



Friday Bridge Primary School



Headteachers Application Pack

Friday Bridge Primary School
Maltmas Drove
Friday Bridge
Wisbech
Cambs
PE14 0HW

T: 01945 860220

Dear Applicant

We are delighted that you are exploring the possibility of applying to be Headteacher at Friday Bridge Primary School.

We are proud of Friday Bridge Primary School and all that it stands for. Our team of staff are warm and friendly and dedicated to both the personal and academic development of the children, as well as providing a caring and supportive environment. The children treat each other with respect and kindness and are encouraged to engage fully in all aspects of school life.

Our headteacher, Sophie Foston has been in post for 3 years and has helped our school to move forward significantly but she is now progressing to her next challenge, and we wish her well with her new role and so we are now tasked with finding her successor.

The candidate we are looking for needs to be someone who can continue to provide stability, be able to create, and maintain a good working environment for both staff and pupils, take the tough decisions and be imaginative and innovative, but most importantly ensure that the focus is on the pupil achievement and wellbeing and to ensure that our school is the best that it can be.

Friday Bridge is extremely fortunate to have an active and experienced Governing Body with a wide range of skills, who are very ambitious for the school to deliver the best possible education and support for all the children and members of staff. The Governing Body has always maintained an excellent relationship with the headteacher and staff, while at the same time being supportive, but not afraid to challenge where needed.

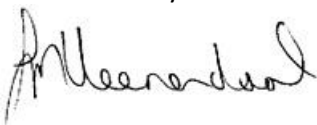
Our ambition is for an inspirational educator and leader to join us. Someone who shares our values and ethos. Someone who will build on what we cherish and do today, whilst challenge, help shape and lead us into the future. Someone who shares our passion and care for the school, the children, the staff and the community.

If you are a successful, experienced leader with a proven track record looking for your next step or an existing Headteacher ready for new challenge we would be delighted to hear from you. I warmly encourage you to visit our school so that you can experience for yourself the positive learning atmosphere that our pupils and staff excel within.

We hope the information in this pack will be helpful to you and conveys exactly what we are looking for an exceptional leader who shares our vision and is fully committed to working in partnership for the benefit of our community. If you would like to arrange a visit to our school, please contact the school office on 01945 860220.

Thank you for your interest in Friday Bridge Primary School and this role. On behalf of the Governing Body, we very much hope to receive your application.

Yours faithfully



Leonard Veenendaal
Chair of Governors
Friday Bridge Primary School

Learning Together: Working as One Aspire; Believe; Succeed; Excel

Friday Bridge Primary School provides a welcoming, safe, happy learning environment where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling children to become confident and successful learners. We recognise the value of each individual and provide a wealth of opportunities for children to realise their potential. We work in partnership with pupils, governors, the local and wider community to encourage children to strive for excellence and aim high, laying the foundations for life-long learning.

Friday Bridge Primary School encourages everyone to **Aspire** by:

- Providing a broad and balanced curriculum which widens experiences and provides opportunities for all to achieve
- Setting the highest possible standards of behaviour
- Recognising the individual learning needs of each child, planning accordingly to enable us to develop skills and maximise progress
- Celebrating and recognising effort and achievement

Friday Bridge Primary School encourages everyone to **Believe** by:

- Offering excellent pastoral care; ensuring all children feel listened to, respected and safe
- Valuing the development of the 'whole child'
- Encouraging everyone to do their best
- Inspiring a love of learning through high quality teaching and stimulating learning environments
- Recognising the talents of individuals and providing opportunities to build upon these

Friday Bridge Primary School encourages everyone to **Succeed** by:

- Providing high quality learning opportunities, which challenge learners to achieve their potential
- Reviewing targets and practice to ensure all learning needs are catered for
- Sharing high quality practice both within and beyond our school
- Supporting pupils throughout their learning journey
- Working with parents, governors and the wider community to 'open doors' enabling all children to be the best they can be

Friday Bridge Primary School encourages everyone to **Excel** by:

- Being outward looking and actively seeking opportunities to improve
- Recognising that our learning journey is never complete
- Encouraging aspirations for future learning
- Striving for excellence
- Challenging learners to aim high and 'reach for the stars'



In 1870-72, John Marius Wilson's Imperial Gazetteer of England and Wales described Friday Bridge like this:

“FRIDAY-BRIDGE, a chapelry in Elm parish, Cambridge; near the Wisbech canal and the Cambridge and Wisbech railway, 3 miles SSE of Wisbeach. It was constituted in 1860; and it has a post office under Wisbech. Pop., 869. Houses, 168. The living is a vicarage in the diocese of Ely. Value, £300.* Patron, the Bishop of Ely. The church was built in 1865.”

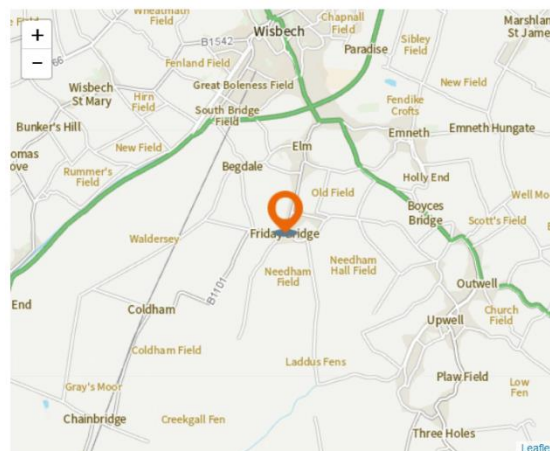
Friday Bridge is a village in Elm civil parish, part of the Fenland district of Cambridgeshire, England. It is 3 miles south of Wisbech.

In 1838 a Wesleyan Methodist congregation was established and a chapel in 1843.

The ecclesiastical parish was formed in 1860 from the civil parish of Elm. St Mark's Church of England parish church, designed by J. B. Owen opened in 1865. The church is now Grade II listed. A church day school was opened in 1871. The Wisbech Water Works Co Ltd Water Tower was completed in 1894.

The clock tower in the village is the war memorial. Friday Bridge was the site of a World War II prisoner of war camp which was converted to a hostel for migrant workers in the late 1940s.

The village was struck by a weak F0/T0 tornado on 23 November 1981, as part of the record-breaking nationwide tornado outbreak on that day.



Get Information About Schools

[Friday Bridge Community Primary School - GOV.UK \(get-information-schools.service.gov.uk\)](https://www.gov.uk/get-information-schools.service.gov.uk)

Ofsted Report

[friday-bridge-community-primary-10041781-final-pdf.pdf \(fridaybridge.cambs.sch.uk\)](https://www.fridaybridge.cambs.sch.uk/friday-bridge-community-primary-10041781-final-pdf.pdf)

Find and Compare Schools in England

[Friday Bridge Community Primary School - GOV.UK - Find and compare schools in England \(compare-school-performance.service.gov.uk\)](https://www.gov.uk/find-and-compare-schools-in-england/compare-school-performance.service.gov.uk)

School Development Plan Priorities 2021-2022	Friday Bridge Primary School Improvement Objectives 2021/2022	
	Quality of Education <ul style="list-style-type: none">High quality teaching, underpinned by focused and meaningful assessment, ensures good progress across all areas of the core curriculum.Focused provision rapidly addresses gaps in learning and accelerates progress of all pupils including those who are disadvantaged, more able and those with SENDA broad and balanced curriculum focused on developing knowledge, skills and understanding across all subjects is embedded.	Leadership and Management <ul style="list-style-type: none">School continues to build upon prior successes to ensure that high standards are maintained and school vision and values are upheld.Subject leaders demonstrate impact in ensuring high quality provision across all subjects.Robust planning and monitoring ensures that funding is effectively utilised to support pupil catch up and narrow the gap for disadvantaged pupils.Wellbeing is prioritised throughout the school at all levels.
		Behaviour and Attitudes <ul style="list-style-type: none">High standards and consistent expectations ensure that behaviour remains good across the school.Pupil resilience and perseverance when facing challenges is developed to enabled them to access learning effectively.
		Personal Development <ul style="list-style-type: none">Pupils wellbeing is supported to ensure good mental healthWider curriculum and enrichment opportunities support pupil development and knowledge and understanding of the world.
		Early Years <ul style="list-style-type: none">Pupil progress is ensured through utilising assessment effectively to inform planning and high quality teaching across all areas of learning.All aspects of the new EYFS framework are embedded.The curriculum is broad, balanced and meets the needs of all pupils within the EYFS/ Y1 cohort.

Children would like a Headteacher who...

- Is supportive and helps them
- Spends time with them
- Is kind
- Keeps them safe
- Listens to them, understands them and who they trust
- Sorts out problems fairly
- Is involved with teaching
- is supportive of their wellbeing
- Challenges them
- Enjoys reading
- Is imaginative
- Is organised
- Makes sure they have a wide and creative curriculum- eg. art, music, DT, sports
- Is awesome!



What our parents say:

March 2021- Parent responses		Please V the box which best reflects your views				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child is happy at this school	69%	31%			
2	My child feels safe at this school	69%	31%			
3	The school makes sure its pupils are well behaved	69%	31%			
4	My child has been bullied and the school dealt with the bullying quickly and effectively	15%				23%
	or					
	My child has not been bullied	50%	50%			8%
5	The school makes me aware of what my child will learn during the year	69%	23%			8%
6	When I have raised concerns with the school they have been dealt with properly	54%	23%			
	or					
	I have not raised any concerns	23%	8%			
7	Does your child have special educational needs and/or disabilities (SEND)	Yes		No		
		8%		92%		
	<i>If answer to above is Yes, please answer:</i>					
	My child has SEND, and the school gives them the support they need to succeed					
8	The school has high expectations for my child	54%	38%			8%
9	My child does well at this school	54%	46%			
10	The school lets me know how my child is doing	54%	46%			

11	There is a good range of subjects available to my child at this school	54%	46%			
12	My child can take part in clubs and activities at this school	46%	31%	8%		15%
13	The school supports my child's wider personal development	54%	46%			
14	I would recommend this school to another parent	Yes		No		
		13				
		100%				

School strengths include:

- the support and encouragement given to pupils to live up to the school vision to: Aspire, Believe, Succeed and Excel; this permeates throughout all aspects of school life.
- our well-developed curriculum models which give clarity to what children need to learn and do at each stage of their school journey. Our constant reflection on how the curriculum can adapt to meet the needs of a changing catchment
- the strong and purposeful support for staff to improve and further develop their practice to ensure a high-quality curriculum and outcomes for all pupils
- our learning community where adults model to children what good learning looks like and provides a broad, highly engaging curriculum for all
- the excellent relationships that exist between pupils and between pupils and staff
- our involvement with Opportunity Area initiatives which contribute to school improvement through effective partnership working, training and development and investment in school improvement priorities.

What the school can offer:

We are pleased to offer a strong induction package; this includes the Local Authority induction programme covering the following elements:

- Introductory Meeting – The school improvement adviser will make contact with the head to arrange an initial visit. This meeting is to discuss priorities identified from school self-evaluation. It is designed to help the new head gain an overview of the school. At this meeting all Headteacher induction support arrangements are discussed.
- The school buys in to the Primary Offer, the LA Adviser will arrange for the new Headteacher to have the contact details of a peer mentor. This is an informal support mechanism that is intended primarily as a supportive contact without the need for reports or feedback. This may also result in wider contacts and school to school partnership developing.
- The Local Authority Adviser will inform the new Headteacher about the Local Authority Induction Programme, which runs continuously throughout the academic year. There is a standard charge for this course. Several meetings take place in schools across the county, over the academic year. These feature contributions from serving Headteachers, LA representatives and provide opportunities for discussion and networking with other new Headteacher.

The Appointment Process

This appointment is for a full time/permanent Headteacher.

Salary: This is a Group 1 School, and the scale is set between L8-L14 on the Leadership pay spine and will be determined according to the skills and experience of the successful candidate.

Number on Roll: 96

The start date is April 2022 (or ASAP)

Visits

You are most welcome to visit the school as part of your consideration and in advance of applying, subject to any restrictions imposed by the Covid pandemic.

Please note that all visits will be informal and will not be part of the selection process and will not have any bearing on our short listing, interview, selection, and recruitment process. Please contact Sophie Foston at the school on 01945 860220 or head@fridaybridge.cambs.sch.uk if you would like to arrange a visit.

Timeline

Closing date for applications:

9.00 am 17 January 2022

Shortlisting:
18 January 2022

Interview:
27 January 2022 (starting at 8.30 am)

Shortlisted candidates will be informed of the schedule for the interview process and what they need to prepare for the interview.

Unsuccessful candidates will be informed by letter.

Applications

Please apply using the application form. CVs are not acceptable. Along with your application form, please include a letter of application, no more than two pages, to tell us about you and why you are suitably experienced for the post. Please return your application to

rmetters@fridaybridge.cambs.sch.uk

Interview Process

The interview will be undertaken by a selection panel of Governors and a representative from the Local Authority on behalf of the full Governing Body.

The local authority School Improvement Adviser will be supporting the process throughout. At least two of the panel have undertaken training on Safer Recruitment.

Safeguarding

Our school has an equal opportunities policy for selection and recruitment in accordance with our safeguarding policy. The school is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share our commitment.

Offers of employment are subject to a satisfactory enhanced DBS disclosure and other pre-employment checks, including references.

An application pack can be downloaded from our website or requested from rmetters@fridaybridge.cambs.sch.uk

Thank you for your interest in our role of Headteacher and we look forward to receiving your application.

Headteacher Job Description

The Headteacher will carry out his/her professional duties in accordance with and subject to the National Conditions of Employment for Headteachers and the School Government Regulations.

The Headteacher will always endeavour to meet the Department for Education's Headteachers' Standards 2020.

The Headteacher will be responsible to the Governors for the conduct, management, and administration of the school, subject to any policies which the Department for Education and the Governors may make.

Key Responsibilities of the Post

A) Safeguarding

Friday Bridge Primary School is committed to safeguarding and promoting the welfare of our pupils. All staff and volunteers are expected to share this commitment.

The successful candidate will be required to undergo an enhanced check with the Disclosure and Barring Service (DBS) and all satisfactory pre-employment clearances including the right to work in the UK, ISA registration, pre-employment health clearance and two satisfactory references.

The Headteacher should be the Designated Safeguarding Lead.

1. To take lead responsibility for child protection
2. To commit resources
3. To support and direct other staff
4. To manage referrals
5. To undertake relevant training and organise training for all staff
6. To raise awareness of safeguarding matters
7. To carry out duties all in accordance with Keeping Children Safe in Education: Statutory guidance for schools and colleges 2021 – including Annex C: Role of the designated safeguarding lead
8. To ensure that Health & Safety policy and practice are robust

B) Strategic Direction and Development of the school

To work with the Governing Body, to develop a strategic view for the school in its community and analyse and plan for its future needs and further development within the local, national, and international context:

1. To formulate overall aims and objectives for the school and policies for their implementation
2. To create an ethos and provide educational vision and direction which secures effective teaching, successful learning, and achievement by pupils, resulting in the sustained improvement in their academic, social, and cultural development whilst preparing them for the opportunities, responsibilities and experiences of adult life

3. To further secure the commitment of parents and the wider community to the vision and direction of the school to create and implement a strategic plan, underpinned by sound financial planning. The plan identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement
4. To ensure that all those involved in the school are committed to its aims, motivated to achieve them, and involved in meeting long, medium- and short-term objectives and targets which secure the educational success of the school
5. To ensure that the management, finance, organisation, and administration of the school support its vision and aims
6. To ensure that policies and practices take account of national, local, and school data and inspection research findings
7. To monitor, evaluate and review the effects of policies, priorities, and targets of the school in practice and act if necessary

C) Qualities and Knowledge

The Headteacher will:

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors, and members of the local community
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on your own scholarship, expertise, and skills, and that of those around you
4. Manage unexpected challenges with good judgement and composure, expertly leading the school response and aligning to local and national guidance where applicable
5. Sustain wide, current knowledge and understanding of education initiatives and school systems locally, nationally, and globally, and pursue continuous professional development
6. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context
7. Communicate cogently the school's vision and drive the strategic leadership, empowering all pupils and staff to excel

D) Pupils and Staff

The Headteacher will:

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality,
2. Instil a strong sense of accountability in staff for the impact of their work on pupils' outcomes
3. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being
4. Maintain an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
5. Sustain an ethos in which all staff are motivated and supported to develop their own skills and subject knowledge and to support each other
6. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning
7. Hold all staff to account for their professional conduct and practice

E Systems and Process

The Headteacher will:

1. Ensure that the school's systems, organisation, and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity, and probity
2. Provide a safe, calm, and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society
3. Maintain rigorous, fair, and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve, and valuing excellent practice
4. Welcome strong governance and actively support the Governing Body to fulfil its role and deliver internal and external accountability – its functions to set school strategy and hold the Headteacher to account for pupil, staff, and financial performance
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities, holding each other to account for their decision making

F) The Self-Improving School System

The Headteacher will:

1. Create an outward-facing school which works with other schools and organisations such as Wisbech Schools Partnership, in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff
5. Model entrepreneurial and innovative approaches to school improvement, leadership, and governance, confident of the vital contribution of internal and external accountability
6. Inspire and influence others - within and beyond Friday Bridge School - to believe in the fundamental importance of education in young people's lives and to promote the value of education

Notes

The Headteacher may be asked by the Governing Body to undertake other duties reasonably regarded as falling within the duties and responsibilities of the post.

Headteacher Person Specification:

Abbreviations: Application Form: A, Interview: I, Presentation: P

1	QUALIFICATIONS AND TRAINING	E/D	SOURCE
1	Teaching qualification (e.g. PGCE)	E	A
2	Degree or equivalent 2.1 or above	E	A
3	Further qualification relevant to the role Eg NPQH, NPQSL, NPQML, MEd	D	A
4	Evidence of continuing professional development	E	A
5	DSL Qualification	D	A
6	National Award for SENCO	D	A

2	EXPERIENCE	E/D	SOURCE
	The successful candidate will have:		
2.1	Successful experience in a senior leadership role Headteacher, Interim Headteacher, Deputy or Assistant Headteacher	E	A/ I/ P
2.2	Evidence of significant involvement and success in implementing strategies to improve teaching and learning and to raise standards of achievement for all children	E	
2.3	Experience of overcoming barriers to learning and implementing effective strategies that promote equity and social inclusion	E	
2.4	Evidence of effective teaching, assessment and target setting, utilising data to inform prioritisation and strategies	E	
2.5	Evidence of successfully teaching and leading in the EYFS, Key Stage 1 and Key Stage 2.	E	
2.6	Experience of working in partnership with stakeholders including parents, local community groups and the Local Authority	D	
2.7	Experience of working effectively in partnership with governors	D	

3	Strategic Direction and Development of the School	E/D	SOURCE
3.1	Ability to work closely with the Governing Body, Senior Leader, members of staff and pupils, to build a strong strategic vision and direction for the school in its community.	E	A/ I/ P
3.2	Ensure a convincing and compelling vision for the school, its staff and children, aligned to the strategic direction of governance	E	

4	Knowledge and understanding	E/D	SOURCE
4.1	Embedding systems for school self-evaluation, effective monitoring and inspection preparedness	E	A/ I/ P
4.2	Developing and implementing strategies for school improvement, including data analysis, target setting and strategies for securing and maintaining high quality teaching for all pupils	E	
4.3	Performance management, performance related pay and managing effective professional development of staff	E	

4.4	Promoting inclusion and opportunities for all including a comprehensive knowledge and understanding of interventions and performance of SEND and disadvantaged pupils	E	
4.5	Strategies to motivate and engage pupils to maximise learning opportunities and outcomes	E	
4.6	Lead upon the development and implementation of the school's curriculum, building in monitoring, evaluation, and review	E	
4.7	Management of pupils' behaviour and attitudes to learning	E	
4.8	Providing effective systems management, with a focus on financial management; using best practice to secure value for money and impact of dedicated funding sources for their intended purpose	D	
4.9	Effectively using ICT to support teaching and learning	D	

5	Leadership skills	E/D	SOURCE
5.1	Evidence of outstanding, impactful teaching	E	A/ I /P
5.2	Strong skills in managing own workload being highly organised, planning, prioritising, and delegating with good judgement.	E	
5.3	Coordinate and provide professional direction to the work of others	E	
5.4	Lead by example to shape the professional conduct and practice of staff in a way that balances workload with well-being	E	
5.5	Be a visible leader who inspires pupils and staff within an environment where all can thrive. Manage, support and motivate so that everybody, whatever their role, is successful and valued	E	
5.6	Lead safeguarding to ensure that the welfare, safety, security and wellbeing of all pupils is prioritised	E	

6	Problem solving and communication	E/D	SOURCE
6.1	Deal sensitively with people with very different and demanding expectations, demonstrating an ability to avert and resolve conflict	E	A/ I /P
6.2	Be insightful; identify opportunities for the school but also anticipate problems and think with imagination and creativity to solve them.	E	
6.3	Communicate, negotiate, and secure the cooperation of a wide range of people, engendering a culture of open communication where opinions and views are welcomed and respected	E	
6.4	Develop and maintain an effective network of contacts across all agencies and communities with whom the school interacts	E	

7	Personal Effectiveness	E/D	SOURCE
7.1	Be self-motivating and achieve challenging professional goals	E	A/ I /P
7.2	Take responsibility for your own professional development in partnership with the governors	E	

7.3	Create a strong positive personal impact, conveying authority, confidence, warmth and humour and approachability	E	
7.4	Demonstrate flexibility and open-mindedness, able to adapt to changing circumstances and new ideas	E	
7.5	Imbue your school with enthusiasm, commitment and passion for education	E	
7.6	Be a highly visible leader, displaying reliability, resilience, and integrity	E	

About Us

Why do we collect your personal data?

It is necessary for us to collect and process personal data about you to assess your eligibility to work with us and to decide about your recruitment and employment. More specifically, this will include but is not limited to the following:

- Assessing your skills, qualifications, and suitability for a role within the school
- Carrying out background and reference checks, where applicable
- Communicating with you about the recruitment process
- Maintaining records relating to the recruitment process
- To comply with legal or regulatory requirements e.g. Safer Recruitment

We will not collect any personal data that we do not need and as far as is reasonable and practicable will ensure that the information recorded is accurate and kept up to date.

What personal data do we collect?

The personal data we will collect includes:

- Personal contact details such as name, address, telephone number and email address
- Date of Birth
- National Insurance Number
- Employment history
- Qualifications and other academic achievements
- Contact information for the provision of references
- Identification documents
- Results of psychometric testing, where applicable.
- We will also collect and use the following "special categories" of more sensitive personal data:
- Information about your race, ethnicity, religious beliefs, sexual orientation, and political opinions
- Trade union membership
- Information about your physical and mental health, including any medical conditions.
- Information about criminal convictions and offences, including information from the Disclosure and Barring Service.
-

Who do we get your personal data from?

This information is collected in the following ways:

- Provided to us directly by you through the application form and at interview
- From your named referees

Who do we share your data with?

We will only share information when it is necessary to do so for the purpose of recruitment and in accordance with the law. Where necessary, we will share your data with organisations that deliver services on behalf of the school.

Where necessary we will share your personal data with the following categories of recipients:

- Disclosure and Barring Service
- Occupational Health Provider
- Previous employers and other individuals identified as capable of giving a reference
- Professional advisors and consultants involved in the recruitment exercise

How long do we keep your data for?

We are required to retain your personal data only for as long as is necessary, after which it will be securely destroyed in line with the school's retention policy.

Retention periods can vary and will depend on various criteria including the purpose of processing, regulatory and legal requirements, and internal organisational need.

Retention periods for recruitment data are: 6 months

How do we keep your data safe?

We have Data Protection Policy which sets out how we aim to keep your personal data secure. The policy can be found at: <https://www.fridaybridge.cambs.sch.uk/office/resources/fbps-data-protection-policy-4.pdf>

Access to information is strictly controlled based on the role of the professional.

All staff are required to undertake regular data protection training.

Your personal data is not processed outside of the EU by the school.

Your Rights

You have several rights which relate to your personal data.

- You are entitled to request access to any personal data we hold about you and you can also request a copy.
- You can also request that we correct any personal data we hold about you that you believe is inaccurate.
- You can request that we erase your personal data and request that we stop processing all or some of the personal data we hold.
- We are obliged to consider and respond to any such request within one calendar month.
- To exercise any of your rights please contact the schools Data Protection Officer, contact details below.

Further Information

If you wish to make a request or make a complaint about how we have handled your personal data please contact:

- Data Protection Officer at Friday Bridge Primary School is Vanessa Green
DPO@theictservice.org.uk
- School Office – office@fridaybridge.cambs.sch.uk

Alternatively, you can contact the school by writing to:

The Data Protection Officer
Friday Bridge Primary School
Maltmas Drove
Friday Bridge
Wisbech
PE14 0HW

If you are not satisfied with our response or believe we are not processing your personal data in accordance with the law, you can complain to the Information Commissioner's Office (ICO)

www.ico.org.uk