



King's Academy Ringmer

King's Academy Ringmer



TEACHER OF LITERACY JOB REFERENCE NUMBER: P/524

**King's Academy Ringmer
Ringmer, Lewes, East Sussex, BN8 5RB
Tel: 01273 812220
E-mail: ringmer.reception@kingsacademies.uk**

TEACHER OF LITERACY
Full-time
MPR Points 1 to 6 ie: £32916pa to £45350pa (gross)

Dear Applicant

Thank you for expressing interest in the above post. I have pleasure in sending you an information pack which includes the following:

- An application form
- A pack containing a job description and a person specification
- Information about the Academy
- Equal Opportunities Policy

Closing date for applications is Wednesday 15 April 2026 at midnight with the interview on Tuesday 21 April 2026.

King's Group Academies is seeking an exceptional classroom teacher to start on the 1 September 2026 at King's Academy Ringmer. The successful candidate will join our Trust at an exciting time of growth and development. As part of a dedicated team across our schools, you will play a vital role in delivering high-quality teaching and learning, supporting students to achieve their full potential, and contributing to a positive and inclusive school culture.

Key responsibilities

- To support and work with students with a low reading age.
- To work with students with complex needs.
- To lead on the delivery of literacy for students.
- To advise and support LSA's working with individuals and small groups.
- To organise and prepare resources for literacy support.
- To work in liaison with the SENCO and the Head of English to develop programmes of support.
- To be a mentor for a group of students or to specific individuals.
- To assist SENCO with the design and preparation of resources and materials for teaching; organisation of resources and records.
- To assist in the support and inclusion of disadvantaged students.
- To monitor and support the overall progress and development of students.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the Academy's responsibility to provide and monitor opportunities for personal and academic growth.

King's Academy Ringmer:

King's Academy Ringmer is a rural comprehensive with an ethos of "Honesty, Faith, Courage". Our most recent Ofsted states "the school has a culture of courtesy and respect" and "pupils are expected to work hard and commit to their learning". Our results are significantly above national average for all students. We offer a broad, 'exceptional' enrichment offer through our Super Curriculum and students say "there is something for everyone".

King's Academy Ringmer is also an Eco School and winner of the Department for Education's Sustainability award.

King's Group Academies:

King's Academy Ringmer is part of King's Group Academies. At King's Group Academies our vision is to provide 'opportunity and success on a global stage' which means we have a vision of a global community of pupils and colleagues whose connection broadens horizons and fosters understanding. Our values of 'Honesty, Faith, and Courage' drive our passion and ensure we collaborate within our UK communities and internationally, promoting global citizenship and cultural awareness. We believe that every pupil deserves a team of dedicated educators and staff who are deeply invested in their success, supported by positive partnerships with parents who hold us to the highest standards.

The criteria against which you will be assessed are set out in the person specification. If these details are of interest to you, please apply by completing the application form enclosed. Please also attach a letter of application, which reflects upon the challenges of this post.

King's Academy Ringmer is committed to equality of opportunity. We positively welcome applications from all sections of the community. King's Academy Ringmer is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All posts within our Multi Academy trust are exempt for the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and complete an Enhanced Criminal Records Disclosure via the Disclosure and Barring Service (DBS).

Please be aware that should you apply and be successfully appointed to the above vacancy, King's Academy Ringmer may review your public online presence as part of our pre-employment screening. An online search will include: 1) google search ie: candidate name, current employment and job title or if appropriate previous employment and job title and educational institution 2) websites ie: LinkedIn, twitter, facebook, current school website if appropriate. Should an issue regarding your public online presence arise, we will contact you for further explanation/resolution.

Thank you for your interest. I look forward to receiving your application.

Yours sincerely



Mr Chris Harvey
Principal



Job Description – King’s Academy Ringmer

Post Title:	Teacher of Literacy
Purpose:	<ul style="list-style-type: none"> ● To support and work with students with a low reading age. ● To work with students with complex needs. ● To lead on the delivery of literacy for students. ● To advise and support LSA's working with individuals and small groups. ● To organise and prepare resources for literacy support. ● To work in liaison with the SENCO and the Head of English to develop programmes of support. ● To be a mentor for a group of students or to specific individuals. ● To assist SENCO with the design and preparation of resources and materials for teaching; organisation of resources and records. ● To assist in the support and inclusion of disadvantaged students. ● To monitor and support the overall progress and development of students. ● To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. ● To contribute to raising standards of student attainment. ● To share and support the Academy's responsibility to provide and monitor opportunities for personal and academic growth.
Responsible for:	The provision of a full learning experience and support for the most disadvantaged students.
Liaising with:	Senior Leadership Team, teaching/support staff; external agencies and parents.
Working Time:	195 days per year.
Disclosure level	Enhanced
MAIN (CORE) DUTIES	
Operational/ Strategic Planning	<ul style="list-style-type: none"> ● To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department. ● To contribute to the curriculum area and department's development plan and its implementation. ● Teachers as directed by your Line Manager/SLT. ● To plan and prepare courses and lessons. ● To contribute to the whole Academy's planning activities.

Curriculum Provision:	<ul style="list-style-type: none"> To assist SLT, to ensure that the curriculum area provides a range of teaching which complements the Academy's strategic objectives.
Curriculum Development:	<ul style="list-style-type: none"> To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the Academy's mission and strategic objectives.
Staffing Staff Development: Recruitment/ Deployment of Staff	<ul style="list-style-type: none"> To take part in the Academy's staff development programme by participating in arrangements for further training and professional development and by taking a lead role in CPD sessions. To continue personal development in the relevant areas including subject knowledge and teaching methods. To engage actively in the Performance Management Review process. To ensure the effective/efficient deployment of classroom support To work as a member of a designated team and to contribute positively to effective working relations within the Academy.
Quality Assurance:	<ul style="list-style-type: none"> To help to implement Academy quality procedures and to adhere to those. To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed Academy procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required. To review from time to time methods of teaching and programmes of work. To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.
Management Information:	<ul style="list-style-type: none"> To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc. To complete the relevant documentation to assist in the tracking of students. To track student progress and use information to inform teaching and learning.
Communications:	<ul style="list-style-type: none"> To communicate effectively with the parents of students as appropriate. Where appropriate, to communicate and cooperate with persons or bodies outside the Academy. To follow agreed policies for communications in the Academy.
Marketing and Liaison:	<ul style="list-style-type: none"> To take part in marketing and liaison activities such as Open Evenings, Student Progress Evenings, Review days and liaison events with partner schools. To contribute to the development of effective subject links with external agencies.

Management of Resources:	<ul style="list-style-type: none"> ● To cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, department and the students. ● To lead on the delivery of literacy for additional support. ● To be responsible for organising and preparing resources for literacy support. ● To support student's learning, and to contribute effectively and with confidence to the classes in which you are involved. ● To be familiar with the school curriculum, the age related expectations of students, the main teaching methods and the testing/examination frameworks in subjects and age ranges in which you are involved. ● To understand the aims, content, teaching strategies and outcomes for lessons in which you are involved and the place of these in the related teaching programme. ● To adopt a range of strategies, in line with the school's policy and procedure, to establish a purposeful learning environment and to promote good behaviour. ● To demonstrate and promote the positive values, attitudes and behaviour you expect from the students work with. ● To monitor students' participation and progress, providing feedback to teachers and giving constructive support to students as they learn. ● To have high expectations of all students; respect their social, cultural, linguistic, religious and ethnic backgrounds, and be committed to raising their educational achievement. ● To use clearly structured teaching and learning activities to interest and motivate students and advance their learning. ● To build and maintain successful relationships with students, treat them consistently, with respect and consideration, and be concerned for their development as learners. ● To work collaboratively with colleagues, knowing when to seek help and advice. ● To contribute to the planning of opportunity for students to learn in out of school contexts, in accordance with school policies and procedures. ● To monitor students' responses to learning tasks and adapt your approach accordingly. ● To contribute to maintaining and analysing records of students' progress. ● To promote and support the inclusion of all students in the learning activities which they are involved in. ● To liaise sensitively and effectively with parents and carers, recognising their roles in students' learning. ● To aid students to learn as effectively as possible, for example: <ul style="list-style-type: none"> - Clarifying and explaining instructions - Ensuring the student(s) is able to use equipment and materials provided - Motivating and encouraging the students(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs - Assisting in weaker areas, e.g. speech and language, behaviour, reading, spelling, numeracy, handwriting/presentation etc
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	<ul style="list-style-type: none"> - Using praise, commentary and assistance to encourage the student to concentrate and stay on task - Consistently and effectively implementing agreed behaviour management strategies - Helping to make appropriate resources to support the students(s) ● Establish supportive relationships with student(s) concerned. ● To promote the acceptance and inclusion of the students with SEN, encouraging students to interact with each other in an appropriate and acceptable manner. ● Monitor students' responses to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes. ● To support students in developing social skills both in and out of the classroom. ● To provide regular feedback on a student's learning and behaviour to the SENCO, including feedback on the effectiveness of the behaviour strategies adopted. ● When working with a group of students, understand and use group dynamics to promote group effectiveness and support group and individual performance.
Pastoral System:	<ul style="list-style-type: none"> ● To be a tutor to an assigned group of students. ● To promote the general progress and well-being of individual students and of the tutor group as a whole. ● To liaise with the Assistant Principal to ensure the implementation of the Academy's pastoral system. ● To register students, accompany them to assemblies, encourage their full attendance for all lessons and their participation in other aspects of Academy life. ● To follow the Personal Development Time (PDT) curriculum.

Teaching:	<ul style="list-style-type: none"> ● To teach, students according to their educational needs, including the setting and marking of work to be carried out by the student in Academy. ● To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. ● To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. ● To ensure a high quality learning experience for students which meets internal and external quality standards. ● To prepare and update subject materials. ● To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus. ● To maintain discipline in accordance with the Academy's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. ● To undertake assessment of students as requested by external examination bodies, departmental and Academy procedures. ● To mark, grade and give written/verbal and diagnostic feedback as required. ● To be familiar with phonics and handwriting programmes. ● To use assistive technology to support students to progress with their literacy.
Safeguarding:	<ul style="list-style-type: none"> ● Ensure personal understanding of the duties and responsibilities in relation to child protection and the safeguarding of children and young people. This includes understanding of the Academy's Child Protection and Safeguarding Policy, Staff Code of Conduct, and Behaviour Policy. ● Ensure all issues relating to students are reported immediately to the designated member of staff. ● Attend mandatory training and refreshers to ensure a personal and up to date understanding of safeguarding requirements.
Health, Safety & Security	<ul style="list-style-type: none"> ● Ensure a personal awareness of and compliance with, policies and procedures related to health, safety, and security, confidentiality, and data protection. ● Ensure concerns are reported immediately to the delegated member of staff. ● Attend mandatory training and refreshers to ensure personal and up to date understanding of relevant policies and practices.
Equality, Diversity & Inclusivity	<ul style="list-style-type: none"> ● Contribute to the development of a workplace culture that promotes equity, diversity and inclusivity

Other Specific Duties:

To positively engage in the performance review process and in your own professional development including induction and in-service training opportunities and appraisal. To attend and participate in staff and departmental meetings as appropriate. To make your own contribution to the community life of the Academy.

Employees will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post. Where such duties amount to more than a temporary adjustment to the main responsibilities of this job description, it will be amended accordingly. It will anyway be subject to periodic amendment whenever circumstances or appraisal processes dictate changes in the postholder's role within the Academy.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

King's Academy Ringmer is committed to equality of opportunity. We positively welcome applications from all sections of the community.

King's Academy Ringmer is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All posts within our Multi Academy trust are exempt for the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and complete an Enhanced Criminal Records Disclosure via the Disclosure and Barring Service (DBS)

This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

DATE: April 2026

Person Specification – King’s Academy Ringmer

Post Title:	Teacher of Literacy	
	Essential Criteria	
Specific Teaching Skills & Abilities	Key &	<ul style="list-style-type: none"> • Demonstrate consistent and effective planning of lessons and sequences of lessons to meet students’ learning needs. • Demonstrate consistent and effective use of information about prior attainment to gain well-grounded expectations for students. • Ability to identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught. • Ability to set appropriate and demanding expectations for students’ learning and motivation. Set clear targets for students’ learning, building on prior attainment. • Ability to identify students who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Pupil Portraits. • Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management, so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time. • Ensure high expectations for students’ behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships. • Ability to use teaching methods that keep students engaged, including stimulating students’ intellectual curiosity, effective questioning and response, clear presentation and good use of resources. • Ability to assess how well learning objectives have been achieved and use this assessment for future teaching. • Demonstrate consistent and effective monitoring of progress to give clear and constructive feedback. • Demonstrate that, as a result of your teaching, students’ achieve well relative to the students’ prior attainment, making good progress as good or better than similar students’ nationally. • Demonstrate knowledge on how to prepare and present informative reports to parents/carers. • Ability to recognise that learning takes place outside the Academy context and provide opportunities to develop students’ understanding by relating their learning experiences to real and work-related examples. • Demonstrate an understanding for the need to liaise with agencies responsible for students’ welfare. • Demonstrate an active contribution to the policies and aspirations of the Academy. • Demonstrate that you are an effective professional who challenges and supports all students to do their best through: <ul style="list-style-type: none"> - inspiring trust and confidence - building team commitment - engaging and motivating students - analytical thinking - positive action to improve the quality of students’ learning.

Other required Key Skills & Abilities	<ul style="list-style-type: none"> • Excellent interpersonal, communication, organisational and presentation skills. • Good analytical and numeracy skills. • Ability to organise and prioritise work effectively, to plan action in order to meet deadlines and to complete tasks with the minimum of supervision. • Ability to provide effective team leadership in a structured, positive and proactive manner. • The capacity to learn new skills, take initiatives and generate ideas. • Good office productivity system skills, particularly Word and Excel. • Ability to instigate, review and manage change.
Education & Qualifications	<ul style="list-style-type: none"> • Evidence of an undergraduate degree and if the degree does not lead to Qualified Teacher Status (QTS) a successful completion of a teacher training programme confirming QTS.
Knowledge	<ul style="list-style-type: none"> • Demonstrate a thorough and up-to-date knowledge of subject(s)/specialism(s). • Have a detailed knowledge of the relevant aspects of the students' National Curriculum and other statutory requirements. • Demonstrate knowledge and understanding and take account of wider curriculum developments which are relevant to work. • Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in specialist subject(s).
Experience	<ul style="list-style-type: none"> • Study of Subject(s)/specialism(s) as part of a Higher Education Course. • Experience of teaching successfully in a secondary school at least as part of an initial training programme. • Experience of working with students with Dyslexia. • Experience of working with students with learning difficulties. • Experience of working with students with Social, Emotional and Mental Health (SEMH) needs
Personal Attributes	<ul style="list-style-type: none"> • Reliability, honesty and a commitment to maintaining confidentiality. • The ability to establish good working relationships with a wide range of students, staff, parents and Governors. • An understanding and sympathy for the needs of students across different abilities, age ranges and social backgrounds. • The ability to handle sensitive matters with discretion and in confidence. • Ability to take personal responsibility for organising and meeting targets. • Self motivated with the ability to enthuse and motivate others. • Energy and enthusiasm. • Professional and confident manner. • Demonstrate responsibility for your own professional development and use the outcomes to improve teaching and students' learning. • A commitment to continuous development and improvement, team working and the highest possible professional standards. • Ability to work calmly and effectively under pressure.



King's Group
Academies

King's Academy Ringmer

Information to Applicants



Principal : Mr Chris Harvey BA(Hons), PGCE, NPQH

Chair of Governors : Ms Anne Needham

PA to the Principal : Miss Amanda French

Letter from the Chair of Governors

Dear Applicant

I am delighted that you have chosen to think about working at King's Academy Ringmer.

This is an exciting time to join King's Academy Ringmer. In December 2016 we came under the auspices of the King's Group Academies. The KGA Multi-Academy Trust is run by educational experts with a track record of creating academies which enable children to become the best people they can be both academically and as well rounded members of society. This is a vision to which the governors of the Academy are also committed.

To give you an idea of what our Academy is like, we are an oversubscribed, rural Academy with a catchment that covers the village of Ringmer, the smaller outlying villages, and parts of Lewes and Uckfield. Our maximum pupil number is 750, and our size enables teachers and support staff to be able to get to know the student population really well. Our student body is friendly and supportive of each other. We have a strong senior student structure with a student-run anti-bullying scheme and further senior student involvement across many other aspects of school life. We have also won national and other awards for our work in sustainability.

Your advertised role will have its own job description, but common to all appointments, we are looking for individuals who are open and receptive to new ideas and challenges, and who are willing to "give a little extra to gain a little extra". In return for your commitment, we offer staff development opportunities and the chance to become part of a dynamic, forward moving team which is appreciative of everyone's talents.

I look forward to receiving your application.

Yours sincerely



Anne K Needham
Chair of Governors



Principal's Welcome

We are fortunate to work in an attractive area of the country which, whilst being a rural location, is close to the city of Brighton and Hove and is only a 55-minute train journey away from London. The Academy benefits from excellent support from parents, governors and the local community.

The Academy is a member the King's Group of Academies (KGA) who have over forty years of experience in enhancing the education of young people both in the UK and abroad.

King's Academy Ringmer is immensely proud of our Ofsted rating of a 'good school', with outstanding leadership, management & student welfare. We have a very clear vision as a school, to become the **best school in Sussex**. We are committed to ensuring that all our students will receive a better education at Ringmer than they would at any school within the region.

The outcomes for our children are already well above national average figures, adding around a third of a grade more at GCSE than other schools. We are a school of choice in the local area and oversubscribed. Our students thrive and our parents recommend us unreservedly.

We believe that student learning and progress is our core purpose. Alongside this, we are equally determined that Ringmer students will have the skills and attributes to live and work in the global society of tomorrow, and will be confident in their morals and values in order to lead happy, fulfilled lives. Our key values of **Honesty, Faith, Courage** are at the heart of the school and chosen by our school community. We want every student to play a strong part in school life through the variety of school teams, the wide range of extra-curricular clubs, the house competitions, student leadership opportunities and school trips. A well-established programme of music, sporting and other enrichment activities offers the chance for our young people to pursue their interests and develop new ones.

We encourage positive attitudes and aim to provide an environment in which all learners feel valued, challenged and secure, and where they can develop the skills and confidence to become young adults.

We intend to continue to build on our successes and look forward to the future as we work together to help students reach their full potential. I look forward to welcoming you into King's Academy Ringmer.

If there are any questions this booklet has not answered, do contact the personnel department at the Academy, who will either be able to answer your questions or put you in touch with someone who can help.

Thank you for your interest in this post. We hope to hear from you soon and best wishes in the writing of your application.

Kind regards



Mr C Harvey
Principal



The Village of Ringmer

King's Academy Ringmer is beautifully situated about a half mile from the centre of the village of Ringmer and looks out over the South Downs. Ringmer is a large village, with a strong sense of community, situated approximately 3 miles from Lewes, with its commuter train service to London, and 12 miles from Brighton. Regular bus services run past the Academy, connecting it with Lewes, Brighton, Uckfield, Hailsham and Eastbourne. House prices in Brighton, Uckfield, Hailsham and Eastbourne are relatively lower than in other parts of the area.

The Catchment Area

The catchment area centres on Ringmer and extends to the Malling estate on the outskirts of Lewes in the west and across a rural area to the east, bounded by the villages of Blackboys, Chiddingly, Berwick, Firle and Glynde. Students come from primary schools in Ringmer, Malling, Laughton, East Hoathly, Chiddingly, Blackboys and Firle, although in recent years the Academy has attracted about a third of its intake from many more primary schools outside its defined catchment area, as a result of parental choice.

About Us

King's Academy Ringmer joined King's Group Academies ([KGA](#)) in December 2016. The school had its most recent Ofsted inspection in May 2019 and were delighted the inspectors awarded an overall effectiveness judgement of Good and also to have achieved a rating of **Outstanding** for Leadership and Management, as well as personal development and welfare following its first full Ofsted inspection.

The school's motto is "In Pursuit of Excellence" and it strives to make sure all students are well rounded individuals who strive to be the best academically and personally. We absolutely believe that student learning and progress is our core purpose. However, we are equally determined that King's Academy Ringmer students will have the skills and attributes to live and work in the global society of tomorrow, and will be confident in their morals and values in order to lead good lives.

The overarching aim of King's is for opportunity and success on a global stage. We are proud to be part of King's Group Academies. We are a school that caters for individual talents and strengths. We believe in the importance of enabling every student to achieve to the extent of their ability.

We can only be truly successful when the school works as a team with students, staff and parents united in securing the common goal of helping children achieve the very best. King's support and guidance enables all students to be pushed academically and supported through the wider educational programme.

We are passionate about ensuring that our students also develop well personally through participation in wider activities such as clubs, competitions, student leadership and trips.

A well-established programme of music, sporting and other enrichment activities offers the chance for our young people to pursue their interests and develop new ones.

Our students have a proud reputation for sporting, arts and musical success and we take great pride in their achievements in these and other areas. We intend to continue to build on our successes and look forward to the future as we work together to help students reach their full potential.



Curriculum Overview

We are a 11-16 Academy delivering the National Curriculum with Key Stage 3 and 4 education for students of all abilities.

The curriculum at King's Academy Ringmer is guided by our values of kindness, ambition and resilience, as well as the academy's overall vision of developing well-rounded, confident individuals who are world-ready. We hold dear the belief that each young person at our school is capable of achieving excellence. Through the provision of a rigorous, academic curriculum that is rich in carefully sequenced knowledge, we will enable students to take their place in society as highly skilled and educated citizens. We also think carefully about those students whose formal study of a subject will come to an end in Year 9 or Year 11, and prioritise the knowledge that creates well-rounded, well-educated individuals, capable of contributing both in their locality and globally. The curriculum is also designed to ensure students build the knowledge and skills required to take advantage of opportunities, responsibilities and experiences later in life, such as:

- Further education, training or employment
- Other rich opportunities and experiences (travel, meeting new people, joining clubs, trying new activities, developing further interests, healthy living)
- Responsibilities (being a good family member and friend, becoming a parent/carer)

Kindness is embodied in our curriculum through the high value we place on subjects and our teachers as experts in their subject areas. We want our students to have access to the best that has been thought and said, and with this in mind our teachers think carefully about what to teach and how best to teach it. We want students' future options to be wide, so we do not narrow the curriculum. Instead, we ensure students are exposed to a wide body of knowledge through our Key Stage 3 curriculum over years 7, 8 and 9.

Ambition is evidenced through the rigorous academic curriculum. At King's Academy Ringmer, academic success is at the heart of what we do. Our ambition is for all students to experience the English Baccalaureate (EBacc) subjects throughout their time at the academy.

Resilience is built through the personal development curriculum, extra-curricular activities, such as visits, school production, our enrichment week and team sports.

The curriculum is designed carefully to cater for all students. Literacy and oracy are carefully considered throughout the curriculum, and developed throughout the 5 years.

It is our aim that all students at KAR leave at a considerable advantage due to the ambitious and highly effective curriculum they have experienced.

Each subject at KAR designs and manages their own curriculum, with some key values underpinning each subject curriculum:

- The knowledge and skills are built logically over time
- The curriculum is designed to enable the key knowledge to be stored in the long term memory and automaticity to be developed for the key skills
- Assessments are analysed to determine the effectiveness of the curriculum
- The curriculum is updated, where appropriate
- Every opportunity is taken to develop literacy, especially reading
- Teachers consider what the most useful information is for each topic of learning

Please contact Mr Burchett, Vice Principal if you have any questions regarding or should you wish to find out more about the curriculum.

Please follow link regarding the overarching curriculum intent as well as that for our individual subjects: <https://www.kgaringmer.uk/attachments/download.asp?file=2183&type=pdf>

Please follow link <https://www.kgaringmer.uk/our-education/gcse-options> which will take you to our options page that gives information regarding our GCSE options process.

Super Curriculum

What is the Super Curriculum?

Intent: To develop well rounded, confident individuals who are world ready

Pupils' personal development is central to the school's ethos. King's Academy Ringmer's Super Curriculum (The KAR Experience) is an exciting opportunity for our students to engage in a diverse range of activities beyond the curriculum. Embedded in our Key Stage 3 curriculum every Wednesday for 70 minutes, the Super Curriculum supports students to have increased enrichment opportunities built into their timetable, so every student in this school has access to a wider range of activities. We believe that these changes will significantly benefit student learning and lead to a better school experience for all pupils. The super curriculum has been designed in conjunction with Student Voice as well as a consideration as to our context's needs. This has ensured a range of exciting activities that students will be able to select based on their interests. The super curriculum is run by a mixture of staff at the school and external providers. It also offers the opportunity to consult with parents as to any support or activity they may be able to offer.

The core purpose of our Super Curriculum is:

- To create a greater sense of belonging, identity and community within our school.
- To build further opportunities in alignment with our school vision, to promote cultural capital and develop well rounded, confident students who are world ready.
- To ensure students at KAR are afforded the same opportunities as they would have at a larger school, or within private education.

There are 6 ways we aim to develop well roundedness:

- Express - Using media to express ourselves, including traditional spoken and written language as well as modern digital media.
- Solve - Using logic to solves problems in the natural world. This includes STEM based projects and problem solving games.
- Change - Enacting change to improve the world around us. This includes charity work, social justice and ecological work.
- Move - Moving our bodies to improve our mental and physical wellbeing. This includes sport in addition to other forms of movement like resistance, endurance and flexibility.
- Create - Using creative artforms to express ourselves. This includes: painting, crafts, theatre and music.
- Think - Activities that improve our mental and social wellbeing so we are prepared for the challenges in life.

Students choose from two pathways:

- Pathway 1 - Students complete one project that lasts for the three terms. These larger projects include: KAR: Digital, KAR: Production and KAR: STEM
- Pathway 2 - Students complete three projects that each last for one term. There is a larger number of these smaller projects to choose from.

Students select their options and the curriculum is developed from this information.

The Super Curriculum projects are sequenced and progressive. Staff developing these projects have used AI to help consider how best to structure the sessions, so they develop week to week. For example, students signing up to running club work towards an end goal of competing in a ParkRun after 1 term and build up physically and mentally through the 12 weeks.

See link for Super Curriculum Catalogue -

<https://www.kgaringmer.uk/attachments/download.asp?file=2182&type=pdf>

Extra-Curricular Activities

There are many opportunities for students to participate in extracurricular activities. There are numerous sports teams with regular matches against other schools. Staff also run clubs at the end of the school day, some of which include Dance Club, Club, Painting with Acrylics, Extended Learning Club, Science Club and Technology project work. There are many musical ensembles and orchestras and regular dance and drama productions.

Pastoral, Academic and Management Outline

Curriculum Management

Faculty, Head and Subject Leaders are responsible for the academic framework of the Academy. They maintain, promote and review schemes of work and syllabi, monitor and develop assessment of students' work, ensure teaching standards are high and lively, are responsible for resources in their department,

are the first point of reference for discipline problems in lessons, and promote and foster the professional development of their team.

Support for Learning

Support and guidance of our students is the primary task of Tutors. Tutors are the Academy's direct link with parents/carers; they meet with students daily, monitor students' attainment and wellbeing and try to resolve any problems. The work of Tutors is directed by KS Leads who are the Tutors' first point of reference for more difficult matters. The team of KS Leads is led by the Academy's Assistant Principal who is available to meet with parents/carers if additional support is required.

The happiness of every individual is an important consideration for the Academy. Students learn best when they feel secure and confident. The Academy provides a well ordered environment and a warm and open atmosphere. Students are made aware of the high expectations the Academy has of their behaviour and attainment, but they also know that staff care about them and will offer genuine help and support. Our aim is that all students are 'proud to belong' to Ringmer.

Senior Leadership Team

There are six members of the senior management team including the Principal. They meet daily and their brief is to strategically lead the work of the Academy, monitor and evaluate its work and progress and plan for the future.

The Academy Day

Time	Monday, Tuesday, Thursday, Friday Activity	Time	Wednesday – Super Curriculum Day Activity
08:15	Before school student Supervision	08:15	Before school student Supervision
08:43	Movement Bell to Roll Call	08:43	Movement Bell to Roll Call
08:45	End of Roll Call / AM Registration	08:45	End of Roll Call / AM Registration
09:15	Lesson 1	08:55	Lesson 1
10:05	Lesson 2	09:45	Lesson 2
10:55	Morning Break- detention	10:35	Morning Break- detention
11:25	Movement Bell	11:05	Movement Bell
11:27	Lesson 3	11:07	Lesson 3
12:17	Lesson 4	11:57	Lesson 4
12:30	PM Registration	12:30	PM Registration
13:07	Lunch Break	12:47	Lunch Break
13:37	Movement Bell	13:17	Movement Bell
13:40	Lesson 5	13:20	Lesson 5
14:30	Lesson 6	14:10	Y7–9 Super Curriculum / Y10 Assembly / Y11 PDT

Ringmer and Sustainability

The Academy has a long standing reputation for its work on sustainability which has been recognised by the winning of several prestigious national awards. As a Legacy Ambassador Eco Academy we have set a standard that many other schools aspire to. As part of this process all staff are encouraged to act responsibly in the use of resources, energy and to lead by example in the minimisation of waste. In excess of 200 of our students are actively involved in our Eco work and substantial progress has been made by existing staff to advance this process.

All staff should consider introducing references to sustainability where appropriate in their curriculum subjects. The Academy has provided support for this work in the form of a dedicated member of staff.

The Uniform

The formal standard of dress required of students has implications for how we as a staff dress.

Compulsory and optional items - In anticipation of upcoming legislation from September 2026 uniform items are split into two categories; compulsory and optional. The proposed legislation includes a requirement that schools must limit branded items to no more than 3 excluding the school tie. An asterix (*) has been used to identify the 3 items on the school website. School branded compulsory and optional uniform can be purchased online from Monkhouse School Wear Specialists: <https://www.monkhouse.com/school/king-s-academy-ringmer-urn-144505>

Induction of New Staff

All staff are given a comprehensive induction package upon joining the Academy, covering key aspects of the Academy aims, ethos and working practices.

All staff are encouraged to enhance their professional skills and to take responsibility for their professional development. Staff can also access external courses which support whole Academy developments or individual objectives arising from the Performance Management cycle.

ECTs enjoy a 10% time table reduction and have weekly meetings with their mentor, allowing them to reflect upon their experiences, review progress and set targets for their professional development.

Performance Management Reviews

All teaching and central services have access to an appraisal of their work.

The process aims to:

- Identify the strengths of staff and set targets in areas that would make them more effective
- Establish a framework of support for the individual and the Academy
- Enhance communication through lines of management
- Allow for the professional development of staff
- Target INSET needs

Reviews take place annually for both teaching and central services staff.

OFSTED Inspection

Please see the last OFSTED report on the Academy website: www.kgaringmer.uk for further details.

King's Academy Ringmer "in pursuit of excellence"

Equal Opportunities and Diversity Policy

Date: Agreed at FG on 21 June 2017, reviewed in July 2022 and in 2025

Review Date: July 2026

Scope and Purpose of this Policy

The Academy is committed to promoting and achieving equality of opportunity for all students, parents, staff, governors, visitors and job applicants.

The Academy aims to create a working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

The Academy does not discriminate against staff on the basis of their gender, sexual orientation, marital or civil partner status, pregnancy or maternity, gender reassignment, race, colour, nationality, ethnic or national origin, religion or belief, disability or age (the protected characteristics).

The Equality Act 2010 prohibits discrimination, harassment and victimisation in employment, and the principles of non-discrimination and equality of opportunity also apply to the way in which staff treat students, parents, visitors, suppliers and former staff members.

All staff have a duty to act in accordance with this policy and treat colleagues with dignity at all times, and not discriminate against or harass other members of staff, regardless of their status. Your attention is drawn to our separate Anti-Harassment and Bullying Policy.

This policy does not form part of any employee's terms and conditions of employment and is not intended to have contractual effect. It is provided for guidance to all members of staff at the Academy who are required to familiarise themselves and comply with its contents. The Academy reserves the right to amend its content at any time.

This Policy applies to the Academy's employees, whether permanent, temporary, casual, part-time or on fixed-term contracts, to job applicants and to individuals such as agency staff and consultants and volunteers who are not employees but who work at the Academy (collectively referred to as "Staff" in this policy).

All Staff must set an appropriate standard of behaviour, lead by example and ensure that those they manage adhere to the policy and promote the Academy's aims and objectives with regard to equal opportunities. Staff will be given appropriate training on equal opportunities awareness and equal opportunities recruitment and selection best practice.

Any questions about the content or application of this policy should be referred to the Principal in the first instance.

This policy applies to all aspects of the Academy's relationship with Staff and to relations between Staff members at all levels. This includes:

- job advertisements;
- recruitment and selection;
- training and development;
- opportunities for promotion;
- conditions of service;
- pay and benefits;
- conduct at work;
- disciplinary and grievance procedures;
- termination of employment.

The Academy will take appropriate steps to accommodate the requirements of different religions, cultures, and domestic responsibilities.

Forms of Discrimination

Discrimination by or against a member of Staff is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

Direct discrimination occurs where someone is treated less favourably because of one or more of the protected characteristics set out above. For example, rejecting an applicant on the grounds of their race because they would not "fit in" would be direct discrimination.

Indirect discrimination occurs where someone is disadvantaged by an unjustified provision, criterion or practice that also puts other people with the same protected characteristic at a particular disadvantage. For example, a requirement to work full time puts women at a particular disadvantage because they generally have greater childcare commitments than men. Such a requirement will need to be objectively justified.

Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Harassment is dealt with further in the Academy's Anti-Harassment and Bullying Policy.

Victimisation is also prohibited. This is less favourable treatment of someone who had complained or given information about discrimination or harassment, or supported someone else's complaint.

Recruitment and Selection

The Academy aims to ensure that no job applicant suffers discrimination because of any of the protected characteristics above. The Academy's recruitment procedures are reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities. Job selection criteria are regularly reviewed to ensure that they are relevant to the job and are not disproportionate.

Job advertisements will avoid using wording that may discourage particular groups from applying. A short policy statement on equal opportunities and a copy of this policy shall be sent on request to those who enquire about vacancies.

The Academy will take steps to ensure that its vacancies are advertised to a diverse labour market and, where relevant, to particular groups that have been identified as disadvantaged or underrepresented in the Academy.

Applicants will not be asked about health or disability before a job offer is made. There are limited exceptions which the Academy may use, for example:

- Questions necessary to establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments);
- Questions to establish if an applicant is fit to attend an assessment or any reasonable adjustments that may be needed at interview or assessment;
- Positive action to recruit disabled persons;
- Equal opportunities monitoring (which will not form part of the decision-making process).

Applicants will not be asked about past or current pregnancy or future intentions related to pregnancy. Applicants will not be asked about matters concerning age, race, religion or belief, sexual orientation, or gender reassignment without first considering whether such matters are relevant and may lawfully be taken into account.

The Academy is required by law to ensure that all members of Staff are entitled to work in the UK. Assumptions about immigration status will not be made based on appearance or apparent nationality. All prospective members of Staff, regardless of nationality, must be able to produce original documents (such as a passport) before employment starts, to satisfy current immigration legislation. A list of acceptable documents is available from Human Resources Officer/Manager.

To ensure that this policy is operating effectively, and to identify groups that may be underrepresented or disadvantaged in the Academy, the Academy will monitor applicants' ethnic group, gender, disability, sexual orientation, religion and age as part of the recruitment procedure. Provision of this information is voluntary and it will not adversely affect an individual's chances of recruitment or any other decision related to their employment. The information will be removed from applications before shortlisting and kept in an anonymised format solely for the purposes stated in this policy. Analysing this data helps us to take appropriate steps to avoid discrimination and improve equality and diversity.

Recruitment of ex-offenders

The Academy is an organisation that uses the Disclosure and Barring Service (DBS) to assess candidates' suitability for positions of trust working in an environment with children and young people. The Academy complies fully with the DBS Code of Practice and undertakes to treat all candidates fairly.

The Academy undertakes not to discriminate unlawfully against any candidate who is required to provide information (a check) through this process. Having a criminal record will not necessarily prevent a candidate from working with the Academy, whether or not it does will depend on the nature of the position and the circumstances and background of the offences.

The Academy's policy on the recruitment of ex-offenders will be made available to all candidates at the outset of the recruitment process. The Academy will ensure that it makes any candidate who is subject to check aware of the DBS Code of Practice and will provide a copy of the Code on request.

As a check is part of the Academy's recruitment process, the Academy encourages all candidates called to interview to provide details of any criminal record (except cautions, convictions, reprimands or warnings which are "protected" as defined in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013) at an early stage of the application process. The Academy requests that this information is sent under separate confidential cover to a designated person

with the Academy who may vary in case to case depending on the nature of the post being recruited. The Academy guarantees that only those who need to see it as part of the recruitment process will see this information.

The Academy will ensure that it discusses with the candidate the relevance of any offence to the job in question. A candidate's failure to reveal information directly relevant to the job could result in withdrawal of an offer of employment.

Staff training, promotions and conditions of service

Staff training needs will be identified through informal and formal staff appraisals.

All Staff will be given appropriate access to training to enable them to progress within the Academy and all promotion decisions will be on the basis of merit.

The composition and movement of Staff at different levels will be reviewed from time to time to ensure equality of opportunity at all levels of the organisation.

Where appropriate, the Academy will take steps to identify and remove unnecessary or unjustifiable barriers and provide appropriate facilities and conditions of service to meet the special needs of disadvantaged or under-represented groups.

The Academy's conditions of service, benefits and facilities will be reviewed from time to time to ensure that they are available to all Staff who should have access to them and that there are no unlawful obstacles to accessing them.

Termination of employment

The Academy will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory.

The Academy will also ensure that disciplinary procedures and penalties applied are without discrimination, and are carried out fairly and uniformly for all Staff, whether they result in disciplinary warnings, dismissal or other disciplinary action.

Disability Discrimination

If a member of Staff is disabled, or becomes disabled in the course of his or her employment with the Academy, he or she is encouraged to tell us about his or her condition. This is to enable us to support the member of Staff as much as possible.

If a member of Staff experiences difficulties at work because of his or her disability, he or she may wish to contact their Line Manager/Head of Faculty to discuss any reasonable adjustments to his or her working conditions or duties which he or she considers to be reasonable and necessary or which would assist in the performance of his or her duties.

The Line Manager/Head of Faculty may wish to consult with the member of Staff and his or her medical adviser(s) about possible adjustments. Careful consideration will be given to any such proposals and they will be accommodated where reasonable, practicable and proportionate in all the circumstances of the case.

Nevertheless, there may be circumstances where it would not be reasonable for the Academy to accommodate a particular adjustment and in such circumstances it will ensure that it provides the member of Staff with its reasons and try to find an alternative solution where possible.

The Academy will monitor the physical features of its premises to consider whether they place disabled Staff, job applicants or service users at a substantial disadvantage compared to other Staff. Where reasonably practicable and proportionate the Academy will take steps to improve access for disabled Staff and service users.

Fixed-Term Employees and Agency/Temporary Workers

The Academy will monitor its use of fixed-term employees and agency workers, and their conditions of service to ensure they are being offered appropriate access to benefits, training, promotion and permanent employment opportunities. The Academy will also, where relevant, monitor their progress to ensure that they are accessing permanent vacancies.

Part-Time Workers

The Academy will monitor the conditions of service of part-time employees and their progression to ensure that they are being offered appropriate access to benefits and training and promotion opportunities. It will also ensure that requests to alter working hours are dealt with appropriately under the Academy's Flexible Working Policy.

Complaints of Discrimination, Victimisation and Harassment on the Protected Characteristics

The Academy will treat seriously and will take action where appropriate concerning all complaints of discrimination, harassment or victimisation on any of the protected characteristics made by any of its Staff, students or other third parties.

Any member of Staff who considers that they may have been unlawfully discriminated against, victimised or harassed within the meaning of this policy should discuss the matter in the first instance with their Line Manager/Head of Department or, if inappropriate under the circumstances of the case, with the Principal. In some cases it may be possible to resolve the matter informally and reach a satisfactory resolution.

If a member of Staff wishes to make a formal complaint, then he or she should follow the Academy's Grievance Policy and Procedure.

If an employee is accused of unlawful discrimination, victimisation or harassment, the Academy will investigate the matter fully. In the course of the investigation the employee will be given the opportunity to respond to the allegation and provide an explanation for his or her actions.

If the Academy concludes that the claim is false or malicious then the complainant may be subject to disciplinary action.

If on the other hand the Academy concludes that the employee's action amounts to unlawful discrimination, victimisation or harassment he or she may be subject to disciplinary action under the Academy's Disciplinary Policy and Procedure, up to and including summary dismissal for gross misconduct.

King's Academy Ringmer "in pursuit of excellence"

Safer Recruitment

King's Academy Ringmer is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All posts within our Multi Academy trust are exempt for the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and complete an Enhanced Criminal Records Disclosure via the Disclosure and Barring Service (DBS)



King's Group Academies Job Applicant Privacy Notice

Date adopted:

Date of last review:

Date of review:

Instructions for academy localisation of notice:

The Trust and each academy are required to provide this notice to prospective applicants **with the application form** to specify the personal data held about them, how they can expect it to be used and for what purposes.

This guidance is designed to assist in completing this notice for local use and is not intended for staff, parents or other third parties to view.

Once they become an employee then your privacy notice for staff will apply to them.

Insert information highlighted in yellow. This includes a named person within the Academy for contact, this is normally the person who coordinates the recruitment process.

The Principal/Head Teacher is accountable to the Local Governing Body and KGA Board to ensure that the commitments made in this notice are honoured by the academy. Recruitment processes should be reviewed to ensure this is the case.

Introduction

This privacy notice describes how we collect and use personal information about you during and after your work relationship with us, in accordance with the UK General Data Protection Regulation (UK GDPR).

Following Brexit, Regulation (EU) 2016/679, General Data Protection Regulation (GDPR) is retained EU law and known as UK GDPR. The UK GDPR sits alongside an amended version of the Data Protection Act 2018 that relate to general personal data processing, powers of the Information Commissioner and sanctions and enforcement. The GDPR as it continues to apply in the EU is known as EU GDPR

Successful candidates should refer to our privacy notice for staff for information about how their personal data is stored and collected.

Who Collects this Information

King's Academy Ringmer is a "data controller." This means that we are responsible for deciding how we hold and use personal information about you.

We are required under data protection legislation to notify you of the information contained in this privacy notice. This notice does not form part of any contract of employment or other contract to provide services and we may update this notice at any time.

It is important that you read this notice, together with any other policies mentioned within this privacy notice. This will assist you with understanding how we process your information and the procedures we take to protect your personal data.

Data Protection Principles

We will comply with the data protection principles when gathering and using personal information, as set out in our data protection policy.

Categories of Information We Collect, Process, Hold and Share

We may collect, store and use the following categories of personal information about you up to the shortlisting stage of the recruitment process: -

- Personal information and contact details such as name, title, addresses, date of birth, marital status, phone numbers and personal email addresses;

- Emergency contact information such as names, relationship, phone numbers and email addresses;
- Information collected during the recruitment process that we retain during your employment including proof of right to work in the UK, information entered on the application form, CV, qualifications;
- Details of your employment history including job titles, salary and working hours;
- Information regarding your criminal record as required by law to enable you to work with children;
- Details of your referees and references;
- Your racial or ethnic origin, sex and sexual orientation, religious or similar beliefs.

We may also collect information after the shortlisting and interview stage in order to make a final decision and support the recruitment process, including criminal record information, references, information regarding qualifications, medical conditions/history and disabilities. We may also ask about details of any conduct, grievance or performance issues, appraisals, time and attendance from references provided by you.

How We Collect this Information

We may collect this information from you, your referees, your education provider, relevant professional bodies the Home Office and from the DBS.

How We Use Your Information

We will only use your personal information when the law allows us to. Most commonly, we will use your information in the following circumstances:

- Where we need to take steps to enter into a contract with you;
- Where we need to comply with a legal obligation (such as health and safety legislation, under statutory codes of practice and employment protection legislation);
- Where it is needed in the public interest or for official purposes;
- Where it is necessary for our legitimate interests (or those of a third party) and your interests, rights and freedoms do not override those interests.
- Where you have provided your consent for us to process your personal data.

Generally, the purpose of us collecting your data is to enable us to facilitate safe recruitment and determine suitability for the role. We also collect data in order to carry out equal opportunities monitoring and to ensure appropriate access arrangements are put in place if required.

If you fail to provide certain information when requested, we may not be able to take the steps to enter into a contract with you, or we may be prevented from complying with our legal obligations.

We will only use your personal information for the purposes for which we collected it, unless we reasonably consider that we need to use it for another reason and that reason is compatible with the original purpose.

How We Use Particularly Sensitive Information

Sensitive personal information (as defined under the UK GDPR as “special category data”) requires higher levels of protection and further justification for collecting, storing, and using this type of personal information. We may process this data in the following circumstances:

- In limited circumstances, with your explicit written consent;
- Where we need to carry out our legal obligations in line with our data protection policy;
- Where it is needed in the public interest, such as for equal opportunities monitoring (or in relation to our pension scheme);
- Where it is needed in relation to legal claims or where it is necessary to protect your interests (or someone else’s interests) and you are not capable of giving your consent.

Criminal Convictions

We may only use information relating to criminal convictions where the law allows us to do so. This will usually be where it is necessary to carry out our legal obligations. We will only collect information about criminal convictions if it is appropriate given the nature of the role and where we are legally able to do so.

Where appropriate we will collect information about criminal convictions as part of the recruitment process or we may be notified of such information directly by you in the course of working for us.

Sharing Data

We may need to share your data with third parties, including third party service providers where required by law, where it is necessary to administer the working relationship with you or where we have another legitimate interest in doing so.

These include the following: -

- Academic or regulatory bodies to validate qualifications/experience (for example the teaching agency);
- Referees;
- Other schools;
- DBS; and
- Recruitment and supply agencies.
- Our Local Authority and/or The Academy Trust in order to meet our legal obligations for sharing data with it;
- Other schools within the Trust
- Our Occupational Health Provider

We may also need to share some of the above categories of personal information with other parties, such as HR consultants and professional advisers. Usually, information will be anonymised but this may not always be possible. The recipients of the information will be bound by confidentiality obligations. We may also be required to share some personal information with our regulators or as required to comply with the law.

Retention Periods

Except as otherwise permitted or required by applicable law or regulation, the School only retains personal data for as long as necessary to fulfil the purposes they collected it for, as required to satisfy any legal, accounting or reporting obligations, or as necessary to resolve disputes.

Once we have finished recruitment for the role you applied for, we will then store your information in accordance with our Retention Policy. This can be found on our website - Policies.

Security

We have put in place measures to protect the security of your information (i.e. against it being accidentally lost, used or accessed in an unauthorised way). In addition, we limit access to your personal information to those employees, agents, contractors and other third parties who have a business need to know.

You can find further details of our security procedures within our Data Breach policy and our Information Security policy, which can be found on our website - policies

Your Rights of Access, Correction, Erasure and Restriction

It is important that the personal information we hold about you is accurate and current. Please keep us informed if your personal information changes during your working relationship with us. Under certain circumstances by law you have the right to:

- Access your personal information (commonly known as a “subject access request”). This allows you to receive a copy of the personal information we hold about you and to check we are lawfully processing it. You will not have to pay a fee to access your personal information. However, we may charge a reasonable fee if your request for access is clearly unfounded or excessive. Alternatively, we may refuse to comply with the request in such circumstances.
- Correction of the personal information we hold about you. This enables you to have any inaccurate information we hold about you corrected.
- Erasure of your personal information. You can ask us to delete or remove personal data if there is no good reason for us continuing to process it.
- Restriction of processing your personal information. You can ask us to suspend processing personal information about you in certain circumstances, for example, if you want us to establish its accuracy before processing it.
- To object to processing in certain circumstances (for example for direct marketing purposes).
- To transfer your personal information to another party.

If you want to exercise any of the above rights, please contact the PA to the Principal in writing. We may need to request specific information from you to help us confirm your identity and ensure your right to access the information (or to exercise any of your other rights).

Right to Withdraw Consent

In the limited circumstances where you may have provided your consent to the collection, processing and transfer of your personal information for a specific purpose, you have the right to withdraw your consent for that specific processing at any time. To withdraw your consent, please contact the PA to the Principal. Once we have received notification that you have withdrawn your consent, we will no longer process your information for the purpose or purposes you originally agreed to, unless we have another legitimate basis for doing so in law.

How to Raise a Concern

We hope that the PA to the Principal can resolve any query you raise about our use of your information in the first instance.

We have appointed a data protection officer (DPO) to oversee compliance with data protection and this privacy notice. If you have any questions about how we handle your personal information which cannot be resolved by the PA to the Principal, then you can contact the DPO on the details below: -

Data Protection Officer: Judicium Consulting Limited

Address: 72 Cannon Street, London, EC4N 6AE

Email: dataservices@judicium.com

Web: www.judiciumeducation.co.uk

Lead Contact: Craig Stilwell

You have the right to make a complaint at any time to the Information Commissioner's Office, the UK supervisory authority for

Academy management staff will be given a copy of the DfE guidance on Working Together to Safeguard Children – July 2018: <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> and asked to sign a declaration that they have read and understood the document and will follow the guidelines required to maintain professional boundaries at all times.

1. Whistleblowing

All KGA staff are subject to KGA's Whistleblowing Policy, which is published on the Trust's website.

2. Safeguarding culture and vigilance

The academy adopts a culture of vigilance where all concerns are listened to and taken seriously.

3. Allegations

The academy will follow DfE Safeguarding Children Board allegations procedures and refer any allegation for initial consultation to the Local Authority Designated Officer (LADO).

4. Section 128 checks for Governors

Members of LGBs are required to have an Enhanced DBS Check.

A section 128 direction will also be disclosed where an enhanced DBS check with barred list information is requested, provided that 'children's workforce independent schools' is specified in the parameters for the barred list check. (Para 131 KCSIE)

A section 128 direction disqualifies a person from holding or continuing to hold office as a governor of a maintained school or academy. (Para 128 KCSIE)

Section 128 checks will be undertaken for all prospective governors as part of the application process for joining the governing Board.

KCSIE para 173 sets out the information on how schools should undertake the section 128 check using the free Teaching Regulation Agency's (TRA) portal.

5. Designated Safeguarding Lead

In KGA academies the role of the Designated Safeguarding Lead (DSL) and Deputy Safeguarding Lead (DDSL) is referred to explicitly in the job description of the relevant staff. This is a statutory requirement as set out in Keeping Children Safe in Education .

King's Academy Ringmer

Lewes Road

Ringmer

Lewes

BN8 5RB

Tel: 01273 812220

HR and Appointments:

Amanda French

Tel: 01273 812220 ext. 1240

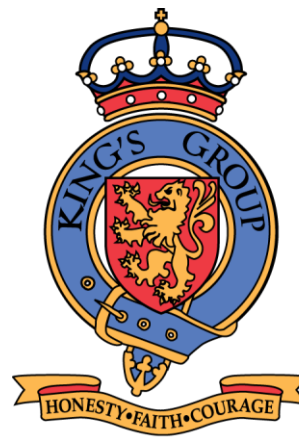
Email: amanda.french@kingsacademies.uk

Principal: Mr Chris Harvey

Chair of Governors: Ms Anne Needham

Website: "<http://www.kgaringmer.uk>"
www.kgaringmer.uk

In Pursuit of Excellence



King's Group
Academies
