St Mary's and St Peter's
Church of England Primary School

Head Teacher Recruitment Pack

www.smsponline.co.uk

CONTENTS

1 Letter From Chair of Governors

2 Letter from the Clergy of St Mary with St Alban and St Peter & St Paul

3 Qualities our school community would like to see in our new Head Teacher

4 Head Teacher Job Description

5 Head Teacher Person Specification

6 School Profile

Letter from Chair of Governors

Dear Applicant,

Thank you for exploring the possibility of applying for the post of headteacher at St Mary and St Peter CofE Primary School, Teddington.

After serving the school for eighteen years, our headteacher Mr Logan is retiring this summer. Under his leadership we have had a major building programme that allowed us to expand to three form entry, with a successful pre-school also on site. Our last Ofsted inspection graded us as Outstanding, and in 2018 SIAMS also graded us as Outstanding.

We are very proud of our school. It has an experienced and committed staff who value each child as an individual. Over the last year, they have navigated the changing circumstances brought about by the pandemic with care and flexibility. Our pupils treat each other with respect and kindness and are involved in every aspect of school life. Pupils from each year group are elected by their peers to serve on the very active School Council.

We have an active Friends Association, and encourage partnerships with parents, church and community. Our governors are experienced and work well together, involving themselves in all aspects of school life.

Our Governing Body is now committed to finding a headteacher who will continue to foster our strong sense of community, and, through strong leadership and coherent strategic direction, build on the school's strengths and take it forward to further success.

But words on a page will only give you a partial picture of who we are. We hope you will visit the school if possible. The necessary measures needed to keep you and us safe in this time of Covid will be in place. Please contact Allison Peach, our School Business Manager, to arrange a suitable time: apeach@smsp.richmond.sch.uk

We hope that interviews will be able to take place on site, with all necessary arrangements in place, but it may be that a blended approach including on-line may need to happen.

On behalf of the Governors, thank you again for your interest in this post. We will look forward to receiving your application.

With best wishes,

M. Hawes.

Mary Hawes (revd.)

Chair of the Governing Body

A letter from the local Vicar and Vice-Chair of Governors

ST MARY WITH ST ALBAN
ST PETER AND ST PAUL
Two Churches serving One Community

Dear Applicant,

I'm delighted that you are interested in applying for the post of Head Teacher at St Mary's and St Peter's Church of England Primary School.

It is a popular and thriving school which is 'Christian to its very core', as described by the 2018 SIAMS report. It has been serving the community of Teddington since 1832 and is sponsored by the two Teddington parishes reflected in its name: 'St Mary with St Alban' and 'St Peter and St Paul'. It also has strong support from the recently created parish of St Michael's Fulwell.

The partnership between the churches and the school brings a huge benefit to both organisations as well as to the wider community. Recent examples include the collaboration to produce a recorded Crib Service and the way that vulnerable families have been looked after during the covid pandemic.

There is currently a very strong clergy team in Teddington and we are committed to developing our relationship with the school. I am fully involved as a governor alongside Rev Mary Hawes (Assistant Priest at St Mary with St Alban) and Rev Simon Pedley (Associate Minister at St Michael's Fulwell). We are always on hand to provide pastoral care and a sympathetic ear to staff (including the Head Teacher) should anyone need it. There is a clergy-led assembly every week, and large school services at the major Christian festivals. The latest SIAMS report found the impact of collective worship on the school community to be outstanding:

Everyone is included in worship, including the most vulnerable pupils, and pupils really enjoy being involved....It makes a significant difference to the lives of the pupils, both in and out of school, and helps them to develop a depth of spirituality.

We are looking for a Head Teacher who can deepen this experience for our whole school community. We can assure you of our ongoing support in this endeavour, and we look forward to forming a fruitful partnership with whoever is appointed.

Your faithfully,

Joe Moffatt

Rev Joe Moffatt
Vice-Chair of Governors
Vicar, St Mary with St Alban
Priest-in-charge, St Peter and St Paul

Qualities the staff would like to see in a new Head Teacher

Open and involving

An approachable and sympathetic person who can empathise with the children and the staff.

Approachable

Compassionate and flexible in interacting with people – conveys a convincing humanity.

Someone who is supportive of the staff and who will stand up for them when necessary.

Someone who allows (and actually encourages) the staff to take risks in their teaching.

Supportive

Fair

A team player, who encourages the whole community to help develop the school's vision and values and to share ownership of the school development plan.

Someone who is genuinely committed to inclusion in all its forms.

Someone who will maintain and develop the Christian dimension of the school's life and work.

Energy

Sympathetic

Someone who has a forward-thinking attitude towards teaching and learning but who doesn't simply jump on the next bandwagon.

An inspirational teacher with a willingness to pitch in at classroom level.

An open and involving leadership style and definitely not a dictator!

Willing to pitch in

Even-tempered and consistent from one day to the next.

Decisive

Decisive but fair in decision-making.

Someone who communicates a sense of energy and enthusiasm, who is efficient and effective and who sees things through once they've been started.

Forward thinking

Qualities the children would like to see in a new Head Teacher

supportive and helpful to us

A wise person.

Understanding, kind and encouraging towards us

Will make sure the school is kept clean, tidy and attractive, inside and out.

fun and can have a laugh with us.

Qualities parents would like to see in a new Head Teacher

Passionate about developing children's interests and their learning.

Excellent rapport with the children.

Able to maintain and further develop the Christian dimension of the school and to promote a strong value's based approach to learning.

Able and willing to develop creativity, science and technology in the curriculum.

Someone who doesn't want to turn the school into a results-based hot-house.

Commitment to achieving high standards through a wide-ranging and interesting curriculum.

Able to maintain the 'small school' feel.

Strong sense of community - able to develop and maintain good relationships with the parents and Friends.

A visible and accessible leader, able to work flexibly in a decentralised way

A successful track-record of leading school improvement.

Able to balance the budget in difficult financial times.

Headteacher Job Description

Job Title: Head Teacher
Grade: Leadership Scale Point L28 to L34
Responsible to: The Governing Body

Main purposes of the role

As leader of the school, the headteacher will embody and promote its Christian ethos, values and culture.

The headteacher will provide the school with clear vision, strong leadership and coherent strategic direction, securing a climate of continuous improvement in order to build on the school's strengths and take it forward to further success.

The headteacher will ensure the safeguarding and welfare of all the children within a nurturing and inclusive environment, where high expectations and good behaviour u

Ethics and professional conduct

Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:
Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

Culture and ethos

School culture - Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism
- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

Professional development – Headteachers:
- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Curriculum and teaching

Teaching – Headteachers:
- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

Curriculum and assessment – Headteachers:
- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

Additional and special educational needs – Headteachers:
- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

Organisational effectiveness

Organisational management – Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

School improvement – Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Working in partnership – Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Governance and accountability

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Postscript

The headteacher will also be required to undertake other such reasonable duties as deemed necessary by the Governing Body.

This appointment is subject to the current conditions of employment set out in the Teachers Pay and conditions as they relate to headteachers, and to the general terms and conditions set out in the Burgundy Book.

St Mary's & St Peter's CE Primary School is committed to safeguarding and protecting the welfare of children. All members of staff and volunteers are expected to share this commitment.

A disclosure and Barring Service (DBS) certificate will be required for this post. The post will be subject to enhanced checks as part of the school's Prevent duty. The headteacher will be the lead authority on safeguarding and will therefore be required to keep fully acquainted with the relevant legislation and of any changes that may come about in safeguarding practice.

This job description may be amended at any time following consultation between the headteacher and the Governing Body.

Head Teacher Person Specification

The knowledge, skills and understanding listed in this person specification are derived from the elements of the job description for this post. Short-listing will be carried out on the basis of how well the requirements of the person specification are met. You should indicate clearly how you believe you meet these requirements, with examples of impact, when you complete the application form and the supporting statement. If you are selected for interview, you will be asked to undertake various practical tasks during the day which are related to items in the person specification.

A: Application form; SS: Supporting Statement; I: Interview tasks

Qualifications and experience	
Qualified Teacher Status at first degree level or equivalent.	A
Desirable: National Professional Qualification for Headteachers or other significant leadership qualification.	A
Successful senior leadership experience in a primary school at headteacher or at a large primary school at deputy	A SS
Substantial experience across the whole primary age-range.	A SS
Experience of working with children from diverse ethnic backgrounds, with special educational needs, children learning English as an additional language and children with mental health challenges	A SS I
Experience of working with relevant IT systems, including those designed to support teaching and learning, strategic planning, school financial management and high-quality communication.	A SS I

Leadership skills, knowledge and understanding	
The ability to communicate a clear Christian vision for the future development of the school, together with a strong vision of what the school will bring for the children under its care	SS I
Commitment to the ethos and values of a Church of England primary school and to further developing links with the parishes that the school serves.	SS I
The ability to lead, motivate and inspire others, to support colleagues in their work as individuals and as part of a team and to empower staff members to ensure they grow and develop as teachers	SS I
The ability to plan and successfully manage the school's financial and other resources so as to promote the achievement of its strategic objectives.	SS I
Deep knowledge and understanding of national and local education issues that are relevant to the school's leadership.	SS I
An understanding of the characteristics of effective classroom practice and curriculum design, and of how teachers and teaching assistants can best be helped to further improve their work.	SS I
The ability to promote high expectations, instilling in staff a strong sense of accountability, which results in strong outcomes for children.	SS I
Experience in building a workplace ethos of strong team working, mutual support and continued improvement across a school.	SS I
Experience of what constitutes effective succession planning, achieved by identifying emerging talents amongst the staff and by coaching current and aspiring leaders.	SS I
Demonstration of how rigorous performance management systems can be used positively to promote excellence both in the quality of teaching and in the standards achieved by the children.	SS I
An understanding of the characteristics of strong and effective school governance, and of what the headteacher can best do to support the Governing Body in understanding its role and delivering its functions effectively.	SS I
An ability to distribute leadership at all levels throughout the school, ensuring that all members of staff have distinct roles and responsibilities, as appropriate, are able to hold each other to account and have the opportunity to build their experience and personal development goals	SS
The ability to provide dynamic and imaginative leadership for strategic school improvement planning, ensuring the involvement of all stakeholders in the process.	SS I
The ability to identify and evaluate data critical to the assessment of the school's performance and to take appropriate action based on the findings, in the best interests of the school.	SS I
The ability to plan, prioritise and delegate responsibilities according to the school's day to day and longer term needs.	SS I

Experience of implementing a high quality continuing professional development plan for the teaching staff	SS I
A readiness to develop positive professional relationships with fellow professionals and colleagues in other schools and in other public services in order to secure the best outcomes for the children.	SS I

Safeguarding, Equality & Inclusion	
Demonstrate knowledge and understanding of safeguarding and child protection.	SS I
Evidence of commitment to promoting the welfare and safeguarding of children ensuring all staff and volunteers share this commitment.	SS I
Demonstrate knowledge and understanding of equality issues and legislation.	SS I
Evidence of commitment to promoting an inclusive environment for all pupils.	SS I
Actively draws on the diversity within the school community to enhance learning and support the academic, moral, spiritual, social and cultural development of all pupils.	A SS I

Personal Attributes	
An understanding of how children learn most effectively in school settings.	SS I
Possesses excellent written and oral communication skills.	SS I
Thinks creatively to anticipate and solve problems.	SS I
Demonstrates the ability to embrace and enable change.	SS I
Demonstrates good judgement and emotional intelligence.	SS I
Remains resilient, robust and calm under pressure.	A SS I
A willingness to learn and adapt to new and challenging situations	A SS I

School Profile

St Mary's and St Peter's is a Church of England Primary school which has served the local community of Teddington since 1832, and provides high quality education with an emphasis on a love of learning and achievement within a happy Christian environment.

Leadership Structure

Head Teacher
Deputy Head Teacher x 2
Five other members of the SLT (SENCo, School Business Manager, FS Co Ordinator, KS1 Co Ordinator, KS2 Co Ordinator)
Five Middle Leadership posts (RE, English, Maths, PE, Computing)

Organisation Chart

<table>
<tr><td rowspan="4">Leader-ship Team</td><td colspan="12">Head Teacher</td></tr>
<tr><td colspan="12">Deputy Head</td></tr>
<tr><td colspan="12">Deputy Head</td></tr>
<tr><td colspan="5"></td><td>FS Phase Leader</td><td>KS1 Phase Leader</td><td colspan="2">KS2 Phase Leader</td><td>SENCo</td><td colspan="2">School Business Manager</td></tr>
<tr><td rowspan="2">Middle Leaders</td><td colspan="5" rowspan="2">Subject Leaders</td><td></td><td></td><td>Year 3& 4 group leaders (2 posts)</td><td>Year 5&6 group leaders (2 posts)</td><td></td><td>Finance Officer</td><td>Prem-ises Manag-er</td></tr>
<tr><td>English KS1 & KS2</td><td>Maths KS1 & KS2</td><td>Com-puting & ICT</td><td>SMSC & RE</td><td>PE (Sports)</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td colspan="10">Class Teachers and Teaching Assistants</td><td colspan="2">Receptionist, Welfare, Admin Staff</td></tr>
</table>

Number of Staff

27 Teachers
39 TAs
8 Non-teaching Staff

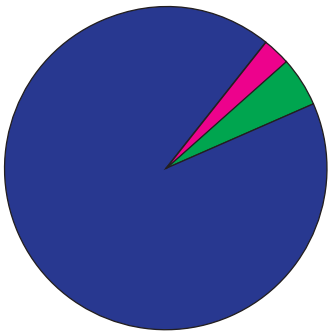
Number of children on roll (including Pre school)

636

Age range

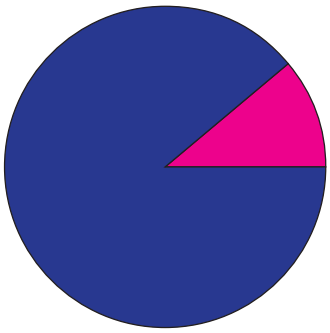
3 - 11 years

Pupils receiving support for Special Educational Needs



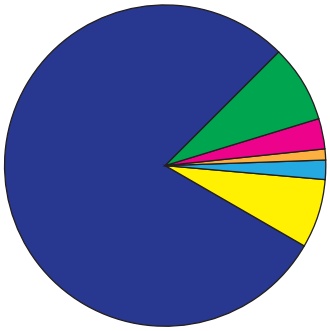
	No SEN
	Pupils with an EHCP 2.7%
	SEN in school 4.9%

Pupils with English as an additional language



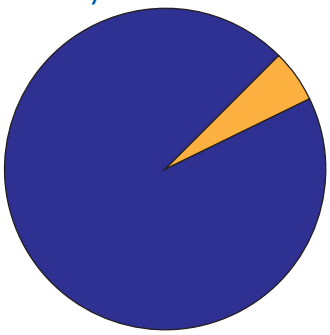
	No
	Yes 11%

Number of Pupils on Roll by Ethnicity



	White British 79%
	Asian 3%
	African 1%
	Chinese 2%
	Mixed 7%
	White Other 8%

Pupils Currently Entitled to Free School Meals



	Not entitled
	Entitled 5.5%

SMSP Data 2019

2019 Results: EYFS, Year 1 Phonics and Year 2 SATs					
% of 90 children	EYFS GLD	Year 1 Phonics EXS	KS1 EXS Reading	KS1 EXS Writing	KS1 EXS Maths
School 2019	84	92	84	79	85
National 2019	72	82	75	69	76

Year 2 SATs Breakdown			
% of 90 children	PK/WT	EXS	GD
Reading	16	84	49
Writing (TA)	21	79	39
Maths	15	85	51

2019 Results: KS2 SATs					
% of 90 children	KS2 Expected Standard Reading	KS2 Expected Standard Writing	KS2 Expected Standard GPS	KS2 Expected Standard Maths	KS2 Expected Standard RWM
School 2019	95	87	95	95	84
National 2019	73	78	78	79	65

Year 6 SATs Breakdown				
% of 90 children	WTS	EXS	GD	EXS/GD combined
Reading	5	95	44	95
GPS	5	95	52	95
Writing (TA)	13	87	32	87
Maths	5	95	55	95

Privacy Notice

How we use Job Applicant's Information

Under data protection law, individuals have a right to be informed about how the school uses any personal data that we hold about them. We comply with this right by providing 'privacy notices' (sometimes called 'fair processing notices') to individuals where we are processing their personal data.
This privacy notice explains how we collect, store and use personal data about individuals applying for jobs at our school.
We, St Mary's & St Peter's CE Primary School are the 'Data controller' for the purposes of data protection law.
We have appointed Grow Education Partners Ltd as our data protection officer (DPO and the responsible contact is David Coy (see 'Contact us' below).
Successful candidates will also need to refer to our privacy notice for the school workforce for information about how their personal data is collected, stored and used once they joined the school.

1. The personal data we hold

We process data relating to those applying to work at our school. Personal data that we may collect, use, store and share (when appropriate) about you includes, but is not limited to:

- Personal information (such as name, date of birth)
- Contact details and preferences (such as telephone number, email address, postal address)
- Copies of right to work documentation
- References
- Evidence of qualifications
- Employment records (such as including work history, job titles, training records and professional memberships)
- Information about your criminal record.
- Close Circuit Television (CCTV) Images
- Protected characteristics (such as Race, ethnicity, religious beliefs, sexual orientation)
- Relevant Medical Information; (such as Disability and access requirements)

We may also hold personal data about you from third parties, such as references supplied by former employers or service users, information provided during the completion of our pre-employment checks, and from the Disclosure & Barring Service, in order to comply with our legal obligations and statutory guidance.

2. Why we use this data

The purpose of collecting and processing this data includes but is not limited to;

- Staff Recruitment and ensuring we have all the necessary information to enter into a contract with you
- Fulfilling our legal obligations; for example to check a successful applicants eligibility to work in the UK before employment starts
- Enabling us to establish relevant experience and qualifications
- Facilitating safe recruitment, as part of our safeguarding obligations towards pupils
- Enabling equalities monitoring
- Ensuring that appropriate access arrangements can be provided for candidates that require them

3. Our lawful basis for using this data

This section contains information about the legal basis that we are relying on when handling your information. These are defined under Data Protection legislation and for personally identifiable information are

- Data subject gives consent for one or more specific purposes.
- Processing is necessary to comply with the legal obligations of the controller.
- Processing is necessary to protect the vital interests of the data subject.
- Processing is necessary for tasks in the public interest or exercise of authority vested in the controller (the provision of education).

When we process special category information, which is deemed to be more sensitive, the following lawful basis are used;

- The data subject has given explicit consent.
- It is necessary to fulfil the obligations of controller or of data subject.
- It is necessary to protect the vital interests of the data subject.
- Processing is carried out by a foundation or not-for-profit organisation (includes religious, political or philosophical organisations and trade unions)
- Reasons of public interest in the area of public health

4. Collecting this information

While the majority of information we collect about you is mandatory, some information that can be provided voluntarily.
Whenever we seek to collect information from you, we make it clear whether providing it is mandatory or optional. If it is mandatory, we will explain the possible consequences of not complying.

5. How we store this data

Personal data we collect as part of the job application process is stored in line with our data protection policy. When it is no longer required, we will delete your information in accordance with our data retention policy.

6. What if you do not provide personal data?

You are under no statutory or contractual obligation to provide data the School during the recruitment process. However, if you do not provide the information, we may not be able to process your application properly or at all.

7. Unsuccessful Candidates

If your application for employment is unsuccessful, the organisation will hold your data on file for 6 months after the end of the relevant recruitment process.

At the end of that period, your data is deleted or destroyed.

8. Data sharing

In order for us to legally, effectively and efficiently function we are required to share data with appropriate third parties, including but not limited to

- Former Employers – to obtain references.
- Employment background check providers- to obtain necessary background checks.
- Our auditors- to ensure our compliance with our legal obligations
- Our local authority – to meet our legal obligations to share certain information with it, such as shortlists of candidates for a headteacher position
- Suppliers and service providers – to enable them to provide the service we have contracted them for, such as HR and recruitment support
- Professional advisers and consultants
- Employment and recruitment agencies

9. Transferring data internationally

We may send your information to other countries where:

- we or a company we work with store information on computer servers based overseas; or
- we communicate with you when you are overseas (

The European Commission has produced a list of countries which have adequate data protection rules. The list can be found here: http://ec.europa.eu/justice/data-protection/internationaltransfers/adequacy/index_en.htm

If the country that we are sending your information to is not on the list or, is not a country within the EEA (which means the European Union, Liechtenstein, Norway and Iceland) then it might not have the same level of protection for personal information as there is the UK. However, we will always conduct appropriate due diligence when any of these circumstances occur to ensure there is no undue risk to your data

10. Data Protection Rights

Individuals have a right to make a 'subject access request' to gain access to personal information that the school holds about them.

If you make a subject access request, and if we do hold information about you, we will:

- Give you a description of it
- Tell you why we are holding and processing it, and how long we will keep it for
- Explain where we got it from, if not from you
- Tell you who it has been, or will be, shared with
- Let you know whether any automated decision-making is being applied to the data, and any consequences of this
- NOT provide information where it compromises the privacy of others
- Give you a copy of the information in an intelligible form

You may also have the right for your personal information to be transmitted electronically to another organisation in certain circumstances.

In most cases, we will respond to subject access requests within 1 month, as required under data protection legislation However, we are able to extend this period by up to 2 months for complex requests or exceptional circumstances.

We reserve the to verify the requesters identification by asking for Photo ID, if this proves insufficient then further ID may be required.

Your Other Rights regarding your Data:

- Withdraw their consent to processing at any time, this only relates to tasks which the school relies on consent to process the data.
- Ask us to rectify, erase or restrict processing of their personal data, or object to the processing of it in certain circumstances and where sufficient supporting evidence is supplied
- Prevent the use of their personal data for direct marketing
- Challenge processing which has been justified on the basis of public interest, official authority or legitimate interests.
- Request a copy of agreements under which their personal data is transferred outside of the European Economic Area
- Object to decisions based solely on automated decision making or profiling (decisions taken with no human involvement, that might negatively affect them)
- Request a cease to any processing that is likely to cause damage or distress

- Be notified of a data breach in certain circumstances
- Submit a complaint to the ICO
- Ask for their personal data to be transferred to a third party in a structured, commonly used and machine-readable format (in certain circumstances)

If you would like to exercise any of the rights or requests listed above, please contact Mrs A Peach

- info@smsp.richmond.sch.uk
- 020 8943 0476
- Somerset Road, Teddington, TW11 8RX

The School will comply with the Data Protection legislation in regard to dealing with all data requests submitted in any format, individuals are asked to preferably submit their request in written format to assist with comprehension.

11. Data Protection Breaches

If you suspect that yours or someone else's data has been subject to unauthorised or unlawful processing, accidental loss, destruction or damage. Then we ask that you please Mrs A Peach, School Business Manager at St Mary's & St Peter's CE Primary School and advise us without undue delay.

12. Complaints

We take any complaints about our collection and use of personal information very seriously.
If you think that our collection or use of personal information is unfair, misleading or inappropriate, or have any other concern about our data processing, please raise this with us in the first instance.

To make a complaint, please contact our independent data protection officer, David Coy (contactable on david.coy@london.anglican.org, 07903 506531).

Alternatively, you can refer a complaint to the Information Commissioner's Office:

- Report a concern online at https://ico.org.uk/concerns/
- Call 0303 123 1113
- Or write to: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

13. Contact us

If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact either our School Data Protection Lead, Mrs Allison Peach, School Business Manager at St Mary's & St Peter's CE Primary School or our independent Data Protection Officer, David Coy (contactable on david.coy@london.anglican.org, 07903 506531).

St. Mary's and St. Peter's Church of England Primary School
Head Teacher: John Logan

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