



Truro and Penwith Academy Trust

School Improvement Executive Lead – Primary **RECRUITMENT PACK**

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This information pack will provide you with an insight into our Trust and offer some practical information. Thank you for showing an interest in this incredibly exciting role for the trust. As a member of the Executive team you will be pivotal in supporting our 29 Primary schools.

Truro and Penwith Academy Trust is a partnership of primary and secondary schools in Cornwall with the shared vision to improve life chances of all children and young people in our schools. Truro and Penwith College was the founding sponsor of the Trust in 2014 and is represented by Members and appoints some Trustees.

The shared ethos for the Trust is to expect excellent leadership of high quality teaching and learning to benefit all children and young people with an emphasis on supporting our staff in their professional growth and development.

Our vision is to improve the life chances for all children and young people in our schools.

In order to achieve this, we will:

- recognise and encourage local distinctiveness and individuality
- acknowledge the diverse nature of the communities our schools serve with a focus on equality, diversity and inclusion
- inspire our Schools to become beacons of aspiration in the communities they serve
- focus on improving learning and teaching for all – to enable all children and young people to have the best possible learning experience, leading to the highest levels of achievement
- be an employer of choice – valuing the skills, contribution and expertise of all employees and providing professional growth opportunities
- work in partnership with our associates to provide bespoke support and improvement activities of the highest quality in our Schools
- support our Schools to be financially sustainable and to retain reserves

CEO's Welcome

At Truro and Penwith Academy Trust, we believe every child deserves the opportunity to succeed regardless of location or circumstance. And likewise, every school, regardless of size or level of geographical isolation, deserves the support necessary to make this happen.

We know that pupils flourish when schools focus on creating a creative and inspiring learning environment. So our role is to provide them with the tools, guidance, and expertise to help them do it. We do this by:

360 support

With our skilled staff handling challenges like human resources, training plans, finance, health and safety, safeguarding, and OFSTED inspections, school staff have the time, space and energy to prioritise the best education for students. That way, together, we ensure every child receives the outstanding education they deserve.

Promoting Individuality

Each school has its unique character and serves distinct communities. So we champion individuality, rejecting the notion of a one-size-fits-all approach. This means that rather than dictating *what* is delivered, we foster collaboration and share best practices on *how* it is delivered. It's how we help teaching staff and schools unlock their full potential while honouring the unique identities that make them special.

Collaboration and connection

Collaboration, connection, and support are at the heart of the way we work. We believe in the power of coming together to learn from the latest available evidence, foster continuous improvement and share resources. We cultivate an environment of empathy and open dialogue where schools openly share challenges, ideas, and triumphs. This collaborative spirit reduces workloads, encourages creativity, and enhances experiences for teachers and pupils alike.

We work closely with the Confederation of Schools Trusts, shaping policy and informing practice nationally. And, as a member of the Queens Street Group of school trusts situated throughout England we collectively commit ourselves to supporting deprived communities. Additionally, our participation in the MAT Development Group grants us influence with the Department of Education, enabling schools in our Trust to shape education at a higher level.

Above all, our Trust cultivates a culture of friendship and open dialogue.

We create an atmosphere where schools can engage in meaningful discussions, knowing that someone is always ready to listen and offer a helping hand. Together, we are dedicated to every pupil and school's success and well-being.

We believe that's why we're a Trust that schools want to join.

Jennifer Blunden
CEO

Welcome Note from the Chair of the Trust Board

Thank you for your interest in this opportunity to join the Truro and Penwith Academy Trust.

We are proud of our Academy Trust and what has been achieved since it was established in early 2014. During a sustained period of growth, the Trust has expanded and now includes twenty-nine schools. The Trust encompasses provision across the nursery, primary and secondary phases of education with schools grouped into 3 main clusters.

In January 2019, the Trust was highly praised in a summary evaluation visit by Ofsted. The findings confirmed that the Trust is one that schools want to join. It was acknowledged that there is high quality support with the Trust for schools and that Headteachers feel supported and empowered.

The Trust is innovative and dynamic and works in partnership with the One Cornwall Teaching Hub and its associates to provide bespoke school support and effective improvement activities. Staff receive high quality development opportunities and schools in the Trust benefit from the considerable expertise of Truro and Penwith College which can help to identify cost effective and local solutions as well as supporting excellent leadership and governance.

Central to everything that is done in the Trust are the pupils and students. We firmly believe in equality and the importance of encouraging and helping every one of our children and young people to achieve their full potential. Our key focus is on improving learning and teaching for all.

We recognise and encourage the local distinctiveness and the individuality of schools and hope to inspire them to become beacons of hope and aspiration in the communities they serve.

The Trust is looking for an exceptional candidate with vision, energy and determination, who is able to work with committed and supportive colleagues to build on this success and seize opportunities to further develop the Trust and deliver first class education in Cornwall through leading the Primary School Improvement team.

If you have the ambition and qualities to take on this challenging role we look forward to receiving your application.

Anita Firth

Chair of the Board of Trustees

Truro and Penwith Academy Trust

Safeguarding

TPAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, governors and trustees to share this commitment.

Shortlisted candidates will be required to complete a Safeguarding Self-Declaration Form as part of their application. We will also carry out online searches as part of our due diligence on the shortlisted candidates, as updated in the Keeping Children Safe in Education recommendations. This may help identify any incidents or issues that have happened, and are publicly available online, which the School or Trust might want to explore with the candidate at interview.

Successful candidates will be required to complete a Disclosure and Barring Service (DBS) application and Health Assessment form as part of their pre-employment administration. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provide that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Primary Core Support



We pride ourselves on our willingness to share, support and challenge each other so that we can improve the experiences, wellbeing, outcomes and life chances for all our students.

We have an expert school improvement team who support school improvement and who work within a framework that fosters collaboration and partnership. By deliberate design, our school development structure is aligned with the key Ofsted areas of, Quality of Education, Behaviour & Attitudes, Personal Development and Leadership and Management.

Our structure exploits the resources available to us within our TPAT network, including strong alliances and shared learning with our partner Secondary Schools, Teaching School, and within the breadth of our central team. This means we are able to provide diverse, robust and financially sustainable support solutions for all our schools.

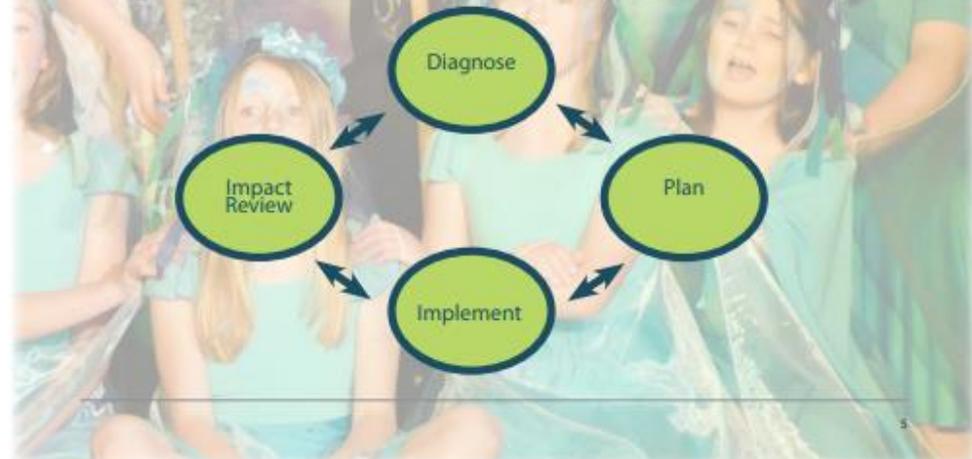
Core Principles for Primary School Development

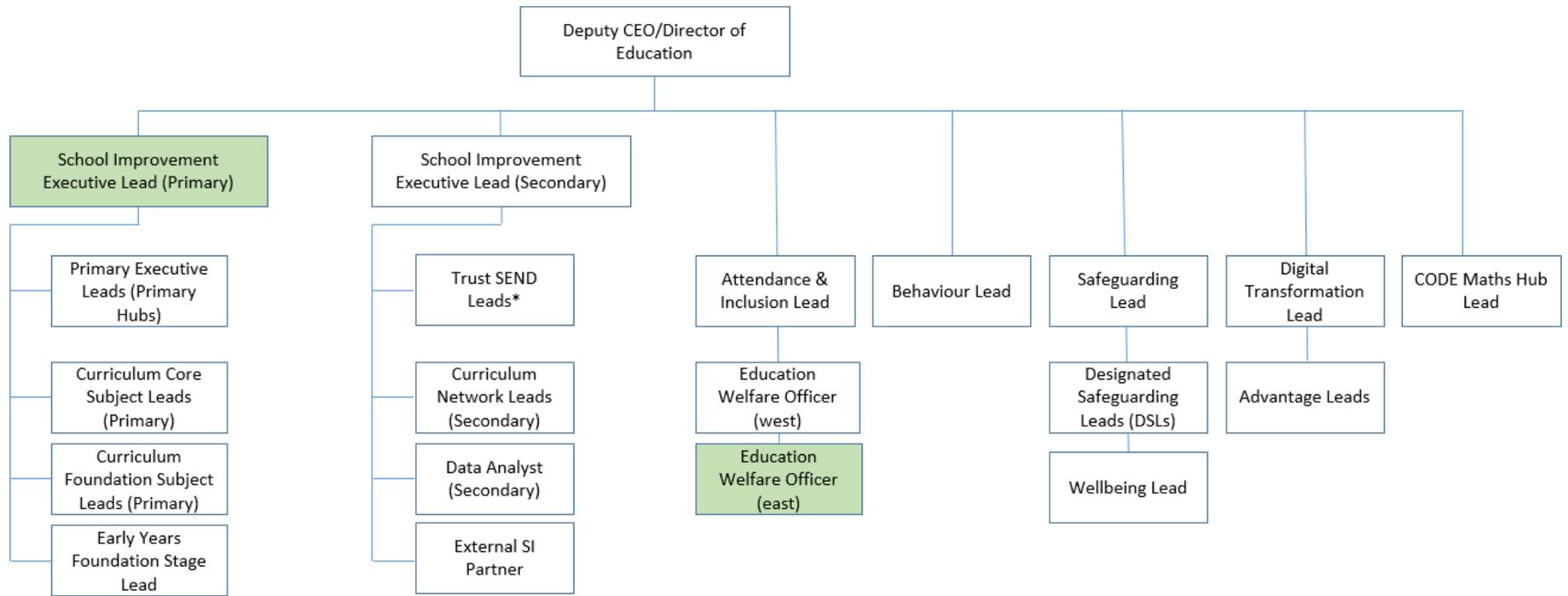
- We thrive on high challenge, collaboration, professionalism and support
- We provide timely, effective, bespoke and tailored support to sustain rapid improvement in our schools
- We are unwavering in our pursuit of excellence on behalf of our students and communities

Our Goals

- To rapidly improve student experiences and outcomes, especially for vulnerable children
- To embed the highest quality of teaching and learning in every school
- To embody a culture of continuous improvement based on professional respect, accountability and trust
- To ensure determined, resilient and moral leadership at every level within our schools
- To collaborate and share best practice and learning between our partnership schools
- To deliver high quality, research based, professional development at every level across our schools
- To maximise the learning, career development and progression opportunities within our partner schools

Working together with our Headteachers, our Primary Core Support team ensure that schools are able to accurately evaluate standards and implement incisive school development plans which bring about rapid improvement. The Primary Core Support team facilitate our School Development cycle:





Collaborative Networks

The foundation of our primary development support is collaboration. We believe that our most valuable resource is each other, and that by working together in partnership we are able to capture and harness the full potential of our collective knowledge and expertise. Our Collaborative Networks are deliberately designed to provide a structure through which this regular and frequent collaboration can happen. There are 5 areas of Collaborative Networks:



**Primary Hub
Headteacher Networks**

Headteachers meet half termly in geographical hubs to focus on key school priorities and support professional development.

**TPAT
Headteacher Network**

TPAT Headteachers from across all education phases meet termly for training and to shape the ongoing development of TPAT. Training is facilitated by local and national experts from within and beyond our Trust.

**Primary
School Networks**

Our Core Support Team: SEND, Staff Wellbeing, Behaviour and Attendance, Quality of Education and Safeguarding.

Subject Networks

Each Subject Network is coordinated by a leader drawn from within our schools. There are Subject Networks for all National Curriculum subjects.

Specialist Networks

We recognise the vital importance of our primary specialist support staff. Each Specialist Network is coordinated by an expert in their field.

We work collaboratively with national organisations, networks and leaders including:



Curriculum

As a trust we work with our schools on a set of clear principles that drive our curriculum design. Schools have worked to develop their own curriculums which have been developed individually by schools or adapted from set schemes. Where schools need support in curriculum design we utilise a published scheme that we adapt to meet the needs of our children.

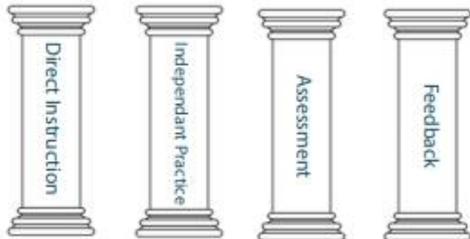


Curriculum Leads
Through expert support from our curriculum leads we help our schools with the intent, implementation and impact of the curriculum. These leads not only visit schools to support their curriculum but also lead our subject networks.

Core Support
Through the CDRE areas of maths, reading, writing and EYFS we have specialist leads who support schools in these areas. In addition, termly leadership meetings are held to underpin the key principles across the trust for each subject and also share good practice as well as undertaking internal moderation. We have a dedicated reading programme that our schools adopt which is based on an instructional approach.

PE
Supporting our pupils to be physically and mentally healthy is a trust priority. Our dedicated PE lead coordinates the work of 3 PE hub leads who support the leadership of PE across our schools, develop curriculum, support enrichment and training opportunities.

Teaching Principles
As a trust we base our pedagogical approach in our schools around four pillars. We support schools in the development of these through comprehensive CPD and this aligns with our Advantage project.



Support for Pupils with SEND
We have a dedicated SEND lead who supports SENDCOS in our schools. We utilise a consistent approach to Individual Education plans, provide termly support meetings for SENDCOS.

CPD
Through our dedicated CPD leads we support the professional development of staff with a comprehensive programme. We also run the SHIP programme and utilise yearly visits to trusts outside of Cornwall to share best practice.

Attendance
As a trust, supporting our schools to attend regularly is a key priority. We have a dedicated attendance and inclusion officer who supports the implementation of a consistent attendance policy across our trust.

Safeguarding
We utilise a consistent approach to the management of safeguarding across our trust using the CPOMS programme. Our highly experienced safeguarding lead supports schools in the leadership of safeguarding as well as case load.

Behaviour
Our dedicated Behaviour lead supports the development of policy and the individual needs of our children across the trust. We support an approach of an inclusion and professional development of staff through programmes including Pryce training.

Pupil and staff wellbeing
Our approach to pupil wellbeing is supported through our wellbeing lead who is an approved Thrive trainer. Support is provided to schools to ensure we become an employer of choice.



What is TPAT Advantage?

TPAT Advantage is first and foremost a teaching and learning project. It is intended to give our teachers and pupils the very best digital tools available to support them in their work and in their learning.

Staff and pupils will benefit from having access to the latest iPad devices which will enable them to access bespoke applications designed to support their learning both in the classroom and at home. It will also give parents unprecedented insights into their child's learning journey as well as the ability to further support their progress.

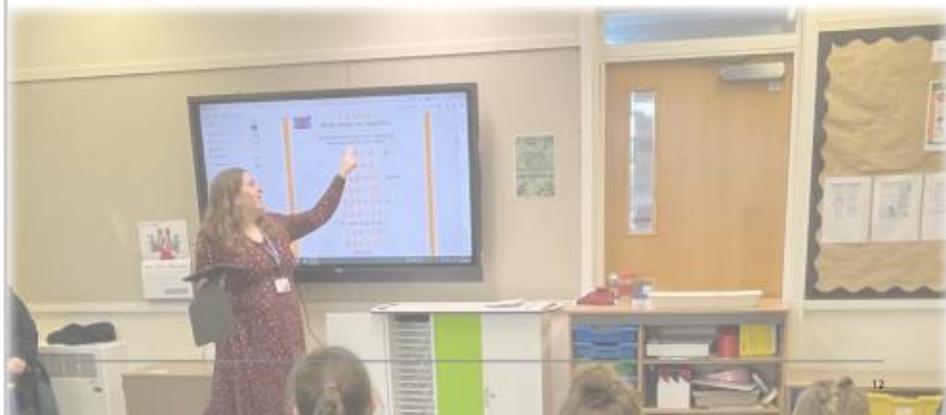
The ultimate aim of our schools is, as always, to improve outcomes and opportunities for our young people, and to help prepare them for the future.

Why do we need Advantage?

Advantage is based on a belief that educational provision in the 21st Century must adapt in order to benefit from and reflect the digital revolution which impacted upon almost every aspect of life in the UK. Our children are 'digital natives', they were born into a digital world. Schools have to embrace the best of these digital opportunities, whilst educating our young people to function, thrive and live safely in this new world.

There are also local drivers for this project. We live and learn in one of the most beautiful counties in the UK. However, the socio-economic reality for many of our families is one characterised by significant hardship and disadvantage. We recognise that across our Trust there are many communities where low income, poor employment opportunities, comparatively low levels of investment and educational funding as well as geographical and cultural remoteness - all negatively impact upon the life choices our young people are able to make.

The Advantage Project is a key part of our strategy to combat these challenges and to help our young people to have the best possible opportunities both now and in their future lives.

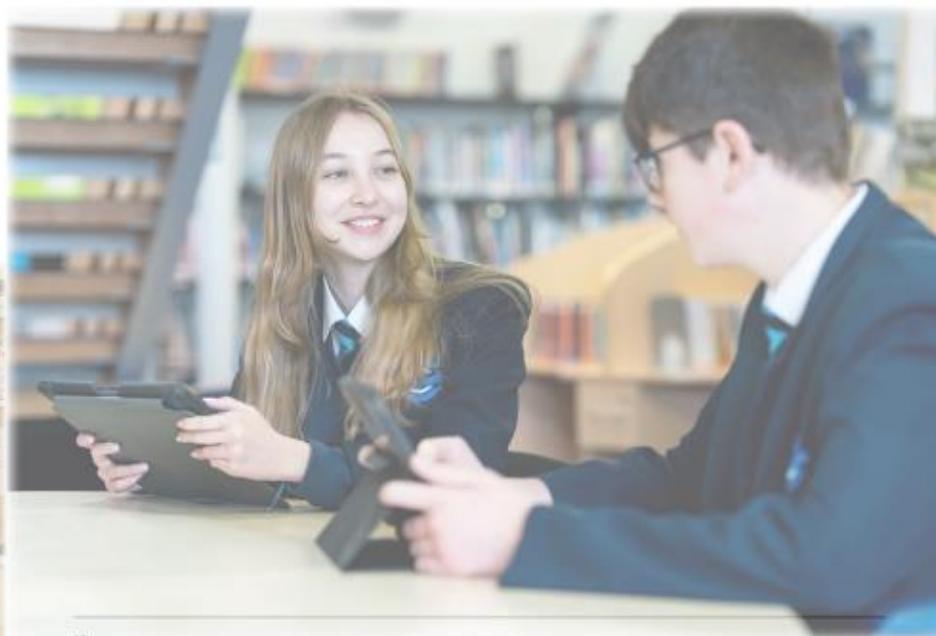


What will Advantage look like?

All Advantage teachers and pupils will have the latest iPad to use at school and at home. The project is based around a number of principles that teachers will follow these include:

1. Teachers will be able to use the iPad for direct instruction and modelling in lessons using their LCD screen and Apple TV and an app called Explain Everything. This is really powerful, not least as it means that teachers can easily record and share their instruction quickly and easily with their class. This allows pupils to revisit parts of the teaching they may have missed or require clarification on.
2. Teachers will have an app called Apple Classroom which enables them to monitor, control and share the screens of all pupils in their classroom.
3. Try using an app called Showbie teachers will be able to set work, and feedback on pupils work in a way which has never before been possible using voice notes and instructional screen recordings bespoke to an individual child.
4. An app called Socrative will allow teachers to complete assessments at the beginning, during and at the end of lessons providing invaluable information to gauge understanding.
5. Teachers will use the vast range of accessibility features built into the iPad to support individual pupil's physical, language and learning needs.

The impact of the Advantage project is already being seen in classrooms across our Trust, with the feedback from pupils, parents and staff being incredibly positive. Many report that being able to use the latest digital tools within a 1:1 iPad environment has revolutionised teaching and learning in ways that are genuinely transformative. Facilitating improved outcomes for pupils, enhancing teacher efficiency and time management and creating teaching and learning opportunities which simply did not exist before the project was developed and implemented within our Trust.





JOB DESCRIPTION

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|---|---|
| Job Title: | School Improvement Executive Lead – Primary |
| Salary: | Competitive Salary |
| Responsible to: | Director of Education/ Deputy CEO |
| Direct Supervisory Responsibility for: | Primary Schools in the trust, Primary Executive leads, Curriculum leads |
| Important Functional Relationships: Internal/External: | TPAT, Headteachers, Local Monitoring Committees , Teachers, Support Staff, Pupils, Parents/Carers, Trustees |

Main Purpose of the Job:

The Primary School Executive Lead will build on the current achievements of our schools providing, rigorous quality assurance, professional development, support, advice, and guidance that creates a culture of high expectations and professional standards, enabling our primary academies to succeed and, as a result, transform the lives of all the children and communities they serve.

Main Duties and Responsibilities:

Core elements of the role:

- Deliver and coordinate targeted school improvement support for primary schools across the trust through managing the Primary School Improvement team.

- Develop and deliver quality assurance systems across the trust’s schools.

Provide support and challenge to schools to secure high levels of student and staff performance and to deliver an exciting and challenging curriculum.

- Analyse school and trust performance data and utilise it to inform targeted support for schools and to strategically plan and manage delivery of school improvement activity.

- Produce reports to the CEO, Executive Team and the Trust Board on the quality of education and the impact of school improvement activity and contribute towards termly policy updates and newsletters

Support schools with OFSTED inspections

Lead, through an ethos of excellence, the strategic improvement and transformation of all primaries across the trust.

- Lead on effective systems, processes and practices for the quality assurance of education provision across the trust, including:

- Providing support, advice, training and development for the education team on effective practice for inspection and school review.

— Working with executive colleagues to quality assure school provisions in relation to inspection readiness and quality assurance of school self-evaluation.

— Developing a range of approaches to bespoke school review based on the needs, lines of enquiry or areas of concern for particular schools (e.g., subject or key stage reviews, targeted reviews of key aspects of practice).

— Developing and sustaining partnerships to provide external validation and review of trust quality assurance practices and, where needed, individual schools.

- Establish an accurate overview of the performance of every primary school in the trust, taking appropriate steps to support any school whose capacity, policies or procedures are adversely affecting the quality of provision and its impact on all children

Manage strategy in higher priority schools that are facing significant challenges, through focused and direct improvement activities.

- Foster and sustain an inclusive culture among school leaders and staff, that ensures good behaviour and attendance, and minimised levels of exclusion from schools.

- Devise and manage a range of professional learning opportunities to support and strengthen capacity in all primary schools including through access to training, resources, and publications.

- To lead on the front-line delivery of quality assurance of education, including leading or brokering school reviews

- To provide support, advice and direction to the education team to support schools with inspection readiness, including providing direct intervention and support with targeted schools

To work strategically to devise and implement initiatives to support and evaluate the respective stages of a school improvement journey (e.g., from RI to Good; from Good to Outstanding).

- To work with the Executive Team to support focused school improvement initiatives, including leading on focused trust programmes to enhance the effectiveness of leadership and to support school improvement.

- Develop a culture of personal responsibility amongst all staff and pupils, recognising excellence and implementing strategies to address underperformance.

- Remain abreast of educational issues, both locally and nationally, and other developments impacting on the trust and its academies, ensuring senior leaders are well briefed and operate within a flexible environment which is responsive to change

- In consultation with senior leaders in academies, ensure the effective use of technologies, both in teaching and learning, and in operational matters so as to enhance provision linked to the Trust Advantage project

Applied knowledge and expertise

- Apply extensive experience in the leadership of schools to school improvement planning, due diligence, intervention in schools facing challenging circumstances and the development of the trust's strategy and framework for school improvement.

- Use significant experience in preparing schools for Ofsted inspections, as well as detailed knowledge of the inspection framework and practices, to improve the standards in schools.

- Utilise in-depth knowledge and experience of working in the educational sector to design and deliver effective quality assurance systems and processes across schools and support the design of intervention strategies to improve academic standards and outcomes.

- Apply experience in change management and leadership training to target improved performance and lead trust-wide organisational change. • Apply knowledge of educational assessments to support the delivery of effective student assessment and intervention initiatives and programmes.

- Apply experience of encouraging collaboration between schools, across the trust and with other external agencies, to support the sharing of best practice, reduce the replication of effort and lead to school transformation.
- Apply knowledge of statutory and regulatory compliance to ensure compliance across all schools.
- With the Chief Executive and Executive Leadership Team, create and regularly review structures across the schools that reflect the trust's and each school's values and enable management systems, structures and processes to work effectively.
- Work with the Executive Team, Head Teachers and the Central Services Team to monitor and evaluate the academic performance, leadership and management of academies.
- Support and work towards the aim that all schools maintain at least a 'good rating', with the goal of becoming 'outstanding'.
- Lead transformational change both strategically and operationally in all schools. • Delegate key responsibilities and operations across the wider organisation as appropriate

Resource management

- Ensure that all resources available to schools are used in ways which are for the promotion and achievement of the schools' priorities, values and objectives.
- Work closely with the Chief Executive officer, CFO and Head Teachers to oversee the staffing resource of each academy to ensure learners' needs are met and that there is curriculum efficiency.
- Identify opportunities across the group of schools for financial gains and sharing of resources through school-to-school collaboration.
- Drive an ethos of excellence and a culture of high expectations, supporting school leadership teams to improve standards across all stages and subject areas.
- Ensure that the Head Teachers and school leaders are supported through significant transformational change projects.
- Ensure leaders across the trust receive the appropriate teaching and leadership training and continue to develop their practice
- Work with Head Teachers to recruit staff of the highest quality across the group.
- Promote a positive culture of excellence throughout the organisation and adopt behaviours that exemplify the trust's values.
- Line manage and performance develop designated members of the Central School Improvement Team, setting ambitions and encouraging continuing professional development.
- Build own leadership capacity and takes responsibility for own professional development by actively engaging with and seeking out areas for improvement. Influencing and managing relationships
 - Nurture robust, open and effective relationships with all parties across the trust and with key external agencies including, Local Authority partners, Regional Schools Commissioner and other trusts.
 - Foster a culture of collaboration by creating networks and opportunities for schools and individuals within the group to engage each other and to build effective extended learning communities.
 - Facilitate the partnership and networking of Head Teachers, School Leaders and trust staff to share and promote best practice and to support each other with challenges.

Safeguarding

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

General / Other

- To ensure that pupils needs are prioritised and to have a clear sight of how this role impacts on the School's and the Trust's pupils at all times;
- To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance;
- To be aware of and adhere to all Trust policies and procedures;
- To undertake mandatory training as required by the Trust;
- To be responsible for your own continuing self-development and attend meetings as appropriate;
- To undertake other duties appropriate to the post as required.

This job description is not exhaustive and does not form part of your contract of employment. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document will be reviewed annually as part of the appraisal process or as appropriate.

The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.

| Person Specification | Essential | Desirable | Recruiting Method |
|-------------------------------|---|---|--|
| Education and Training | Degree educated with QTS | Completion of relevant postgraduate qualifications - NPQH/ NPQML | Application |
| | Evidence of a commitment to ongoing learning and continuous professional development | | Application, Interview |
| | Proven successful experience as a Head Teacher, qualified Ofsted inspector, HMI or a senior school leader in a local authority or national body | Experience of managing and leading complex changes across a school or group of schools | Application |
| | Successful experience of leading or supporting schools in challenging circumstances and of delivering impactful school improvement support across one or more primary schools | Experience of working collaboratively across a group of schools with impact on outcomes for children evidenced as a result of this work | Application, interview, assessment |
| | Successful experience of writing, implementing and reviewing strategic improvement plans and | | Application, Interview, Assessment Application, Interview, Assessment |

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| | <p>strategies which bring about impactful change</p> <p>Experience of evaluating the performance of the leadership and management of a school</p> <p>Experience of coaching, mentoring and directing staff at all levels</p> <p>Experience of developing and motivating senior leaders to achieve success</p> <p>Experience of presenting effectively to a wide range of stakeholders</p> | | Application, Interview, Assessment |
| Skills and Experience | <p>Sound knowledge of educational policy developments and implication for in-school practices</p> <p>Excellent knowledge of primary education</p> <p>Detailed knowledge of effective school improvement practices</p> <p>Extensive knowledge of effective intervention strategies to impact on school standards</p> <p>Broad experience of analysing education data to inform successful education delivery</p> <p>Producing reports which strategically review and evaluate resources and performance</p> <p>Extensive knowledge of curriculum development, implementation, evaluation and effective assessment techniques</p> | | Application , Interview Application, Interview, Assessment |
| Specialist Knowledge and Skills | <p>Skilled in using a range of techniques to ensure effective collaboration across schools and with external stakeholders and partnerships</p> <p>Commitment to providing a high-quality service to the schools</p> <p>Holds and articulates clear values, moral purpose and leads ethically and with integrity</p> <p>Adaptive and responsive to change</p> | <p>A strong track record of school-to-school support as an NLE with measurable impact</p> <p>An understanding of a variety of MAT structures and growth models</p> | Application, Interview, Assessment |

| | | | |
|-------------------------------------|--|--|---|
| | <p>Possess excellent written and oral communication skills</p> <p>Possess high- level interpersonal skills with the ability to inspire and motivate others</p> <p>Ability to influence effectively at all levels of an organisation</p> <p>Creativity in their approach to problem solving</p> <p>An excellent team player</p> <p>Ability to hold others to account; including senior leaders</p> <p>Ability to work accurately and with attention to detail</p> <p>Ability to identify work priorities and manage own workload and that of others</p> <p>An understanding of and commitment to safeguarding issues and promoting the welfare of children and young people</p> | | |
| <p>Behaviours and Values</p> | <p>High expectations for themselves and the people they work with</p> <p>Able to manage working hours flexibly to meet the demands of the role</p> <p>Willingness to undertake further professional development</p> <p>Willingness and ability to travel to all work locations within the trust and outside where required</p> <p>Commitment to TPATS vision and principles</p> <p>Where appropriate, the ability to work at times convenient to the Local Governing Bodies, including evening meetings</p> | | <p>Application</p> <p>Interview</p> <p>Assessment</p> <p>References</p> |

Useful Information

We hope you find this pack provides all the information you need in order to consider your application for this post.

Any questions or matters you would like to discuss informally, please contact Chris Gould, Director of Education – by email chrisgould@tpacademytrust.org or telephone **01872 613101**

Please note that CVs will not be accepted.

Application packs can be downloaded from www.tpacademytrust.org

Closing Date: Completed applications should be emailed to Harriet Andrew, Director of HR on handrew@tpacademytrust.org by **Monday 1 July at 12pm.**

Shortlisting

To ensure the fairness of the selection process, shortlisting will be based upon the information which you provide in your application and assumptions will not be made about your experience or skills. We will look for demonstrable evidence that you meet the criteria set out in the person specification.

Interviews will be held on **Thursday 4th July.**