

# Lead Practitioner – Geography

## L1 – L5

### Information for Candidates



Wolfreton School and Sixth Form College  
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January 2022

Dear Applicant

**Re: Lead Practitioner - Geography**

Thank you for your interest in our vacancy for a permanent, full time Lead Practitioner – Geography (L1 – L5). This is an exciting opportunity for an aspirational and determined leader, who is an experienced and committed teacher, to lead our Geography department. The successful candidate will be enthusiastic and positive as well as a talented and creative teacher, equipped to play an important role in leading staff and students to achieve their ambitions.

This appointment is a unique opportunity for an individual with great leadership potential to join us. The successful candidate will have the passion and experience to enthuse students across the subject area and the ability to communicate their specialist subject knowledge to the students they teach. This postholder will be responsible for leading the Geography department, be a valued member of the wider leadership team and will work closely with the Senior Leadership Team.

The successful candidate will possess excellent inter-personal skills and will be required to communicate effectively with members of the teaching and support staff, parents and students.

In 2016 we moved into our new single site, purpose-built school. With state-of-the-art facilities and a real commitment to the values encapsulated in our strapline, 'The Wolfreton Way – Excellence, Endeavour, Respect', the school really is at an exciting stage of its development.

You will find information about the school, the role and the application process in this pack. Please visit our website [www.wolfreton.co.uk](http://www.wolfreton.co.uk) for further information about Wolfreton School and Sixth Form College.

Yours faithfully

Susanne Kukuc  
Headteacher

## Our Values and Goals

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At Wolfreton, we want everyone to fulfil their potential, to excel and to leave prepared to achieve all of their ambitions. To enable this to happen, we are all committed to simple and straightforward values and goals.

### Our Values

Excellence	We aim to <b>INSPIRE</b> – to be the best we can be
Endeavour	We promote the qualities of <b>DETERMINATION</b> and <b>COURAGE</b>
Respect	We are firm advocates of <b>FRIENDSHIP</b> and <b>EQUALITY</b>

### Our Goals

<b>Create</b>	An inclusive caring environment that enables every student to enjoy learning and achieve their academic potential.
<b>Prepare</b>	Responsible young adults who value learning, helping them to make a positive contribution to society.
<b>Develop</b>	Self-confidence, motivation, aspiration and commitment in every student, celebrating all achievements.
<b>Respect</b>	Every young person's right to learn while encouraging them to stay safe, be healthy and enjoy equal opportunities.
<b>Provide</b>	All students with a broad and balanced curriculum, enabling them to develop and achieve economic well-being.

## General School Information

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Wolfreton School and Sixth Form College is a large comprehensive school with over 1500 students on roll, including 230 in the Sixth Form. We are a successful school with a positive and engaged student body and a dedicated and talented staff.

The school is set in the attractive leafy suburbs of the East Riding of Yorkshire close to the Wolds and only seven miles from the market town of Beverley. The catchment area covers the pleasant residential districts of Willerby, Kirk Ella and Anlaby in the East Riding of Yorkshire. These are relatively affluent areas with good quality housing and access to varied leisure opportunities. Proximity to the M62 ensures easy access to the motorway network and other major cities in Yorkshire and beyond.

Historically Wolfreton was a split-site school, however in August 2016 we took possession of our new single site school. Having had the opportunity to work with the design team and construction company during the build period, many have had an input into the new school. This has ensured that the building really can deliver. Staff and students alike are now enjoying the benefits of high quality accommodation, equipped with the latest technology and specialist facilities that are among the best in the region.

Wolfreton is a good and ambitious school. Having been graded in good in our Section 5 Inspection in all areas in 2013, this was endorsed again when they most recently inspected the school in October 2021. We continue to work to secure further improvements across the school. Staff are ambitious and students are too. Students are keen to work with staff and take advantage of the many opportunities they are offered.

The school is a disciplined and well-organised environment. We have high standards of school dress and have clear expectations on punctuality, attendance and behaviour. Our students are positive and respond well in all aspects of school life.

The Sixth Form College is focussed on providing high quality teaching and care to secure the best achievement and outcomes for all. As a school, we have a long history of partnership working in this area, being a part of 'The Consortium Sixth Form', a long-standing and successful sixth form partnership with two other local schools who are now also part of our multi academy trust. Students are able to study at Wolfreton as well as having the option to study subjects at any of the other Consortium schools. The Sixth Form has a dedicated suite of teaching rooms and facilities within the building, giving it a bespoke Sixth Form College feel in this area. Sixth Form students play a full roll in the life of the school, but equally will continue to enjoy the advantages of this dedicated provision.

Wolfreton teachers are known for their caring approach with all students and we are committed to providing strong and effective pastoral support. Our established House systems creates a smaller family feel in a large school. Each tutor group belongs to one of our five Houses, with tutors in this team led by a Head of House who is a member of the teaching staff, and a non-teaching Pastoral Manager. Heads of House are committed to developing the ethos of their House. As well as recognising successes, they focus on student progress and lead valued opportunities to work collaboratively through inter-house competition and charity challenges across the House and the school.

As a school we firmly believe opportunities and experiences play a huge role in enabling young people to develop their skills and attributes beyond the classroom. The school prides itself on the wide range of extra-curricular opportunities offered to our students. Annually, students take part in over 250 teams, clubs, and events. Staff give a great amount of time to these and the students and school have achieved many accolades in the widest range of fields.

The school has a strong community ethos. We have built close links with employers and have developed links both nationally and internationally. We also support many charity initiatives and have good relationships with community partners.

Wolfreton remains a popular choice for secondary education. Our annual intake of 270 students is taken mainly from five neighbouring primary schools, with whom we have excellent and close relationships. We are also committed to high quality induction and ongoing training and staff development.

## **Multi Academy Trust**

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In September 2017, Wolfreton School and Sixth Form College, along with Cottingham Academy Trust and The Hessle Academy Community Trust founded a new multi academy trust, 'The Consortium Academy Trust'. The schools have a shared history of over 25 years of working together through our Consortium Sixth Form partnership. In September 2018, Howden School joined the Trust, shortly followed by Holderness Academy and Sixth Form and most recently Winifred Holtby Academy. Croxby Primary joined in October 2017 and Keyingham Primary is the most recent addition.

The Trust has been developed in order to provide a platform to deliver high quality educational experiences for the children and young people within our local community, to enhance and improve their life chances and enable them to make substantial and sustained contributions to society. We will achieve this building a strong, regional offer that supports the educational aspirations of current and future generations while providing excellent careers opportunities for staff.

The Consortium Academy Trust:

- Promotes excellence for all learners
- Actively encourages shared working, adopting common approaches where it is in the best interests of learners
- Establishes robust and transparent systems of accountability

The Consortium Academy Trust (TCAT) currently comprises of sixth secondary school and two primary schools with over 7000 learners and a significant staff team.

# Curriculum

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## Key Stage 3 Curriculum

Wolfreton aims to offer a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society.
- prepares students at the school for the opportunities, responsibilities and experiences of later life.

The curriculum is more than selected content; it is an entire planned learning experience, which includes lessons, events and learning that takes place out of school.

All students follow the National Curriculum. The Key Stage 3 curriculum includes Art, Computing, Drama, English, Geography, History, Maths, Languages, Music, Society and Ethics, PE, Science and Technology. At Wolfreton, they will complete their Key Stage 3 in three years.

## Key Stage 4 Curriculum

The Key Stage 4 curriculum is organised to enable students to follow more individual learning programmes that meet their individual needs and aspirations. We provide high quality vocational options, work related learning and work based learning to ensure our students are better prepared for the world of work. Our students will have the chance to mix different types of learning, in terms of location of delivery, style of teaching and content.

At Key Stage 4 students are maturing and developing and are more aware of their own strengths and interests. All students make some choices about their programme of study from a diverse selection of opportunities within a broad and balanced framework.

The opportunities provided are part of the overall provision from 14 – 19. Students should see that subjects chosen at Key Stage 4 lead to further opportunities post-16 either in the Sixth Form at Wolfreton or at other post-16 providers. Our BTEC courses help some students experience a different learning environment, and recognise the opportunities for work based learning.

At Key Stage 4 all students must study a core curriculum of English, Maths, Science, Computing, Humanities, Society and Ethics, PE, and PSHE. The most able students will also follow Triple Science and at least one modern foreign language. Students then choose options from a personalised pathway. These cover a wide range of GCSEs including modern languages, expressive arts, technology subjects and vocational courses.

Our aim is to maximise the opportunity every student has to succeed. This may be through studying groups of similar subjects, choosing a vocational pathway, or continuing with a wide range of subjects. We place a strong emphasis on the value of work related learning. In addition, to our Careers Education programme and our work experience provision, students will participate in work related learning activities in their Key Stage 4 courses and participate in tasks to develop their enterprise and employability skills.

## Key Stage 5 Curriculum

The Key Stage 5 Curriculum at Wolfreton Sixth Form College offers students the opportunity to follow their own strengths and interests, building on what they have achieved at Key Stage 4.

Students are able to choose a programme of study from a very wide range of courses at AS, A2, A Level, Applied A level and BTECs, which are available both at Wolfreton and in The Consortium.

The Consortium Sixth Form Partnership (Cottingham High School, Hessle High School and Wolfreton School and Sixth Form College) opens up a vast variety of resources for students to develop as individual learners. This increases the number of subjects on offer, and enables students to study a very diverse range of subjects.

The main focus of the curriculum is Level 3 courses; however, some students will need to continue with GCSE English and/or Maths post-16.

The Extended Project Qualification is undertaken by many sixth form students. This course is designed to help the students develop the necessary skills in research, analysis, problem solving and other independent study skills required by higher education establishments.

At Key Stage 5, Wolfreton aims to maintain the highest standards to encourage every student to achieve their potential. There is also a full range of enrichment opportunities available to students across all three schools, this includes the provision of self-canvassed work experience and bespoke support for future university and training applications.

## Staff Development

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The development of all staff is a key feature of Wolfreton and of The Consortium Academy Trust. We know that, in order to deliver continued quality education for our young people, our staff need to be well-trained, dedicated, energised and happy. In addition, we expect everyone in our academy to want to get better, from students to teachers to support staff to senior leaders. To that end, our CPD programme encourages staff to take responsibility for their own developmental priorities, fully supported by SLT and Faculty leaders.

As a school we recognise the value of investing in staff development and the impact this has on new and experienced teachers, aspirant and developing leaders and ultimately our young people and their experience in school. Our approach includes a wide range of opportunities to meet individuals' differing and developing interest, needs and aspirations.

*The information here provides a brief overview of the school, please refer to our website [www.wolfreton.co.uk](http://www.wolfreton.co.uk) for full information on all aspects of Wolfreton School and Sixth Form College.*

## Curriculum Information

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The successful candidate will lead a team of six subject specialists. The team work closely with colleagues in History and Society and Ethics with use of a shared Humanities staff workroom area. The Geography department occupies a suite of classrooms which are all full-equipped with resources including SMART boards, whiteboards and visualisers.

The Geography curriculum is based around the strapline of 'Place Matters'; further information on current units, which the team are committed to continuing to develop, can be found in the school's Curriculum Booklets linked below:

- [Year 7 Curriculum](#)
- [Year 8 Curriculum](#)
- [Year 9 Curriculum](#)

At Key Stage 4, students follow AQA GCSE Geography studying the following units:

Year 10:

- Natural Hazards
- Living World
- UK Physical Landscapes

Year 11:

- Urban Issues and Challenges
- Economic World
- Resource Management

At Key Stage 5, AQA A Level Geography is taught with Changing Places and Coastal Systems and Landscapes Contemporary Urban Environments Hazards in Year 12 and Global Systems and Governance Water and Carbon Cycles in Year 13.

The successful candidate will be experienced in organising and leading educational visits for fieldwork and will lead on this at Wolfreton.



THE CONSORTIUM  
ACADEMY TRUST

**Wolfreton**  
SCHOOL AND SIXTH FORM COLLEGE



## Job Description

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**Job Title:** Lead Practitioner - Geography

**Pay Scale:** L1 – L5

**Reporting to:** Headteacher through Leadership Team Link Manager

## Core Purpose

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In addition to the generic responsibilities of teaching staff (see Teacher Job Description):

- To be responsible for the leadership and management of Geography to secure high levels of progress and raising the standards of attainment for all students in Geography through a high standard of teaching and learning.
- To enable all students to be challenged and supported to excel in Geography by a team who are led and supported to convey the highest expectations in relation to progress and achievement, standards and care.
- As a member of the extended leadership group, contribute to the academy's ethos, standards and development.
- To uphold the values of Wolfreton School and Sixth Form College and the principles of ethical leadership in all interactions with colleagues, young people and parents.

## Duties and Responsibilities

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### Specific Accountabilities and Responsibilities

#### 1. Strategic Leadership, Development and Operational Management of Geography

- Establish, communicate and embed an agreed vision for Geography that aligns with the Academy's Mission and Values.
- Ensure strong and strategic direction for the faculty, keeping abreast of academy and national initiatives.
- Provide the strategic leadership, development opportunities, challenge and support required to create and sustain a high performing team.
- Ensure accurate, evidence-based self-evaluation of Geography, founded in regular review of all aspects of provision and clearly link this to development planning.
- Create, cost, implement and regularly review a Geography Improvement Plan, based on accurate self-evaluation and reflecting the academy's priorities, to secure continuous improvement.
- Contribute to the development of an academy-wide ethos that enables everyone to work collaboratively, celebrates success and accepts responsibility for outcomes.

- Lead a regular review of the curriculum, keeping abreast of and implementing school and national information, to maximise progress and engagement.
- Lead the design, review and revision of curriculum plans and schemes of learning to include appropriate provision for SEND, the disadvantaged and the most able students.
- Liaise with LT Link Manager as agreed to plan and develop Geography.
- Ensure the integration of school policies into schemes of learning and practice, and monitor delivery by all staff.
- Lead the development of effective subject links with partner institutions and the community, attending liaison events with partner schools and to ensure the effective promotion of subjects at Open Days/Evenings and other events.
- Foster links with primary colleagues within the cluster/Trust to ensure a coherent curriculum for Geography and appropriate challenge from the start of Year 7 onwards.
- To organise, plan and lead educational visits to support fieldwork opportunities for students.
- Be proactive in seeking out best practice internally and from within the Trust, as well as externally.

## **2. Standards of Attainment and Progress**

- Ensure that all young people follow a well-planned and strategically-intentioned curriculum which challenges and inspires all to develop a thirst for learning by igniting fires and expanding horizons.
- Ensure that targets for student attainment and progress in Geography are communicated, valued and met across year groups in line with performance indicators (academy and national).
- Lead staff to secure accuracy of data, implementing strategies to quality assure individual judgements.
- Take a lead role in the academy procedures for quality assurance of teaching and learning in Geography, including assessment and moderation of students' work.
- Maintain accurate and comprehensive records of student progress including details of moderation procedures and ensure staff have their own robust records of student attainment and progress.
- Ensure that student progress is monitored and analysed in line with academy policy, results collated, reports produced and discussed with Geography colleagues before being used to inform future planning and intervention.
- Implement robust intervention strategies to ensure required students make progress towards their targets and are supported to reach their potential.
- Ensure that assessment and examination procedures in Geography are robust, follow agreed academy policy and are used consistently by all staff.
- Analyse and report on student outcomes and present to SLT/governors through progress reports and meetings.
- Liaise closely with other leaders to ensure that targets for whole academy attainment and progress are met in line with performance indicators (academy and national).
- Analyse the performance of all students in external examinations and use the findings to inform the Improvement Plan.

## **3. Leading Teaching and Learning and CPD**

- Maintain personal expertise in own subject and share it with others.
- Act as a role model of good classroom practice for other by implementing high quality learning and teaching.
- Ensure that the quality of learning is the main focus for all work in Geography, supporting the implementation of whole academy improvements to support development.
- Ensure a culture and ethos of challenge and support in Geography, where all students and staff can fulfil their potential by being fully engaged in their own learning.
- Improve standards in teaching and learning through the use of assessment information in Geography.
- Monitor, evaluate and review learning and teaching through learning scrutiny (e.g. lesson reviews, work reviews, student voice) and promote improvement strategies in Geography.
- Challenge underperformance and ensure effective follow-up.

- Maintain an up to date knowledge of educational research in the fields of teaching and learning and CPDL, and inform practice through this research.
- Take the strategic lead for embedding academy policies and practices relating to teaching and learning and CPDL.
- Establish creative, responsive and effective approaches to learning and teaching in Geography.
- Develop the delivery of cross-curricular themes (e.g. RWCM) in Geography.
- Ensure that teaching and learning for students with SEND is highly effective in Geography.

#### **4. Leading and Managing Staff**

- Regularly review own practice and impact, setting personal targets and taking responsibility for own development.
- Ensure the efficient deployment of staff expertise to achieve academy improvement objectives.
- Lead the professional learning and development of staff members to support individual needs and support the academy CPDL programme.
- Delegate appropriate activities to other UPS and MPS teachers in Geography and secure effective accountability.
- Using agreed procedures monitor and evaluate quality of teaching and learning in Geography through learning reviews, typicality checks, work reviews and student voice. Provide feedback to individual colleagues identifying strengths and areas for development.
- Liaising with the Assistant Headteacher – Teaching and Learning, plan and implement strategies to improve those aspects of teaching and learning identified for continued development.
- Effectively support subject involvement in teacher training programmes and / or coaching in the academy.
- Participate in the staff recruitment process and ensure effective induction of new staff.
- Treat people fairly, equitably and with dignity and respect to create and develop a positive culture of personal responsibility and the celebration of excellence.
- Have clear consideration of staff well-being and morale, supporting the TCAT Health and Well-Being Commitment.

#### **5. Responsibility for students in Geography**

- Instil a sense of pride, worth and achievement.
- Ensure that the work of Geography is stimulating, suitably challenging and engaging to all students.
- Provide for the learning needs of all students through appropriate differentiation, stretch and challenge.
- Liaise with Learning Support through the SENDCO to ensure Teaching Assistants deployed are used efficiently and that resources and guidance issued are used effectively.
- Maintain a safe and productive learning environment for all students, dealing with discipline issues that occur by following and actively supporting the academy's Behaviour and Rewards policy.
- Monitor and evaluate behaviour and rewards data to address, challenge and support students and seek opportunities to develop the behaviour management skills of staff where required.

#### **6. Responsibility for resources in Geography**

- Lead and monitor the use of teaching areas to ensure an effective and stimulating environment is maintained.
- Lead and monitor use of the Geography area to ensure high standards of Health and Safety, implementing the Trust Health and Safety Policy and Academy Health and Safety Protocols and Procedures including through: appropriate risk assessment; development of systems of safe working; ensuring good levels of training; monitoring use of teaching areas to ensure a high standard of condition is maintained; reporting defects and concerns as appropriate; and representing the area on the academy Health and Safety Committee.
- Be responsible as the Budget Holder for the learning resources allocation to Geography. Administer the budget to ensure the principles of best value at all times and that resources are deployed to meet

the teaching and learning needs of the curriculum area. Liaise with the Finance Team to place and monitor all orders and invoices.

- Ensure the annual audit of all equipment is undertaken and any irregularities are investigated. Ensure the asset register is kept up to date by liaising with the appropriate support staff.

## **7. Extended Leadership responsibilities**

- Contribute to the leadership of the academy as a member of the wider ELG, undertaking responsibilities commensurate with the role.
- Participate in the appraisal cycle in line with the academy's Appraisal Policy.
- Contribute to the provision of high-quality academy CPDL, including as a coach to developing middle leaders
- Contribute to the implementation and development of whole academy policy and practice

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the academy in relation to the post holder's professional responsibilities and duties.

## **Core Purpose of a Teacher**

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the academy.

## **As a member of staff of The Trust**

- Role model appropriate behaviours within a professional environment including conduct, communication and personal appearance
- Demonstrate a commitment to challenging and supporting young people to meet high expectations in relation to behaviour and conduct
- Role model high levels of literacy and numeracy including modelling appropriate language
- Have high expectations of young people
- Aspire to develop your professional skills and qualifications
- Use all forms of social media appropriately
- Take responsibility for the reputational management of The Consortium Academy Trust academies
- Contribute to systems of evaluation and performance of the organisation positively

*Your duties may involve access to information of a confidential and sensitive nature which may be covered by Data Protection Act 2018. All employees of The Consortium Academy Trust will be expected to comply with the Data Protection Act when handling any personal data. Confidentiality must be maintained at all times. In addition to the above the post holder must be committed to safeguarding and promoting the welfare of children and young people.*

*This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the academy in relation to the post holder's professional responsibilities and duties. In addition, you may be expected to take part in any other reasonable duties which may be required.*

## Person Specification

**Job Title:** Lead Practitioner - Geography

Category	Essential	Desirable	Evidence
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>Degree/Equivalent in relevant subject</li> <li>PGCE/Equivalent</li> <li>Commitment to further training</li> </ul>	<ul style="list-style-type: none"> <li>Good honours degree</li> <li>Evidence of management training (leading from the middle)</li> </ul>	<ul style="list-style-type: none"> <li>Application Form</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Significant and effective experience teaching at KS3 and KS4</li> <li>Experience of curriculum development</li> <li>Experience in the role of a form tutor</li> <li>Experience of organising and leading educational visits for fieldwork</li> </ul>	<ul style="list-style-type: none"> <li>Experience of A Level/Post 16 teaching</li> <li>Experience of organising extra-curricular activities to enhance the curriculum</li> <li>Understanding the current KS3 National Curriculum and GCSE specifications</li> <li>Understanding of Monitoring and Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Letter of application</li> <li>Interview</li> <li>References</li> </ul>
<b>Skills, Knowledge and Aptitude</b>	<ul style="list-style-type: none"> <li>Highly effective teacher and classroom manager</li> <li>Experience of / potential to lead and manage on designated responsibilities</li> <li>Clear understanding of educational developments at the current time</li> <li>Understanding of different approaches to reaching and learning and how these can impact on progress</li> <li>Understanding on the use of monitoring and evaluation to bring about improvement.</li> <li>Good understanding of a range of teaching and learning strategies</li> </ul> <p>Potential to contribute to the development of courses</p>	<ul style="list-style-type: none"> <li>Understanding of / experience of leading a variety of staff development opportunities</li> <li>Understanding of / ability to work with school data to identify strengths and emerging areas for development</li> <li>Involvement of mentoring NQT / ITT or coaching</li> <li>Ability to deliver a range of History specialisms with training</li> <li>Knowledge of new initiatives</li> <li>Good ICT skills</li> </ul>	<ul style="list-style-type: none"> <li>Letter of application</li> <li>Interview</li> <li>References</li> <li>Demonstration lesson</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>Energy, ambition and enthusiasm</li> <li>Self-motivated</li> <li>Good organisational skills</li> <li>Good interpersonal skills</li> <li>Good team member</li> <li>Good health and attendance record</li> <li>Commitment to personal development</li> <li>Commitment to raising standards</li> </ul> <p>Sense of humour</p>	<ul style="list-style-type: none"> <li>Ability to contribute to extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>Letter of application</li> <li>Interview</li> <li>References</li> </ul>

## How to Apply

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Thank you for taking time to read our Candidate Information Pack and we hope that you have gained a useful insight into our school.

Further information about the school can be found on the school website [www.wolfreton.co.uk](http://www.wolfreton.co.uk)

### **Application Form**

An application form can be downloaded from the school website. Within the personal statement please outline how your skills and experience equips you for this role.

Completed applications should be returned to [recruitment@wolfreton.co.uk](mailto:recruitment@wolfreton.co.uk) no later than 9.00am on Tuesday 1 February 2022.

We reserve the right to close this vacancy earlier than the advertised closing date.