



**1 FULL TIME POSITION SPLIT BETWEEN
0.5 TEACHER 0.5 SENDCO TO COVER MATERNITY
LEAVE**

**RECRUITMENT
INFORMATION PACK
JANUARY 2026**



'Inspired to be the best that I can Be'



Endeavour Schools Trust
The Bungalow
The Vaynor First School
Tennyson Road
Redditch B97 5BL
Tel: 01527 402031
office@endeavourschools.org

Dear Candidate,

Firstly, thank you for considering joining the team at Endeavour Schools Trust.

Our Multi Academy Trust was established in 2013 and is rooted in the principles of school to school working, high quality professional development for staff and in “going further and being better than we have ever been before,” so that all members of our Trust community are truly “inspired to excel.”

I joined Endeavour Schools Trust (formerly Redditch West School Trust) in October 2016 having made a very conscious decision that it was an organisation I would be proud to work for. This is because I passionately believe in the core value of the Trust encapsulated in the words of Helen Keller “Alone we can do so little: together we can do so much.” Collaboration, learning together, aspiration and retaining the unique character of each school within our Trust underpin our values and these resonate with our leaders, governors and staff so that Endeavour Schools Trust is a forward thinking, vibrant place to be.

Fundamentally, we are all driven by the same sense of purpose –to provide our children with the very best opportunities for them to thrive and achieve.

I do hope you find this pack informative and I look forward to hearing from the Head Teacher of the Academy about your application. You will be joining a family that can offer you many opportunities to progress and make a difference to our communities.

Yours sincerely

N J Wright (Mrs)

Executive Head Teacher/CEO



An Academy Trust School
'Inspired to be the best that I can be'

Dear Candidate,

Thank you for taking the time to find out more about The Vaynor First School and expressing an interest in this position.

The Vaynor First School is a proud member of Endeavour Schools Trust, alongside Crabbs Cross Academy and St George's C of E First School. The Vaynor is a happy, friendly and forward thinking school, with a highly skilled and dedicated team of teachers and support staff, who thrive in a culture where they collaborate with and learn from one another. Here at The Vaynor, we value the contribution every member of our team brings to our school, which makes it a happy and harmonious place to both work and learn. Our children are at the heart of all that we do. We want the very best for every child in our care and aim to inspire each of them to be the best that they can be, which is the motto of our school.

We provide a warm, nurturing environment where children thrive in both their learning and development. We give our children a great quality of education that develops within them a happy and healthy body, mind and soul. This prepares them well for the next stage of their education, resulting in academic outcomes above national figures, whilst fostering within them compassion for one another and the world around them.

Our positive reputation reflects our drive to shape inspirational learning for our children to engage and inspire inquisitive minds. By staying true to our core values we provide a sense of belonging and aspiration for all, to enable our children to grow as citizens of our community, country and the wider world in which they live. Through our innovative and engaging curriculum we truly live our Endeavour Schools Trust motto "Inspired to excel". Please take the opportunity to come to visit our school to talk to staff and pupils, view our learning environments for yourself, and consider whether The Vaynor First School could be your next professional home.

Yours sincerely,

Helen Colcombe
Headteacher

ENDEAVOUR SCHOOLS TRUST

All staff across the Trust enjoy the support and challenge offered through cross school working. Colleagues regularly visit and work with their counterparts in other schools and seek out innovative ideas that are making a difference within other areas of the Trust. The numbers of schools in our Trust offers opportunities for career progression for our staff, whilst still remaining small enough for each member of staff to remain a valued individual personally known by our CEO.

STAFFING The Vaynor First School

Number of Teachers - 21

Number of Teaching Assistants - 17

Other Support Staff – 26

STAFF IN OUR TRUST

Number of Teachers - 58

Number of Teaching Assistants - 71

Other Support Staff - 61

ACCOMODATION AND RESOURCES

The Trust is well resourced and is continually using its healthy finances to develop and improve the school accommodation and resources.

PUPILS

We are most fortunate in the skills, talents and qualities our children possess. Their responsive nature, and willingness to learn and succeed, provide an inspiring teaching and learning environment. The support that classroom staff, and the children receive from our specialist support staff is second to none, with several of our schools achieving national recognition for their innovative strategies to support pupils and families who have found accessing school more challenging. (AfA Lead School Status and Quality Mark)

JOB DESCRIPTION

Job Title	SENDCo	School/Trust	The Vaynor First School
Pay Band	M1-UP3	Responsible To	Headteacher
Salary	FTE £32916-£51048 plus TLR £4043 0.5 £16458-£25524	Responsible For	In collaboration with the Headteacher, line manage 1.1 teaching assistants
Trust/School Values and Mission			
Our ambition for the Trust is to "go further and be better than we have ever been before" and our Trust vision statement "Inspired to excel" encapsulates this. The aim that underpins this is our driver, which is "from good to great."			
Main Purpose of the Post			
To be accountable for standards in SEND across the school; and to provide strong professional leadership of SEND in order to develop high quality teaching and learning which secure the strongest possible outcomes in pupil achievement and progress through effective inclusion for all pupils on the SEND register.			
Specific Responsibilities and Tasks			
<u>Strategic direction and development</u>			

- To interact on a professional level with all colleagues and establish and maintain good working relationships which will promote the development and effective delivery of the school curriculum and maximise children's achievement
- Support the evaluation of the effectiveness of the school's policies and developments and analyse their impact on all pupils on the SEND register
- Use pupil data from a variety of sources effectively and proficiently in order to evaluate progress and set/agree SMART targets for improvements;
- Raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high quality teaching;
- Ensure that parents are well informed about the curriculum, targets, individual pupils' progress and achievement;
- Develop and maintain good, working, professional relationships with parents, outside agencies and the local community e.g. educational psychologists, speech and language therapists.
- Develop strategic plans in specified areas of responsibility, in order to bring rapid improvements
- Contribute to the development of a broad and rich curriculum which meets the needs of the range of pupils in the school.
- Play a significant part in School Improvement planning process.

Learning and teaching

- Work with school leaders to complete and teach individual pupil plans where pupils have specific needs.(EHCP)
- Identify and adopt the most effective teaching approaches for pupils on the SEND register;
- Monitor learning and teaching activities in terms of meeting the needs of all pupils on the SEND register;
- Identify, teach and model 'learning to learn' skills that will develop pupils' ability to work independently;
- Lead by example as a teacher and as a leader, achieving high standards of pupil attainment, behaviour and motivation through effective teaching.
- Support class teachers and subject leaders in the development and implementation of curricular initiatives to support all pupils on the SEND register.

- Work with staff in selecting and ordering appropriate books, materials and equipment within an agreed budget.
- Ensure parity in terms of the quality of provision for children with SEND across the school and the curriculum;
- Liaise with other schools and providers to ensure continuity of support and learning when transferring vulnerable pupils.

Assessment and recording

- Ensure challenging and realistic targets are set for raising achievement among pupils with SEND;
- Collect, analyse and interpret assessment data including data from specialist assessments;
- Set up systems for identifying, assessing, evaluating quality and reviewing provision for pupils with SEND;
- Analyse key school performance data, ensuring priorities are appropriate and improvement in standards is promoted.
- Update the head teacher and governing body on the effectiveness of provision for all pupils on the SEND register
- Develop understanding within the school community of learning needs and the importance of raising achievement among pupils with SEND;
- Attend termly and annual review meetings and ensure parents/carers are kept informed about their child's progress and are involved in decision making
- Review the education, health and care plans (EHCP) with parents carers and the pupil.
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil.

Leadership

- Responsible for the day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEND or a disability.
- Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with special educational needs;
- Line manage teaching assistants providing 1-1 support for individual pupils;

- Coach and develop staff to maximise impact on effective teaching and learning through the lens of SEND;
- Develop and deliver high quality CPD for staff in meeting the needs of pupils with SEN across the school;
- Identify resources needed to meet the needs of vulnerable pupils and advise the head teacher of priorities for expenditure;
- Communicate effectively (verbally and in writing) with members of the Governing body.
- Promote pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Work with the designated teacher for Looked After Children, where a looked after pupil has SEN or a disability.
- Work with other SENDCo in the Trust to share, learn and promote best practice
- Work with the Headteacher to secure improvement through performance management, taking responsibility for performance management of identified staff, where appropriate

Standards and quality assurance

- Identify underperformance and staff not adhering to the Code of Practice and work with staff to develop them in order for them to be successful.
- Support the aims and ethos of the School;
- Set a good example in terms of dress, punctuality and attendance;
- Attend and participate in open evenings, parent/teacher consultations meetings and performances;
- Uphold the school's behaviour code and uniform regulations;
- Attend, lead (where appropriate) and actively contribute during staff meetings;

Maintenance of Professional Standards

- Have completed National Award for Special Educational Needs Co-ordination (PG Certificate) or be willing to undertake the NQP for SEN.
- Keep fully aware of educational and other appropriate developments whether national or local, and assess their impact on and implications for the School;

- Ensure the highest standards of professional conduct and confidentiality at all times, and in particular when with other staff of the School;
- Ensure the development and maintenance of a team culture that enables all members of the staff to be effective in their respective roles;
- Ensure the development and maintenance of a collaborative culture based on openness and honesty which demonstrates integrity towards the aims of the School
- Support staff to meet personal and professional targets.

Notes

The Trust reserves the right to alter the content of this job description, after consultation to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Reasonable adjustments will be considered as required by the Disability Discrimination Act.

The duties described in this job description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the Trust’s Equal Opportunities Policy.

Endeavour Schools Trust and the schools within the Trust are committed to a number of principles and adhering to legislation which include the Safeguarding of Children, Health and Safety, Data Protection, Confidentiality and employment legislation. Policies relating to these and other subjects are available on the Endeavour Schools Trust Team Site in Office 365 and it is expected that you will familiarize yourself and adhere to these policies.

Academic Year of Review	
Signature of Line Manager	Signature of Post Holder
Date Signed	Date Signed

SENDCo PERSON SPECIFICATION

		Essential/ Desirable	For Interview Panel Use Only
Professional Qualifications	Educated to Degree Level Qualified Teacher Status Qualified SENDCo or Willingness to complete SEN Qualification	E E D E	Essential Score = Desirable Score =
Experience, Skills, Abilities and Competencies	<ul style="list-style-type: none"> • Excellent Inter personal skills • Successful teaching experience in 2/3 primary key stages • Leadership of curriculum area • Excellent organisational skills • Extensive experience of effectively supporting pupils with SEND • Excellent communication skills • A sound knowledge of EYFS and Key Stage 1 and 2 curriculum • Sound knowledge of the SEND code of practice • Ability to plan and evaluate interventions • A good understanding of curriculum and pedagogical issues relating to teaching and learning • Understanding of the interrelated developmental, learning and cultural needs of children and the implications for good practice in care and education • A good classroom practitioner willing and able to teach any class in EYFS Key Stage 1 / 2 • A teacher with good ICT and skills relating to class teaching, able to demonstrate effective use of ICT to enhance learning and teaching • Able to observe and interpret children’s behaviour, identify learning needs and employ a range of teaching styles to ensure progress • Able to plan, organise and resource a stimulating learning environment for individual children and groups of children and deliver, evaluate and assess learning • Must be able to keep records of pupil progress in line with school policy • Must be able to use assessments of pupils learning to inform future planning • Ability to make best use of the financial resources available for the benefit of pupils with SEND. • Ability to draft statutory reports and present to Local Governing Body before being published. • Ability to plan and work collaboratively with colleagues 	E E E E E E	Essential Score = Desirable Score =

<p>Qualities</p>	<p>Excellent Organisational Skills Must be willing to enjoy engaging parents in order to encourage their close involvement in the education of their children A teacher with a flexible approach to work who enjoys being a good team member Must have good communication skills both orally and in writing Must be able to manage own workload effectively and respond swiftly to tight deadlines Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit Willingness to, and ability to, contribute to whole school INSET Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others To practice equal opportunities in all aspects of the role and around the work place in line with policy To maintain a personal commitments to professional development linked to the competencies necessary to deliver the requirements of the post</p>		<p>Essential Score =</p> <p>Desirable Score =</p>
<p>Other</p>	<p>This post is subject to an enhanced DBS disclosure and the post holder must be committed to safeguarding the welfare of children.</p>		<p>Essential Score =</p> <p>Desirable Score =</p>

JOB DESCRIPTION

Job Title	Class Teacher	School/Trust	The Vaynor First School
Pay Band	M1-UP3	Responsible To	Headteacher
Salary	FTE £32916-£51048 plus TLR £4043 0.5 £16458-£25524	Responsible For	Curriculum area to be agreed
Trust/School Values and Mission			
Our ambition for the Trust is to "go further and be better than we have ever been before" and our Trust vision statement "Inspired to excel" encapsulates this. The aim that underpins this is our driver, which is "from good to great."			
Main Purpose of the Post			
<ul style="list-style-type: none"> To carry out the professional duties of teaching a designated group of pupils, and to promote their general progress and wellbeing. To provide leadership in the development of an area of school life 			
Specific Responsibilities and Tasks			
<p>This job description is to be performed in accordance with the attached provisions of the School Teacher's Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the post-holder's title and salary grade. The full document is available for inspection on the DFE website.</p> <p>Teaching and Learning</p> <ol style="list-style-type: none"> Provide creative and imaginative learning experiences for pupils through teaching that is at least good and often outstanding, liaising with the class teacher to provide a seamless experience. Liaise with colleagues to plan and deliver a personalised curriculum that meets the need of all pupils underpinned by the Curriculum stage expectations. Work alongside teaching assistants and the Inclusion Manager to meet the needs of all children. Set targets for pupil attainment levels and share with parents in line with the school policy. Set work for absent pupils as required by the Headteacher. Demonstrate good practice in the area of responsibility, being an exemplar to others. <p>Assessing and reporting</p> <ol style="list-style-type: none"> Plan observations to assess pupil progress and record using IT systems. 			

2. Record pupil achievements through positive verbal feedback, marking work, providing targets and feedback in line with school policy.
3. Share lesson evaluations with colleagues in the Year group and Teaching Assistants to create well planned, targeted learning provision for all pupils.
4. Report to parents in written form in line with school policy. In addition, discuss pupils progress at other times verbally e.g., at parents' evenings, informally if parents or you are concerned, or at SEN consultation meetings.
5. Work within the Code of Practice relating to Special Educational Needs in line with school policy.

Leadership and Management

1. Support the Headteacher and other Senior Leaders.
2. Lead the (*subject area to be agreed*), including managing the relevant budgets.
3. Be innovative and creative in leadership, continuing to keep oneself up to date in teaching and leadership areas through personal research, networking and actively taking part in staff development activities, leading CPD for others in line with SDP and relevant action plans.
4. Provide support and guidance for others within the area of responsibility.
5. Monitor standards in your areas of responsibility, providing written or verbal reports to the Headteacher and Governors as required. Feedback to other staff so they understand what they need to do to improve. Review progress for impact of initiatives.

Standards and Quality Assurance

1. To fulfil the moral and statutory responsibility to safeguard and promote the welfare of all children.
2. Support the aims and ethos of the school.
3. Set a good example in terms of punctuality and attendance.
4. Attend and participate in events such as open evenings, induction events and pupil's performances.
5. Actively support school policies on uniform and behaviour.
6. Actively engage in continuing professional development, sharing new knowledge and putting it into action in school as appropriate.
7. Participate in team and staff meetings.
8. To actively support the wider school context.
9. Develop links with the Governing Body, Trust Schools, schools within our network and the Local Authority.

Notes

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Policies relating to your employment are available on the Endeavour Schools Trust Team Site in Office 365 and it is expected that you will familiarize yourself and adhere to these policies.

Academic Year of Review	
Signature of Line Manager	Signature of Post Holder
Date Signed	Date Signed

PERSON SPECIFICATION

	Essential	Desirable	For Interview Panel Use Only	
	<i>The candidate MUST be able to demonstrate that they have the experience and/or ability to deliver the following:</i>	<i>The candidate MAY be able to demonstrate that they have the experience and/or ability to deliver the following:</i>	<i>Where evidence to be sought</i>	<i>Score 1 for evidence met</i>
Safeguarding	To fulfil the moral responsibility to safeguard and promote the welfare of all children.		Application Form Interview Task Lesson observation	
Professional Qualifications	Relevant degree QTS	Further relevant training post degree	Application form Original documents at interview	
Experience, Skills, Abilities and Competencies	<ul style="list-style-type: none"> Teaching experience across KS2. Experience of successful OFSTED inspection. Evidence of creative curriculum planning that enthuses and engages pupils in learning. Proven and successful experience of coordinating a subject area including management of budget and resources. Significant contribution to raising standards of 	<ul style="list-style-type: none"> Teaching experience in Y2 or Y6. Teaching experience in mixed age classes Experience of engaging others in moving towards a shared philosophy + vision within a subject. Strengths in Music, History, DT, RE or MFL, <i>though other subjects may be considered.</i> Significant contribution to raising standards of pupil achievement across a subject area. 	Application Form Interview Lesson observation Task	

	<p>pupil achievement within class.</p> <ul style="list-style-type: none"> • Practical and working use of National Curriculum assessment; proven accuracy of assessment. • Competence and demonstrates effective use of a wide range of IT software and ability to use unfamiliar software without extensive support and training. • Be a consistently good teacher ensuring good progress for all learners. • To have a clear philosophy and understanding of how children learn. • Proven ability to work with small groups/ individuals, having significant impact. • Successful class teacher showing commitment to both academic and safeguarding of pupils; holds full safeguarding clearance (CRB/DBS). • Strong organisational skills. 	<ul style="list-style-type: none"> • Clear understanding of the new curriculum design and OFSTED framework. • Analysing data and identifying next steps, using this to lead others to improvement wider than own class, monitoring impact. Experience of using SIMS, Office 365. 		
Qualities	<ul style="list-style-type: none"> • Confidence and strong communication skills. • Works collaboratively and supportively with colleagues within school and those in other organisations. • Respects and values the different experiences, ideas and backgrounds 		Application Form Interview	

	<p>others can bring to work and to teams.</p> <ul style="list-style-type: none"> • Ability to be flexible and to meet changing needs with a smile. • Self-motivated and hardworking with the ability to work well under pressure. • Appreciation of the extended life of the school and a commitment to putting this into practice. • A supportive and positive approach to discipline providing a strong role model to others. • Ability to create new systems and processes that promote efficiency and user interaction and response. 			
Other	Willingness to undertake a full DBS Check			

CONTINUITY OF SERVICE (please see below an extract from the Trust's pay policy)

19.1 For purposes of establishing statutory employment rights, e.g. relating to probationary period or dismissal, the date of continuous employment will be the start date with the Trust. Where a member of staff takes additional roles/contracts with the Trust, the start date of these contracts will apply as the date of continuous service for establishing statutory employment rights.

19.2 Previous unbroken continuous service with an organisation covered by the Redundancy Payments (Local Government) (Modification) Orders (as amended) (which covers local authorities and related bodies) will be included in calculating redundancy entitlements. For the purpose of Annual Leave, Occupational Sickness Scheme and Occupational Maternity Pay Scheme, the date of continuous employment will be the start date with the Trust.

SALARY –

M1-UP3 Full time salary £32916-£51048 plus TLR £4043

WORKING DAYS –

The working days on commencement will be Monday-Friday. These arrangements may change, and you will be advised of any changes. You should note that there is no guarantee that you will be able to work the same day or days or periods throughout the contract however this will be discussed with you at the time.

START DATE

The closing date for the position will be 4pm Monday 6th October 2025 and we are looking to recruit the new candidate by 1st January 2026. Please note this is subject to pre-employment clearances including a satisfactory enhanced DBS having been completed.

CONTRACT

To cover the absence of a member of staff: This is a fixed term contract ending 31st December 2026 to cover the absence of a member of staff (including absences due to paid or unpaid leave or secondment) and will end on the date shown above. The contract may be terminated at an earlier date, with due notice, should the permanent postholder return to work.

MAKING AN APPLICATION

Applicants should complete the Trust's application form, which includes the names and telephone numbers of two referees. These documents should reach The Vaynor First School by no later than 4pm on Monday 6th October 2025. Late applications and applications not on the Trust's application form will not be accepted. There will be an opportunity for short listed applicants to review the school (subject to COVID-19 restrictions).

Applications can be posted or delivered in person to The Vaynor School or emailed to office@vfs.endeavourschools.org

Applicants should consider whilst completing their application form that the details they provide will be used for shortlisting. You should therefore ensure that you have given examples of your experience and knowledge that demonstrate your ability to undertake the requirements of the job description and, in particular, at least all attributes in the essential column of the person specification. This information will help the Trust to ensure that equality of opportunity is extended to all applicants.

REFERENCES

References given in respect of posts in education are exempt from GDPR and are requested in confidence. Applicants should be aware that as such, no references will be shared with applicants however, these references will be used to verify information from your application and any anomalies followed up at interview.

RECRUITMENT MONITORING

Within the application form is a link to an online form where the Central Team of Endeavour Schools Trust collate information for recruitment monitoring including ethnicity, age, disability and the advertising medium that you became aware of the post you are applying for. This information will be collected by the Central Team for reporting to the Trust Board annually and then destroyed. No member of the interview panel will be aware of any information that you give in this form. Whilst completion of this form is voluntary we would urge you to complete this to be able to truly report information to the Trust Board without bias.

RETENTION OF APPLICATION INFORMATION

Any information that you supply as part of your application and any documents that are created by the School as part of the recruitment process may be kept in hard copy and electronically for 6 months from the date of interview. All records for unsuccessful applicants will be destroyed after that time.

POLICY STATEMENT ON RECRUITING APPLICANTS WITH CRIMINAL CONVICTIONS

The post you are applying for is 'exempt' from the Rehabilitation of Offenders Act 1974 and therefore applicants shortlisted for interview will be required to declare any 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)

For further information on filtering please refer to Nacro [guidance](#) and DBS [website](#).

We recognise the contribution that former or ex-offenders can make as employees and volunteers and welcome applications from them. A person's criminal record will not, in itself, debar that person from being appointed to this post. Any information given will be treated in the strictest confidence. Suitable applicants will not be refused posts

because of offences which are not relevant to the role and which do not make them a risk in the role for which they are applying

INTERVIEW ARRANGEMENTS

All applications will be reviewed on receipt and shortlisted candidates will be notified before or on 10th October 2025. Interviews will take place on 14th October 2025. Please note, we reserve the right to interview prior to this date should it be suitable for all parties. Due to the high volume of applications that the Trust receives only shortlisted candidates will be contacted. If we do not shortlist you, we wish you every success in the future.



We are committed to the safeguarding and promotion of the welfare of children. In this light, we would like to draw the following matters to your attention:

1. All appointments are made subject to:

- A) An enhanced DBS disclosure;
- B) Checks of professional status (EWC; QTS etc.)
- C) Confirmation of professional qualifications
- D) Receipt of strong references (if not already received by the time of interview); and
- E) Medical clearance

2. We only accept applications completed on the application form you have received along with this statement. Please do not send CVs or open testimonials/references.

3. Please ensure that the application form is completed in full. In particular, you must ensure that a full work history is provided and that any gaps in your employment are fully explained.

4. The Referees cited in your application form must include your employer from the last occasion in which you worked with children. If your last employment was in a school, we would expect a reference from the Headteacher and/or Deputy/Assistant Headteacher.

5. When seeking references, we will request information about your suitability to work with children.

6. If you are shortlisted, any anomalies in your application will be discussed with you at interview.

We encourage you to pay close attention to these matters so that your application is not excluded unnecessarily.