

Prudhoe Community High School

**Expect Excellence
Keep raising achievement**

High standards, High expectations

Promote the Positive

Keep looking outward

Assistant SENDCO S1549

Starting September 2023

37 hpw term time + 5 additional days

Band 6 point 18-23 Salary £23,589 - £26,011

Closing date for applications 12pm Tuesday 28th February

Guidance notes for completing your application

1. Examine the information pack

It should contain the job description, a person specification and an application form together with additional information about the post. Hopefully, this pack will help you decide whether or not to apply and how to make your application as effective as possible.

2. Look at the person specification

This states the skills, qualifications, knowledge and experience which are required to do the job. When shortlisting takes place, your application form and letter will be compared against the person specification.

3. Analyse your experience

What evidence can you offer to demonstrate that you possess the skills, qualifications, knowledge and experience necessary to do the job for which you are applying. Describe this experience on the application form.

4. Fill in your application form

Ensure that you provide sufficient evidence that you can do the job for which you are applying. Remember to sign and date your application form, and then send it in by the closing deadline. Completed applications should be emailed to: enquiries@pchs.org.uk

5. Job share

Job sharing is a form of working whereby two or more people share the hours of one full-time post and receive a wage or salary and other benefits pro-rata to the hours worked. The purpose of job sharing is to open up employment opportunities at every level within the Authority.

6. Response to your application

If you have not heard from us within 2 weeks of the post closing you may assume you have been unsuccessful on this occasion .

PCHS is committed to safeguarding the welfare of young people: an enhanced DBS check will be required

School Information

Prudhoe Community High School is part of the Tyne Community Learning Trust. We are a 13-18 High School with approximately 772 students on roll (currently 200+ in Sixth Form).

Head Teacher Annmarie Moore
Chair of Governors Susan McArdle

Prudhoe Community High School is a very hardworking and caring school which draws students from 100 square miles around Prudhoe. Our Sixth Form provision caters for over 200 students. We have a good examination record at GCSE and A Level.

We are a school that is full of drama, art, music and sport and regard these areas as crucial in developing a whole range of personal and social skills.

We work closely with our parents/carers and directly consult via a parent/carers' group which meets half termly. There are opportunities to submit views via regular questionnaires for staff, students and parents/carers.

Our school aims:

We want our young people to:

- Strive for excellence wherever and however they can
- Develop their values and learn to live by them
- Participate actively

We shall:

- Strive for excellence
- Create a hardworking and caring, safe and stimulating community
- Work in partnership with our parents and carers and local, national and international organisations to enrich our outcomes

We are in the unique position of having moved to our brand new purpose built 'under one roof' school in September 2016. We have a brand new 3G pitch and sports facilities shared with Active Northumberland. This is a school where students are challenged to work hard and give their best. We are a happy and caring school where individual needs are met and where every individual student matters.

About Prudhoe

Prudhoe (population 19,000) lies in the southern part of Northumberland only 12 miles west of Newcastle. The area includes attractive rural countryside with dormitory villages, some industry along the Tyne Valley, and there is a wide range of good quality housing available. Prudhoe is close to the Northumberland National Park, yet enjoys easy access by road and rail to the urban amenities of the Tynedale conurbation.

The school is a co-educational 13-18 comprehensive, and because the school attracts some students from neighbouring LEAs this results in a comprehensive diverse mix of ability and background, we are a true semi-rural comprehensive school.

We are a successful school, which has shown considerable imagination, resilience and initiative in raising standards, breadth of opportunity and commitment for education in the school and the community it serves.

Our current "Excellence in all we do" motto, reflects our aspiration for our school and all its students.

Address: Moor Road, Prudhoe, Northumberland NE42 5LJ

Telephone: 01661 832486

E-mail: enquiries@pchs.org.uk

Web site address: www.pchs.org.uk

Assistant SENDCO role

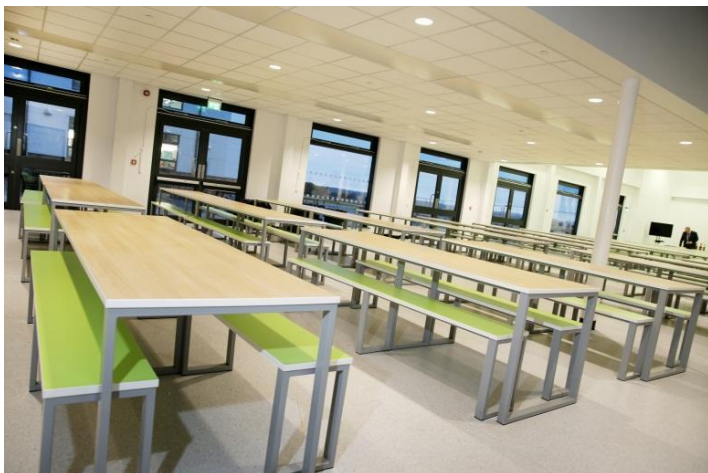
We have a vacancy for a permanent Assistant SENDCO starting September 2023. The hours would be 8.00am to 4.00pm Monday to Thursday and Friday 8.00am-3.30pm, term time + 5 days.

SEND Department

We currently consist of 1 Assistant SENDCO, 7 full time Learning Support Assistants (LSAs) and 3 part time. We have a supervised base for our students which can be accessed at break and lunchtimes. We work with students who have a range of special educational needs which cover all four broad SEND needs:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health and
- Physical/Sensory needs

Within this role you will be required to lead on a number of interventions to support within these broad areas of need.



Job Description

Job Title: Assistant SENDCO

Grade: Band 6

Reports to: SENDCO /SLT Link

Responsible for: LSAs

Job Purpose:

To be responsible for SEND students' needs and undertake the day-to-day operation of the SEND budget and contribute to the strategic direction of SEND policy and process within the school.

Resources:

Staff: Line management of LSA's
Finance: Management of SEND Budget
Physical: Responsibility for SEND equipment and materials
Clients: Support for relevant SEND pupils

Duties and key responsibility areas

Supporting the SENDCo/SLT link

- Be the first point of contact for both staff and parents of students with SEND
- As necessary, prepare applications for EHCP (or equivalent); coordinate and attend Annual Reviews
- Make applications for additional support (HINT) and external assessment for example Occupational Therapy, CYPS, Educational Psychology Service, etc
- Cover for absent LSAs
- Manage the team of LSAs ensuring that weekly tasks are undertaken by the LSAs and prioritisation takes place to assist in the smooth running of the department
- Undertake the appraisal of LSAs when necessary in conjunction with the SENDCO
- Oversee provision mapping to ensure that the correct procedures regarding SEND student reviews, learner profiles, access arrangements, records, etc. are adhered to
- Assist in maintaining the SEN registers and complete/submit complex forms/returns to LA.
- At parent's evenings, meet with parents of students with SEN
- Work with key staff on transition to ensure that there is a smooth transition between Middle and High School as well as further education for students with special educational needs
- Deputise for the SENCO, as appropriate, with regard to meetings and liaising with outside agencies
- Lead department weekly bulletins
- Contribute to planning, development and decision making, undertaking related administrative duties which support the achievement of students with SEND
- Undertakes strategic planning of LSA deployment to ensure needs of students are met

Support for Pupils

- Assess the needs of students and use detailed knowledge and specialise skills to support pupils learning
- Develop, write, review and monitor learner profiles/EHCPs
- Establish productive relationships with students, acting as a role model and responding to the needs of each individual child, and setting high expectations
- To actively promote inclusive practice within the classroom setting to ensure acceptance of all children
- Provide SEMH support in small group or 1:1 settings
- To have challenging expectations that encourages pupils to act independently and build self esteem
- Provide feedback to students in relation to attainment and progress
- Provide differentiated support to students individually and within a group
- Support transition pre and post 16

Support for the curriculum

- Be responsible for monitoring and managing the use of stock including the management of the budget and regular audit of resources within the SEND dept
- Lead, develop, prepare, deliver and evaluate wave 2 and 3 interventions demonstrating measurable impact
- Lead, monitor and evaluate LSA wave 2 and 3 interventions (out of class)
- Provide feedback to students in relation to attainment and progress in Comms/Additional Support
- Provide specialist advice and guidance as required
- Support the SENCO and other staff to develop and innovate evidence led interventions to help students to overcome barriers to learning.
- Produce written correspondence as necessary for e.g. with external agencies and parents
- Provide support in extra-curricular activities

Support for the teacher

- Provide specialist support for training teaching staff and raising staff awareness of on SEND needs/interventions
- Organise and manage appropriate learning environments and resources for learning
- Within an agreed system of supervision, draft challenging teaching and learning objectives for the SENDCo and evaluate and adjust learning plans as appropriate
- Provide the teacher with accurate and objective feedback on student progress
- Monitor and evaluate students' response to learning activities through observation and planned recording of achievement
- Undertake the maintenance of students' records and accurately record achievement
- Support the teacher in the management of student behaviour
- Establish constructive relationships with parents and carers and participate in feedback sessions as directed
- Administer and mark tests and invigilate exams
- Undertake the marking of students' work
- Support the SENDCO in producing lessons plans/resources

Line management responsibilities

- Manage a team of support staff including undertaking appraisal, target setting and review
- Liaise between teachers and SEND support staff
- Hold regular meetings with SEND staff
- Undertake recruitment, induction and mentoring of other support (LSAs/Care worker)
- Manage the SEND budget which is on average £15000 per year. This will involve reviewing and using funds to ensure resources are appropriately distributed.

Support for the school

- Comply with all school policies relating to: Health and Safety, Equal Opportunities, Safeguarding, Child Protection, Confidentiality and data protection
- Work in such as to promote the ethos and vision of the school
- Participate in training and development, and activities that contribute to the management of performance
- Assist with the management of students outside of the classroom e.g. lunchtimes and outside the school e.g. school trips as directed by the class teacher and member of the school's management
- Attend and participate in regular meetings
- Participate in training, learning activities and performance development as required
- Assist with the supervision of students outside of normal lesson times e.g. after school clubs

Other duties

To undertake other duties/responsibilities as directed by SENDCO/SLT link/HT

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Person Specification

Essential	Desirable	Asses By
<p>Knowledge and qualifications</p> <ul style="list-style-type: none"> ● Meet the National standards for HLTAs or equivalent qualifications ● Excellent numeracy and literacy skills (at least Level 2) ● Evidence of professional development linked to this post ● Understanding of the SEND Code of Practice and Local Offer ● Knowledge of current Ofsted framework 	<p>Knowledge and qualifications</p> <ul style="list-style-type: none"> ● Evidence of wider SEND training in SEMH/ASD ● Up To date knowledge of LA/National government initiatives for SEND students 	<p>(a) (a) (a) (a), (i) (a), (i)</p>
<p>Experience</p> <ul style="list-style-type: none"> ● Working with SEND students ● Assess, plan, do, review cycles and annual review for EHCPs ● Leading a team and planning, implementing and evaluating strategies ● A proven track record in raising achievement amongst SEND students 	<p>Experience</p> <ul style="list-style-type: none"> ● Delivering whole school INSET training ● Working with external agencies 	<p>(i), (t), (r)</p>
<p>Skills and competencies</p> <ul style="list-style-type: none"> ● Excellent attendance and punctuality record ● Excellent oral and written communication skills ● The ability to maximise the use of IT for curriculum and administrative purposes ● Emotional Intelligence and resilience ● Strong interpersonal skills (including ability to work with outside agencies) ● Ability to work effectively and collaboratively with colleagues ● Highly effective time management skills ● Ability to think analytically and strategically ● Ability to lead, challenge and support others ● Ability to welcome and respond to change ● Attention to detail and a commitment to seeing tasks through to a conclusion ● A commitment to professional development ● Ability to manage own well-being and work/life balance ● Suitability to work with children particularly those at most risk ● A commitment to inclusion ● An ability to manage stressful situations 	<p>Skills and competencies</p> <ul style="list-style-type: none"> ● A willingness to initiate and participate in both cross curricular and extracurricular activities ● Ability to coach 	<p>(i), (t), (r)</p>

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

Equality in Employment Policy

1 Scope

This policy is recommended for adoption by the governing bodies of all maintained schools.

2 Purpose

The purpose of this policy is to set out the commitment of the County Council and its schools to tackle discrimination and promote equality and diversity in employment. It sits within the wider context of each school's Single Equalities Scheme and duty to promote community cohesion.

3 Legal considerations

Employers must not discriminate against people on the basis of any of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, unless this can be objectively justified. There are some specific circumstances, known as "occupational requirements", where an employer is allowed to discriminate on the basis of a protected characteristic, which are set out in more detail in the Recruitment and Selection Code of Practice for Schools.

There are four types of treatment which can be unlawful:

Direct discrimination: less favourable treatment of a person compared with another person because they have a protected characteristic or are associated with someone with a protected characteristic (for example, the parent of a disabled child);

Indirect discrimination: The use of an apparently neutral practice, provision or criterion which puts people with a particular protected characteristic at a disadvantage compared with others who do not share that characteristic, and applying the practice, provision or criterion cannot be objectively justified;

Harassment: Unwanted behaviour that has the purpose or effect of violating a person's dignity or creates a degrading, humiliating, hostile, intimidating or offensive environment; and

Victimisation: Subjecting a person to a detriment because they have done a protected act or there is a belief that they have done a protected act i.e. bringing proceedings under the Act; giving evidence or information in connection with proceedings under the Act; doing any other thing for the purposes or in connection with the Act; making an allegation that a person has contravened the Act.

4 Roles and responsibilities

Governing body: The governing body has overall responsibility for this policy and monitoring its effective implementation.

Headteacher: The headteacher is responsible for ensuring that the policy is implemented and maintained within their school, including progressing any action plans developed as part of the school's Single Equalities Scheme.

Employees: Every employee is under a duty to behave appropriately at all times in accordance with this policy and we actively seek to prevent harassment, discrimination, bullying and all other forms of unwarranted or improper behaviour in the workplace. Failure to do so may result in disciplinary action.

5 Policy statement

All schools share Northumberland County Council's commitment to making their school a fully accessible and inclusive organisation that welcomes and respects the diversity of their students, staff, community and visitors to the school.

The County Council wishes to promote a society in Northumberland which embraces the diversity of the whole community, where unjustifiable discrimination or prejudice does not exist and where all individuals are treated with courtesy, dignity and fairness in all ways including the provision of services and employment.

The County Council, including its maintained schools, seeks a workforce which reflects the diversity of the communities we serve. We understand and value the added contribution that people can make when we recognise individual differences in age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We recognise and understand the importance of delivering the maximum benefits to the community through the recruitment, development and retention of a diverse and highly effective workforce. We are determined to eliminate unfair discrimination in all its forms and to recognise and take account of equality and diversity through our employment policies and practices.

6 Policy in practice

This policy applies to every aspect of employment, from recruitment through pay, access to facilities and employment benefits, training, discipline and grievance procedures and so on up to the end of the contractual relationship and beyond, for example, when references are provided.

Each stage of the employment relationship is covered by an individual employment policy or procedure. The full suite of employment policies and procedures will be consistent with the aims and principles of this policy and will take into account the specific equalities considerations that arise in that particular context. Examples include:

- Recruitment and Selection Code of Practice
- Pay Policy
- Dignity at Work Policy (which sets out how we aim to prevent and deal with harassment)
- Leave Policy
- Flexible Working Policy
- Sickness and Disability Procedure
- Redundancy Procedure

All employment policies and procedures are available from the school office and electronically via the Northumberland Schools Network.

7 Publicising the policy

All job applicants will receive a copy of this policy with the application form for the vacancy. All staff will have access to this policy in their school and electronically via the Northumberland Schools Network.

Schools will ensure that awareness and understanding of equality and diversity in both employment and service delivery is included in the induction of new staff and volunteers. Consideration of equality issues will be included in appropriate training courses, including all training provided by the local authority to support the effective implementation of its employment policies and procedures for schools

8 Complaints or concerns

Complaints from external job applicants under this policy should be sent to the chair of governors, who will consider how to proceed under the school's Complaints Procedure.

An employee who has a concern or complaint under this policy should raise the matter with their line manager in the first instance and may use the school's Grievance Procedure, or the Dignity at Work Policy in cases of harassment, if the matter is not dealt with to their satisfaction.

9 Breaches of this policy

Every employee is under a duty to behave appropriately at all times and we actively seek to prevent harassment, discrimination, bullying and all other forms of unwarranted or improper behaviour in the workplace.

Any employee who commits an act of discrimination or personal harassment will be liable to disciplinary action, and ultimately the possibility of dismissal.

Revision Record of Issued Versions			
Author	Creation Date	Version	Status
School Support	January 1993	1.0	Final version
Changed by	Revision Date		
School Support (SH)	13 August 2010	2.0	As above but updated with changes to department names, statutes etc.
School Support (SH)	23 December 2010	3.0	Updated final version agreed with trade union representatives

Recruiting Ex-Offenders Policy And Procedure

Purpose: The purpose of this policy is for guidance and is not intended to have contractual effect. PCHS reserves the right to vary, amend or depart from the contents of this policy and procedure from time to time in appropriate circumstances.

1.0 Policy

This policy outlines PCHS' approach to the recruitment of ex-offenders.

PCHS is committed to equality of opportunity in employment and welcomes applications from a wide range of applicants.

Applicants will be assessed on their skills, experience and qualifications for the job role. The particular criteria for each employment position will be set out in the applicable person specification and job description for the role. Criminal convictions will not be relied on as immediate grounds for refusal of employment.

PCHS is strongly committed to safeguarding and promoting the welfare of all children and young people and expect all staff to share this commitment.

It is PCHS' policy that the DBS disclosure must be obtained before the commencement of employment of any new employee, as it assumed that all staff could have the opportunity to be in regulated activity, regardless of their role.

2.0 Scope

PCHS' ex-offenders policy and procedure applies to all external and internal applicants for all vacancies, including voluntary positions.

3.0 Definitions

Applicant: Any individual who applies for a position within PCHS

Employee: full time, part time, permanent and temporary teachers and support staff who undertake to do work under an employment contract for PCHS, personally. Employees are entitled to a wide range of employment rights.

Worker: full time, part time, permanent, temporary individuals who undertake to do, or perform personally, work or a service for PCHS, whether under a contract of employment or any other contract for a reward. 'Worker' includes agency workers, casual workers, but normally excludes those who are self-employed and work that is part of a client or customer relationship. Workers are entitled to some employment rights, including holiday pay and protection against unlawful discrimination.

Volunteer: individuals who willingly, without being required to, carry out unpaid work for PCHS.

Staff: employees, workers and volunteers.

4.0 Principles

It is expected that this policy and procedure will assist with creating a safer recruitment process and will allow individuals to confidently apply for positions with PCHS.

PCHS will ensure that all those involved in the recruitment process will have necessary training, including at least one panel member undertaking Safer Recruitment Training. Page 10 of 14

PCHS will not unlawfully discriminate against any candidate where they are required to provide information about their criminal convictions.

Candidates for interview will be selected based on their skills, qualifications and experience.

PCHS will ensure that at least one member of the recruitment panel has received Safer Recruitment training and is able to identify and assess the relevance and circumstances of offences.

A recruitment manager will be appointed for each vacancy.

5.0 Responsibility

5.1 Local Governing Body

The LGB has responsibility for adopting, developing and reviewing this policy and procedure and ensuring that effective monitoring systems and procedures are in place.

The LGB has delegated authority to the Headteacher, to make decisions in relation to applications from ex-offenders.

5.2 Headteacher

The Headteacher will:

- Ensure that the school operates safe and fair recruitment and selection procedures which are regularly reviewed and updated to reflect any changes to legislation and statutory guidance.
- Ensure that all appropriate checks have been carried out on successful applicants, including internal applicants in the school and be able to identify and assess the relevance and circumstances of offences.
- Monitor any contractor and agency compliance with this document.
- Promote the safety and well-being of children and young people at every stage of this process

5.3 Recruiting Manager

The Recruiting Manager will:

- Oversee the vacancy recruitment, ensuring that all procedures are followed and an open and fair process has been undertaken.
- Ensure that all appropriate checks have been carried out on applicants, including internal applicants in the school and be able to identify and assess the relevance and circumstances of offences.
- Liaise with relevant staff, including the recruitment panel to ensure correct information is provided which will then impact future decisions on individuals.
- Will follow this policy and ensure good data protection policies are followed.

5.4 Applicant/Volunteer

The applicant/volunteer will:

- Ensure that all the relevant convictions are disclosed prior to interview. Guidance on declaring convictions can be found at the Ministry of Justice website.
- Responsibility for this policy lies with the Headteacher who has responsibility for recruitment and safeguarding and should ensure that the process is managed effectively and that applications are considered objectively and fairly.

6.0 Background

The purpose of the Rehabilitation of Offenders Act (ROA) 1974 is to ensure that individuals who have been convicted of a criminal offence in the past are not discriminated against when seeking appropriate employment.

Keeping Children Safe in Education (2021) highlights the need for employers to have an ex-offenders policy for recruitment purposes.

As a result of amendments to the Rehabilitation of Offenders Act 1974 (exceptions order 1975) in 2013 and 2020, some minor offences are now protected (filtered) and should not be disclosed to potential employers, and employers cannot take these offences into account.

If the nature of the disclosed offence is relevant to the role the applicant/volunteer is applying for, the suitability of the applicant will be considered. In these circumstances, PCHS reserves the right to refuse to offer employment to the applicant.

7.0 Procedure

- 7.1 The vacancy advert will include that any position within the school will require a DBS Certificate. If the position is un-supervised and is regulated activity the DBS Clearance will be enhanced and will include a Children Barred List check. If the position is supervised eg a volunteer, then an enhanced DBS Check will be completed but this will

not include a Children Barred List Check, unless the volunteer carries out regulated activity.

- 7.2 Shortlisted external applicants who are successfully invited to interview, will be required to disclose any relevant convictions, adult cautions or other matters through a criminal record declaration form. This form must be returned to school prior to interview. The form will include the name of the designated person within School to whom they should provide this information.
- 7.3 In order to assess whether a criminal record is relevant to the role, the convictions disclosed will be assessed by the recruitment panel, prior to/during interview in line with the duties of the role and how the work is carried out. Factors which will be taken into account will include, but are not limited to:
- whether the offence is relevant to the position in question;
 - the nature and seriousness of any offence;
 - whether it is a one-off offence, or history of offences;
 - the type of offence or offences the applicant has committed;
 - the circumstances and the explanation offered by the applicant;
 - the length of time that has passed since the offence took place;
 - whether the applicant's circumstances have changed since the offending took place; and
 - decriminalisation and remorse.
- 7.4 Disclosed convictions, cautions or other matters will be discussed by the interview panel and questions will be put to the applicant if necessary, during the interview. (It is recommended that HR advice is sought)
- 7.5 The DBS certificate will be returned direct to the applicant by the DBS and the school/academy will receive notification that the certificate is on its way with a notification that either the 'certificate contains no information' or the 'certificate contains information'.
- 7.6 A failure by the applicant to produce information about convictions relevant to the role could lead to PCHS withdrawing an applicant from the recruitment process, or in the event of an appointment, make the applicant liable to summary dismissal and possible referral to the police. (It is recommended that HR advice is sought)
- 7.7 Where the certificate contains information, that was previously disclosed and discussed at the interview, the recruiting manager will confirm in writing on the certificate that is the same information that has been previously disclosed.
- 7.8 Where the certificate contains information, that was not previously disclosed or differs from the information previously provided, this should be discussed with the applicant. A meeting will take place to establish the facts, between the applicant and the Headteacher. A decision will be made following this meeting. (It is recommended that HR advice is sought)
- 7.9 If an applicant wishes to dispute any information contained in a disclosure, they may do so by contacting the DBS. In cases where the applicant would otherwise be offered a position, were it not for the disputed information, PCHS may, where practicable and at its discretion, defer a final decision about the appointment, until the applicant has had a reasonable opportunity to challenge the disclosure information.

9.0 Data Protection and Retention of Records

All documentation relating to applicants will be treated confidentially in accordance with the Data Protection Act.

Records relating to the successful applicant will be retained on the employee's personnel file for the duration of their employment and in accordance with legislative requirements, once the employment has ended.

Unsuccessful applicants' documents will be destroyed six months after the recruitment process is concluded.

10.0 Complaints

PCHS is fully committed to safeguarding. If an individual feels that they have been mistreated in any way they should contact Mrs Cherry Collings via enquiries@pchs.org.uk.

11.0 Further Information

Details on which offences should be disclosed can be found on the Ministry of Justice website. <https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>

Applicants should seek legal advice before completing the Criminal Record Declaration if they are unsure which convictions/offences to disclose. Either at <https://www.nacro.org.uk/criminal-record-support-service/> or at <https://hub.unlock.org.uk/>

12.0 Monitoring and Review

This policy and procedure will be monitored and reviewed biannually by the Headteacher. Where there are issues with the way the policy and/or procedure are working, these will be looked at closely with a view to identifying measures to improve their effectiveness.

Version	Reason for Amendments/Update/Review	Document created:
1.0	New policy and procedure provided by debbiejuddhr Limited.	February 2022

Action	By Whom	By When
Approved	Chair's Action - SM	28/06/2022
To be reviewed		June 2024