



Inspire Education Trust

Together we achieve, individually we grow

RECRUITMENT PACK

SENDCo



Stockingford
Academy



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WELCOME FROM OUR CEO



It is my pleasure to welcome you to Inspire Education Trust.

At Inspire Education Trust we are passionate about making a difference to the lives of our pupils. They are at the heart of everything we do and we strive to inspire all learners, and want all our schools to be the best they can be and for each and every child, to discover the skills, abilities, talents and interests that lie within them.

We believe in working in partnership, enabling us to ensure all children and pupils achieve their full potential. Our schools know the impact that working collaboratively can bring.

Our schools have a desire to question, change and innovate to ensure that what they provide enables our children to become successful learners, confident individuals and responsible citizens.

At the same time, we recognise the importance for each school to retain and promote their individual identity. Every school has its own context and challenges. This is why we encourage our member schools to lead and manage in a way that preserves that individual identity and responds to the specific needs of their children and community.

The combination of autonomy and collaboration across key areas of leadership and management, underpinned by shared values and best practice is what makes our schools special.

Lois Whitehouse – CEO

DEPUTY CEO



We put the quality of education at the core of our vision. Our school improvement strategies provide an excellent framework to deliver a truly broad, balanced and inclusive curriculum with an emphasis on co-curricular activities such as Arts, Music and Sports from age 2 to 18. We believe that every child is a powerful learner.

We are a progressive Trust with an excellent track record of Primary school improvement across our portfolio of 8 schools, 7 of which are Primary schools.



We have strong models of Primary school improvement alongside high-quality implementation and delivery. We have proven able to deliver high standards of education, systematically, through excellent improvement practice that incorporates knowledge building, evidence-informed professional development, and the creation of communities of improvement.

As a successful Trust we deploy the expertise of specialist primary teachers and leaders across our schools to ensure maximum impact.

The goal is for every member of staff, in every classroom to be as **good as they can be** in what they teach (the curriculum) and how they teach (pedagogy), e.g., paired planning time with subject/ teaching expert to develop teacher confidence and pedagogy.

Coaching conversations with teachers/ leaders so that developments come directly from them to motivate and signpost independent improvements through self-study documents such as WALKTHRUS and external courses. This will allow capacity to be enhanced so that teachers can then improve each other and hone/ innovate practice. Once practice is embedded and impactful, we would look to develop leaders of these areas externally to innovate and lead future practice in their school and more widely across the Trust.

We are constantly refining the way we support, challenge, and improve our schools. At the heart of our approach is first-class teaching.

Rob Darling – Deputy CEO

WELCOME FROM HEADTEACHER



Welcome to Stockingford Academy. Stockingford Academy is a vibrant, happy school with a real family feel. We are proud that many former pupils now choose to send their own children to Stockingford and indeed some, even choose us as their place of work!

Our mission statement, 'Nurturing hearts, inspiring minds, shaping futures' captures the fact that we pride ourselves on getting to know the passions and talents of each child, celebrating and respecting their differences and recognising their individual and team successes. Stockingford pupils will develop a lifelong love of learning, a deep curiosity about the world around them and a knowledge that they can aspire to be whatever they choose to be.



To ensure that all children achieve their very best at Stockingford, we believe it is essential for children to feel safe, secure, and happy. Our nurturing environment supports children to reflect on their own needs, become independent, develop resilience, and think creatively. Our focus is on children becoming confident, well-rounded citizens of the world, and developing emotional, social and academic intelligence.

Stockingford Academy is part of the Inspire Education Trust family of schools. We work closely together with Walsgrave CE Academy, Clifford Bridge Academy, Whittle Academy, Hearsall Community Academy, Frederick Bird Academy, Arley Primary Academy and Blue Coat Church of England School. We are able to offer support to one another, collaborate as teachers and leaders and ensure that we are at the forefront of changes in education. We fully embrace the vision of the MAT: "Together we achieve, individually we grow." We believe whole-heartedly in our partnership with you as parents and members of the community. Our aim is that you feel valued and will work with us to support your child's learning at home.



Children, staff, parents, friends, and governors contribute to Stockingford Academy being the very special place that it is. We are keen to share what makes our school such a great place to grow and so, if you would like to find out more about our school, please do call in – our door is always open.

Matt Woods – Headteacher

ABOUT THE ROLE

Post Title	SENDCo
Salary Range	TMS/UPS with SEN Allowance £5,870
Reporting to	Headteacher
Status	Permanent, Full time
Flexibility	Flexible

Job Purpose:

The SENDCO, under the direction of the Multi-Schools SEND Lead and headteacher of Stockingford will:



- Implement the strategic development of special educational needs (SEN) policy and provision in the school.
- Be responsible for the day-to-day operation of the SEN policy and coordination of specific provisions to support individual pupils with SEN or a disability.
- Provide professional guidance to colleagues, working closely with staff, parents, and other agencies.
- The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

Main Duties and Responsibilities

Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision.
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability.
- Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP).
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice.
- Evaluate whether funding is being used effectively and suggest changes to make use of funding more effective.
- Being a member of the senior leadership team, contributing to whole school improvement through the lens of vulnerable children

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map.
- Provide guidance to colleagues on teaching pupils with SEN or a disability and advise on the graduated approach to SEN support.
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment.
- Be aware of the provision in the local offer.
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies.
- Be a key point of contact for external agencies, especially the local authority (LA).
- Analyse assessment data for pupils with SEN or a disability.
- Implement and lead intervention groups for pupils with SEN and evaluate their effectiveness.

Support for pupils with SEN or a disability

- Identify a pupil's SEN.
- Coordinate provision that meets the pupil's needs and monitor its effectiveness.
- Secure relevant services for the pupil.
- Ensure records are maintained and kept up to date.
- Review the education, health, and care plan (EHCP) with parents or carers and the pupil.
- Communicate regularly with parents or carers.



- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil.
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities, and extra-curricular activities.
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability.

Teaching and learning

To work as part of the Senior Leadership Teams to create and maintain an environment that promotes and secures good quality teaching, effective learning, high standards of achievement and progress along with good behaviour and discipline.

- Contribute to the establishment and maintenance of policies that promote effective and professional practice and define curriculum content, particularly in relation to Inclusion.
- Participate in monitoring and evaluating of the quality of teaching and standards of achievement of all pupils, with reference to those requiring additional input.
- Monitor and evaluate the implementation of the curriculum and assessment policies/practice.
- Maintain an effective partnership with parents to improve children's achievement and personal development and well-being.
- Identify and develop effective links with schools, networks, external agencies, and parents to enhance teaching and learning.
- With a focus on SEND, be responsible for supporting the content of the curriculum for all children and monitor the effectiveness of the learning with reference to English and Maths.
- Liaise with all staff, modelling 'quality first' teaching strategies to deliver interventions, team teach and share good practice in relation to pedagogy and Inclusion.

Leading and Managing Staff

To work as part of the Senior Leadership Teams to lead, motivate, support, challenge, and develop Staff to secure improvement.

- Plan, allocate, support, and evaluate the work undertaken by all staff with regard to SEND, in particular those in the inclusion team.
- Find solutions to remove barriers to learning for all children.
- Contribute to the implementation of effective systems for the management of staff performance, incorporating Performance Management and Appraisal targets for the teachers and support staff.
- Motivate and enable staff to develop expertise in their respective roles through continuing professional development and coaching.
- To promote a culture of inclusion/ SEND within the school community where all views are valued are considered.
- Through discussion with all stakeholders and outside agencies, develop a coherent and effective strategy for inclusion.
- To ensure the systematic teaching of basic skills and the recording of impact, is



consistently high across the school.

Managing and leading on SEND

To work as part of the Senior Leadership Teams to ensure all children access the curriculum appropriately whilst encouraging quality teaching and learning.

- Monitor SEND arrangements across the school.
- Monitor the progress of SEND pupils' Individual Education Plans (IEPS), and statutory assessments.
- or Education, Health, and Care plans (EHCP) and take appropriate action.
- Oversee termly SEND plan meetings and progress reviews for children with SEND.
- Oversee the monitoring and tracking of progress and attainment of pupils with additional needs.
- Plan for and manage the deployment of support staff across the school to meet the statutory requirements of children with statements or EHCPs of SEND.
- Plan for timely intervention and manage the deployment of support staff across the school.
- Monitor the implementation of the school's SEND policy ensuring it meets local and national arrangements.
- Regularly update the headteacher and the governing body on SEND data and other relevant issues.
- Develop and maintain a whole-school provision map for all children with additional needs and attached funding, including, where relevant, Pupil Premium funding.
- Assess admission requests for children with statements or EHCPs and advise the headteacher on an appropriate action.
- Work with and alongside parents to ensure they are kept fully informed of their children's needs and how they can support them at home and in school.

Safeguarding and Child Protection

- Knows what to do if they have concerns about a child
- Takes on the responsibility for providing a safe environment and promoting children's welfare
- Undertakes regular safeguarding and child protection training
- Familiarises themselves with *Keeping Children Safe in Education part 1* (KCSIE) and local policies and procedures as directed by the trust/academy

Other

- *Carries out any other duties as directed by the Headteacher that is within the scope, purpose, and spirit of the role*
- Attends regular continuing professional development (CPD) as required by the school, and other optional relevant CPD to develop good practice
- Proactively takes steps to ensure their mental health and wellbeing is protected, seeking further support if appropriate



PERSON SPECIFICATION – SENDCo

		Essential	Desirable
Education and Qualifications	Qualified Teacher Status	✓	
	Has a SENCO qualification - NPQ for SENCOs or NASENCO	✓	
	Relevant post-graduate qualification in education or leadership/ management.		✓
Experience	Recent experience supporting children with SEND within a class/Phase of school.	✓	
	Examples of delivering and sustaining progressive improvements in achievement through the high-quality leadership of curricula area(s).	✓	
	Experience in implementing successful school-wide strategic projects that have supported school improvement objectives.	✓	
	Experience with successful staff management.		✓
	Demonstrable experience working in education within a challenging environment.	✓	
	Demonstrable experience in teaching a broad ability range of pupils.	✓	
Skills and Knowledge	Excellent and current knowledge, understanding, and passion for effective behaviour management approaches and implementation.	✓	
	Detailed knowledge of the primary curriculum.	✓	
	Significant understanding of the responsibilities of a middle/ senior leader in promoting and safeguarding the welfare of students.	✓	
	Excellent knowledge and understanding of the use of data and key performance indicators in determining benchmarks to set school targets.	✓	
	Ability to inspire and motivate staff, pupils, and parents to achieve the aims of the school.	✓	
	Great communication skills, both verbal and written, with the ability to negotiate and consult tactfully and effectively in order to achieve desirable outcomes.	✓	



	Excellent ability to make well-judged decisions based upon accurate analysis and interpretation of appropriate data or information.	✓	
	High-level pro-active and creative thinking to anticipate issues, address problems, and pursue opportunities.	✓	
	Strong resilience to secure successful outcomes.	✓	
	Readiness to seek and respond to advice and guidance.	✓	
	Excellent collaborative working skills to perform effectively as part of wider teams.	✓	
	People management and leadership skills, to lead by example.	✓	
	Determination to promote equality of opportunity throughout all aspects of academy life.	✓	
	Ability to set, expect, and monitor excellent standards.	✓	
	Strong ability and drive to achieve challenging personal and organisational goals.	✓	
	Excellent ability to independently plan, organise and prioritise a busy workload and support other staff in doing this.	✓	
	The ability to work flexibly and respond to change on a daily basis.	✓	
	The ability to demonstrate professional behaviour at all times, remaining calm in potentially sensitive or difficult situations.	✓	
	The ability to achieve strong and positive working relationships and to use negotiation skills to achieve a successful outcome.	✓	
	The ability to use Microsoft Office at an excellent level.	✓	
	Dealing with matters confidentially and sensitively.	✓	
	The ability to act as a role model to encourage and promote non-discriminatory behaviour and sustain strong equality and diversity in the workplace.	✓	
	The ability to work as an effective team leader and ensure the involvement and commitment of all team members.	✓	
	The ability to work with confidence and consistency to maintain trust and assurance in the reputation of Inspire Education Trust.	✓	



	To be a role model and ambassador for Inspire Education Trust.	✓	
Personal Qualities	Dedicated to our vision that all children are entitled to a first-class education	✓	
	Possesses a genuine belief that all children are equal and celebrates the diversity in our school communities	✓	
	Self-motivated and able to work on own initiative without supervision	✓	
	Works with honesty and integrity	✓	
	Emotional resilience in working with challenging behaviour	✓	
	Recognises the importance of protecting their own personal wellbeing	✓	
	The ability to work across different sites.	✓	
Safeguarding and Child Protection	Understands their role in safeguarding and protecting children or a keen willingness to learn this	✓	
	Develops appropriate professional boundaries with children. Knows not to build friendships	✓	
	Awareness of the key safeguarding processes in schools or willingness to understand these	✓	
	In-depth understanding of the requirements of Keeping Children Safe in Education		✓
	A realistic appreciation of the challenges involved in working with children		✓
	Committed to improving safeguarding processes and practices. Sees it as part of their job		✓
Professional Development	Willing to participate in further appropriate professional development	✓	
	A positive approach to own continuous personal professional development and training		✓



STOCKINGFORD ACADEMY



Stockingford
Academy

FACTS AT A GLANCE

2-FORM ENTRY

NUMBER OF PUPILS: 495

NUMBER OF STAFF: 86

BASED IN: NUNEATON, WARWICKSHIRE

OUR SCHOOL VALUES

Excellence

We strive to be the best we can be and to do the best we can do.

Resilience

When times are difficult, we have the ability to withstand adversity and bounce back.

Nurturing

We encourage and support the development of each other in a gentle and caring way.

Fairness

We treat each other fairly and equally in a way which is right and reasonable. We make sure that everyone's needs are met.

Partnership

We work in partnership to achieve our goals



ABOUT INSPIRE EDUCATION TRUST

Inspire Education Trust is an Multi Academy Trust that grew from a shared belief that children deserve a first-class education, so that each child and student understands what they are capable of, and what talents they have, and strives for excellence in themselves to succeed in the next stage of their education and the world of work.



Inspire Education Trust

Together we achieve, individually we grow

We understand that every member of our staff is here for the best interest of our children. With them, we want to ensure that every child is valued and that the unique identity of each of our schools is protected, celebrated, and recognised for the contribution it makes to ensuring our pupils have the best education and experiences.

Inspire Education Trust is made up of 8 schools.

Arley Primary School, New Arley, Warwickshire (2024)
Blue Coat Church of England School & Music College, Stoke, Coventry (2020)
Clifford Bridge Academy, Binley, Coventry (2015)
Frederick Bird Primary School, Hillfields, Coventry (2024)
Hearsall Community Academy, Earlsdon, Coventry (2017)
Stockingford Academy, Nuneaton, Warwickshire (2019)
Walsgrave Church of England Academy, Walsgrave, Coventry (2015)
Whittle Academy, Walsgrave, Coventry (2015)

Our Trust Motto encapsulates the beliefs and ideals of our family of schools.

"Together we achieve, individually we grow"



KEY FACTS AT A GLANCE

7 PRIMARIES & 1 SECONDARY

MIXED MAT – 2 CHURCH OF ENGLAND SCHOOLS

5,000+ PUPILS AS OF JAN 2024

709 STAFF

OPERATING OVER 2 LOCAL AUTHORITIES



Inspire Education Trust
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STAFF WELLBEING & SUPPORT 'THE LITTLE THINGS'

At Inspire Education Trust, we are committed to working towards the best balance of hard work, commitment and wellbeing as well as avoiding the burden of unnecessary tasks. Our trust leaders aspire that all colleagues are fit, well and content at work. Some of the little but important things we give back to staff are listed below; new ideas are always welcome.



External coffee van visits site for staff use



Support for new staff starters who join Inspire Education Trust (e.g. buddy pairing)



Calendars regularly reviewed with staff workload in mind



No Student or class data collected for data's sake



Prayer and worship time across our CofE schools



8 free external counselling sessions for all staff



PPA time designed to promote a healthy work life balance



Dedicated classroom wherever possible for all teaching staff



Free Wellbeing App Subscription



Time off for staff wellbeing



Staff wellbeing integral to the appraisal process.



Enhanced paternity leave for all staff - 1 week at full pay and 1 week at Statutory Paternity Pay



Gym and fitness membership discount through CV-Life (based in Coventry)



Flexible and generous approach to family appointments, children's events, nativities, sports days etc



Opportunities for staff to get involved in sport and physical activity



Opportunities for career development always considered



Measured approach to lesson drop-ins



Staff marking & workload group to guide and develop policy



Communications protocol which promotes a healthy work life balance



Cycle to work scheme



Approachable Senior Leadership Teams



Staff social events (e.g. time to talk)



Staff wellbeing champion network of support



EAP (Employee Assistance Programme) - Health Assured



Employer pension contributions of 23% + for teaching and support staff.



Generous holiday allowance for all year-round support staff (28 days annual leave, plus 8 bank holidays. Increasing to 33 days after 5 years of service)



Access to trained Mental Health First-Aiders for all Staff



MAKING AN APPLICATION

Applications for this post will only be accepted using the electronic application form on the My New Term website: <https://www.ietrust.org/vacancies/>

The closing date for applications is Monday 21st September 2026

Interested candidates are encouraged to contact Heather Parsons to arrange an initial conversation by emailing Admin2121@stockingfordacademy.org

Shortlisting will take place, and all candidates will then be contacted by email.

Shortlisted candidates will need to be available for interview on Monday 28th September 2026

If you have any questions relating to the application process, see the FAQ's page and if you still have a question - please do let us know by contacting Catherine Alexander-Gamble Catherine.alexander-gamble@ietrust.org

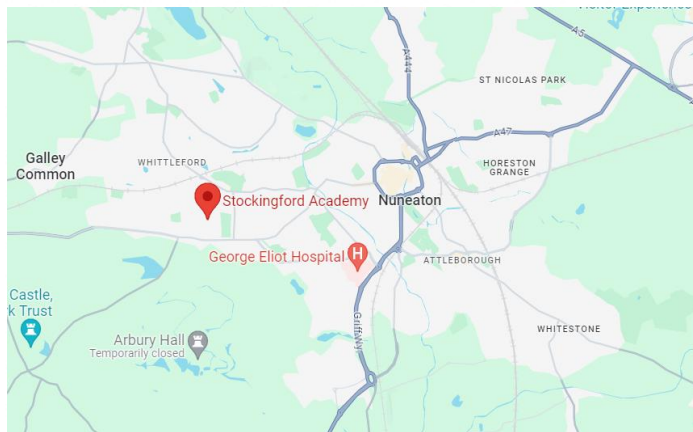
We look forward to hearing from you.





HOW TO FIND US

If you arrange a visit or are successfully shortlisted for an interview, then you will need to visit our school. Please see the below for guidance and directions on how to find Stockingford Academy.



ADDRESS

Stockingford Academy
Cross Street
Nuneaton
CV10 8JH

A 7-minute drive from George Eliot Hospital, and a 10-minute drive from Nuneaton Rail Station.

PARKING

As you arrive at the back gate, you can ring an intercom to request access to the car park, but you will also need to ask them to send someone to collect you from here. There is also a lot of road parking around the school normally which would be easier for you to access the main office. Please see below for guidance. Car park circled.





FREQUENTLY ASKED QUESTIONS



How do I apply for a vacancy at Inspire?

All applications must be received electronically via our My New Term page. CVs may be accepted but will not replace the application form.

Top tips for writing my application for Inspire?

Complete the application form as thoroughly as possible, providing comprehensive information about your past employment, training, and any gaps in employment, from leaving school, until the present day. Emphasize your alignment with the Person Specification criteria in your supporting statement, elaborating on why you believe you are the best candidate for the job.

How does shortlisting work?

'Blind' shortlisting is carried out by a panel of staff who will judge the applications based on how closely they match the criteria from the person specification. By 'blind' we do not divulge to the shortlisting panel, certain sensitive information about candidates protected characteristics.

When will my referees be contacted?

Following KCSIE guidance, we will seek to obtain references for all shortlisted candidates, before the interview. This allows any concerns raised to be explored further with the referee and taken up with the candidate at the interview. With effect of 1st September 2022, following further guidance from KCSIE, there will also be an online search as an additional pre employment check at this stage. Referees will not be contacted if candidates have not given permission.

How will I be contacted if I am successful?

Successful candidates will be contacted by email after the closing date to invite them to interview with the date, time, and location of the interview. At this stage, you will also be asked to complete a self-declaration of your criminal record or information that would make you unsuitable to work with children.



Whilst we endeavour to inform all candidates of their application outcome, If you have not heard from us within 2 weeks of the closing date, please assume you have not been successful on this occasion.

What is involved in the interview process?

All of our interviews consist of formal, competency-based questions. Additionally, for teaching roles, there will be a lesson observation, and for other key roles, there may be an assessment task (e.g. a presentation, administrative task, data analysis task etc). You will receive information on your invite to interview email which will detail the specifics of the task and what we would like you to prepare in advance.

You will also be asked to bring in proof of identity documents to satisfy a DBS check and qualification certificates, relevant to the role.

Candidates who have a disability or any other needs will be given the opportunity to highlight this prior to any selection activities in order that reasonable adjustments may be made to the selection process.

Is there an onboarding process?

We have an extensive onboarding and induction program which will take you through exactly what to expect before you start your new role, by the end of your first day, by the end of your first week, and by the end of your first month. You will also find important information to online safeguarding training sessions you will be required to complete during your induction.

Is there a probation period?

Yes, there is a probation period of 6 months for support staff. This provides an opportunity for us to put in place a structured plan of CPD and support for new colleagues.



STAFF TESTIMONIALS

Taken from our 2023 staff wellbeing survey

"I work with a wonderful team of colleagues who are supportive and will make themselves available when needed to debrief etc. I feel very blessed that my line manager in particular is very supportive and understanding and takes into consideration any presenting factors which could potentially impact on my wellbeing and workload."



"I find that generally my wellbeing and work-life balance is good. I find that SLT are very supportive of my department and I can talk to other people I work with about any issues. I appreciate that any time there are parents evenings, there is not CPD on a Monday evening. I also like that we have been given other training days as days off, such as September 1st."

"I feel well supported in my role. In particular with regard to flexible working and ad-hoc childcare needs which used to be a big cause of anxiety for me."



"Employee support program is good and helpful to manage life inside and outside school."

"I think the school and Trust does a lot to support wellbeing and workload."

"Wellbeing champions and their supportive work of the staff has been excellent and would continue to help the continual wellbeing of staff. The coffee van is also an excellent little pick-me-up when it's on site."

"The work of the wellbeing champions. It is much appreciated!"

"Deputy head actively shows support, always makes sure we feel seen and heard and checks in regularly to make sure everything is going OK. "





"My Head has been incredibly supportive of my wellbeing and is always willing to stop and listen when I am in need of someone to talk to if things become overwhelming. They have supported with helping to make my workload manageable so I can have a better work life balance. I am really grateful for that. It makes a huge difference."

"I feel our SLT are really approachable and understanding. I think they do a great job at just listening and supporting where needed."



"I feel always cared for by school. It is a really lovely nurturing caring place to work."

"I am very happy at work, I look forward to coming in and the things put in place by the trust after the last survey such as the coffee van visits have made a massive improvement to the enjoyment we collectively have at work."

"I am very happy in my place of work. I feel issues are listened to and management support them as best they can. Thank you."

"I love working at my school! Although it's crazy busy we always work together as a team to support each other. I am always thanked by my direct leadership at the end of each day."



Main reception

RECRUITMENT PRIVACY NOTICE INSPIRE EDUCATION TRUST



Inspire Education Trust
Together we achieve, individually we grow

Who is collecting your data?

Inspire Education Trust is a data controller for the purposes of the General Data Protection Regulation and domestic legislation. The personal data that you provide will be used in connection with your application for vacancies at the Trust. If we make an offer of employment, the Trust will provide a fully informed privacy notice to employees.

Why are we collecting your data?

- So we can process your application to the next stage
- Check and verify your identity
- Ensure your suitability for the position advertised including contacting references from your noted referees, provided you have confirmed their consent to be contacted for this purpose
- For research, analysis and statistical purposes
- Meet our statutory obligations under the Equality Act 2010

What is being collected?

The information you provide us within submitted forms is collected to enable us to consider your suitability for the vacancy. This includes:

- Name and contact details (phone number, email and address).
- Previous work history and experience
- Education, training and qualifications
- Referee contact details

We also process special category data such as:

- Religion
- Ethnicity
- Disability Issues

We ensure we keep our records up to date by logging these on the TES platform in which you made your application. If you are successful in your application, we will provide you with further details about how we will process your personal data.

Do we share your data?

Information on application forms and notes made during the interview process are not shared if an offer of employment is not made. If an application is successful, a workforce privacy notice will be provided to you, detailing how we will use your personal data.

Your Rights.

You can see your rights in relation to the application by visiting <https://ico.org.uk/your-data-matters>

Retention

Unsuccessful candidates' application forms will be destroyed after 6 months.

Successful applicants will be provided with a fully informed employee privacy notice alongside their contract. The information provided on this form will be stored with the successful applicant's personnel file. This is kept in line with the School's record retention schedule. This can be found on the School website.

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