



# Market Drayton Junior School

Collaboration • Aspirations • Respect • Positivity

## JOB APPLICATION PACK

### CHILD & FAMILY WORKER (DEPUTY DESIGNATED SAFEGUARDING LEAD)



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#### Market Drayton Junior School

Alexandra Road | Market Drayton | Shropshire | TF9 3HU

T: 01630 652769

E: [admin@mdjunior.empowermat.co.uk](mailto:admin@mdjunior.empowermat.co.uk)

W: [www.marketdraytonjunior.co.uk](http://www.marketdraytonjunior.co.uk)



Inspire • Empower • Achieve  
An Empower MAT School

# ABOUT THE POST

<b>Job title:</b>	Child and Family Worker (DDSL)
<b>Reports to:</b>	Headteacher   Assistant Headteacher
<b>Hours of work:</b>	37 hours a week   Term Time Only
<b>Salary:</b>	Grade 7   £14.84 – 15.58 per hour   £28,624 - £30,060p.a. pro rata
<b>Contract Type:</b>	12mth Fixed term in the first instance, with the possibility of becoming permanent
<b>Required:</b>	January 2025

**School vision:** Passion for Learning, Skills for Life.

**Values:** Collaboration; Aspirations; Respect; Positivity.

Market Drayton Junior School is a thriving three form entry school whose core purpose is to equip every individual with skills for life and a passion for learning through the delivery of a dynamic, vibrant curriculum and inspirational, innovative teaching. The school aims to provide a happy and safe learning community in which all individuals are nurtured and inspired to achieve their best. We are seeking to appoint a highly motivated and enthusiastic Child & Family Worker to join our supportive and dedicated team to work with pupils and families across both Market Drayton Infant & Nursery School and Market Drayton Junior School sites.

Minimum NVQ level 3 or equivalent e.g. in Education, Health or Social Care, Community Development or Diploma in Youth & Community Work or similar qualification required.

## How to Apply

Applications are to be submitted on the Empower Trust Application Form (attached to the pack). We will decide whether to invite you for interview on the basis of information given by you on your application form. Market Drayton Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All applicants will be subject to a Disclosure Barring Service check before appointment is confirmed. We are committed to equality and diversity.

Visits to the school are encouraged and we have made two slots available (see below).

**Closing Date:** Monday 25<sup>th</sup> November 2024

**Interviews:** Wednesday 4<sup>th</sup> December 2024

**Visits to the school are available on:**

Monday 11<sup>th</sup> November at 2.00pm

Monday 18<sup>th</sup> November at 4.00pm

*Contact the school Admin Team to book (contact details as below).*

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# JOB DESCRIPTION

## Part 1: Main duties/responsibilities

### General duties

- Offer emotional and practical support to parents, pupils and families, in their own homes where necessary, responding quickly to changing needs and circumstances.
- Offer a whole family approach to families with using the strengthening families criteria (must meet at least 2 of the criteria).
- Build trusting relationships with parents and pupils to help support their needs, to develop independence and resilience rather than dependence.
- Work alongside colleagues to assess the needs of the families referred for support and participate in the reviews and evaluation of the support.
- Plan creative and innovative responses to families' needs and keep high-quality records and assist with the preparation of reports.
- Act as a DDSL, raising any immediate concerns with the Headteacher. Make referrals to FPOC, following discussion with Headteacher, use the Threshold Document, complete MARF forms, attend strategy and other meetings as needed.
- To receive line management and supervision as agreed with the line manager.

### Supporting families

- Act as a point of contact for families in need of support.
- Establish and foster good relationships with families.
- Promote the self-esteem of parents and help them to communicate openly.
- Discuss issues, e.g. difficulties at home, with parents in a confidential manner and in accordance with the school's Confidentiality Policy.
- Support inclusive practices, focusing on preventative and early intervention measures.
- Support vulnerable and 'at risk' pupils and families in a manner appropriate for individuals' needs.
- Share information on practical childcare and parenting skills with families who request it.
- Facilitate group family support sessions and conduct them in a positive, holistic and confidential manner.
- Be knowledgeable of the range of agencies available locally; working with them directly or signposting parents towards suitable assistance.
- Ensure the Essentials for Engagement are in place:
  - Consent is in place where appropriate.
  - There will have been an assessment taking account of the needs of the whole family.
  - There is an action plan that takes account of all (relevant) family members.
  - To act as the Lead Professional, where appropriate.
- Be a DDSL at the school and act in accordance with the Children Protection and Safeguarding Policy.
- Participate in training events as required to ensure your knowledge is up-to-date and reflects good practice advice.

- To provide guidance and support for families experiencing difficulties in a way that does not bring them into conflict with neighbours, the community and housing agencies. To maintain contact with families for an agreed length of time to help families develop more effective strategies and skills to improve outcomes for the whole family.
- To deliver parenting support using the Solihull Model, where appropriate (individually or in a group).
- To maintain regular contact with families of children and young people receiving support to encourage positive family involvement in the child's/young person's learning.

### **Supporting pupils**

- Complete common assessment forms with families to ensure they receive appropriate support.
- Liaise with teachers, the Headteacher, SENCO, DSLs, and any other relevant persons regarding pupils.
- Work across all of the both the Infant and Junior schools to support vulnerable children within the same family as needed.
- Provide pastoral support to pupils as required, implementing pastoral support plans as appropriate.
- Establish good relationships with pupils, acting as a role model and setting high expectations of pupils.
- Assist with the development of behaviour plans to ensure pupils have the support in place to positively engage with learning.
- Encourage pupils to interact and engage with activities and learning and develop pupils' confidence and self-esteem.
- Under guidance from teachers, provide feedback to pupils in relation to their progress and achievement to help them make meaningful and positive progress.
- Provide one-to-one support for pupils as and when required, including during typically more stressful times such as the lunch period.
- Be available as timetabled during break and lunchtime to offer drop-in and/or planned support to identified children.
- Withdraw and support pupils whose behaviour is proving a significant barrier to their own or others learning, in consultation with assistant heads or headteacher.

### **Supporting the school**

- Be aware of, and comply with, all policies and procedures relating to child protection, health and safety, security and data protection.
- Report all concerns to the Headteacher and conduct progress meetings surrounding action plans for improving the school environment.
- Contribute to the overall aims and vision of the school.
- Establish and maintain effective working relationships with colleagues within the team, local area and organisation.
- Assist in the supervision and training of learning assistants where required.
- Assist in the planning of opportunities for pupils outside of the school.
- Accompany teaching staff and pupils on school trips and visits and develop appropriate support plans for pupils attending trips as required.
- Provide advice and guidance to staff, pupils, parents and others.

- To attend and participate in the Early Help Partnership meetings, professionals' meetings, case conferences, Strengthening Families Locality meetings and relevant neighbourhood meetings, and prepare reports when required.
- To develop good relationships with a range of staff across both Adult and Children's Services as well as with non-statutory partner agencies.
- To receive specialist training, as identified by the line manager, and facilitate intervention programmes when required.
- To complete home visits with another colleague under the direction of the Headteacher.

### **Supporting staff**

- To communicate effectively with all appropriate staff to ensure all are aware of vulnerable children's needs e.g. via CPOMs, face to face.
- Assist in supporting learning through intervention measures.
- To maintain high standards of professional integrity and respect for others.
- Assist in the implementation of behaviour plans and other support plans as required.
- Liaising with all school staff where appropriate, e.g. providing supporting resources for them to use, training support.
- With the support of the class teacher direct teaching assistants to deliver interventions.
- Work with teachers to employ strategies to support pupils' achievements and learning goals.
- Promote good pupil behaviour and deal with conflicts and incidents in line with the schools' Behavioural Policy.

### **Administration**

- To maintain records securely (CPOMS), participate in data monitoring activities, and undertake evaluation procedures as advised by the line manager.
- Respond to and conduct correspondences with parents regarding their child's needs, which may involve complex matters.
- Manage complex attendance procedures where required, e.g. liaising with the office team, EWO, preparing information for court prosecutions, visiting parents, and making sure parents understand their responsibilities regarding their child's education and their child's regular attendance.
- Provide detailed analysis and evaluation of data and produce detailed reports/information as required.
- Be responsible for the completion and submission of complex forms, returns, etc., including those to outside agencies, e.g. persistent absence reports.
- To provide written and verbal reports as required.

## **Part 2: Deputy Designated Safeguarding Lead Job Description**

### **Deputy designated safeguarding leads**

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

### **Manage referrals**

Following discussion and guidance of the Designated Safeguarding Lead, wherever possible, the deputy designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required.
- support staff who make referrals to local authority children's social care.
- refer cases to the Channel programme where there is a radicalisation concern as required.
- support staff who make referrals to the Channel programme.
- refer cases where a crime may have been committed to the Police as required.

### **Work with others**

The deputy designated safeguarding lead is expected to:

- liaise with the designated safeguarding lead/head of school/executive headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

### **Training**

The deputy designated safeguarding lead should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff.
- are alert to the specific needs of children in need, those with special educational needs and young carers.
- are able to keep detailed, accurate, secure written records of concerns and referrals.

- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- obtain access to resources and attend any relevant or refresher training courses.
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### **Raise Awareness**

The deputy designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately.
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **Availability**

During term time the deputy designated safeguarding lead should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst, generally speaking, the deputy designated safeguarding lead would be expected to be available in person, in exceptional circumstances availability via phone and or Skype or other such media is acceptable.


It is a matter for the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

**The job description can be amended at any appropriate time, within the terms and conditions and following consultation between the Headteacher and Assistant Headteachers. It will be reviewed at regular intervals.**

# PERSON SPECIFICATION

	Essential	Desirable
Qualifications and training	<p>The successful candidate will:</p> <ul style="list-style-type: none"> <li>• NVQ level 3 or equivalent e.g. in Education, Health or Social Care, Community Development or Diploma in Youth &amp; Community Work</li> <li>• The achievement of English and Maths or equivalent to level 2 of the National Qualification Framework</li> <li>• Evidence of continued professional development</li> <li>• Willingness to undertake further training to provide appropriate services in relation to child and family support services.</li> <li>• Be subject to a relevant DBS check.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a first aid certificate.</li> <li>• Hold a counselling qualification.</li> <li>• Have a driving license with access to a car.</li> <li>• Safeguarding Training</li> </ul>
Experience	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"> <li>• Working with vulnerable children and families.</li> <li>• Handling safeguarding concerns, including following confidentiality measures.</li> <li>• Working with SEND and disabled children.</li> <li>• Planning and running support groups and delivering supportive training.</li> <li>• Supporting children in the Primary phase, including EYFS.</li> <li>• Implementing support measures and monitoring their effectiveness.</li> <li>• Using relevant technological systems in order to track and analyse pupils' data.</li> <li>• Knowledge and understanding of support services available to families.</li> <li>• Experience of working with professionals in other agencies who work with children, young people or their parents to develop SMART action plans and achieve targeted outcomes.</li> <li>• Experience of recording information about families, and maintaining these appropriately.</li> <li>• Demonstrate a good understanding of what good assessments, plan and exit strategies look like.</li> </ul>	<ul style="list-style-type: none"> <li>• Working in the field of domestic abuse.</li> <li>• Working in culturally diverse communities.</li> <li>• Forming, developing and maintaining partnerships with external support agencies.</li> <li>• Good practice procedures for working with children and families.</li> </ul>



<p><b>Knowledge and skills</b></p>	<p>The successful candidate will be able to:</p> <ul style="list-style-type: none"> <li>• Carry out all aspects of the role to a high standard at all times.</li> <li>• Communicate with colleagues, parents and pupils in a friendly and professional manner.</li> <li>• Undertake their work within an anti-discriminatory and empowerment framework.</li> <li>• Reflect on their own practices and undertake training to continue their professional development.</li> <li>• Write clear and accurate reports on pupils' needs and progress, accounting for teachers' comments and feedback.</li> <li>• Demonstrate planning, organising and monitoring skills.</li> <li>• Support people in distress and crisis.</li> <li>• Demonstrate their understanding of children and families and the challenges that they can face.</li> <li>• Ability to prioritise workloads, meet demands and evaluate effectiveness of own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Work flexibly to meet families' needs.</li> <li>• Assess children and their families to develop support plans.</li> <li>• Demonstrate their ability to monitor and evaluate services and progress.</li> <li>• Plan, provide and monitor training programmes for supporting complex families.</li> <li>• Working knowledge of the Children Act 1989 and 2004.</li> <li>• Ability to evaluate funding requests, offer advice and process any funding through the correct channels</li> </ul>
<p><b>Personal qualities</b></p>	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> <li>• Excellent verbal and written communication skills.</li> <li>• Excellent time management and organisation skills.</li> <li>• A flexible approach towards working practices.</li> <li>• High expectations of self and a desire to maintain professional standards.</li> <li>• The ability to work as both part of a team and independently.</li> <li>• The ability to maintain successful working relationships with colleagues.</li> <li>• High levels of drive, energy and integrity.</li> <li>• A commitment to equal opportunities and empowering others.</li> <li>• An understanding that individuals may have fundamental differences, and the ability to adapt plans to accommodate for these.</li> <li>• A commitment to supporting others.</li> <li>• An excellent understanding of confidentiality.</li> <li>• An understanding of child development and how adverse events can impact progress.</li> </ul> <p>The successful candidate will be:</p> <ul style="list-style-type: none"> <li>• Committed to promoting high quality support and intervention to pupils and families.</li> <li>• Dedicated to their professional development and achieving desired qualifications.</li> <li>• Able to plan and take control of situations.</li> <li>• Committed to contributing to the wider school and its community.</li> <li>• Capable of handling a demanding workload and successfully prioritising work.</li> <li>• Professionally assertive and clear thinking.</li> <li>• A good team player, with the ability to also work using their own initiative.</li> </ul>	

	<ul style="list-style-type: none"> <li>• A creative thinker who is committed to developing new support measures to meet pupils' needs.</li> <li>• A sensitive and understanding person who can have difficult conversations with families.</li> </ul>	
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## PROBATIONARY PERIOD FOR SCHOOL SUPPORT STAFF

The Empower Trust probationary policy applies to all support staff employees (permanent, temporary and fixed term contracts) employed by the school, with the exception of:

- Employees who have successfully completed a probationary period in a similar role within the same, or another Trust school.
- Employees or trainees on training / apprenticeships where their specific training agreement modifies part, or all, of this procedure.
- Casual staff Employees that have transferred into the school under a TUPE transfer.

The probationary period will be for a minimum period of 6 months. This may be extended in some cases in discussion with the employee.

The support staff probationary period consists of a structured programme of review meetings aimed at assessing and reviewing the employee's performance, capability and suitability for the role. An initial induction meeting will be held with the headteacher/line manager. This will be followed by at least four further review meetings, including a final review, at regular intervals throughout the probationary period.

The reviews will focus on the following areas:

- Quality & accuracy of work
- Efficiency
- Attendance
- Timekeeping
- Work relationships (teamwork and interpersonal and communication skills)

# SCHOOL VISION STATEMENT

Our school values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

Our school vision is "to create a learning environment which encourages every individual to achieve their best in all aspects of their lives".

Passion for Learning, Skills for Life.

Our Values are:

## Collaboration

We work together to support everyone to achieve their aims.



## Aspirations

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



## Respect

We are thoughtful and considerate to ourselves, others and the environment. Integrity - We are honest, transparent and fair in everything we do.



## Positivity

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



# APPLICATION & SELECTION PROCESS

Please complete the online application form in full and submit with a supporting letter detailing how your skills, experience and attributes reflect the vision, ethos and values of the school and how they align with the person specifications provided.

All completed application forms should be emailed to the school at:  
[admin@mdjunior.empowermat.co.uk](mailto:admin@mdjunior.empowermat.co.uk).

Please ensure that your application is submitted by the closing date listed on the advert.

## **Selection Procedure**

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

## **Safer Recruitment**

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

## **On the day of interview**

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

The following are acceptable:

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

Applicants will also need to bring in their qualification certificates.

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

## **Data Protection**

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

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# PRIVACY NOTICE FOR APPLICANTS

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

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

## What is personal information?

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

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

## Legal Basis for Using Personal Data

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

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

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

To operate an effective recruitment process, we will collect and store personal information you submit as part of the application process. By submitting your personal information, you are consenting to us using it in accordance with this policy.

You are under no obligation to provide your consent for the organisation to hold your data out-side of the recruitment process. If you do not consent to the organisation holding, processing, and sharing your personal data during the recruitment process, we may not be able to process your application.

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

### **What data do we hold on you?**

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

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

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

### **Who has access to your personal data?**

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

### **How do we protect applicants' personal data?**

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

## What rights do you have in relation to your information?

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

- The right of access to the personal data and supplementary information. This right is to enable you to be aware of and verify the lawfulness of the personal data we are processing.
- The right to rectification. This right allows you to have personal data rectified if it is inaccurate or incomplete.
- The right to erasure. This is also known as the 'right to be forgotten'. This is not an absolute right and applies in specific circumstances.
- The right to restrict processing. This right applies in circumstances where, for example, the data subject contests the accuracy of the data or challenges the public interest or legitimate interest basis. Further guidance can be obtained from the ICO's website.
- The right to data portability. This allows individuals to obtain and reuse their personal data for their own purposes.
- The right to object. Individuals have the right to object to:
  1. Processing based on legitimate interests or the performance of a task in the public interest/exercise of official authority.
  2. Direct marketing.
  3. Processing for scientific/historical research and statistics.
  4. Rights in relation to automated decision making and profiling.

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

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

This policy may be subject to change, and any changes.

We recommend that you check the Privacy Notice each time you submit an application. If you have a concern about the way we are collecting or using your personal data, we ask that you raise your concern with us in the first instance by contacting the Data Protection Officer on [admin@empowermat.co.uk](mailto:admin@empowermat.co.uk).

Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns> to raise any issues you have.

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