in the UK

You must have the right to work in the UK to apply for any of our roles.

Qualifications

For certain roles such as Teachers you will need to hold the required qualifications to be considered. **Please refer to the person specification for details of the qualifications required for this role.**

Safeguarding

Transform Trust and its schools are committed to safeguarding and promoting the welfare of children and expects staff and volunteers to share this commitment. This appointment is subject to safer recruitment procedures, including satisfactory references, medical, Enhanced DBS with children's barred list clearance, online and social media checks and completion of relevant safeguarding training including Safeguarding Children in Education



All school roles are classed as regulated activity and as such, it is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children

All new Trust employees will be required to complete an **enhanced DBS with children's barred list** check which must be in place before they can start in the role.

The position you are applying for gives you privileged access to vulnerable groups therefore, you are required to disclose all spent convictions and cautions under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. This means that you must disclose spent and unspent convictions other than those which are so "protected". The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance on the filtering of "protected" convictions and cautions can be accessed on the Disclosure and Barring Service or the Ministry of Justice websites.

Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website <https://www.gov.uk/government/organisations/ministry-of-justice>.

Please note that Enhanced certificates may include information relating to a protected caution or conviction if the police consider that it is relevant to the workforce that the individual intends to work in.

The Schools policies including Child Protection and Safeguarding are available on their website.

Social Media checks

In line with Government guidance, Keeping Children Safe in Education 2022, we are required to undertake on line searches/ social media checks on shortlisted candidates to identify any information, incident or issue that has happened, which is publicly available online, and that may affect your suitability to work with children or the reputation of the school if you were to be employed.

If you are shortlisted, you will be asked to complete a data consent and self-declaration form which will ask you to provide details of your social media accounts / details of how to find your profile(s) on the internet. Failure to provide us with the information to allow us to undertake such checks will result in withdrawal of the invitation to interview.

Any information found in the public domain that could affect your suitability to work with children or the reputation of the school will be discussed with you and may result in any offer of employment that has been made being withdrawn.

References

You must provide two suitable referees to be able to provide factual information about you for us to consider as part of the recruitment process:

- Your first referee **must** be your current employer (or if you are not currently employed your most recent employer) and this needs to be completed by a senior person with appropriate authority (if your referee is school based then this should be the Headteacher)
- If you are not currently working with children but have done in the past, your second referee must be from an employer who can comment on your suitability to work with children.
- We do not accept open references ie "to whom it may concern"
- We only accept professional references and therefore cannot accept friends, relations, neighbours, work colleagues (unless they were your line manager and can advise on any disciplinary investigations) as named referees.



- Where possible please ensure one of your referees can comment on your suitability to work with children, this could be in a working or volunteering capacity (ie scout leader, class teacher if undertaken volunteering within a school, church/temple leader).

References will be called for before interview in line with our safer recruitment policy and will be sent electronically to the referees you name on your application form. Please ensure that you have contacted your referee to ask them to provide a reference and ensure that their email address that you include in the application form is correct.

Completion of the Application Form

All roles are advertised on the Transform Trust website which links through to HireRoad (previously known as Vacancy Filler) which is an online application portal.

<http://www.transformtrust.co.uk/vacancies>

Please complete the application form before the closing date which will be detailed in the about the role section above

Please ensure that you follow the guidance on providing satisfactory referees who can comment on your suitability for the role and for working with children. One of your referees must be your current or most recent employer.

You are required to provide details of all employment since finishing full time education and account for any gaps in employment such as unemployment, maternity leave, raising a family, travelling, volunteering etc. The vacancy filler system will highlight any periods that there are gaps and these will need to be completed before the application can be submitted

You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form. Please ensure that your supporting statement provides concise and specific examples to demonstrate your achievements and skills addressing the specific criteria as set out in the person specification. For those candidates who are invited to interview, this information will be explored further.

You are invited to complete and return the Equality and Diversity Monitoring section which forms part of the application form. The information on the form will be treated as confidential, and used for statistical purposes only. Those who are on the shortlisting panel will not have access to this information.

Any questions or queries about the role should be directed to the school details of which are included in the “ about the role” section above . Any technical queries relating to the HireRoad system will be supported by a member of the support team, please contact the team by calling 01509 236434.

Transform Trust and its schools are committed to safeguarding and promoting the welfare of children and expects staff and volunteers to share this commitment. This appointment is subject to safer recruitment procedures, including satisfactory references, medical, Enhanced DBS with children’s barred list clearance and completion of safeguarding children in education training

8. The Recruitment Process

After the closing date, short listing will be conducted by a Panel, who will match your skills and experience against the criteria in the Person Specification.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK



- Documentary evidence of identity that will satisfy DBS requirements such as a current driving licence including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing change of name

Documents confirming any educational or professional qualifications that are necessary or relevant for the post i.e. degree certificate, QTS certificate

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient

You will also be asked to complete a self-declaration regarding your suitability to work with children and provide your consent to us holding certain data about you.

You will receive a letter or email with details of the interview process, what to prepare and what to expect i.e. teaching task, tasks relevant to the role and formal interview. All roles working in school will be subject to a formal interview as a minimum. In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Unfortunately, due to the high number of applications we receive, we are not able to provide feedback if you are not shortlisted. The HireRoad system will send you an automated email once your application form has been successfully submitted which will advise that should you not hear from us within 10 working days of the closing date then you should assume that you have not been shortlisted on this occasion. Please do not be disheartened-check over your application form and see whether you think you could have given more evidence to meet the experience and qualities we are looking for ready for the next role that we may advertise.

If you are seriously interested in working for Transform Trust then why don't you register for job alerts on our vacancies page <http://www.transformtrust.co.uk/vacancies>. This will ensure that you receive email alerts as soon as role are advertised that fit your selected criteria

9. Transform Trust Recruitment Privacy Notice

As part of your application to join Transform Trust or a Trust member school, we will gather and use information relating to you. Information that we hold in relation to individuals is known as their "personal data". This will include data that we obtain from you directly and data about you that we obtain from other people and organisations. We might also need to continue to hold your personal data for a period of time after the recruitment process, even if you are unsuccessful. Anything that we do with an individual's personal data is known as "processing".

This document sets out what personal data we will gather and hold about individuals who apply for a position with us, why we process that data, who we share this information with, and your rights in relation to your personal data processed by us.



What information do we process during your application process?

We may collect, hold, share and otherwise use the following information about you during your application process.

Up to, and including, shortlisting stage:

- Your name and contact details (i.e. address, home and mobile phone numbers, email address);
- Details of your qualifications, training, experience, duties, employment history (including job titles, salary, relevant dates and working hours), details of driving licence (if relevant for role), membership of professional bodies and interests;
- Your racial or ethnic origin, sex and sexual orientation, religious or similar beliefs (which you can withhold if you wish and does not form any part of the recruitment process);
- Details of your referees;
- Whether you are related to any member of our workforce; and
- Details of any support or assistance you may need to assist you at the interview because of a disability.

Under GDPR the lawful bases we rely on for processing the above information is under Article 6(a), (b), (c) and (e) and for special data under Article 9 (a), (b) and (f).

Following shortlisting stage, and prior to making a final decision

- Information about your previous academic and/or employment history, including details of any conduct, grievance or performance issues, appraisals, time and attendance, from references obtained about you from previous employers and/or education providers;*
- Confirmation of your academic and professional qualifications (including seeing a copy of certificates);*
- Information regarding your criminal record (which should only be given under confidential cover);*
- In line with Department for Education, Keeping Children Safe in Education safer recruitment requirements, information found from undertaking online and social media searches which is publicly available. This would be a check that considers safeguarding risks only and your suitability to work with children. In addition, any accessible on-line information that may significantly harm the reputation of the School/Trust would also be reviewed. The search will be independently undertaken by someone not involved in the recruitment / selection process. *
- Information via the DBS process which may be regarding your criminal record, stated in criminal records certificates (CRCs) and enhanced criminal records certificates (ECRCs), as well as whether you are barred from working in regulated activity;*
- Your nationality and immigration status and information from related documents, such as your passport or other identification and immigration information;*
- Medical check to indicate fitness to work;*
- A copy of your UK Passport (or other appropriate right to work documentation as listed on the Home Office list);*
- If you are a teacher, we will check the Department for Education (DFE) Teachers' Services about your qualified teaching status, whether you are subject to a prohibition from teaching order and any other relevant checks (for example Section 128 direction for management posts). If you have taught abroad we will require letter of professional standing from the professional regulating authority in the country you taught;*
- For those working in a management role including line management of others we will check whether there has been a S128 direction made against you using Department for Education (DFE) Teachers' Services portal.*



- For those working with certain age groups we shall require you to complete a disclaimer confirming that you are not disqualified under The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 from working with children that are under the age of 8.*
- If you have lived abroad in the last 10 years we will require sight of an original overseas check (such as a police clearance or certificate of good conduct) from all countries you have lived in;*and
- Equal opportunities' monitoring data.

You are required (by law or in order to enter into your contract of employment) to provide the categories of information marked (*) above to us to enable us to verify your right to work and suitability for the position. Without providing us with this information, or if the information is not satisfactory, then we will not be able to proceed with any offer of employment.

If you are employed by Transform Trust, including in one of our schools, some of the information we collect will be included on our Single Central Record. In this scenario, a further privacy notice in relation to data we collect, process, hold and share about you during your time with us, will be issued to you.

Where do we get information from during your application process?

Depending on the position that you have applied for, we may collect this information from you, your referees (which will be provided directly by you), your education provider, any relevant professional body, the Disclosure and Barring Service (DBS), DFE and the Home Office, during the recruitment process. For online /social media searches we will use common search engines , on-line tools and social media platforms

Why do we use this information?

We will process your personal data during your application process for the purpose of complying with our legal obligations, carrying out tasks that are in the public interest, and taking the required steps with a view to entering into an employment contract with you.

This includes:

- To assess your suitability for the role you are applying for;
- To follow protocols before engaging in a contract with you;
- To check that you are eligible to work in the United Kingdom
- To check that you are not prohibited from teaching; and
- So that we are able to monitor applications for posts in Transform Trust to ensure that we are fulfilling our obligations under the public sector equality duty as part of the Equality Act 2010.

How long will we hold information in relation to your application?

We will hold information relating to your application only for as long as necessary. If you are successful, then the duration will depend on the type of information that has been gathered.

For further detail please ask to see the appropriate section of our Information Register which details our retention and storage of information.

If you are unsuccessful we will hold your personal data only for six months, after which time it is securely deleted.



Who will we share information with about your application?

We will not share information gathered during your application process with third parties, other than professional advisors such as legal and/or HR professionals.

Rights in relation to your personal data

All individuals have the right to request access to personal data that we hold about them. To make a request for access to their personal data, individuals should contact:

Jill Wilkinson, Transform Trust Data Protection Officer if employed centrally by the Trust:
dataprotection@transformtrust.co.uk; or, if employed in one of our schools, the Headteacher who is the Data Controller for their school.

Please also refer to our Data Protection Policy for further details on making requests for access to personal data.

Individuals also have the right, in certain circumstances, to:

- Object to the processing of their personal data;
- Have inaccurate or incomplete personal data about them rectified;
- Restrict processing of their personal data;
- Object to the making of decisions about them taken by automated means;
- Have your data transferred to another organisation; and
- Make a complaint for damage caused by a breach of their data protection rights.

If an individual wants to exercise any of these rights, then they should contact Jill Wilkinson on the contact details above. The law does not oblige the Trust and our schools to comply with all requests. If the Trust and/or school does not intend to comply with the request, then the individual will be notified of the reasons why in writing.

Concerns

If an individual has any concerns about how we are using their personal data then we ask that they contact our Data Controller (Rachel Hannon) in the first instance, however an individual can contact the Information Commissioner's Office should they consider this to be necessary, at <https://ico.org.uk/concerns/>

Contact

If you would like to discuss anything in this privacy notice, please contact Jill Wilkinson, or Rachel Hannon (Chief People Officer for Transform Trust; rachel.hannon@transformtrust.co.uk).



10. Terms and Conditions

We operate within the Burgundy (Teachers) and Green book (Support) national pay and conditions schemes in respect of sickness related absence, annual leave and family related leave (maternity, paternity leave and shared parental leave). Staff are encouraged to be members of a relevant Professional Association.

We operate a system of collective bargaining with Recognised Trade Unions which means we consult jointly with employee representatives on people policies and terms and conditions of employment. The Unions recognised by the Trust are as follows: NEU, NASUWT, UNISON, GMB, UNITE, NAHT and ASCL.

The Trust HR team meet with employee representative groups through a Trust JCC (Joint Consultative Committee). This joint dialogue about employee conditions of employment offers transparency and openness around any decisions that may impact on our employee's.

As Trade Unions are recognised by the Trust your contract of employment indicates you are entitled and encouraged to join a Trade Union and also that this arrangement is in place.

Pension Teachers Pension Scheme/ Local Government Pension Scheme

Employee Benefits: Employee Discount scheme (Viv-Up and Health Assured);

Flu Jabs

Salary Sacrifice Schemes eg cycle to work

Discounted Leisure club membership for some Local Authority Leisure Centres

Eye tests for those using VDU equipment as part of their role for more than 1 hour a day

Right to work: The successful applicant will need to provide proof of the right to work in the UK before taking up the post

Safeguarding: The successful applicant must have a clear enhanced DBS with children's barred list check in place before starting the new position and complete level 2 safeguarding training on taking up the post.