

Headteacher: Application Pack

Permanent, Full-Time

L29 – L35 (£103,030 - £119,350)



KINGS NORTON
GIRLS' SCHOOL & SIXTH FORM



Opening a World of Opportunities



Table of contents

Welcome from the Chair of the School Board	2
About the School.....	4
Background, Ethos and School Developments	4
Key Facts and Statistics about the school	7
The school's academic achievements 2025	7
About West Midlands Academy Trust (WMAT)	8
Job Description	10
Person Specification	13
Our local area	16
How to apply.....	17
Privacy notice for job applicants	18



Welcome from the Chair of the School Board

2nd February 2026

Dear applicant

Thank you for your interest in becoming the next Headteacher of Kings Norton Girls' School and Sixth Form (KNGS), a founding school of the West Midlands Academy Trust (WMAT). KNGS is a wonderful school to lead and work in; it is high achieving, vibrant and socially and culturally diverse. WMAT is a dynamic group of three secondary schools, founded in South Birmingham in January 2025. WMAT currently consists of Hall Green Secondary School, Kings Norton Girls' School and Sixth Form and Swanshurst School, each school is very much part of the community it serves, all are highly regarded in their local areas and beyond. The post is permanent, full time and is available from September 2026. The role is ideal for an exceptional leader and an experienced Headteacher or Deputy Headteacher.

This opportunity arises due to the retirement of Nicola Raggett, our current Headteacher and CEO of WMAT. Nicola joined KNGS as Deputy Headteacher in 2012 and has led KNGS as Headteacher for the last 8 years. KNGS is an 11-18 girls' school with a co-educational sixth form which is full and oversubscribed in all year groups, including sixth form. Boys now equate to around 40% of the sixth form population. Our Sixth Form block houses exceptional teaching and learning and improving A level results have ensured that KN6th is the Sixth Form of choice for A level study in the local community.

KNGS received an outstanding OFSTED inspection in 2019, an ungraded inspection in January 2025 confirmed that the school had maintained and improved on the previous inspection. The inspection praised our dedicated teaching staff and leaders' meticulous understanding of the school and identified that:

- "Pupils thrive at Kings Norton Girls' School."
- "This school feels like a community."
- "The expectations for pupils' learning are consistently high across the school. Pupils achieve very well as the school takes great care to ensure they are supported to achieve their potential.",
- "Pupils typically behave with high levels of maturity and empathy. They focus in lessons, and there is no time lost to disengagement. Pupils understand how the school expects them to behave towards each other in social times and do so consistently. They understand there are many adults who will help them if they have concerns or anxieties, as the school has extensive pastoral provision."

Student outcomes are exceptional and have been for many years; the provision for additional needs and the support of our dedicated pastoral team are also outstanding. All stakeholders strive to fulfil the school's vision "Opening a world of opportunities" whilst ensuring the values "Demonstrating **respect** and **courage** in order to **flourish**" define the school's culture and are central to the running of the school and its academic and pastoral successes.

I have been involved in governance at KNGS for over 10 years, the School Board are now seeking a leader who can build on the school's considerable strengths and its progress made to date, as we aspire to be even better. The successful candidate will continue to drive educational excellence and secure exceptional outcomes for every student both academically and personally whilst upholding the culture, ethos, vision and values of the school and WMAT.



We welcome visits to the school, prior to making an application; further information can be found in the applicant pack on page 17; this page also shares information on how to apply for this opportunity.

Completed applications should be submitted by **8am** on **Tuesday 24th February 2026**. The initial selection day will likely take place on **9th March 2026** following which applicants will be shortlisted to attend day 2 on **10th March 2026**. Contact details for the post are included in the applicant pack.

Thank you for your interest, as Chair of the School Board, I look forward to learning more about what you could bring to KNGS.

Yours sincerely

Mr John Abbott

Chair of the School Board





About the School

Background, Ethos and School Developments

The school: Kings Norton Girls' School and Sixth Form is an outstanding school within the West Midlands Academy trust (WMAT). The school was founded in 1910 and occupies a leafy twenty-three-acre site in one of Birmingham's most pleasant residential areas on the south side of the city. It is a very local school, with the vast majority of students living within 2 km of the school. This has enabled the development of a strong community feel and neighbourhood links. The school develops confidence in its students which, together with their enthusiasm for learning and their determination to succeed, creates a powerful dynamic for continued improvement. Staff well-being is a high priority, and as part of this, an Employee Assistance Programme is provided. Our vision and values are central to all we do as staff, students and school board members, our aim is to: ***'Open a world of opportunities. Demonstrating respect and courage in order to flourish.'***

Our students: There are presently 1,092 students on roll and the staffing establishment is 125, which includes the Headteacher, 67 teachers and 57 support staff. Team working is strong and we pride ourselves in the quality of our relationships and the tangible mutual respect and care which is in evidence across the school, which reflects our school values.

The Sixth Form is full and oversubscribed with 280 students across Years 12 and 13. In 2015 we had our first intake of boys into the sixth form; numbers here have increased significantly.

The school is a popular choice and is always over-subscribed with applications of 820+ for the 160 places in Yr 7 and 350+ for sixth form places. Our catchment for year 7 entry in 2025 was 2.005 km. In 2025 GCSE attainment was excellent with 86% of all grades at 4+, 73.8% at 5+ and 21.8% at 7+. We were praised by the Rt Hon Bridget Phillipson, Education Secretary on the excellent outcomes achieved by our disadvantaged students during 2024–2025. In 2024, the results at GCSE were outstanding with a Progress 8 of +0.64. In 2025 A level results achieved an average grade of a B- with 30.4% of all grades at A*-A.





School Leadership: In our 2025 OFSTED inspection, it was confirmed that Leaders have a meticulous understanding of their school. Staff feel supported and empowered in their roles, are well informed and staff say that leaders engage well with staff in relation to their workload. The senior leadership team consists of

- Headteacher
- 2 Deputy Headteachers (Curriculum and Students)
- 3 Assistant Headteachers (Teaching and Learning; SENCO; Data, Assessment, Timetabling and Exams)
- Associate Assistant Headteacher (DSL)
- Business Manager (0.2 FTE), Chief Finance and Operations Officer of WMAT (0.8 FTE)

This well-established team are supported by 7 Faculty Leaders, 5 Heads of Year, Head of Sixth Form and a wider team of Subject and Key Stage Leaders. Staff work very closely to ensure the highest standards and aspirations in all aspects of school life.

Governance: As part of WMAT, the KNGS School Board sits within the Trust governance structure. Overseen by the WMAT Board of Trustees, the School Board oversees the school and has an extensive range of delegated responsibilities as follows: -

- Champion and foster WMAT's mission and principles in the school;
- Support the implementation of the school's vision, aims and objectives;
- Establish procedures for receiving the views of the school community, and ensure that the self and external evaluation outcomes (supported by the views of the school community) inform the School Development Plan;
- Contribute to and approve the school's self-evaluation and School Development Plan;
- Contribute to the development of the school budget and monitor the in-year financial position;
- Support and challenge the performance of the school through receiving and considering:
 - Self and external evaluation outcomes;
 - Information about staffing;
 - Work supported by WMAT centrally funded resources and the impact of this;
 - Overview of the curriculum, its adaptation for cohort characteristics, its implementation and its impact (which may also be SDP priorities / Lead Governor roles);
 - Quality of Education including information / data regarding pupil progress and attainment (including KS4 and KS5 outcomes), attendance, and behaviour and attitudes for learning (including suspensions and exclusions), Safeguarding, SEN, and Careers Education Information Advice and Guidance (CEIAG);
 - Quality of Teaching;
 - Any MAT or external reviews or quality assurance;
 - Information regarding the implementation and impact of the School Development Plan, including through Lead Governor roles and visits;
 - External reviews or assessments of school provision, including Ofsted reports;
 - Ensure that School Board members are supported to enhance their skills and knowledge, including undertaking training as required;
 - Make and be involved in decisions in accordance with the Scheme of Delegation; and
 - Provide feedback and challenge to the Board of Trustees as advocates for the school.



Our school board is exceptionally supportive yet provide the necessary challenge to help drive standards even higher. They bring expertise from both education and commerce and play an active part in the life of the school. Full governance information can be found on the following websites.

- **KNGS School Board:** [Governance – Kings Norton Girls' School](#)
- **WMAT Board of Trustees:** [Governance – West Midlands Academy Trust](#)

Our networks: We are widely connected locally, working closely with South Network Schools, this brings a richness of collaboration around leadership, curriculum and inclusion. As part of this network the school is involved in developing and delivering on strategies to raise students' achievement and provides significant support for both teaching and support staff. As a member of WMAT, this has not changed and the additional benefits of cross school collaboration remain extremely valuable.

Professional Development: Professional development is a significant aspect of life at the school and is integrated into the school week. Staff are encouraged to deepen their subject knowledge and professional skills at all stages of their career. All staff new to the school participate in an induction programme and there is continued support for career growth.

Professionally this is a school with the very highest of expectations and aspirations but equally is richly rewarding. Staff are friendly, welcoming and supportive of colleagues. Our purpose is to ensure that the students, and the staff, all achieve the highest standards of which they are capable.





Key Facts and Statistics about the school

Type of School	Multi Academy Trust. Non-selective comprehensive girls' school, age range 11-16: Co-educational sixth form post 16.
Location	South Birmingham in the suburb of Kings Norton, West Midlands.
Age range	11—18
Number of students	1092
Number of staff	1 Headteacher, Teaching 67, Support 57
Date school established	1910
External recognition	Ofsted rating: Outstanding, July 2019; ungraded inspection January 2025, maintained and improved standards.
Attendance	95.5% (pre Covid), 94.1% May 2025.
Pupil Premium	Year 7 to 11, 30%
SEN	18%
EAL	12%

The school's academic achievements 2025

GCSE Results	% gaining 7+ in English and maths 18.2% % gaining 5+ in English and maths 61.3% % gaining 4+ in English and maths 82.4% English Grade 4 or above: 89.4% English Grade 5 or above: 80% English Grade 7 or above: 42.1% Maths Grade 4 or above: 84.4% Maths Grade 5 or above: 63.8% Maths grade 7 or above: 23.3% Entering EBACC: 82.5% (compared with national average of 40.5%) Achieving EBacc: 5+ 43.8%, 4+ 63.1%
A Level Results	A* - A all entries: 30.7% A* - B all entries: 59.4% A* - E: 97.5% Average grade: B- Value Added: -0.07 2025; +0.12 2024
Progress 8	+0.64 (2024); +0.67 (2023)
University Admissions	Our students progress to high quality destinations; they are successful with applications to Russell Group universities, Oxbridge, an increasing number of apprenticeships, conservatoires, many other top universities and carefully planned gap years.



About West Midlands Academy Trust (WMAT)

WMAT has approximately 500 staff and 4000 students. At the heart of our Trust is our vision: “Achieving more together.” This vision drives everything we do, as we work to equip young people with the knowledge, skills, and mindset to thrive academically, socially, and personally, not only during their time in school, but also in the workplace and in life. The Trust’s culture is driven by our vision of “Achieving more together” which is realised through:

- A relentless focus on delivering an excellent quality of education across all our academies, ensuring strong progress and attainment for all students.
- A commitment to personal development and well-being for both staff and students.

At WMAT, we believe in “achieving more together” through shared commitment, strong leadership, and a focus on continuous improvement, creating a brighter future for every student. The Trust’s vision is supported by its values of: -

- Integrity
- Collaboration
- Aspiration
- Respect
- Equality and Inclusion.

We pride ourselves on: -

- Genuine collaboration between academies, where sharing expertise and providing mutual support is fundamental.
- Collective responsibility, ambition, and high expectations for all staff and students across the Trust.
- Supported accountability, driven by a collaborative, reciprocal and robust Trust quality assurance programme, to ensure we achieve our goals together.
- High-quality, tailored staff professional development to support continuous growth.
- A staff-focused culture, where the role of leaders is to facilitate exceptional provision, enabling staff to perform at their best for the benefit of our students.

We also understand the importance of respecting individual school identities, whether through their names, logos, uniforms, timetables or curricula. While we adopt a strategic approach that is responsive to the needs of each school, we recognise that one size does not fit all as we look towards future opportunities.

Our operational model focuses on: -

- Earned autonomy with accountability, offering schools variable delegations and freedoms based on performance and need.
- Shared services that maximise efficiency, reduce costs, and enhance school leadership capacity to prioritise educational provision.
- Central policies designed to foster collaboration, ensure compliance, and ease workload pressures. School led policies such as Behaviour for Learning, reflect the individual needs of the school.
- Financial sustainability is also a key priority for us. The Trust and the individual schools within it are financially secure and sustainable.



- School led budgeting with a focus on each school being financially self-sufficient, ensuring resources are allocated effectively to teaching and learning, and pupil support alongside strategic estates and resource management.
- We prioritise “good growth”, expanding the Trust thoughtfully to ensure the right schools join at the right time.
- A conducive physical environment that sets high expectations for learning and work, supported by an efficient central team and infrastructure.

We are proud of many developments over the past year, both at Trust and individual school level. Now WMAT is at a point of change, with exciting opportunities for growth; these are based on our strong foundations in all aspects of educational excellence, finance and operations, leadership and management and Trust and school governance.

Executive Leadership Team

- Chief Executive Officer: 0.4 FTE
- Chief Finance and Operations Officer: 0.8 FTE (currently seconded until January 2027)
- Three Headteachers of the founding schools at point of transfer/conversion.

Shared services

- Head of HR: 1.0 FTE, permanent.
- IT Lead: 0.4 FTE, currently seconded until January 2027
- Estates Lead: 0.4 FTE, currently seconded until January 2027
- Marketing Lead: Full time, currently seconded until January 2027

Finance teams: Three teams currently work in individual schools; they will relocate to their central location at Swanshurst School in February 2026 in order to realise greater efficiencies across the Trusts financial functions.





Job Description

Salary: L29 to L35 (£103,030 - £119,350)

Hours: Full-time

Contract type: Permanent

Reporting to: School Board and Board of Trustees. Line managed by CEO of WMAT.

Main purpose

The headteacher will be accountable to the CEO of West Midlands Academy Trust and is expected to provide strategic leadership that secures high-quality education, strong student outcomes and a positive, inclusive school culture. The Headteacher will ensure excellent teaching, effective use of resources and continuous school improvement, while working collaboratively with school board members, staff, families and the wider community to enable every student to flourish. They will fulfil the expectations of the Headteacher's and Teacher's standards.

Qualities

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct.
- Build positive and respectful relationships across the school community.
- Serve in the best interests of the school's students.

Duties and responsibilities

School culture and behaviour

- Continue to develop and sustain the school's culture, ethos and strategic direction together with the School Board.
- Create a culture where students experience a positive and enriching school life. Proactively use student voice to enhance the culture of respect.
- Uphold ambitious educational standards in order to prepare students from all backgrounds for their next phase of education and life.
- Ensure a culture of staff professionalism.
- Be responsible for pastoral systems and attendance.
- Encourage high standards of behaviour from students, built on rules and routines that are understood by staff and students, and clearly demonstrated by all adults in school.
- Use consistent and fair approaches to managing behaviour, in line with the school's Behaviour for Learning Policy.

Teaching, curriculum and assessment

- Establish and sustain high-quality teaching across all subjects and key stages, based on evidence.
- Ensure teaching is underpinned by subject expertise.
- Ensure rigorous academic monitoring. Use a range of data skillfully to set targets, identify strengths and weaknesses and implement actions to ensure impact.
- Effectively use formative assessment to inform strategy and decisions.



- Ensure the teaching of a broad, structured and coherent curriculum and co-curriculum across all Key Stages with due regards for post 16 pathways, careers and life choice, cultural capital and personal development.
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities.
- Use valid, reliable and proportionate approaches to assessing students' knowledge and understanding of the curriculum.

Additional and special educational needs and disabilities

- Promote a culture and practices that enables all students to access the curriculum.
- Have ambitious expectations for all students with SEND and vulnerable students.
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate.
- Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

Managing the school

- Ensure staff and students' safety and welfare through effective approaches to safeguarding.
- Lead staff well with due attention to workload, staff morale and wellbeing.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Ensure compliance across all aspects of school management.
- Continue to develop systems, processes and policies so the school continues to operate effectively.
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context.
- Make sure school improvement strategies are effectively implemented.
- Monitor progress towards achieving the school's aims and objectives.
- Have budget oversight and strong financial planning aligning the allocation of financial resources to priorities efficiently and effectively: -
 - Ensuring value for money and efficient resource deployment
 - Managing estates, health & safety compliance, and facilities
 - Exploring "additional income streams" where appropriate
 - strategically use of the School Development Plan to inform financial decision-making.
 - Use the ICFP to inform decision making
- Ensure an effective cycle of performance management.
- Work effectively with outside agencies to support students including social care, mental health, police and SEND specialists

Professional development

- Ensure staff have access to appropriate, high standard professional development opportunities.
- Keep up to date with developments in education.
- Ensure training and continuing professional development is effectively planned, delivered and evaluated.
- Make sure professional development opportunities draw on experts both within, and beyond the school.
- Seek training and continuing professional development to meet the needs of all staff members.



Governance, accountability and working in partnership

- Understand and welcome the role of effective governance.
- Ensure that staff understand their professional responsibilities and are held to account.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- Work successfully with other schools and organisations.
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all students.

Other areas of responsibility

Please note that this is illustrative of the general nature and level of responsibility of the role. This is not a comprehensive list of all tasks that the headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

This job description may be amended at any time in consultation with the post holder.



Person Specification

The following outlines the key skills and experiences required for this position. The selection process will assess each candidate against the criteria listed below, expecting candidates to demonstrate knowledge and understanding of each area, and to show evidence of having applied (or awareness of how to apply) this knowledge and understanding in an appropriate context. You should refer to these requirements when completing your application, and short-listed candidates will be expected to demonstrate these through the selection process.

	Essential
Education and Qualifications	<ul style="list-style-type: none">• Honours degree or equivalent• Qualified Teacher Status <p>Desirable</p> <ul style="list-style-type: none">• Evidence of further professional learning, such as NPQH or Master's degree.
Experience	<ul style="list-style-type: none">• An outstanding Teacher.• Recent senior leadership experience in a secondary school.• Teaching experience within the 11-16 age range.• Committed to safeguarding with a full understanding and experience of child protection and safeguarding requirements and responsibilities.• Success in leading change, demonstrating clear intent, implementation and impact.• The ability to navigate complexity.• Evidence of raising standards for students, identifying and working to reduce gaps.• Evidence of successfully leading, managing and developing a team.• Evidence of improving quality of curriculum and teaching with improved student outcomes.• Experience of leading whole-school improvement with measurable impact.• Developing and implementing whole-school policies and procedures and the ability to ensure fidelity to these.• Ability to build positive, professional working relationships with colleagues, governors and stakeholders within, and beyond the school, including parents/carers and external agencies.• Effective collaboration with other schools and external agencies.• Evidence of commitment to inclusion and diversity with the ability to establish inclusive practices enabling curriculum access. <p>Desirable</p> <ul style="list-style-type: none">• Experience in more than one school.• Teaching experience at 16+.



	<ul style="list-style-type: none">• Leadership experience within a post 16 setting.• Experience of shaping whole-school culture with governors.
Knowledge	<ul style="list-style-type: none">• Knowledge of current educational issues.• Effective teaching, learning and wider school improvement strategies to deliver excellent progress, including for groups who have greater barriers to learning.• A strong understanding of how students learn.• The secondary curriculum, pedagogy and assessment mechanisms.• The OfSTED inspection framework.• Evaluative skills to assess the quality of the school's work and drive improvement, including the ability to review classroom performance to raise standards.• National educational research and policy, including the ability to interpret developments and identify implications and opportunities for the School.• Good understanding of legal issues relating to managing a school and leading a community, including safeguarding and child protection, equal opportunities, diversity, SEND and health and safety.• Some experience of strategic financial planning and budget management.• Employment requirements and procedures, including safer recruitment procedures.• Safeguarding processes and procedures including Keeping Children Safe in Education.
Skills and Abilities	<ul style="list-style-type: none">• Acknowledges excellence and challenges poor performance.• Strategic thinker.• Outstanding leadership skills; able to inspire, motivate and empower others with the ability to communicate effectively both orally and in writing.• Strong, confident and engaging leader who inspires staff, students and families.• The ability to communicate effectively both orally and in writing.• Excellent analytical skills and evidence-based decision maker.• Ability to interpret, analyse and present data and use to identify weaknesses and set targets to drive continued improvement.• Well organised and able to prioritise effectively.• Very strong inter-personal skills and able to form effective relationships with a variety of people.
Qualities	<ul style="list-style-type: none">• Emotionally intelligent with the ability to listen, reflect and act on advice.• Committed to the culture ethos, vision and values of the school and WMAT.• Highly motivated with a 'can do' attitude.

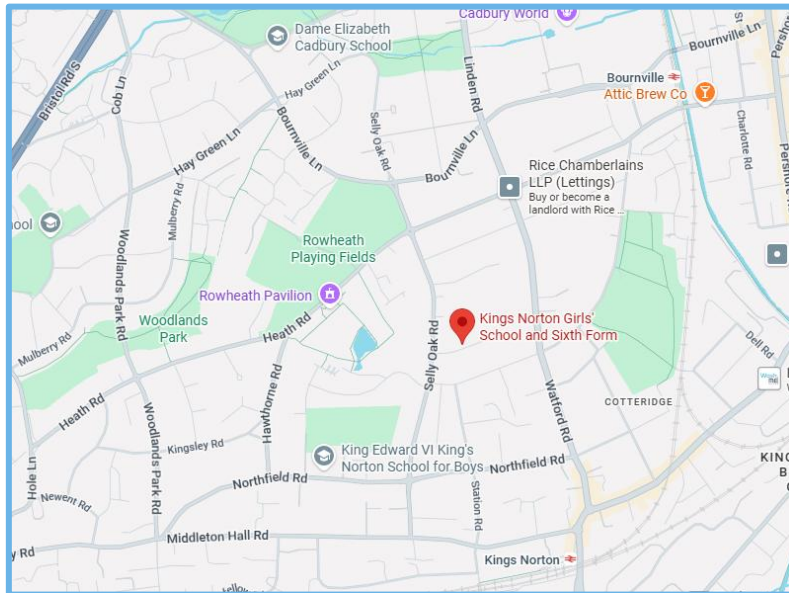


	<ul style="list-style-type: none">• Ability to set and sustain ambitious standards for self, colleagues and the school.• Willingness to learn and develop, including any areas of the role where they are less experienced/proficient.• Acts with integrity and empathy.• Resilient and able to manage a complex and varied workload.• A collaborative team player who develops people and partnerships within and beyond the school.• Flexible problem solver with well-developed decision-making skills.• Energy, optimism, imagination and creativity.
Other	<ul style="list-style-type: none">• Effective ICT skills.



Our local area

Kings Norton Girls' School and Sixth Form is located in the leafy suburb of Kings Norton, closely bordered by Bournville which benefits from green open spaces. The area is renowned for its exceptional schools at both primary and secondary level. KNGS is well connected to local transport links, including the Birmingham Cross City rail line from Redditch to Lichfield, with 2 adjacent train stations: Kings Norton and Bournville.



KNGS is part of the South Area Network (SAN) of Secondary schools. KNGS takes an active part in the SAN, a grouping of 21 secondary schools in South Birmingham that includes mainstream (both mixed and single sex) alternative provision and SEND specialist settings. SAN focuses on collaboration, professional development, and sharing resources through initiatives, this culminates in a cross-network training afternoon between schools each February and celebration of the Arts at an event in June. The SAN also facilitates a collaborative sharing panel to support those students that may be struggling in their home school, with all schools playing an active part in both referring and receiving student referrals.

The area our school serves, offers a strong sense of community with a mix of residential neighbourhoods and local amenities. Our school is within easy reach of the 2 other schools in our Trust; Hall Green Secondary School and Swanshurst School, this supports collaborative working.



How to apply

Submitting your application: Applications should be submitted using the school's application form via the My New Term Recruitment Portal. As part of the application form, candidates must provide a personal statement of up to 1,200 words, demonstrating how they meet the criteria in the person specification. CV's, additional covering letters and any other additional documents will not be accepted or considered.

Key dates

Closing date and time	Tuesday 24th February 2025: 8.00am
Selection day 1	Monday 9th March
Interview day 2 (successful candidates will be shortlisted at the end of day 1 and invited to the interview panel)	Tuesday 10th March

Opportunities to find out more: We welcome informal visits to the school and a conversation with the current Headteacher and WMAT CEO, Nicola Raggett; please note this opportunity is only available up until the deadline date for applications. The following dates are available to meet with Nicola at Kings Norton Girls' School and Sixth Form, Selly Oak Road, Kings Norton, B30 1HW. Please note, the visit may not be a one-to-one appointment as several prospective applicants may attend at the same time; there will be opportunity to ask questions.

Friday 6th February: 10.00 am – 11.00 am
Monday 9th February: 1.30 pm – 2.30 pm
Thursday 12th February: 2.00 – 3.00 pm

If the dates and times available are not suitable, it may be possible to arrange a phone call. For all enquiries about the application process, including arranging a visit to the school please contact Denise Wilson, PA
dwilson@kngs.co.uk

Commitment to Safeguarding and Safer Recruitment Practices: We welcome applications from candidates of all backgrounds. WMAT is committed to safeguarding and promoting the welfare of children and young people. Online searches will be conducted as part of the pre-employment checks.

This role is not exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. All shortlisted candidates will be subject to online checks, they will also be asked to complete a criminal records self-disclosure form and successful candidates will be subject to Disclosure and Barring Service (DBS) checks at enhanced level, along with other relevant employment checks. This role has been identified as public facing in accordance with Part 7 of the Immigration Act, and therefore the ability to fulfil all spoken aspects of the role with confidence in English will be required.



Privacy notice for job applicants

This privacy notice advises job applicants of the school's data protection responsibilities on 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. We are committed to being transparent about how we collect and use that data and to meeting our data protection obligations. We are required to explain how and why we collect such data and what we do with that information. This notice will also provide information as to what you can do about your personal information that is held and processed with us. We have appointed Matt Henry, Data Protection Officer as the person with responsibility for ensuring that applicants' personal information is held and processed in the correct way. He can be contacted at mhenry@wmatrust.co.uk. Questions about this policy, or requests for further information, should be directed to him.

You can find our privacy notice on our website at <https://www.kngs.co.uk/wp-content/uploads/2022/05/Privacy-Notice-Job-Applicants-v2-May-2022.docx.pdf>

Submission of your application form confirms that you have read and understood our privacy notice.