



# Recruitment Pack

Student Support Officer  
(Engagement and Learning)

## ROLE

Contract: Permanent, Full Time, Term Time + 5 days

Closing Date: 29<sup>th</sup> September 2025

Salary Range: C1/C3 (£28,598-£33,699 - pro rata for TTO)

Thank you for your interest in the role of Student Support Officer (Engagement and Learning) at Wetherby High School, this is an exciting opportunity for a talented individual to join our Team.

At Wetherby High School all our staff are deeply committed to ensuring every child receives an outstanding education. Our curriculum, teaching and pastoral care enable students to achieve at the highest academic level, unlocking doors to the future of their choice.

Our staff and students are ambitious to be the best version of themselves. That ambition extends way beyond their academic excellence. We want our students to reach their full potential academically and as young people moving into adulthood. We understand that central to this is developing character and a sense of social responsibility.

We place the children and their personal success at the heart of all our work which means that sometimes we do not take the easiest path, but the path that is right for each individual child. We know that when a child feels safe, happy and supported they thrive.

Strong relationships, developed through our coaching groups and staff circles, are a critical feature of our close and caring school community. Simply put we know our staff and children well and this ensures we offer a supportive and fulfilling learning environment with lots of opportunity to develop leadership potential in staff and children.



**“Working at Wetherby has shown how fundamental and necessary relationships are in teaching. I've loved being a coach and supporting students to thrive, academically as well as pastorally.”** Casey, Teacher of English

Our strong and distinct **Values** underpin all the work we do, they are lived out day to day in our policies, practices and interactions.



Our commitment to a **Restorative Practice** approach benefits both children and staff supporting the development of strong relationships which ensure everyone feels valued and listened to. This high support and high challenge approach way of working with pupils and staff supports wellbeing through the development of:

- a feeling of belonging and acceptance
- a sense of school community all moving in the same direction
- understanding how actions can affect others
- helping to choose to and want to do the 'right thing'
- developing social and emotional literacy
- developing character and a sense of civic responsibility
- learning how to move through conflict constructively together





The **Coaching Programme** at Wetherby High School is fundamental to 'knowing our children well' and in forming the strong relationships that are crucial for our school community. Coaching groups have approximately ten students (coachees) and one member of staff (coach). The groups are 'vertical' meaning they consist of coachees from Year 7 to Year 11. We meet as coaching groups three times a week; a Monday morning, Wednesday afternoon and Friday afternoon.



Our **House Structures** provide a further sense of belonging for our pupils and staff. As well as encouraging a strong positive competitive drive through inter-house competitions and events, pupils are encouraged to engage in a wide range of enrichment activities and opportunities, ensuring an inclusive approach for all.



## Welcome from the Headteacher

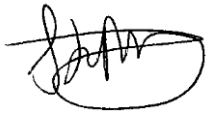
Many thanks for expressing an interest in the post of Student Support Officer (Engagement and Learning). I hope you find the enclosed information useful in preparing your application.

Wetherby High School is a vibrant and welcoming school with inclusive values at the centre of all our work. We believe all our students deserve to have adults around them that are committed to doing all they can to help them succeed in all areas of life. Wetherby High School is in an exciting phase of development, with a new state of the art building for the school community planned be ready in the near future.

The staff at Wetherby High School work exceptionally well together as a team and this post is a key role in providing support to identified students to re-engage them with their learning and our school community. This is therefore a very exciting position that will appeal to an ambitious individual seeking a varied and interesting opportunity to utilise and develop key skills. Wetherby High School is committed to providing high quality continuous development for all our staff. Our wide range of enrichment, extra -curricular activities and community builders provide our staff with opportunities to get involved and share their interests and hobbies alongside their professional knowledge and expertise.

If you believe that you have the skills and attributes required of this role, please forward a covering letter outlining the reasons for applying for this position, a copy of your Application Form, via email to [hr@wetherbyhigh.co.uk](mailto:hr@wetherbyhigh.co.uk)

Yours faithfully





**“The sense of community is what I love the most about working at Wetherby. There are so many opportunities to build relationships with not only children, but other members of staff. It is those strong relationships that allow us to support and challenge each another to ensure the very best provision for children each day” Sarah, Leader of Science**



## Job Description



**Job Title:** Student Support Officer (Engagement and Learning)

**Pay Band:** C1/C3

**Responsible to:** Deputy Headteacher

### Role:

To supervise the re- integration provision, ensuring that its operation is purposeful, safe and supports students' progress. This will include making sure that learners are supported with appropriate learning resources that secure good progress and prepare them to go back into mainstream lessons

To work under the guidance of the Deputy Headteacher to develop, implement and evaluate agreed strategies with individual students and/or small groups that support the development of socialisation and learning skills, good attendance and improve student outcomes.

To liaise with Subject Managers and teachers to ensure that appropriate work is provided for students to bridge learning gaps and prepare them to re-integrate into mainstream lessons.

To liaise with the wider Attendance and Welfare Team to provide appropriate support for students re-integrating to school to make a successful and sustained return.

### Main Duties:

- To manage the day to day organisation and operation of the school's re-integration provision, to ensure its safe and effective operation.
- Liaise with Subject Managers, SEND, Inclusion and Year Managers to ensure appropriate learning resources are available for students to maintain good progress in a timely manner.
- To implement agreed learning activities/intervention programmes, adjusting activities according to Student response/needs.
- Liaise with the school's Attendance Officer to support the monitoring and evaluation of the impact of strategies to increase the attendance of individuals and learner groups.
- To plan and deliver intervention programmes to support access to learning and good attendance, including liaising with parents/carers, external agencies and/or alternative provision as required.
- To provide pastoral support for encourage and maintain good attendance.
- To establish productive working relationships with students, acting as a role model and setting high expectations.
- To assist with the development and implementation of Individual Risk Assessments, student contracts and intervention programmes as appropriate.
- To support the promotion and delivery of literacy and numeracy as required.
- To support students accessing the school's nurture and integration provision with identified additional needs and support the delivery of differentiated strategies responding to their individual needs.
- To promote learners' independence and resilience, including employing strategies to recognise and reward individual achievement and attendance.
- To provide feedback to students in relation to progress and achievement.
- To monitor and evaluate student responses to learning activities/intervention.
- To provide objective and accurate feedback and reports as required to Subject Managers and Year Managers on student achievement, attendance, behaviour, progress and any other relevant matters, ensuring the availability of appropriate and accurate evidence.
- To support the Inclusion Team as required, liaising with parents/carers re: behaviour and welfare; implementing preventative behaviour strategies; working with other colleagues to secure learning and track student performance; monitoring and tracking student behaviour; recognising and rewarding student success; supporting teachers and learning; improve attendance, reduce exclusion, raise standards and expectations.
- To be accountable for improving student behaviour support in school and its impact on learning. To follow the school's agreed rewards and sanction procedures to support effective learning.

- To carry out home visits to support the re-integration of students to school.
- To promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with our restorative approach
- To liaise sensitively and effectively with parents/carers and participate in meetings with parents/carers to ensure effective communication regarding interventions and attendance.
- To administer student assessments as directed.
- To support the safe use of ICT in learning activities and develop students' competence and independence in its safe and appropriate use.
- To deliver Character for Learning workshops with students and staff
- To undertake cover lessons as required
- To be aware of and support differences and ensure all students have equal access to opportunities.
- To contribute to the overall ethos/work/ aims of the school.
- To establish constructive relationships and communicate with other agencies/professionals and to support the attendance, behaviour, achievement and progress of students.
- To recognise own strengths and areas of expertise and use these to advise and support others.
- To attend and participate in regular meetings, training and other learning activities as required.
- To supervise students on visits, trips and out of school hours learning activities, as required.
- To promote the inclusion and acceptance of all students across school.

#### **General Duties:**

- To support school events and attend as required.
- To be First Aid trained and respond to requests for First Aid in line with the First Aid Policy.
- To undertake ad hoc duties as may be required by the Headteacher and / or Senior Leadership Team from time to time.
- To assist with the supervision of students out of lesson times, including before and after school, break and lunchtime.
- To photocopy student documentation as required maintaining confidentiality at all times.
- To be aware of and comply with policies and procedures relating to child protection and safeguarding ensuring all concerns are reported appropriately in a timely manner.
- To be aware of and comply with policies and procedures relating to data protection and the security and confidentiality of data ensuring all concerns are reported appropriately in a timely manner.
- To adhere to school policies and procedures.

#### **We expect all our staff to:**

- To fulfil the role of coach to a small group of students and participate fully in training as required.
- Support and uphold the school ethos.
- Display commitment to Restorative Practice.
- Display commitment to the protection and safeguarding of children and young people.
- Continue their personal development.
- Participate in Flexible Learning activities

#### **VARIATION IN ROLE**

Given the nature of the role, it must be accepted that, as the school's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time, commensurate with the grading level of the post.

#### **HEALTH & SAFETY**

The postholder will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.



**Any Special Conditions of Service:**

- There is a requirement to submit to an Enhanced Disclosure and Barring background check.
- There may be a need to occasionally work outside of school hours and off school premises by the school.
- No smoking policy.

We are actively committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment.

All appointments will be made subject to an enhanced DBS disclosure.

We promote diversity and want a workforce which reflects the population of Leeds

## Person Specification

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

| SKILLS                                                                                                                                       | Ess | Des |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|
| Can use ICT effectively to support learning                                                                                                  | *   |     |
| Ability to organise, lead and motivate a team                                                                                                | *   |     |
| Ability to relate well to children and adults                                                                                                | *   |     |
| Constantly improve own practice/<br>knowledge through self-evaluation<br>and learning from others                                            |     | *   |
| Able to take a flexible approach to problem solving.                                                                                         | *   |     |
| Able to work flexibly as part of a team                                                                                                      | *   |     |
| KNOWLEDGE/QUALIFICATIONS                                                                                                                     | Ess | Des |
| Experience working with children of relevant age.                                                                                            | *   |     |
| Knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies              |     | *   |
| Experience of working with children or young people with complex needs.                                                                      |     | *   |
| Understanding of current issues affecting children and young people                                                                          | *   |     |
| Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths                                                          | *   |     |
| Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT                                                |     | *   |
| EXPERIENCE                                                                                                                                   | Ess | Des |
| Experience of dynamic, child centred school environment                                                                                      |     | *   |
| Experience of supporting students access the curriculum                                                                                      |     | *   |
| Experience of dealing with queries from a wide range of people                                                                               | *   |     |
| Experience of working in partnership with others to deliver work to set deadlines                                                            | *   |     |
| Experience of working as part of a team                                                                                                      | *   |     |
| Experience of organising work tasks and duties to meet appropriate service standards e.g. in terms of timeliness, accuracy and customer care | *   |     |
| BEHAVIOURAL AND OTHER RELATED CHARACTERISTICS                                                                                                | Ess | Des |
| Willing to abide by the school's Equal Opportunities Policy in the duties of the post, and as an employee of the school                      | *   |     |
| Willing to carry out all duties having regard to an employee's responsibility under the school's Health and Safety Policies                  | *   |     |
| To display a responsible and co-operative attitude to working towards the achievement of the service area aims and objectives                | *   |     |
| An ability to respect sensitive and confidential work.                                                                                       | *   |     |
| Can provide clear examples of staying calm under pressure.                                                                                   | *   |     |
| Negotiating / influencing skills.                                                                                                            | *   |     |
| Commitment to own personal development and learning.                                                                                         | *   |     |

# Staff Benefits



## Wellbeing and Fitness

### **Bodyline Fitness Membership**

Flexible membership with a 30 day cancellation notice period at the same rate as annual membership.

### **Discounted Hairdressing and Beauty Service**

Leeds City College – the Salon Leeds  
0113 245344  
Discounts on all services (some via appointment only)  
Book via [www.thesalonleeds.co.uk](http://www.thesalonleeds.co.uk)

### **Simplyhealth (Leeds Hospital Fund)**

Access to discounted health benefits

### **APL Smart Clinic**

Access expert support and advice for life's ups and downs 24/7, 365 days a year.  
Access support when you need it, including counselling, physiotherapy and stress management

## Leisure and Shopping

### **Vivup Employee Benefits**

[www.vivup.co.uk/users/sign\\_up](http://www.vivup.co.uk/users/sign_up)  
Under organisation choose: Leeds City Council – VA Schools

### **Discounts for Teachers**

(available to all school staff)  
[www.discountsforteachers.co.uk](http://www.discountsforteachers.co.uk)

### **Teacher Perks**

(available to all school staff)  
[www.teacherperks.co.uk](http://www.teacherperks.co.uk)

## Services

### **Commuter Travel Club**

Discounts on bus tickets  
[www.firstbus.co.uk/buy-tickets/corporate-travel/commuter-travel-club-employee-information](http://www.firstbus.co.uk/buy-tickets/corporate-travel/commuter-travel-club-employee-information)

### **O2 offer**

Up to 25% off your Airtime Plan when you buy a new phone or tablet on O2 Refresh.  
With the employee discount programme, O2 Open using code LCC17.  
[www.o2.co.uk/open](http://www.o2.co.uk/open)

## Employment Benefits

**Access to a good pension scheme**  
Through either the **Teachers Pension Scheme** or **West Yorkshire Pension Scheme**

**National College Membership**  
[www.nationalcollege.com](http://www.nationalcollege.com)

### **Wetherby High School CPD**

Access to a wider range of personalised, bespoke CPD

### **Generous holiday allowance**

**Generous Maternity, Paternity and Adoption policies**

## **Guidance for Applicants**

### **Application Form**

Please complete the Application Form provided with full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment please state the reasons why (e.g. gap year, career break, unemployed, etc). We require details of two referees, one of which must be your current or most recent employer. CVs are not accepted as part of the application process.

The supporting information section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet.

Please remember to sign the declaration on the final page of the application form, if you send us this electronically we will ask you to sign this at the interview and assessment stage.

### **Interview and Selection Process**

Applicants who best meet all the requirements for the post will be short listed and details of the interview programme will be confirmed in writing.

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.

Under the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the School if you need to discuss this in any detail. We will consider any reasonable adjustments under the terms of the Equality Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

### **Pre-employment checks:**

#### **References**

If you are short listed we will normally take up references before the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or references that are addressed "to whom it may concern" will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process. Sickness absence record information will only be requested for the preferred candidate following the interview and assessment process. Consideration of the sickness absence information will comply with our responsibilities under the Equality Act.

#### **Online Checks**

Online Checks will be completed before interview for shortlisted candidates. The purpose of completing an online check for shortlisted candidates is to check if there is any information in the public domain that may impact on their suitability to work in a professional role with children. The online check will be conducted for shortlisted candidates before interview, where possible, so that any issues or concerns can be explored further with the candidate at interview. The online check



will only consider material that is relevant to their role working with children, their professional reputation or the reputation of the school.

### **Disclosure and Barring Check.**

Under the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013 and 2020), all posts at this School are classed as regulated activity and therefore an Enhanced DBS check will be undertaken. Checks will also be made against the Barred List. Applicants who are shortlisted will be sent a self-disclosure form to complete and return prior to interview/assessment.

All such checks must be satisfactory before we confirm any offer of an appointment

As an employer we are only entitled to request information about convictions, cautions, reprimands and final warnings that are not 'protected' as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013 and 2020). Convictions that are not 'protected' will appear on an Enhanced Disclosure, even though they are 'spent'.

For information regarding what criminal records history will appear and should be disclosed on application, please see the relevant flow charts on our website. Alternatively, guidance can be found on the DBS website. Please be aware spent and/or unspent convictions may not necessarily make you unsuitable for appointment. For further information about our use of Criminal Records information please see our Statement on the recruitment of ex-offenders below.

### **Medical Assessment**

A satisfactory medical declaration must be made before we confirm any offer of an appointment.

### **Prohibition Checks**

In accordance with our statutory responsibilities under the Education Act and outlined in Keeping Children Safe in Education 2023 we will carry out a check on any member of staff carrying out 'teaching work' to ensure they are not prohibited from teaching work.

Each of the following activities is teaching work:

- Planning and preparing lessons and courses for students
- Delivering\* lessons to students;
- Assessing the development, progress and attainment of students; and
- Reporting on the development, progress and attainment of students.

\* "delivering" includes delivering lessons through distance learning or computer aided techniques. The activities specified above are not teaching work for the purposes of the Regulations if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the Headteacher to provide such direction and supervision.

### **Overseas Checks**

Where candidates have lived or worked abroad in the past 5 years for a period of 3 months or more we will carry out appropriate overseas checks. This will include including references from any overseas education employer where candidates have worked in an education setting overseas.

### **Validation of Qualifications**

All short-listed candidates will be asked to bring original certificates of relevant qualifications to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies. This will include checks to ensure that candidates appointed as qualified teachers have QTS status and where appropriate have successfully completed their statutory induction.

## **Right to Work in the United Kingdom**

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants will be asked to provide proof of this at interview stage by producing some original documentation such as your passport or birth certificate to confirm your eligibility to work within the UK. Photographic proof of identity will also be required.

## **Equal Opportunities**

We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where everyone is treated fairly and with respect. We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age

## **Statement on recruitment policies, including the recruitment of ex-offenders**

Further information about our recruitment policies and procedures, including our policy statement regarding the recruitment of ex-offenders is available on the recruitment pages of our school website. As an organisation which is exempt from the Rehabilitation of Offenders Act and using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions of trust, we comply fully with the DBS Code of Practice and undertake to treat all applicants for positions fairly. We do not discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.

We are committed to the fair treatment of our staff, potential staff or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.

We actively promote equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications, and experience.

We will send shortlisted candidates a disclosure form to complete prior to interview. We can only ask an individual to provide details of convictions and cautions that we are legally entitled to know about. Applicants should therefore disclose all spent and unspent convictions, cautions, reprimands and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013 and 2020).

Please refer to the flow charts on our website to determine convictions and cautions that should be disclosed. Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences

# Privacy Notice for Applicants



This privacy notice details and explains what personal data we will collect, share, store, and use (referred to as “processing” in the data protection legislation).

The categories of information that we process include:

- Contact details
- Copies of Right to Work documentation
- References
- Evidence of qualifications
- Employment records, including work history, job titles, training records and professional memberships

We may also process (when appropriate) information about you that falls into ‘special categories’ of more sensitive personal data. This may include information about:

- Race, ethnicity, sexual orientation, religious beliefs, and political opinions
- Disability and access requirements
- Photographs and CCTV footage
- Criminal convictions and offences
- Data about you that we have received from other organisations such as other schools, local authorities and the Disclosure and Barring Service in respect of criminal offence data.

This list is not exhaustive, to access the current list of categories of information we process please see the school’s Data Map, sometimes called the Record of Processing Activity (RoPA).

## Why we collect and use workforce information

We use job applicants’ data to:

- a) enable us to confirm relevant experience and qualifications
- b) facilitate Safer Recruitment in accordance with our safeguarding obligations towards pupils
- c) enable us to monitor equalities
- d) to ensure access requirements can be met for candidates that need them.

Under the UK General Data Protection Regulation (UK GDPR), the legal basis / bases we rely on for processing personal information for general purposes are:

Article 6 (1) (c). **processing is necessary for compliance with a legal obligation to which the controller is subject.** and 6 (1) (e) - **processing is necessary for the performance of a task carried out in the public interest** or in the exercise of official authority vested in the controller.

In addition, concerning any special category data we rely on Article 9:

- Article 9 (2) (a) the data subject has given explicit consent to the processing of those personal data for one or more specified purposes,
- 9 (2) (c) To protect the vital interests of the individual;
- 9 (2) (f) in the event of legal claims or judicial acts,
- 9 (2) (i) As required for purpose of public health (with a basis in law)

We do not currently process any job applicants' data through automated decision-making or profiling. Should this change in the future we will amend the privacy notice to include the rationale and your right to object to it.

## **Collecting job applicants' information**

We collect personal information from individuals directly, e.g., from application forms and references. Most data held will have come from you, but we may hold data about you from:

- Local authorities
- Government departments or agencies
- Police forces, courts, or tribunals

Data is essential for the school to function. Whilst the majority of personal information you provide to us is mandatory, some of it is requested on a voluntary basis. In order to comply with UK GDPR, we will inform you at the point of collection, whether you are required to provide certain information to us or if you have a choice in this and that you can change your mind at any time.

## **Storing workforce information**

We hold data securely for the set amount of time shown in our data retention schedule. For more information on our data retention schedule and how we keep your data safe, please see the Data Map/RoPA and the Information and Records Management (IRMS) Toolkit for Schools [IRMS Schools Toolkit - Information and Records Management Society](#)

## **Who we share job applicants' information with**

We do not routinely share information about you with any third parties without consent unless the law requires us, or our policies allow us to do so. Where we are legally required, to share personal information or our policies comply with the UK data protection law) we may share it with:

- our Local Authority (LA) Children's Services e.g., for safeguarding concerns
- Service providers such as HR (Human Resources) and recruitment advisers and consultants
- Employment and recruitment agencies

This list is not exhaustive.

## **Requesting access to your personal data**

Under data protection legislation, you have the right to request access to information about you that we hold. To make a request for your personal information, contact the Data Manager or the Data Protection Officer.

You also have the right to:

- to ask us for access to information about you that we hold
- to have your personal data rectified if it is inaccurate or incomplete
- to request the deletion or removal of personal data where there is no compelling reason for its continued processing
- to restrict our processing of your personal data (i.e., permitting its storage but no further processing)
- to object to direct marketing (including profiling) and processing for the purposes of scientific/historical research and statistics
- not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect on you

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



For further information on how to request access to personal information held centrally by the Department for Education (DfE), please see the 'How Government uses your data' section of this notice.

### **Withdrawal of consent and the right to lodge a complaint**

Where we are processing your personal data with your consent, you have the right to withdraw that consent. If you change your mind, or you are unhappy with our use of your personal data, please let us know by contacting [info@wetherbyhigh.co.uk](mailto:info@wetherbyhigh.co.uk)

### **Last updated**

We may need to update this privacy notice periodically, so we recommend that you revisit this information from time to time. This version was last updated in July 2024

### **Contact**

If you would like to discuss anything in this privacy notice, please contact: **Richard Lewis-Ogden, Data Protection Officer** - [DPO@bywaterkent.co.uk](mailto:DPO@bywaterkent.co.uk)