

Ofsted
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Moorlands
Learning Trust



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

**TEACHER OF
ENGLISH
(Maternity cover
0.8FTE)**

February 2022

TEACHER OF ENGLISH (MATERNITY COVER 0.8 FTE)

Dear Applicant,

Thank you for requesting details for the position of teacher of English maternity cover. The post offers an exciting opportunity to teach and make a positive difference in our outstanding school, a converter Academy and the founding school of Moorlands Learning Trust (MLT). We very much welcome your interest and hope the accompanying information will encourage you to apply.

A February start is available, alternatively the role is required from Easter, with the duration being until the return of the maternity leaver which is anticipated to be December 2022.

The successful candidate will join a very popular and ambitious curriculum area where standards and levels of student engagement are high. They will have high expectations, expert subject knowledge, a strong and positive work ethic and an unwavering commitment to all students achieving their full potential in English through consistently excellent teaching. Working collaboratively as part of a dedicated and talented team, they will be inspirational to both students and colleagues, and will be committed to sharing best practice and contributing to enrichment, intervention and the development of the department.

This is an exciting time in the school's development. Following a £4.7 million capital investment from Bradford Metropolitan District Council (BMDC), our learning environment has been enhanced by an additional three-storey teaching block with 15 new classrooms (all equipped with interactive screens), a dining hall and indoor flexible space. In addition, we have also opened a 12 place Specialist Resource Provision (SRP) for students with autism as part of our commitment to inclusive education and we are working with the Local Authority to cautiously grow over the coming years to meet students' needs across the Wharfe Valley and wider district. Indeed, whilst we have a long history dating back to 1607, we are a modern school with innovation at the heart of our vision as a learning community. We continually advance our curriculum to be responsive to student need and have rolled out iPads to all students to personalise learning and prepare them for life and work in the 21st Century. We also invest in the professional development of our staff to keep ourselves at the cutting edge of educational development.

We are very proud of our excellent reputation in the local community, as well as the wider Leeds and Bradford areas and pride ourselves on the quality of education we provide to our students. Our Ofsted inspection of March 2017 confirmed us as an 'Outstanding' school in all areas, where students "attain highly and make excellent progress", where behaviour is "exemplary" and where "teachers go the extra mile to make sure students achieve, feel cared for and thrive within a supportive and productive learning environment" (Ofsted March 2017). Our success was also recognised in The Sunday Times Schools Guide 2022 with Ilkley Grammar School ranked in the top three best state secondary comprehensive schools in the north of England and named overall 7th best state secondary school in the north of the country.

Since achieving our 'Outstanding' Ofsted rating, the school has gone from strength to strength. Our 2021 A-level and GCSE results were outstanding: over 50% of all A-level entries were at A/A* and over 70% at A*-B. At GCSE over 52% of all GCSE entries were achieved at 7+, a 10% rise on the previous year's results and over 23% above the 2021 national rate, with over a third of all entries achieved at the very top grades 9/8 – an increase of 8% from the previous year. As a result, progress of all students is well above average with a score of +.58 in 2019. Although performance tables were not published in 2020 or 2021, we are confident that we would have continued the upward trajectory of improvement we have successfully maintained over a number of years.

As a comprehensive academy, our overriding aim at IGS is to ensure that our students achieve everything that they are capable of – their 'Personal Best' - from Year 7 through to Sixth Form and beyond. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy, and confident learners who achieve in the widest sense of the word, and not just academically.

We deeply care for our staff as well as our students and take their wellbeing seriously, engaging regularly and meaningfully with colleagues at all levels. We are sensitive about the importance of managing workload, and the school's commitment to evidence-informed practices and 'best bets' enables teachers and leaders to invest time and effort in practices proven to have the most impact on student learning. In addition, all staff have access to an Employee Assistance Programme, and we have an embedded programme of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays in order to accommodate these sessions as well as to facilitate whole school and departmental staff CPD.

Despite our considerable success, we are not complacent and our commitment to Personal Best means that we continue to drive school improvement in order to further raise standards. We are looking for a talented teacher who can combine vision and drive to support our journey to being an exceptional school. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, emotionally intelligent leadership, an unwavering commitment to Personal Best and a passion for working with young people to make a positive difference to their lives.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

How to Apply

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

How your skills, qualities and experiences make you a suitable candidate for this post.

The closing date for this post is: **8am, 24th January 2022**

Provisional interview is scheduled for **week commencing 31st January 2022**

If you do not receive an invite to interview by 28th January, we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.



Carly Purnell
Headteacher

Generic Job Description

Subject Teacher

Responsible to: Curriculum Leader/Head of Department: English

Overall responsibilities: To promote effective learning and excellent student progress through high quality and interesting teaching that engages and meets individual needs.

Summary of core duties:

❑ Planning

- To have deep and fluent subject knowledge and understanding of the curriculum and sequencing to allow for confident teaching
- To plan for opportunities to model excellence in your subject through analogies, explanations and demonstrations
- To plan tasks that embed and reinforce learning, allowing opportunities to practise until learning is fluent and secure
- To personalise planning to meet the needs of all students, as individuals and as particular student cohorts (SEND, PP etc) through responsive and adaptive teaching
- To know and implement the information for students on the SEND Register
- To actively plan for the teaching of vocabulary, literacy, numeracy and oracy when structuring learning sequences
- To support the development and revision of curriculum design and schemes of work
- To contribute to the Curriculum Area Improvement Plan, and its implementation

❑ Teaching and Learning

- To set appropriate sequence of learning tasks including learning objectives and rationale that are well-matched to students' needs
- To present and explain new ideas clearly, making connections to previous learning to support memory for learning
- To employ a variety of strategies to motivate, support and engage students
- To use questioning and dialogue to promote deep thinking amongst learners
- To develop and use the iPad to facilitate independent learning and support learning in lessons
- To set high-quality homework that encourages independent learning and consolidates prior learning
- To support students with how to learn, using the best bets from cognitive science
- To work closely with Inclusive Learning Support Assistants to challenge and support students by scaffolding learning in a variety of ways

❑ Assessment for Learning/ Responsive Teaching

- To employ a range of responsive teaching strategies to elicit evidence of understanding and progress
- To ensure regular, high-quality and diagnostic assessment to evidence learning
- To give students actionable verbal and written feedback to guide their learning
- To monitor the progress of students, set targets for improvement based on prior attainment and ensure they know these and what they have to do to reach them
- To help students plan, regulate and monitor their own learning
- To use data for future planning, support and intervention
- To maintain appropriate records to demonstrate student progress
- To contribute to requests for progress updates and written annual reports and references

❑ Personal Best

- To promote and manage learning behaviours consistently and effectively, developing learner motivation so students display a thirst for knowledge and a love of learning

- To promote and support student progress and wellbeing, knowing your students as individuals with specific needs
- To establish fair, respectful, trusting, supportive and constructive relationships
- To promote a positive climate of student-student relationships based on cooperation, respect and care so that all can learn effectively
- To have high expectations for all
- To implement the Personal Best system consistently and fairly
- To fulfil the role of Form Tutor where necessary and attend assemblies
- To be familiar with health and safety requirements
- To know and follow the school Child Protection and Safeguarding guidelines
- To register students in form periods and every taught lesson
- To communicate and consult with parents as required

❑ **Enrichment**

- To commit to the department/curriculum area programme of extra-curricular and enrichment opportunities and visits
- To contribute to other enrichment opportunities across school – within year groups, in other visits at home and abroad and support the school's whole-school Challenge and Celebration week

❑ **Continuing Professional Development**

- To fulfil the statutory Appraisal expectations
- To participate fully in CPD opportunities to develop practice further, share best practice and be creative
- To reflect on your practice and constantly strive to improve, using research, pedagogy and your knowledge of the students
- To commit to the school's CPD programme
- To contribute, as appropriate, to the selection, appointment and induction of new staff, including ITT students and ECTs

❑ **Quality Assurance**

- To contribute to the school's self-evaluation procedures, including lesson observations and learning walks, work scrutiny, student voice and other QA activities

❑ **Professional Standards**

- To meet the DfE National Teachers' and Personal and Professional Standards
- To contribute actively to the ethos, values and aspirations of the school
- To attend relevant school and parent meetings, and appropriate school events
- To ensure high standards of written and spoken English
- To meet deadlines and model the highest professional standards in all aspects of school work
- To cover for absent colleagues as necessary in an emergency and within the workforce agreement

VARIATION IN ROLE

Due to the structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy's work develops and changes, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

ENGLISH SUBJECT PROFILE

We aim to foster a love of language and literature in our students, as well as developing their confidence and ability to think for themselves. We want our students to enjoy lessons, be actively engaged in their learning and make excellent progress. Not only is English important for accessing the rest of the curriculum whilst at school, it is also vital for continuing learning beyond school, entering the world of work and for developing a life-long passion for the power of the written word.

The English Curriculum Area currently comprises of a mixture of seventeen full time and part time English teachers, including Lead Teachers for each Key Stage. Two years ago we relocated to a brand new building with each classroom having Promethean interactive boards, alongside traditional whiteboards. We strongly believe that the consistently high standards we have achieved are as a direct result both of teamwork and individual responsibility.

At Key Stage 3, Year 7 and 8 are taught in mixed ability form groups with Year 9 being set according to ability. Students arrive in Year 7 having achieved well at primary school; our main aim is to continue their high level of achievement and challenge into KS3 and GCSE. We are two years in to our exciting journey implementing a brand new KS3 curriculum, with emphasis on a cohesive curriculum in which students gain powerful knowledge and are encouraged to make links and connections between wide range of literary texts. We are truly excited about this development and evaluating its impact.

At Key Stage 4, achievement is well above the national average. In 2021, 94% of students attained grades 4-9 in both English Language and English Literature. 41% of students attained grades 7-9 in English Language and 39% attained grades 7-9 in English Literature. Our impressive progress over the last several years was acknowledged in the March 2017 Ofsted report. An ongoing priority for us is to improve the progress of boys, higher attaining students and students in receipt of Pupil Premium. Curriculum development is ongoing at Key Stage 4, with our recent implementation of a concept-based curriculum driven by the 'big ideas' behind our studied texts, and the implementation of a 'Study Skills' curriculum, designed to equip students with strategies to support their recall and retention.

We deliver two A-Level courses at Post-16: AQA English Literature (Specification B) and AQA English Language and Literature. Both courses are extremely popular with students, with several students each year going on to study English at university, including Oxbridge. At A-Level we usually achieve a 100% pass rate, with high numbers of students achieving A*/A or B grades. Our key priority at A-Level is differentiation, with a particular focus on the less able.

Our pedagogical practice is underpinned by our five key strands: High expectations and challenge for all; effective instruction; oracy and questioning; knowledge and recall; and responsive teaching. We offer a responsive and dynamic CPD programme in English, wherein our staff develop their expertise in these areas through high-quality CPD, shared planning and engaging with research. We are a highly collaborative department with a strong focus on pedagogy; our vision is to develop this further through effective application of the latest pedagogical research in the classroom.

We like to enhance learning in the classroom with the opportunity to offer extra-curricular activities to our students. Over recent years these have included: running theatre trips; hosting Ilkley Literature Festival events; organising inter-class public speaking competitions and running a creative writing club and book club. We even find time to dress up as fictional characters on World Book Day!

Throughout English we believe that good and outstanding lessons result from positive relationships with students. High quality teaching is at the heart of our discussions and we strive to make each classroom an excellent learning environment. We are proud of our team and its achievements. By sharing ideas and resources we support each other in our aim to maintain consistently high standards. Hard work, a sense of humour and a genuine love of language and literature ensure that our work, although demanding, is always rewarding and never dull.

Alison Lowes: Curriculum Leader for English - January 2022

English Curriculum Statement of Intent

We want our students to have access to a wide, varied, exciting and connected curriculum where students see the study of English as an interconnected body of knowledge – “the best that has been thought and said!”. Students will year by year add to their rich bed of knowledge, using a deep understanding of our key critical concepts to underpin their new learning. Rich, powerful knowledge is at the heart of our curriculum, as we recognise that knowledge is a powerful tool for social justice.

The journey begins in Year 7, where students start with a study of Myths and Legends. These myths will introduce them to key ideas that are often the subject of classical allusion in texts they will later study at KS3+4. Through reading these myths and exploring how modern writers have adapted these ideas, students will learn about intertextuality and this will unlock their ability to interpret texts at a deeper level as they move forward in their journey. Moving on, students will then learn about character archetypes such as heroes and villains, encountering these in a range of texts in Year 7 such as *Oliver Twist*. Understanding archetypes allows students to see where these have been challenged or subverted by writers. Year 8 takes students on a journey through ‘Fear’ via a study of the Gothic genre, now looking at Gothic villains alongside the concept of ‘otherness’. Study continues through exploration of ideas around justice and injustice, exploring issues around race through *The Merchant of Venice*, amongst other texts. As students move on to look at ‘Adventure’ in the final term of Year 8, they begin to explore the idea of nature as a villain, and explore experiences from other cultures through the modern novel *Salt to the Sea*. In Year 9, the idea of injustice is further developed by exploring writers who protest against that injustice. Students then move on to look at inequalities through the lens of relationships, using *Romeo and Juliet* as a springboard into ideas about gender roles. Students end their KS3 journey exploring the ways dystopian writers look to and envision our future with a study of seminal dystopian texts and the modern novel *The Wall*.

At Key Stage 4, students continue their study of the Human Condition through a range of literary texts. Students begin by exploring ideas around power and its ability to corrupt Man. Through exploring the idea of man’s fallibility and man as essentially flawed, students understand texts as a way to explore Mankind’s issues. A study of a collection of poems and a play *An Inspector Calls* or novel *Lord of the Flies* allows students to explore how these ideas underpin literary texts. Students then move on to study Man’s inner conflict – exploring the ways in which conflict has shaped Man’s interactions – both internal to the self and with others. A study of the seminal play *Macbeth*, together with a selection of conflict poetry, allows students to explore inner motivations and deepen their understanding of the conflict between ‘good’ and ‘evil’, and the conflict Man faces. Further into the journey, students move on to explore the Duality of Man – exploring how the idea of the ‘divided self’ is suggested in *Jekyll and Hyde*. Running throughout KS4, students explore a rich variety of unseen fiction and non-fiction extracts, to deepen understanding of how writers use language to shape meaning.

Students on both of our KS5 courses ‘English Language and Literature’ and ‘English Literature’ are well prepared for post-16 study by their understanding of the Human Condition and its presentation in literary texts, together with a deep knowledge of how writers shape meaning using language, and the skills to convey their knowledge with precision and a firm grasp of literary genres. Students on the Language and Literature pathway further explore literary fiction and non-fiction, deepening their understanding of language use through exploration of Language Levels and applying these to texts. Creative writing tasks allow students to apply their understanding of a range of genres and stylistic techniques to their own work. On the Literature pathway, students study the genres of tragedy and ‘social and political protest’ in detail through a range of exciting texts from Shakespeare to Atwood, exploring how writers conform to or subvert genre conventions, and deepening their knowledge of the flawed nature of humanity and the ways in which power shapes our interactions. On both courses, the Non-exam assessment (NEA) allows students to demonstrate their independence and knowledge through self-directed exploration of texts of their choosing. They now have the confidence and skill to navigate the world of literature – and the world itself - on their own terms.

¹ Department for Education (2013) “The National Curriculum for England.” DfE

As a department we will use strategies derived from cognitive science to help students improve their study skills, including memory retention strategies. Students will be encouraged to reflect on and understand how best they learn (metacognition), so that they move from novice to expert learners. A focus on retention ensures key knowledge is retained and built on.

We continue to live and breathe the importance of literature for our students' understanding of the world around them. An understanding of literature teaches us who we are. It is "an exploration of human themes and experiences that show us we are not alone; this is universal."² An understanding of literature opens up a vast world of cultural capital for our students, allowing them a "seat at the table"³ to participate and lead in our communities as future leaders and innovators. Reading about different societies, cultures and eras enables our students to develop a keen sense of morality and empathy whilst opening up knowledge and understanding of the wider world around us. Our aim is to develop confident readers who will have a life-long love of literature but also have the ability to evaluate and question texts in an increasingly digital age.

The ability to communicate with impact and influence opens doors – we strive to give our students the opportunity and skill to communicate using the written and spoken word with fluency, originality and flair. Language is power – not only does it help shape what we want to say, it also plays a key role in shaping our independence and identity.

To enact this vision, as a collective we will:

- Ensure we have a shared understanding of the key 'big ideas' within our subject and how those ideas are linked.
- Ensure that for everything we teach, we understand 'why this, why now'
- Use the 'Principles of Effective English Teaching' as a guide to best practice in the classroom
- Understand that no teacher is the finished product! Reflect on our own practice, using deliberate practice strategies to hone aspects of our craft.
- Engage with regular department CPD underpinned by current educational research
- Strive to be curious and learn from each other. Be open to sharing our best practice.
- Develop our subject knowledge including knowledge of cognitive science.
- Engage with curriculum research.

(The English Department, 2018; Alison Lowes, 2021)

² Jennifer Webb (2019) "How to Teach English Literature: Overcoming Cultural Poverty". John Catt Publications

³ Michelle Obama (December 2018) Talk with Chimamanda Ngozi Adichie

English Department: Core Principles of Effective English Teaching

Strand 1: High Expectations and challenge for all	Strand 2: Effective instruction	Strand 3: Oracy and questioning	Strand 4: The principles of knowledge memory and recall.	Strand 5: Responsive teaching
Activate hard thinking by careful sequencing, modelling, questioning Introduce challenging subject content to all Embed the language of academia in the classroom Promote scholarship and independence - Support student independent skills eg. Study skills - Model the skills of the most successful students for all Skilfully manage withdrawal of scaffolds at key points Communication home reinforces high expectations	Use of high-quality models; examples and non-examples Scaffolds make challenging material accessible Support gradually withdrawn over time to support mastery Over-practice of key skills to support mastery Instruction underpinned by secure subject knowledge Use of <i>I, we, you</i> lesson structure	Use hinge questions to pinpoint potential misconceptions Ask a high number of questions and achieve a high success rate Ask questions that deepen learning - No half answers - Developing and building on key ideas Model academic discourse in the classroom Value high-quality discussion opportunities; sometimes formal	Begin lessons with a recap of content Embed opportunities for longer recall tasks Design activities to extend and deepen learned facts/knowledge Underpin teaching with key concepts to allow students to make and explore connections Interleave material to forge deliberate connections Metacognition strategies. Explicitly guiding students to reflect on success of their learning strategies	Be clear on the knowledge we expect students to have gained - Underpinned by knowledge organisers, for example Respond to misconceptions Single academic purpose to each lesson - Being mindful of cognitive load we are placing on students. Feedback is responsive and guides planning - Feedback strategies are used to inform next steps eg. Reviewing five books/whole class book look Communication with parents at key strategic points, for key students - Balance of celebratory/supportive
Research base: Mary Myatt <i>The Curriculum: Gallimaufry to coherence</i> Jennifer Webb <i>How to Teach English Literature</i> Rosenshine's Principles of Instruction		John Dunlosky – <i>Strengthening the student toolbox</i> Learningscientists.org Harry Fletcher-Wood, <i>Responsive Teaching</i> Andy Tharlbay – <i>Reflecting English</i>		

ILKLEY GRAMMAR SCHOOL
Personnel Specification
Teacher of English (maternity cover) 0.8FTE

Qualification and Training	Essential/ Desirable E/D	How Identified
☐ Qualified teacher status recognised by the DfE	E	Application form and selection process
☐ Honours Degree in related specialism	E	
☐ Good A-level qualifications	D	
☐ Recent appropriate CPD	D	
☐ Willingness to participate in CPD	E	
Experience	Essential/ Desirable E/D	How Identified
☐ Successful experience of teaching English to KS3 & 4, as well as KS5	E/ D	Application and selection process
☐ Successful experience of delivering a differentiated curriculum to students with a wide range of needs	E	
☐ Successful experience of managing an effective classroom environment to support student learning and positive behaviour	E	
☐ Understanding and use of good teaching practices	E	
☐ Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	D	
☐ Experience of e-learning including mobile technologies	D	
☐ Previous teaching experience	E	
☐ Previous pastoral experience	D	
Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
☐ A passion for teaching English across Key Stage 4 and 5	E/ D	Application and selection process
☐ Creates and develops interesting resources and activities which engage students and promote good and outstanding progress	E	
☐ Understands, and can put into practice, the features of an outstanding lesson	E	
☐ The potential and commitment to be an exceptional teacher	E	
☐ Shares and develops own expertise and learns from others	E	
☐ Able to lead, inspire and motivate students	E	
☐ Good standard of accurate written and spoken English	E	
☐ Excellent communication, both in writing and orally, to a wide range of audiences	E	
☐ Proven ability to use ICT in the teaching, organisation or management of their role	E	
☐ Self-motivated and takes the initiative	E	
☐ Able to embrace new approaches and ways of thinking	E	
☐ Responsive to the individual needs of students and colleagues	E	
☐ Values diversity and encourages the contribution of others	E	
☐ Knowledge of effective behaviour management strategies	E	
☐ Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E	

Values	Essential/ Desirable E/D	How Identified
☐ A commitment to comprehensive education, equal opportunities and inclusion	E	Application form and selection process
☐ A passionate commitment to achieving the highest standards for all students	E	
☐ A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
☐ Fully committed to a close working partnership with parents, governors and the community	E	
☐ An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E	
☐ Values equality, trust, happiness, openness and support	E	
Personal Qualities	Essential/ Desirable E/D	How Identified
☐ Strong 'moral purpose'	E	Application form and selection process
☐ Conscientious and committed to high personal and professional standards	E	
☐ Skilled at building and forming productive working relationships with staff, parents and students, with Governors, partners and the wider community	E	
☐ Enthusiastic about education and learning	E	
☐ Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion	E	
☐ Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E	
☐ Works well with colleagues and contributes effectively to the team(s)	E	
☐ Abides by the Academy's policies	E	
☐ Professional appearance	E	
☐ Emotionally intelligent	E	
☐ Sense of humour and perspective	E	
Equal Opportunities	Essential/ Desirable E/D	How Identified
☐ Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
☐ Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
☐ Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process
☐ No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
☐ Will not require holiday during term time	E	

Safeguarding	Essential/ Desirable E/D	How Identified
☐ Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
☐ Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
☐ Displays commitment to the protection and safeguarding of children and young people	E	
☐ Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E	

Agreed by:

Post Holder:

Print name **Signature.....**

Line Manager:

Print Name **Signature**

Date: