



St Mary's
CE Primary & Nursery School



ASSISTANT HEADTEACHER WITH SENDCO RESPONSIBILITIES

Recruitment Pack

Closing Date: Wednesday 7th October 2026


Empower
Multi-Academy Trust

Inspire • Empower • Achieve



Dear Colleague,

Thank you for your interest in joining St Mary's CE Primary School.

At St Mary's, relationships are at the heart of everything we do. We are a welcoming, inclusive and ambitious school where every child is known, valued and encouraged to flourish. We believe that children achieve their very best when they feel a strong sense of belonging, are inspired by their learning and are supported to develop confidence in themselves and others.

As a Church of England school, our Christian vision and values underpin daily life. They shape how we learn together, how we treat one another and how we serve our community. We encourage our pupils to reflect on these values and use them to guide their choices, actions and aspirations.

Our vision is simple: to enable every child to thrive academically, socially, spiritually and emotionally, becoming confident learners who are ready to make a positive contribution to the world around them.

To achieve this, we:

- Create ambitious learning experiences that ignite curiosity, foster creativity and develop a lifelong love of learning.
- Champion high expectations for all, ensuring every child can achieve success regardless of their starting point.
- Nurture confident communicators through a strong focus on oracy, collaboration and pupil voice.
- Celebrate diversity, promote inclusion and help children develop respect, empathy and understanding of others.
- Provide rich opportunities beyond the classroom that broaden horizons, build character and raise aspirations.
- Foster a culture of safety, belonging and wellbeing where children feel valued and supported to take on new challenges.

We are proud of the strong partnership that exists between our pupils, families, staff, governors, church, local community and Empower Trust colleagues. Together, we share a commitment to ensuring every child receives an exceptional primary education and develops the knowledge, skills and values needed for their future.

St Mary's is a caring and vibrant school community where both children and adults are encouraged to learn, grow and flourish. Our staff are committed to continual improvement and collaborative practice, always striving to provide the very best opportunities for the children in our care.

Working at St Mary's means joining a dedicated and supportive team that values professional development, innovation and wellbeing. We believe that when staff feel valued and empowered, they are able to achieve the greatest impact for children.

Thank you for taking the time to learn more about our school. I hope this recruitment pack provides you with a flavour of our values, ambitions and culture. I look forward to receiving your application and learning more about the strengths and experiences you could bring to our school community.

Sarah North
Headteacher

Post Title: Assistant Headteacher with SENDCO responsibilities

Reporting to: Sarah North - Headteacher

Salary: L1 - L5 £51,773 - £57,137 (pay award pending)

Hours: Full time - FTE 1.0 - (0.2 AHT/0.2 SENDCO/0.6 TEACHING)

Start date: January 2027

Location: St Mary's CE Primary School & Nursery, Shawbury, Shrewsbury, SY4 4JR

Core Purpose of Role:

To provide strategic leadership and operational management for Special Educational Needs and Disabilities (SEND) across the school, ensuring that all pupils, particularly those with additional needs, receive a high-quality, inclusive education that enables them to achieve their full potential. As a member of the Senior Leadership Team, the Assistant Headteacher will contribute to whole-school improvement, promote excellence in teaching and learning, and champion a culture of inclusion, wellbeing, and high expectations for all pupils.

The post holder will maintain a teaching commitment and model exemplary classroom practice, demonstrating effective teaching, learning, assessment, and adaptive approaches that meet the needs of all learners. Through their own teaching and leadership of others, they will drive improvements in pupil achievement, support the professional development of staff, and ensure that every child has access to a broad, balanced, and ambitious curriculum.

The Assistant Headteacher will fulfil the statutory responsibilities of the SENDCO, lead the development and evaluation of SEND provision, and work collaboratively with staff, parents, governors, and external agencies to secure the best possible educational, social, emotional, and wellbeing outcomes for all pupils.

Key elements of the role purpose:

- Lead and manage the provision for pupils with SEND, ensuring compliance with statutory requirements and the SEND Code of Practice.
- Drive an inclusive school ethos where barriers to learning are identified and removed, enabling every child to flourish academically, socially, and emotionally.
- Work strategically with the Headteacher, governors, staff, families, and external agencies to improve outcomes for vulnerable learners.
- Monitor, evaluate, and develop teaching, learning, and intervention practices to ensure effective support and progress for pupils with SEND.
- Contribute to whole-school leadership, school improvement planning, safeguarding, and the professional development of staff.
- Act as an advocate for children and families, promoting strong partnerships that support pupil achievement, wellbeing, and successful transitions.
- Maintain a teaching commitment, delivering high-quality classroom practice that promotes excellent outcomes, inclusion, and high expectations for all pupils.

The Assistant Headteacher and SENDCO will play a pivotal role in shaping an inclusive learning environment where every child is valued, supported, and empowered to succeed. Through strategic leadership, expert SEND knowledge, and a commitment to high standards, they will drive improvement in educational outcomes and ensure that all pupils can access a broad, balanced, and ambitious curriculum.

Duties and Responsibilities:

Strategic Leadership

- Contribute to the strategic leadership and management of the school as a member of the Senior Leadership Team (SLT).
- Support the Headteacher in delivering the school vision, values, and improvement priorities.
- Lead on the development, implementation, monitoring, and evaluation of SEND and inclusion policies and practices.
- Promote an inclusive culture that ensures equality of opportunity and high aspirations for all pupils.
- Contribute to school self-evaluation and development planning, with a particular focus on SEND and vulnerable groups.

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Leadership of SEND Provision

- Fulfil the statutory responsibilities of the Special Educational Needs and Disabilities Coordinator (SENDCO) in accordance with the SEND Code of Practice.
- Oversee the identification, assessment, and provision for pupils with SEND.
- Maintain and regularly review the SEND register, ensuring accurate records are kept.
- Monitor the effectiveness of SEND interventions and support programmes, ensuring they lead to improved pupil outcomes.
- Ensure Education, Health and Care Plans (EHCPs) are implemented effectively and reviewed within statutory timescales.
- Lead annual reviews and coordinate statutory assessment processes as required.
- Manage and monitor SEND funding and resources to ensure effective deployment and value for money.

Teaching, Learning and Curriculum

- Promote high-quality teaching and adaptive practice to meet the needs of all learners.
- Support staff in developing inclusive classroom strategies and effective differentiation.
- Monitor the progress and attainment of pupils with SEND and other vulnerable groups.
- Use data effectively to identify barriers to learning and implement appropriate support.
- Ensure pupils with SEND have full access to a broad, balanced, and ambitious curriculum.

Staff Leadership and Development

- Lead, support, and line manage SEND and inclusion staff, including teaching assistants and specialist support staff where appropriate.
- Provide training, coaching, and professional development opportunities to build staff expertise in SEND and inclusion.
- Support teachers in meeting their responsibilities for pupils with SEND.
- Promote a collaborative approach to supporting pupils with additional needs.

Pupil Welfare and Safeguarding

- Champion the wellbeing, inclusion, and achievement of all pupils.
- Work closely with the Designated Safeguarding Lead (DSL) to ensure vulnerable pupils are effectively supported.
- Monitor attendance, behaviour, and wellbeing of pupils with SEND and implement appropriate interventions where necessary.
- Support effective transition arrangements between phases of education.

Partnership with Parents and External Agencies

- Develop positive and effective relationships with parents and carers, ensuring they are fully involved in decisions about their child's education.
- Act as the key point of contact for families regarding SEND provision.
- Liaise with educational psychologists, speech and language therapists, health professionals, social care teams, and other external agencies.
- Coordinate multi-agency support to meet pupils' needs effectively.

Monitoring, Evaluation and Compliance

- Monitor and evaluate the quality and impact of SEND provision across the school.
- Prepare reports for the Headteacher, governing body, and external agencies as required.
- Ensure the school meets all statutory duties relating to SEND, equality, accessibility, and inclusion.
- Keep abreast of national developments, legislation, and best practice in SEND and inclusion.

General Responsibilities

- Maintain the highest standards of professionalism and confidentiality.
- Promote and safeguard the welfare of children and young people.
- Undertake any other duties commensurate with the grade and nature of the post as directed by the Headteacher.

The post holder will be expected to model exemplary practice, uphold the Teachers' Standards and National Standards for Special Educational Needs Coordinators, and actively contribute to the continuous improvement of the school.



Management Responsibilities:

Line Management

- Directly line manage members of the SEND and inclusion team, including teaching assistants, higher level teaching assistants (HLTAs), learning mentors, and specialist support staff as appropriate.
- Conduct regular supervision meetings, performance management reviews, and professional development discussions with designated staff.
- Monitor staff performance and provide coaching, support, and challenge to ensure high-quality provision for pupils with SEND.
- Support the recruitment, induction, deployment, and retention of SEND and inclusion staff.

Resource Management

- Manage the SEND budget and associated resources effectively, ensuring value for money and maximum impact on pupil outcomes.
- Oversee the allocation and deployment of staffing, interventions, specialist equipment, and support programmes.
- Ensure resources are used strategically to meet the needs identified in pupils' SEND Support Plans and Education, Health and Care Plans (EHCPs).

Performance and Quality Assurance

- Monitor the quality and effectiveness of SEND provision and interventions across the school.
- Analyse pupil progress, attainment, attendance, behaviour, and wellbeing data to inform decision-making and school improvement priorities.
- Establish systems for evaluating the impact of provision and ensuring continuous improvement.
- Report regularly to the Headteacher, Governors, and relevant stakeholders on SEND outcomes and developments.

Leadership of Staff Development

- Identify training needs and coordinate professional development opportunities relating to SEND, inclusion, and adaptive teaching.
- Develop staff knowledge and confidence in meeting the needs of pupils with a range of additional needs.
- Lead whole-school training and awareness-raising initiatives to promote inclusive practice.
- Foster a culture of collaboration, reflection, and continuous professional learning.

Operational Management

- Coordinate and oversee processes relating to SEND identification, assessment, review, and provision mapping.
- Ensure statutory deadlines are met for EHCP applications, annual reviews, and other SEND requirements.
- Maintain accurate and confidential pupil records in line with school policies and data protection regulations.
- Lead effective transition arrangements for pupils with SEND both into and out of the school.

Partnership and Stakeholder Management

- Develop and maintain effective relationships with parents, carers, governors, and external agencies.
- Act as the school's lead professional for SEND matters, representing the school at meetings and multi-agency forums.
- Coordinate the work of external specialists to ensure cohesive and effective support for pupils.
- Support governors in fulfilling their responsibilities relating to SEND and inclusion.

Accountability

The Assistant Headteacher with SENDCO responsibilities is accountable to the Headteacher for the strategic leadership, management, development, and effectiveness of SEND provision and inclusion across the school, ensuring that the needs of all pupils are met and that statutory requirements are fully complied with.

Knowledge and Qualifications:

Essential, i.e. the postholder must have:

- **Qualified Teacher Status (QTS).**
- **Degree or equivalent qualification.**
- **National Award for Special Educational Needs Coordination (NASENCO) or commitment to achieve the qualification within the statutory timescale.**
- **Evidence of continued professional development relevant to SEND, inclusion, leadership, and primary education.**
- **Safeguarding training appropriate to the role.**
- **Thorough knowledge of the SEND Code of Practice (2015), Children and Families Act (2014), Equality Act (2010), and related SEND legislation.**
- **Comprehensive understanding of primary curriculum requirements and effective teaching and learning practices.**
- **Knowledge of a broad range of special educational needs and disabilities and evidence-based interventions to support them.**
- **Understanding of Education, Health and Care Plans (EHCPs), statutory assessment processes, and annual review procedures.**
- **Knowledge of effective strategies for improving outcomes for vulnerable pupils and reducing barriers to learning.**
- **Understanding of safeguarding legislation, child protection procedures, and promoting pupil welfare.**
- **Knowledge of assessment, tracking, and data analysis methods to monitor pupil progress and evaluate provision.**
- **Understanding of multi-agency working and the role of external professionals in supporting children and families.**
- **Knowledge of effective behaviour support approaches and strategies to promote positive pupil wellbeing and engagement.**
- **Understanding of staff performance management and professional development processes.**

Desirable, i.e. the postholder would ideally have:

- **National Professional Qualification (NPQSL, NPQH, NPQ SENCO or equivalent leadership qualification).**
- **Additional qualifications relating to SEND, inclusion, child development, autism, speech and language needs, social, emotional and mental health (SEMH), or specific learning difficulties.**
- **Designated Safeguarding Lead (DSL) training.**
- **Knowledge of current national educational initiatives and developments relating to SEND and inclusion.**
- **Understanding of school finance and budgeting, particularly in relation to SEND funding.**
- **Awareness of emerging research and best practice in inclusive education.**
- **Knowledge of whole-school improvement planning, quality assurance, and inspection frameworks.**
- **Understanding of trauma-informed practice and approaches to supporting pupils with social, emotional, and mental health needs.**

Experience:

Essential, i.e. the postholder must have:

- **Successful and substantial teaching experience within a primary school setting, demonstrating a positive impact on pupil progress and achievement.**
- **Experience of working with pupils across a broad range of special educational needs and disabilities, including cognition and learning, communication and interaction, social, emotional and mental health (SEMH), and sensory and/or physical needs.**
- **Experience of leading, coordinating, or contributing significantly to SEND provision within a school.**
- **Experience of developing, implementing, monitoring, and reviewing individual support plans and provision for pupils with SEND.**
- **Experience of the Education, Health and Care Plan (EHCP) process, including applications, annual reviews, and multi-agency meetings.**
- **Experience of using assessment information and pupil performance data to identify needs, monitor progress, and improve outcomes.**
- **Experience of supporting colleagues to improve inclusive classroom practice and adaptive teaching.**
- **Experience of working effectively with parents and carers to support pupil achievement, wellbeing, and inclusion.**
- **Experience of liaising with external agencies and professionals, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Health Services, and Local Authority representatives.**
- **Experience of identifying barriers to learning and implementing effective interventions to address them.**
- **Experience of contributing to school improvement planning and self-evaluation activities.**
- **Experience of promoting high standards of safeguarding, inclusion, attendance, behaviour, and pupil wellbeing.**

Desirable, i.e. the postholder would ideally have:

- **Experience of holding a SENDCO role in a primary school.**
- **Experience as a middle or senior leader with responsibility for strategic school development.**
- **Experience of line managing staff, including teaching assistants and inclusion support staff.**
- **Experience of leading professional development, coaching, mentoring, or delivering training to staff.**
- **Experience of managing SEND funding, budgets, and specialist resources.**
- **Experience of leading whole-school initiatives to improve outcomes for vulnerable groups and pupils with SEND.**
- **Experience of preparing documentation and evidence for Ofsted inspections and Local Authority reviews.**

- Experience of managing complex SEND cases and working with pupils requiring high levels of support.
- Experience of leading transition arrangements between educational phases, including Early Years, Key Stages, and secondary transfer.
- Experience of implementing and evaluating evidence-based interventions and inclusion strategies across a school.
- Experience of working within a diverse school community and promoting equality, diversity, and inclusion.

Leadership Experience (Essential for Assistant Headteacher)

- Evidence of successful leadership with demonstrable impact on teaching, learning, inclusion, or school improvement.
- Experience of leading and managing change to improve educational outcomes.
- Experience of monitoring, evaluating, and improving the quality of teaching, learning, and provision.
- Experience of working collaboratively as part of a leadership team to achieve strategic priorities.
- Experience of holding colleagues to account while providing appropriate support and professional challenge.
- Experience of communicating effectively with governors, senior leaders, staff, parents, and external stakeholders.

Skills and Personal Qualities:

Essential, i.e. the postholder must have:

- Excellent leadership skills with the ability to inspire, motivate, and influence staff to achieve high standards of inclusion and pupil achievement.
- Strong strategic thinking and planning skills, with the ability to contribute effectively to whole-school improvement.
- Excellent communication skills, both written and verbal, with the ability to engage effectively with pupils, staff, parents, governors, and external agencies.
- Highly effective interpersonal skills, enabling the development of positive and productive relationships across the school community.
- Strong organisational and time management skills, with the ability to prioritise competing demands and meet statutory deadlines.
- Ability to analyse, interpret, and present pupil progress and performance data to inform decision-making and school improvement.
- Skilled in coaching, mentoring, and developing staff to improve professional practice and outcomes for pupils.
- Ability to identify barriers to learning and implement effective strategies to overcome them.
- Effective problem-solving and decision-making skills, particularly in complex and sensitive situations.
- Ability to manage change positively and support colleagues through improvement initiatives.
- Strong report-writing and record-keeping skills, ensuring accuracy and compliance with statutory requirements.
- Competent use of information technology and management information systems to support SEND administration and monitoring.

Desirable, i.e. the postholder would ideally have:

- Experience of delivering whole-school training and professional development programmes.
- Budget management and resource allocation skills.
- Experience of undertaking quality assurance activities, including lesson observations, provision reviews, and monitoring activities.
- Ability to lead and coordinate multi-agency working effectively.

Personal Qualities

- A strong commitment to inclusion, equality, and ensuring every child can achieve their full potential.
- Passion for improving outcomes for children with SEND and other vulnerable learners.
- High expectations of pupils, staff, and self.
- Integrity, honesty, and professionalism at all times.
- Resilience and the ability to remain calm and effective under pressure.
- Empathy, sensitivity, and a child-centred approach.
- Commitment to safeguarding and promoting the welfare of children and young people.
- Ability to build trust, credibility, and confidence amongst pupils, staff, parents, and external partners.
- Reflective practitioner who is committed to continuous professional learning and self-improvement.
- Flexible and adaptable, with a willingness to respond positively to changing priorities and circumstances.
- Ability to challenge constructively while maintaining positive professional relationships.
- Strong commitment to teamwork and collaborative working.
- Enthusiastic, proactive, and solution-focused in approach.
- Discreet and able to maintain confidentiality in relation to sensitive information.
- Commitment to upholding and promoting the values, vision, and ethos of the school.

Other Requirements

- Commitment to the principles of equality, diversity, and inclusion.
- Commitment to safeguarding and child protection, including undertaking all required training.
- Willingness to undertake continued professional development and keep abreast of developments in SEND, inclusion, and educational leadership.
- Ability to work flexibly to meet the needs of the role and the school.



St Mary's
CE Primary & Nursery School

We are committed to developing our staff and to providing opportunities for growth. We want to encourage the career progression of our employees wherever possible, and support staff who wish to move between our schools and the Shared Services Team when suitable roles arise. We also offer secondment opportunities when available.

At Empower Multi-Academy Trust you would be working alongside excellent leaders in education, each with specific areas of expertise. We offer Middle and Senior Leadership development programmes, professional support networks and career development pathways for staff at all levels. In addition, we also have mentoring and coaching programmes, peer learning, internal and external CPD opportunities.

Health and Wellbeing Services

Working in education is a challenging job and the health and wellbeing of our staff is high on our agenda and a key priority. We have several Trust wide wellbeing initiatives that offer support and guidance for our workforce:

- A Trust Wellbeing Strategy and Charter outlining our commitment to staff wellbeing.
- At least one trained Mental Health First Aider in every location, helping to embed our belief that physical and mental health hold equal importance.
- A network of Mental Health First Aiders and Mental Health Leads who provide support, guidance, and signposting to colleagues across the Trust.
- A Future in Mind network representing all our academies, who signpost staff to wellbeing support and information, and ensure staff voice is heard.
- A designated Trustee sponsor whose role is to ensure staff wellbeing remains a priority
- Wellbeing is a discussion item on each Trustee / Local Governing Body meeting agenda
- Dissemination of annual staff wellbeing questionnaires to inform future actions
- Active engagement in national and international awareness days
- Working towards the Mental Health and Work Commitment and the Education Staff Wellbeing Charter.

Take a look at our employee benefits [HERE](#)



What we can offer you

Mission Statement:

To give our young children the knowledge and skills they need to flourish, succeed and contribute to our world

Vision Statement:

For all our pupils to have high aspirations and to have a wide range of opportunities to develop the knowledge they need to reach their full potential.

School Values: Peace, Empowerment, Ambition, Collaboration, Positivity, Respect and Integrity

Join Empower Multi-Academy Trust - Where People Matter



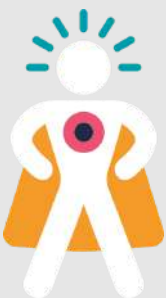
EMPOWERMENT

We actively promote opportunities for every child, adult and school to influence their own practice and future.



POSITIVITY

We adopt a 'can do' attitude and an optimistic approach.



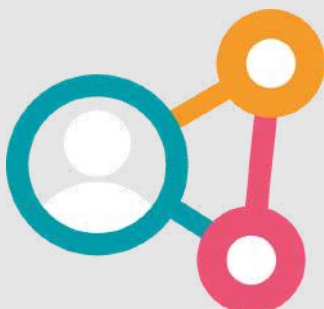
AMBITION

We encourage and support every child, adult and school to aim high to achieve their aspirations.



RESPECT

We are thoughtful and considerate to ourselves, others and the environment.



COLLABORATION

We work together to support everyone to achieve their aims.



INTEGRITY

We are honest, transparent and fair in everything we do.



Application & Selection Process

Please complete the online application form in full and submit with a supporting letter detailing how your skills, experience and attributes demonstrate your sustainability for the role.

Applications should be sent to Michelle Harrington, Director of People & Culture, via the My New Term platform.

The closing date for applications is: Wednesday 7th October 2026

Tours of the school are available on the following dates:

Friday 25th September 2026

Monday 28th September 2026

Wednesday 30th September 2026

Please email admin@stmarys.empowermat.co.uk to arrange

Interviews will be held on: Wednesday 14th October 2026

Selection Procedure:

Successful candidates will be invited to interview on Wednesday 14th October 2026.

More detailed information about the interview process will be provided to shortlisted candidates.

Safer Recruitment:

Empower Trust is committed to safeguarding and protecting the welfare of children and expects all staff and volunteers to share this commitment. As part of our recruitment process all successful candidates will be subject to a Disclosure and Barring Service check along with other relevant employment checks.

On the day interview:

All applicants will be required to bring in a minimum of three pieces of identification which verify their name, date of birth and current address., one of which must be a form of photographic identification.

The following are acceptable:

- Valid passport, birth certificate or driving licence
- Additional proof of address such as a recent utility bill, council tax bill or bank statement (at least two are required and should be dated no more than three months ago)

Applicants will also need to bring their qualification certificates.

Appointments are subject to the receipt of satisfaction references. References will be sought from the current employer and gaps in employment history followed up.

Data Protection:

You should be aware that the information you provide will be stored at Empower Trust and will not be passed to any third party. Please also refer to our Recruitment Privacy Notice.

PRIVACY NOTICE - JOB APPLICANTS

This privacy notice advises job applicants of the Trust's commitment to data protection responsibilities of privacy and confidentiality relating to the collection and processing of their personal information.

We collect and process your personal data as part of the recruitment process in relation to the role you are applying for. All Headteachers and Managers involved in the recruitment process have responsibility for ensuring that applicants' personal information is held and processed in the correct way.

What is personal information

Personal information is any information that relates to you and can be used directly or indirectly to identify you, such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural, or social identity of that natural person (GDPR article 4).

Special categories of personal data means information about an individual's racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, health, sex life or sexual orientation and biometric/genetic data (GDPR article 9).

Legal Basis for Using Personal Data

We collect personal data only for specified, explicit and legitimate purposes, whether or not by automated means, such as collection, recording, storage, retrieval, use, disclosure, dissemination, erasure, or destruction (GDPR article 4).

1. We process personal data lawfully, only where it is adequate, relevant, and limited to what is necessary for the purposes of processing.
2. We keep accurate personal data, only for the period necessary for processing, and take all reasonable steps to ensure that inaccurate personal data is rectified or deleted without delay.
3. We adopt appropriate measures to make sure that personal data is secure, and protected against unauthorised or unlawful processing, accidental loss, destruction, or damage.
4. We do this to ensure a candidate is suitable for the role and to make sure reasonable adjustments can be made for those applicants who have a disability.
5. Processing of personal data ensures that a fair recruitment process has taken place.

We will not process personal data of applicants for reasons other than the recruitment and selection process. Where we process special categories of personal data or criminal records data to perform obligations, this is done for legal reasons. We will update personal data promptly if an applicant advises that his/her information has changed or is inaccurate.

To operate an effective recruitment process, we will collect and store personal information you submit as part of the application process. By submitting your personal information, you are consenting to us using it in accordance with this policy. You are under no obligation to provide your consent for the organisation to hold your data out-side of the recruitment process. If you do not consent to the organisation holding, processing, and sharing your personal data during the recruitment process, we may not be able to process your application.

In some cases, the organisation will need to process data to ensure that it is complying with its legal obligations. For example, we must check an applicant's entitlement to work in the UK.

What data do we hold on you?

The personal data we hold regarding you can include, but is not limited to, information such as:

- Your name and address.
- Email address and telephone number.
- Date of birth.
- Equal opportunities monitoring information.
- Your nationality and entitlement to work in the UK.
- National insurance number.
- Information about your current salary and benefits.
- Qualifications and skills.
- Work experience and employment history.
- Information about your criminal record.
- Disability status to enable us to make any reasonable adjustments throughout the recruitment process.

Any applicant wishing to see a copy of the information about them that we hold should contact the organisation

Who can access your personal data?

Your personal data may be shared internally with other members of staff involved in the recruitment process for them to perform their roles. Throughout the recruitment process we maintain strict confidentiality and only process and retain personal data of unsuccessful applicants for up to 12 months before being deleted or destroyed.

How do we protect applicants' personal data?

Our servers and storage systems are based in the UK and we have ensured that appropriate safeguards are in place to protect your personal data.

We take the security of your personal data very seriously. Internal policies and controls are in place to try to ensure that data is not lost, accidentally destroyed, misused, or disclosed, and is not accessed except by our employees in the performance of their duties. Where we engage third parties to process personal data on our behalf, they do so based on written instructions, are under a duty of confidentiality and are obliged to implement appropriate technical and organisational measure to ensure the security of data. For example, we ensure that we use encrypted devices, use passwords, virus protection and have firewalls.

What rights do you have in relation to your information?

You have the following rights in relation to your personal data: -

- The right of access to the personal data and supplementary information. This right is to enable you to be aware of and verify the lawfulness of the personal data we are processing.
- The right to rectification. This right allows you to have personal data rectified if it is inaccurate or incomplete.
- The right to erasure. This is also known as the 'right to be forgotten'. This is not an absolute right and applies in specific circumstances.
- The right to restrict processing. The right applies in circumstances where, for example, the data subject contests the accuracy of the data or challenges the public interest or legitimate interest basis. Further guidance can be obtained from the ICO's website.

- The right to data portability. This allows individuals to obtain and reuse their personal data for their own purposes.
- The right to object. Individuals have the right to object to:
 - Processing based on legitimate interests or the performance of a task in the public interest / exercise of official authority.
 - Direct marketing
 - Processing for scientific / historical research and statistics.
 - Rights in relation to automated decision making and profiling.

Further guidance and advice on the above rights can be obtained from the ICO:

<https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulationgdpr/individual-rights/>

This policy may be subject to change, and any changes. We recommend that you check the Privacy Notice each time you submit an application. If you have a concern about the way we are collecting or using your personal data, we ask that you raise your concern with us in the first instance by contacting the Data Protection Officer on admin@empowermat.co.uk Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns> to raise any issues you have.

