

# **The William Alvey Church of England School**



## **Headteacher Recruitment Pack**



***The William Alvey Church of England School***



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*'The relationships  
between staff and  
pupils are  
positive.'*

OFSTED 2022



*'Staff have high  
expectations of pupils.  
Pupils are polite and  
demonstrate good  
manners.'*

OFSTED 2022

# Letter from the Chair of Governors



Dear Applicant

Thank you for your interest in the role of Headteacher of The William Alvey Church of England Primary School.

We are looking to appoint an experienced headteacher who is caring, supportive and motivational to lead our school community of enthusiastic learners and inspirational staff. The post becomes vacant in September 2023 when our current headteacher moves on after more than a decade of exceptional leadership.

Our next Headteacher will look to build upon the consistent success that our school has realised over a long history of educating children of Sleaford and surrounding communities. They will put the children at the centre of all they do and will have a cogent awareness that a happy, balanced and well-supported staff team is the most important resource to foster to ensure happy, balanced and well-supported learners. They will be approachable and fair to children, staff and parents alike and support the strong Christian ethos that our school upholds. As a committed and invested Governing Body, we will give the support and challenge you need to lead the development of the school.

Above all, our next headteacher will embrace our vision that we are “Learning today for living tomorrow” and that while aspirational academic standards are imperative, we seek to prepare our children for a love of learning and a host of experiences that go far beyond the league tables and will truly last them a lifetime.

If this sounds like a learning environment that you could lead and build a prosperous future for, we cannot wait to hear from you. We warmly encourage visits to the school, which can be arranged through our Clerk to Governors, Laura Davis: [clerk@william-alvey.lincs.sch.uk](mailto:clerk@william-alvey.lincs.sch.uk)

Yours faithfully



Leah Kirkman

Chair of Governors

On Behalf of the Governing Body

# Values



Learning today for living  
tomorrow.



## Respect

"Be devoted to each other  
In brotherly love."  
Romans 2:10



## Resilience

"Do not grow weary  
Of doing good."  
Thessalonians 3:13



## Aspiration

"May he give you the desire  
of your heart and make  
all your plans succeed."  
Psalm 20:4



## Tolerance

"You shall love your  
neighbour as yourself."  
Matthew 22:39



# Curriculum



Since 2011, when our school converted to an academy, we have been developing our own curriculum model. It was originally aligned closely to the old national strategies and national curriculum handbook. As part of the current review, we agreed on a cognitive definition of learning; the movement of knowledge from the short-term working memory to long term memory and then used this definition as one of our main curriculum development drivers.

We have linked the core subjects of English and maths, which we generally teach in the mornings, with our non-core subjects which we teach in the afternoons. Key concepts are now revisited throughout a child's time at William Alvey but at different levels as they move through the school.

The curriculum has moved from an information-based model to a knowledge-based model where knowledge and skills are carefully mapped out through the idea of milestones, which enables both forwards and backwards 'engineering'. One of the primary reasons we chose this curriculum is because it emphasises the importance of developing the depth of children's learning. In essence, this means providing children with increased cognitive challenge, allowing them to apply the skills which they have learnt independently in a range of contexts rather than moving them onto the next skill needlessly when they have not truly mastered it. Core mathematical and literacy skills are a priority; we know the children need a sound knowledge base, mastery, before they can acquire higher level thinking skills. Reading is key (please see our statement on reading). We have tried to intertwine this focus on the core skills with a rich curriculum promoting British values and a Christian ethos leading to the ability to problem solve and think independently. Our philosophy is based on giving the children a chance to succeed, we do not want to cap their learning but instead we want to ensure all children are exposed to a mastery-based curriculum with an underlying emphasis on the school values of resilience, aspiration, tolerance, and respect.



*'The curriculum is broad and ambitious for all pupils. Subject coordinators make sure that learning builds appropriately on what pupils already know.'* OFSTED 2022



# Our School



We are a large school but with a small school atmosphere. Our size enables us to provide opportunities for all the children that just would not be possible at a smaller school. Our dance teacher works here full-time, we have three specialist music teachers, orchestra, various music groups and an infant and junior choir. We offer a wide range of after school clubs offering skilled instruction in sport, ICT, drama, music and art. We are very successful in local and national sporting events, we like to win but we have not forgotten that taking part, fair play and sportsmanship are equally important.



There are 30 children in each class and three classes in each year group. Every year group has a designated year group leader. The teachers plan together every week to ensure all the children get the same deal and as a large school we are in the happy position financially, to ensure we can employ additional staff when and where we need them, without waiting for additional funding. In many ways this provides a more personal, intimate atmosphere than in most smaller schools.

Pupils at The William Alvey are happy, well-behaved and motivated. Our curriculum is engaging and stimulating and based around their interests. The school day is carefully structured even in Reception with daily literacy, numeracy and phonics lessons. Throughout the year in Reception there is a balance between adult led and child-initiated activities.

There are certain standards and values at the school that we are not willing to compromise on but the staff and governors are willing to listen to new ideas and views. We are 'positive traditional' but also understand that we must meet the demands of an ever-changing world.



We are fortunate to have a very active PTA, who work in partnership with staff and parents to organise and run various fundraising and social events for the benefit of the school, such as the school discos, the Christmas fair, the Chocolate bingo night, quiz night, cake sales, bags to school and the sale of drinks, sweets etc at various functions. Last year, money raised by the PTA was spent on subsidising trips for every year group, sports equipment, new musical instruments and new goal posts, French dictionaries and the Year 6 leaving activities and yearbooks.



# Our pupils say that they want...

- *Someone who takes responsibility for the school.*
- *Some who is kind but ensures that all children behave and learn.*
- *Someone who understands that school can be fun.*
- *Someone who looks after the teachers as well as the students.*
- *Someone who is positive and friendly.*



# Our staff say that they want...

- *Someone who values well-being as much as academic standards*
- *Someone who is a fair, diplomatic and kind-hearted person*
- *Someone who considers the work/life balance of the teachers*
- *Someone who values a respectful, supportive working relationship with staff, parents and children.*
- *Someone with good communication skills who can work closely with a management team.*





# William Alvey: A Church School



We are a busy but friendly school, with lots going on. We are also a Church school and are very keen to ensure that the children understand what being a Christian means, in this way we hope the children can make an informed choice about the way they lead their lives. At our



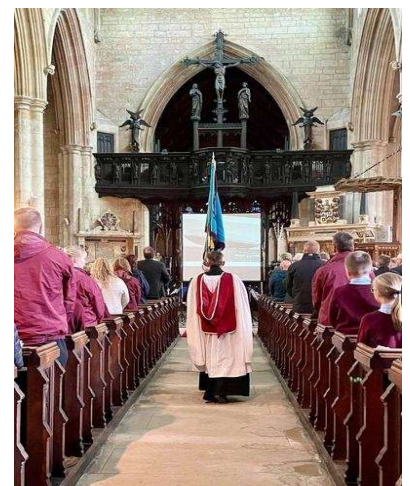
heart we have the belief that all children are revered and respected as a member of our community where all are known and loved by God, we believe all pupils are individually unique and that every child in our care should fulfil their potential in all aspects of their person hood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life. At William Alvey we feel we have a duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to willingly engage in learning in a safe and welcoming environment.

William Alvey was a prominent merchant in Sleaford and one-time Churchwarden of the Parish Church. In the early 18<sup>th</sup> Century he established a charity to provide education for young boys of Sleaford. In the early days the boys were taught in the church. The school that he founded has changed much over the years but that strong historic link to the Church and Christian Values has continued.

Today, the school and St. Denys' Church continue to work closely together, with the church providing support and guidance to school. and the school often using the church for events and activities, including class visits, the Christmas Carol Service, a Year 6 leavers' service, and participating in a Year 4 Annual Schools Festival with other local schools. The school choir has also sung at some church events.

The Bishop's Visitor (who is also an Authorised Lay Minister at St Denys') regularly visits the school for assemblies and prayer walks and is a familiar face to the pupils, as is the Vicar and the Foundation governor. The Bishop's Visitor often writes a piece in the weekly school newsletter, The WASP, and she always writes a piece in the monthly Church newsletter to keep the congregation informed of what is happening in school.

The highlight of the year is the William Alvey Day Service in which children from each class lay a posy of flowers on the grave of William Alvey who was laid to rest near the High Altar. This service helps keep us grounded in our history and Christian Values.





# Governing Body



Our school motto is “Learning Today for Living Tomorrow”. This is about everyone – Parents, Staff, Governors and the wider school community – working together to ensure that every child can succeed and reach their full potential.

Our governing body is highly committed and works strategically with the senior leadership team to ensure the delivery of high-quality education and is vital to our school's success. Our governors are drawn from a variety of backgrounds; we have a governing body made up of parent governors, community governors, co-opted, foundation and ex-officio governors.



*‘Trustees and governors are effective at holding leaders to account.’ OFSTED 2022*



# Facilities



At the William Alvey, we are fortunate to have a spacious environment, which has been created to maximise the learning experiences we can offer our pupils. As well as our school building, we have a separate hall, situated near our school field, which facilitates school lunches, PE, enrichment activities and is also a space used for wrap around care by Kaleidoscope Care Ltd -Kids Club.



Our outdoor facilities include playgrounds, our school field, our Astro-turf pitch and a garden, all of which support the delivery of our curriculum and after-school clubs.

In our school grounds, if you look up the access road through our front car park, you can see the entrance to our air raid shelter. According to our school logbook, several air raid shelters were built on the school grounds in 1940, but just one remains. In the past, we have used the shelter to bring to life the experiences the



children at the Alvey would have gone through during an air raid warning, of which there were dozens in Sleaford. There are two benches alongside each wall, it is dark and uncomfortable, and today's pupils are keen to get out again, as they would have been in the 1940's.

This year, to help create more space within our school building, we have replaced our old mobile classroom with a purpose-built block, which has space for staff PPA, the staffroom and meeting and intervention spaces.





# Location



Sleaford is a charming town in Lincolnshire. It's got a rich history and there are lots of things to do, from exploring its vibrant shops and cafes, to walking along one of the many trails that take in some lovely views of the countryside. The school itself is in the east of the town; near a local nature reserve, Lollycocks field, which is visited and used regularly by our pupils to enhance their knowledge of our locality.



Just a short walk away, the centre of town is located near our school, allowing us to forge strong relationships with our local businesses and community especially St Denys Church. We utilise our locality, to promote the rich history of Sleaford and Sleafordians of the past, who had an impact on our town. Project 72 is a community-based project aimed at tracking down the names of the 72 children who attended William Alvey School and then went on to fight and tragically die for their country in WWI. Their names were originally written on a special scroll that the local paper, the 'Sleaford Journal', report was unveiled at William Alvey School on May 24th, 1922 (Empire Day). Over the ensuing years the scroll has been lost. The current Alvey children are cross-referencing Church and Civic monuments with our old school registers. We are trying to find all 72 names and then we want to build a permanent memorial at the front of the school. The project will also form part of a larger art trail, 'When in Sleaford' which is being put together by ArtsNK and funded by a grant from the Mukherjee Brothers Trust and the Sleaford Renewable Energy Plant.



Other contributors towards our school's involvement include the British Legion (£50), Lincolnshire Diocesan Board of Education (£2000), the Sleaford Renewable Energy Plant (£2000) and the Mukherjee Brothers Trust (£8000).

Being part of our local community is important to the school. We relish supporting and hosting local events, including a 1940s day and our Junior Park Run events.



# School Development Plan



## 22-23 School Targets (see SDP for detailed plan)

Continue with curriculum review and subject update (include flexibility to adapt to global/national/local issues)

Maintain 85% to 90% at or above national average in all subject areas

Maths refresh 'Maths No problem'

Implement 'Talk for writing'

Prepare for SIAMS (Church schools inspection)

Community projects:

William Alvey Roundel

Gregson Green

Tree planting

Twinning Association



Apple status for all teaching staff

Raise attendance to 97%

More closely link staff training (CPD) to national initiatives, performance management and school priorities

Building works:

Mobile development (and use of additional spaces)

Library development

Continue to develop forest area with associated training

Replace main school trim-trail

Additional pastoral staff

Focus on appropriate use of social media

Amend G&T policy and replace with Growth Mindset

Reduce any low-level disruption in class

MSA training

Consider opportunities/disadvantages of MAT involvement





# Personal Specification



Selection decisions will be based on the criteria outlined below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met. When completing your application paperwork, you should ensure that you address each of the selection criteria and provide supporting evidence of how you meet the criterion through reference to your work or relevant experience. These criteria will be assessed using evidence from your application form, formal interview, interview tasks and references

Requirements	Essential	Desirable
Qualified Teacher Status (QTS)	X	
A proven track record of successful senior leadership experience within a primary school	X	
Evidence of proactively pursuing continued professional development and being a lifelong learner	X	
Experience across the whole primary provision including the Foundation Stage	X	
NPQH or equivalent		X
Current safeguarding training	X	
Enhanced DBS clearance	X	
Ability to demonstrate commitment to safeguarding and promoting the welfare of children	X	
Evidence of actively maintaining a safe and well-ordered school environment	X	
Current safer recruitment training		X
Have an excellent understanding of the primary curriculum across all Key Stages including the EYFS	X	
Ability to articulate a clear vision of how to take the school forward, building upon existing strengths and taking all members of the school community with them	X	
Lead by example with integrity, inspiration, resilience, and creativity; drawing on their own experience and skills of staff and governors	X	
A commitment to embrace the distinctive ethos of the school and continue to embed its values	X	
A person who understands the distinctive nature of a Church School	X	

Experience of working in church schools		X
Able to manage own workload and that of others to allow an appropriate work/life balance with the support of the senior leadership team and governors	X	
Knowledge or experience of promoting mental health and well-being of the whole school community	X	
Ability to continue and further develop the wider curriculum in order to nurture the “whole child”	X	
Clear understanding of the SEND Code of Practice and proven experience of supporting children in overcoming barriers to learning	X	
Evidence of creating a culture which nurtures the personal, social and emotional development of each child	X	

Requirements	Essential	Desirable
A commitment to respond to the voice of the child	X	
Committed to aspirational educational standards for all pupils and staff	X	
Evidence of identifying and developing emerging talent and leadership ability	X	
Values mutual support and respect, fostering strong working relationships and building an effective team	X	
Abreast of the latest educational developments and research	X	
Evidence of understanding the impact of budgets, resources and financial planning on school sustainability	X	
A proven track record of building positive relationships with all members of the school community	X	
A commitment to promote diversity, equality and inclusivity	X	
A commitment to proactively foster parental engagement	X	
Able to maintain and develop opportunities for partnerships with parents, other schools, local churches and other community groups	X	
Evidence of encouraging the personal and professional development of staff	X	
Able to build upon our last OFSTED and SIAMS inspection outcomes	X	
Welcomes support and challenge from the Governing Body and actively supports the governors to deliver their functions effectively	X	
Experience of a SIAMS inspection at leadership level		X
Experience of an OFSTED inspection at leadership level		X
Reflective - able to build on the current strengths of the school	X	
Be approachable and accessible	X	
Be an excellent communicator and have strong interpersonal skills (written, verbal and aural) to engage effectively with the school community	X	

**General** - The postholder is expected to work to carry out the duties in accordance with the school's policies and procedures.

**Other Duties** - The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the post holder.

**Safeguarding** - All employees need to be aware of the possible abuse of children and vulnerable adults and if you are concerned you need to follow the Lincolnshire County Council Safeguarding Policy. In addition, employees working with children and vulnerable adults have a responsibility to safeguard and promote the welfare of children and vulnerable adults during the course of their work.



# Job Description



## JOB DESCRIPTION

**Name of Church of England Primary School**

**Grade: L 21 - L27**

**William Alvey C of E School**

**Job Title: Headteacher**

### PURPOSE OF JOB:

#### Duties

This job description is subject to the general conditions of service for a Headteacher as set out in the current School Teachers Pay and Conditions Document. This job description is based on the National Standards of Excellence for Head Teachers (2020). The job description details responsibilities but does not direct any particular priorities or amount of time to be spent carrying out these duties. This job description is not prescriptive, nor necessarily a comprehensive definition of the post. As such, it may be subject to amendment, after consultation, to meet the changing needs of the school.

#### Main Purpose

The Headteacher will provide professional leadership, vision and strategic direction for the school in order to maintain and develop the school's Christian ethos which enables pupils and teachers to achieve effective learning. The Headteacher will ensure that the school's aims and objectives are implemented in accordance with the policies of the governing body and national and local education strategy.

### MAIN DUTIES:

- |    |   |
|----|---|
| 1. | <b>School culture</b> <ul style="list-style-type: none"><li>• establish and sustain the ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community</li><li>• create a culture where pupils experience a positive and enriching school life</li><li>• uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life</li><li>• promote positive and respectful relationships across both school communities and a safe, orderly and inclusive environment</li><li>• ensure a culture of high staff professionalism</li></ul> |
| 2. | <b>Teaching</b>   |



	<ul style="list-style-type: none"> <li>• 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</li> <li>• ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains</li> <li>• ensure effective use is made of formative assessment</li> </ul>
3	<b>Curriculum and assessment</b> <ul style="list-style-type: none"> <li>• ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught</li> <li>• establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities</li> <li>• 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</li> <li>• ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum</li> </ul>
4	<b>Behaviour</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy</li> <li>• implement consistent, fair and respectful approaches to managing behaviour</li> <li>• ensure that adults within the school model and teach the behaviour of a good citizen</li> </ul>
5	<b>Additional and special educational needs and disabilities</b> <ul style="list-style-type: none"> <li>• ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities</li> <li>• establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively</li> <li>• 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</li> <li>• ensure the school fulfils its statutory duties with regard to the SEND code of practice</li> </ul>
6	<b>Professional development</b> <ul style="list-style-type: none"> <li>• ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs</li> <li>• 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</li> </ul>

	<ul style="list-style-type: none"> <li>ensure that professional development opportunities draw on expert provision from beyond the local authority, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning</li> </ul>
7	<b>Organisational management</b> <ul style="list-style-type: none"> <li>ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care</li> <li>prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds</li> <li>ensure staff are deployed and managed well with due attention paid to workload</li> <li>establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently</li> <li>ensure rigorous approaches to identifying, managing and mitigating risk</li> </ul>
8	<b>Continuous school improvement</b> <ul style="list-style-type: none"> <li>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</li> <li>develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school</li> <li>ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time</li> </ul>
9	<b>Working in partnership</b> <ul style="list-style-type: none"> <li>forge constructive relationships, working in partnership with parents, carers and the local community</li> <li>commit to work successfully with other schools and organisations in a climate of mutual challenge and support</li> <li>establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils</li> </ul>
10	<b>Governance and accountability</b> <ul style="list-style-type: none"> <li>understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility</li> <li>establish and sustain professional working relationship with those responsible for governance</li> <li>ensure that staff know and understand their professional responsibilities and are held to account</li> <li>ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties</li> </ul>

# Application Process



If you feel excited about the prospect of leading our school, then we would be delighted to hear from you!

Visits to our school are both welcome and strongly encouraged. To book a visit, please email our school administrator at [clerk@william-alvey.lincs.sch.uk](mailto:clerk@william-alvey.lincs.sch.uk)

Application packs are available from the school website:

[William Alvey C of E School - Home](#)

Completed applications should be submitted via email to

[clerk@william-alvey.lincs.sch.uk](mailto:clerk@william-alvey.lincs.sch.uk)

The school is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.

The successful candidate will be subject to an enhanced DBS check and satisfactory references.

**Closing Date: Noon on Monday 17<sup>th</sup> April 2023**

**Short-listing Date: Tuesday 18<sup>th</sup> April 2023**

**Interview Date: Monday 24<sup>th</sup> April 2023**



# Privacy Notice



**The William Alvey CE School**

**Recruitment**

**Privacy Notice**

## **About Us**

The William Alvey CE School is known as the "Controller" of the personal data you provide to us.

The purpose of this privacy notice is to tell you how and why we use the information we gather about you when you apply to work with us.

## **Why do we collect your personal data?**

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

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

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

## **What personal data do we collect?**

The personal data we will collect includes:

- Personal contact details such as name, address, telephone number and email address
- Date of Birth
- National Insurance Number
- Employment history
- Qualifications and other academic achievements
- Contact information for the provision of references
- Identification documents
- Results of psychometric testing, where applicable.

We will also collect and use the following "special categories" of more sensitive personal data:

- Information about your race, ethnicity, religious beliefs, sexual orientation and political opinions



- Trade union membership
- Information about your physical and mental health, including any medical conditions.
- Information about criminal convictions and offences, including information from the Disclosure and Barring Service.

### **Who do we get your personal data from?**

This information is collected in the following ways:

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

### **Who do we share your data with?**

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

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

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

### **How long do we keep your data for?**

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

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

### **How do we keep your data safe?**

We have a records management policy which sets out how we aim to keep your personal data secure. The policy is available on request.

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

All staff are required to undertake regular data protection training.

### **Your Rights**

You have a number of rights which relate to your personal data.

You are entitled to request access to any personal data we hold about you and you can also request a copy.

You can also request that we correct any personal data we hold about you that you believe is inaccurate.

You can request that we erase your personal data and request that we stop processing all or some of the personal data we hold.

We are obliged to consider and respond to any such request within one calendar month.

To exercise any of your rights please contact the schools Data Protection Officer, contact details below.

## Further Information

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

- Data Protection Officer: Mr Stephen Tapley, William Alvey CE School
- [admin@william-alvey.lincs.sch.uk](mailto:admin@william-alvey.lincs.sch.uk)

If you are not satisfied with our response or believe we are not processing your personal data in accordance with the law, you can complain to the Information Commissioner's Office (ICO) [www.ico.org.uk](http://www.ico.org.uk)

