

*Principal:* Matthew Coulbeck BSc (Econ)  
*Vice Principals:* Maurice Hartnett BSc  
Kate Mitchell BA (Hons), M.Ed, M.A

Dear Applicant,

I am delighted you are considering applying for the role of Principal at William Morris Sixth Form. The school has many strengths including our well-qualified, committed and enthusiastic staff, our friendly, well-behaved and cooperative students and our inclusive ethos.

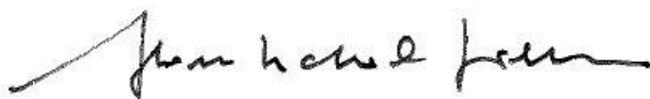
We are looking for a highly motivated, inspirational and accomplished leader who will drive forward teaching and learning and student progress whilst leading the strategic development and quality improvement of the school.

Please do look through the materials in this application pack and on our website. I would also encourage you to visit the school. Details of how you can arrange this are on page 5 of this pack.

Application forms must arrive by **10.00 a.m. on Monday 17<sup>th</sup> June 2019** with the selection process taking place over two days on Monday 8<sup>th</sup> and Tuesday 9<sup>th</sup> July 2019.

Shortlisted candidates will be notified by email and/or phone. Regrettably, if you have not heard from us by Thursday 20<sup>th</sup> June 2019, your application has unfortunately been unsuccessful

Yours faithfully



**Jean-Michel Boehm**  
Chair of Governors

**William Morris Sixth Form**, St Dunstan's Road, London W6 8RB  
Tel: 020 8748 6969 Fax: 020 8600 0198

Email: [info@wmsf.ac.uk](mailto:info@wmsf.ac.uk)  
Website: [www.wmsf.ac.uk](http://www.wmsf.ac.uk)



### **Information on William Morris Sixth Form**

We were originally established in 1994 as the sixth form for pupils in the secondary schools in Hammersmith and Fulham but we soon attracted students from all over London. Over the last few years there has been a considerable increase in the number of local sixth forms but we still remain highly popular with students and parents and have always been oversubscribed. Over recent years we have had over 850 students on roll and we expect this to increase into the future. In order to accommodate growing student numbers, we have recently built an additional building to support our expanding SEN provision.

WMSF has a very particular identity - a sixth form provision embedded in the schools sector but with the ethos and environment of a sixth form college. We were an important pioneer for the "16-19 schools" legislated for in the Learning and Skills Act and in January 2002 we became the country's first 16-19 school. We were delighted at this recognition of our achievement and a number of other sixth form schools were opened around the country, following our successful model. We recently led on the development of a national framework for 16-19 academies and carefully considered becoming an academy ourselves. However, after extensive consultation and exploration, our governing body recently decided to remain as a community 16-19 school.

The ethos we have established ensures the highest quality of education, guidance and relationships. The emphasis is on open access, equal value for all, individual attention, the development of independent learning skills, targeted support, high expectations and standards, improving progression routes, and finding the right balance between an adult environment and firm structures within which students can develop and succeed. The atmosphere is relaxed and warm but very purposeful. Students describe us as "friendly but strict" and our students are encouraged to address all staff by their first names. We focus on the WMSF experience for our students as being one where they learn, achieve, develop and progress.

#### **The Curriculum Offer**

Our wide curriculum includes both academic and vocational courses at levels 1, 2 and 3. Individual students' learning programmes enable combinations of academic and vocational courses where appropriate. We have a large and exciting AS and A level provision with nearly 40 different advanced subjects and are delighted at the number and calibre of our A level students. The establishment of vocational courses at advanced level has been equally important and we currently offer a number of Applied A levels and BTEC courses.

At levels 1 and 2, we offer Foundation Learning, BTEC courses and GCSEs to meet the needs of students who need to improve their basic qualifications. This includes a large provision for students to re-sit English and Maths at GCSE. One of our major priorities is to tackle under-achievement and offer a fresh start - often to students disaffected by school who have poor attitudes to attendance, punctuality and lack basic skills. The provision of courses for students with special educational needs, including students from special schools, is a particular strength, and we currently have 64 students with statements or EHC plans and over 100 students on K-SEN (formulary known as School Action. We also offer EAL teaching and literacy support for many students to ensure success on their courses.

### **Teaching and Learning Strategies**

The development of successful teaching and learning strategies for our very mixed group of students is at the heart of WMSF. There is an emphasis on staff developing and sharing good pedagogical practice so that students become independent learners and teaching and learning are of the highest quality. We have a well-equipped Learning Resource Centre staffed by 4 highly qualified professionals. Curriculum area leaders and subject leaders have the specific responsibility of being 'lead teachers' i.e. leading practitioners in their area. We have a very exciting CPD programme, which continues to expand and we have partnerships with local schools which reflects our role as a key member of a local Teaching Schools Alliance. The focus for staff development is in the various teams in which staff work – in curriculum area teams, course teams, cross-institutional teams (e.g. tutors), and leadership teams. In such an environment there are opportunities for teachers at all stages in their careers and we have always also welcomed Newly Qualified Teachers (NQTs), who participate in a comprehensive induction programme. Each year we offer teaching placements to a number of PGCE students, as well as participating in the national School Direct programme.

All teachers, where appropriate, are expected to teach across our full range of courses and levels. This both counteracts narrow departmentalism and encourages parity of esteem for all courses and all students.

We have excellent IT facilities and a strong team of technical staff to support us. We use Moodle as our VLE and have external access for staff and students to our learning materials and email. One of our main priorities is to support individual teachers in developing their IT skills. All teaching rooms have electronic whiteboards and many are equipped with a full set of computers for student use or have access to a set of laptops or iPads.

## **Tutorial Work**

It is our policy that all teachers are tutors. Tutoring requires an active approach to pastoral work and specific skills in guidance, supporting and monitoring as well as building relationships.

The vast majority of A level and vocational students are encouraged to apply for higher education. Although many of them are non-traditional entrants, approximately 84% of A2 & V2 students' progress to university each year including into the most prestigious institutions. Recently, for example in 2016, students have progressed to study Politics at London School of Economics, History at Oxford University and many more. Tutors play a vital role in raising their aspirations and helping them through the process. Expert support is provided for tutors by our assistant principals, senior tutors, careers and higher education staff, and through a planned programme of tutorial activities. The development of skills for tutors is an important aspect of our staff training programme.

## **Achievements So Far**

When we opened in 1994, at a time of increased competition in the post 16 sector, we needed to establish WMSF very quickly as a centre of excellence and an attractive and exciting place for young people to continue their education. We succeeded, and are now recognised as a leading provider of 16-19 education in West London. We regularly host visits from education professionals from overseas who are keen to see our approach to "inclusive excellence" in the post-16 state sector.

Our examination results and vocational course outcomes have always been strong. Our A level and vocational pass rates have always been close to or above the national average. Results at level 1 and 2 are usually significantly above national average including for re-sit GCSE English and Maths - an important indicator that we are achieving our prime aim of raising achievement in West London and beyond. Our internal progression rate from level 1 and 2 courses is usually around 80% and our retention rate at all levels has always been well above 90%. Our successful application rate on to higher education has typically been between 75 – 85%, an achievement we are very proud of considering the starting point of so many of our students.

## **Working at WMSF**

We try hard to create a friendly, supportive and open culture in which staff can develop and thrive. Professional development for all staff is taken seriously and many opportunities are offered both in-house and externally.

Expectations at WMSF are very high and there is constant pressure for us to perform well and to provide the high quality learning environment we promise. We have developed strong internal

monitoring procedures to ensure continuing high quality, with an emphasis on lesson observation.

It is very important to us that all staff enjoy working in a diverse and richly rewarding inner-city environment, with young people from a wide range of backgrounds, and welcome the challenge of “turning round” those who have previously not fulfilled their potential. Our existing staff are of a high calibre and very committed to the student-centred philosophy at the heart of WMSF. We always try to employ high quality staff with equal commitment and who share our philosophy.

### **Information for candidates**

Please find detailed below further information on the application process for the role of principal: -

1. Please ensure you complete all relevant sections of the application form. Your form will be photocopied for distribution to the governors' selection panel. Clarity is therefore of the essence.
2. You should take each of the essential and desirable criteria, as detailed in the person specification, giving clear examples of how and why you meet them. This will assist the governors in shortlisting.
3. Write an accompanying letter of application of no more than two sides of A4, addressed to the Chair of Governors, which enhances but does not repeat the information on your application form. It should address the following question: -  
    "Describe how your previous skills and experience have prepared you for this role, with particular reference to an achievement or particular success of which you are proud".
4. Your completed application form and equality and diversity monitoring form must be returned in two ways; by email to [jbowyer@wmsf.ac.uk](mailto:jbowyer@wmsf.ac.uk) and hard copies posted to Jacqueline Bowyer, HR Manager, William Morris Sixth Form, St. Dunstan's Road, London, W6 8RB.
5. Key dates are as follows:-
  - Informal visits to the school – Thursday 6<sup>th</sup> June 2019 or Tuesday 11<sup>th</sup> June 2019, 9.30 a.m. or 2.00 p.m.
  - Closing date for applications – 10.00 a.m., Monday 17<sup>th</sup> June 2019.
  - Shortlisted candidates informed - Wednesday 19<sup>th</sup> June 2019.
  - Day one of the selection process – Monday 8<sup>th</sup> July 2019.
  - Day two of the selection process – Tuesday 9<sup>th</sup> July 2019.
7. Visits to the school can be arranged by contacting Jacqueline Bowyer, HR Manager or John Shakespeare, Business Manager. Contact details are below.

Finally, should you require any further information, or have any questions, please contact:-  
Jacqueline Bowyer, HR Manager, 020 8748 6969 x290, [jbowyer@wmsf.ac.uk](mailto:jbowyer@wmsf.ac.uk)  
John Shakespeare, Business Manager, 020 8600 0156, [jshakespeare@wmsf.ac.uk](mailto:jshakespeare@wmsf.ac.uk)

## Job description

### Principal

---

#### Job purpose:

To provide inspirational leadership to students and staff, ensuring the strategic development of William Morris Sixth Form results in continued success and builds on the successful vision of inclusive excellence.

#### Dimensions:

1. To ensure a positive ethos in the school, through effective leadership and planning, which enables all students to achieve their potential.
2. To ensure a culture of continuous improvement in student achievement, by keeping the curriculum, teaching, assessment, student progress and reporting mechanisms under review and creating a high quality, fully inclusive learning environment.
3. To ensure staff are well-managed, supported and developed through effective performance management procedures and a self-improving process of professional development.
4. To ensure WMSF secures its financial future through the efficient and effective use of teaching and support staff, existing and planned accommodation, financial and other resources.
5. To ensure WMSF is fully accountable to its stakeholders for all aspects of performance, by establishing clear lines of accountability and a comprehensive series of key performance metrics.
6. To ensure WMSF continues to build its profile locally and nationally, through effective marketing and collaborative partnerships, so it continues to be a high-performing and over-subscribed institution.

#### Accountabilities:

The principal is fully accountable to the governing body and is expected to work collaboratively with governors on all significant matters.

## **Key duties and responsibilities:**

### **1. Shaping the future of the school**

- a. Ensure the vision for the school is clearly articulated, shared and acted upon effectively by all;
- b. Work within the school community to translate the vision into agreed objectives and plans to promote and sustain improvement;
- c. Demonstrate the vision and values in everyday work and practice and ensure that learning is at the centre of strategic planning;
- d. Motivate and work with others to create a shared culture and positive climate;
- e. Ensure creativity, innovation and use of appropriate technologies to achieve excellence;
- f. Ensure strategic planning takes account of the diversity, values and experience of the school and community.

### **2. Leading learning and teaching**

- a. Ensure a consistent and continuous school-wide focus on students' achievement;
- b. Establish creative, responsive and effective approaches to learning and teaching;
- c. Ensure a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning;
- d. Demonstrate and articulate high expectations and set stretching targets for the whole school community so that WMSF continues to be known as a centre of inclusive excellence;
- e. Implement, develop and review strategies that secure high standards for the whole school community, including on behaviour and attendance;
- f. Determine, organise and implement a diverse, flexible 16-19 curriculum, with an effective assessment framework that meets the needs of existing and prospective students;
- g. Take a strategic role in the development of new technologies to enhance and extend learning experiences;
- h. Monitor, evaluate and review classroom practice and promote improvement strategies.

### **3. Developing self and working with others**

- a. Provide inspiring and empathic leadership of all staff and creating and maintaining a culture that stimulates debate, encourages innovation and fosters teamwork and cooperation;
- b. Develop and maintain effective strategies and procedures for staff induction, professional development and performance review;
- c. Ensure effective planning, allocation, and evaluation of team and individual work, ensuring clear delegation of tasks and devolution of responsibilities;
- d. Acknowledge the responsibilities and celebrate the achievements of individuals and teams;

- e. Implement successful performance management processes with all staff, challenging underperformance and ensuring effective corrective action and follow-up;
- f. Review own practice on a regular basis, set personal targets, and take responsibility for own personal development;
- g. Keep up to date with national and local developments and ensure that all staff are aware of them, as appropriate to their roles.

#### **4. Managing the school**

- a. Recruit, retain and deploy staff and manage their workload to achieve the vision and goals of the school;
- b. Set, manage and monitor budgets and accommodation to ensure effective, proper, and efficient use of resources;
- c. Produce and implement clear, evidenced-based improvement plans and policies for the development of the school and its facilities;
- d. Manage and organise the school environment efficiently to ensure it meets curriculum needs and health and safety regulations;
- e. Ensure the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money;
- f. Use and integrate a range of technologies effectively and efficiently to manage the school;
- g. Lead any redevelopment work, ensuring governors, staff, students and the local community are fully engaged and that best practice financial and reporting requirements are followed.

#### **5. Securing accountability**

- a. Develop and present a coherent, understandable and accurate account of the school's performance, efficiency and value for money to governors;
- b. Provide information and advice to governors, parents and students about curriculum, attainment and progress, including their contribution to enhancing WMSF's performance;
- c. Develop a school ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
- d. Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation;
- e. Work with the governing body to enable it to meet its responsibilities, ensuring it is provided with accurate and timely information;
- f. Develop and maintain constructive and mutually-supportive relationships with the governing body, local authority and department for education, as appropriate;
- g. Reflect on personal contribution to school achievement and take account of feedback from others.

## **6. Building and developing the school profile**

- a. Build a school culture and curriculum that takes into account of the richness and diversity of the school's communities;
- b. Promote the school's commitment to safeguarding and welfare of children and young adults by continually reviewing practices and processes;
- c. Create and promote positive strategies for challenging racial and other prejudice and dealing with all forms of harassment;
- d. Promote effective relationships with external parties, including local businesses, and ensure that learning practices for students are linked into, and integrated with, the wider community;
- e. Create and maintain an effective partnership with parents and carers to support and improve students' achievement and development;
- f. Seek opportunities to invite individuals and organisations into the school to enhance and enrich the school and its value to the wider community;
- g. Market the school as the first choice for post-16 education in the local and wider community.

This document should be read in conjunction with the principal's general responsibilities as defined in the "School Teachers' Pay and Conditions Document"

This job description sets out the main responsibilities for the role, however, the postholder must be flexible in their approach to tasks, and accept that the exact content of their role may vary with WMSF developments and strategic/operational requirements.

All postholders are responsible for safeguarding and promoting the welfare of children and vulnerable adults by following WMSF's procedures and practices in relation to Child Protection.

## Person Specification

### Principal

Criteria		Essential	Desirable	Assessed by application	Assessed by selection process
<b>Qualifications</b>					
1	A first degree or equivalent.	✓		✓	
2	Qualified Teacher Status (QTS).	✓		✓	
3	NPQH and Higher Education qualification other than initial teacher training.		✓	✓	
4	Evidence of recent and relevant training and development in preparation for headship or on-going professional development as a head teacher.	✓		✓	
<b>Professional experience and knowledge</b>					
5	Substantial experience of teaching.	✓		✓	✓
6	Successful strategic experience of leading and managing at headship/deputy headship level in a school, college or other multicultural educational institution.	✓		✓	✓
7	In depth knowledge and understanding of the wider educational agenda including current national policies and educational issues as well as the statutory and legal framework governing the operation of a 16-19 institution.	✓		✓	✓
8	Proven track record in leading and managing staff including building a successful team, delegating effectively and implementing and managing change.	✓		✓	✓
9	Successful experience of raising standards for all, with measurable outcomes, as a result of own contribution in a school, college or other multicultural educational institution.	✓		✓	✓
<b>Personal aptitudes, qualities and skills</b>					
10	To have high expectations and the ability to think and plan strategically to reflect, promote and deliver the school's vision, ethos, priorities and targets whilst empowering others to take them forward.	✓			✓

11	To be articulate and approachable with excellent interpersonal skills both orally and in writing.	✓			✓	✓
12	To have proven sound decision-making skills combined with the ability to lead, influence and manage change.	✓			✓	✓
13	To be astute and perceptive with strong analytical skills and the ability to use sound judgement in order to anticipate conflict and resolve issues imaginatively.	✓				✓
14	To be proactive, innovative and versatile with a high level of drive, energy, enthusiasm, resilience, reliability, integrity and a sense of humour.	✓				✓
15	To be able to relate empathetically to staff, students, parents/carers, governors/trustees and other stakeholders.	✓			✓	✓
16	To be able to prioritise, plan and organise effectively.	✓			✓	✓
<b>Shaping the future</b>						
17	Experience of and commitment to, working with the Governing Body to develop an educational vision which embraces excellence, high standards and inclusion.		✓		✓	✓
18	Proven record of providing vision, a sense of purpose and high aspirations for a school, college or other multicultural educational institution with a determined focus on raising student achievement.	✓			✓	✓
19	A commitment to a student-centred approach, within an equitable and inclusive school, college or other multicultural educational institution in which the academic and personal welfare of each student is paramount.	✓			✓	✓
<b>Leading learning and teaching</b>						
20	An outstanding classroom practitioner with the ability to continuously monitor and evaluate performance in order to improve the quality of teaching and learning and maintain and stretch high standards.	✓			✓	✓
21	Successful experience of positive behaviour management and of developing a student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding.	✓			✓	✓
22	Successful experience of curriculum development, along with an understanding of the issues associated with choice and flexibility to meet the personalised learning agenda.	✓			✓	✓
23	Proven experience of the implementation of effective assessment procedures and an application of assessment for learning strategies.	✓			✓	✓

<b>Developing self and working with others</b>					
24	To be a high profile professional who demands excellence, confidence, trust and respect from both the whole school and wider community.	✓			✓
25	To have substantial experience of building on the good practice and expertise of staff so that they have the necessary skills and knowledge to raise standards, promote equality, respect diversity and challenge stereotypes to promote the rights of young people.	✓		✓	✓
26	To demonstrate a successful work life balance.	✓		✓	✓
27	Evidence of highly developed skills in performance management, recognising high performance and tackling underperformance through to resolution.	✓		✓	✓
<b>Managing the school</b>					
28	Successful experience of effective strategic financial and resource management to achieve educational priorities and to ensure efficiency and value for money.	✓		✓	✓
29	Evidence of skills to harness the potential of ICT for the benefit of the school on the delivery of the curriculum and in-school support systems.		✓	✓	✓
30	A demonstrable understanding of the processes of safeguarding and safer recruitment.	✓		✓	✓
31	Commitment to sustaining a safe, secure and healthy school environment.	✓		✓	✓
<b>Securing accountability</b>					
32	Proven successful experience of school self-evaluation and accountability including the design and use of appropriate performance metrics.	✓		✓	✓
<b>Building and developing the school profile</b>					
33	Successful experience of securing and raising standards in a school, college or other multicultural educational institution and working with external agencies locally and nationally/internationally.	✓		✓	✓
34	Experience of successful collaboration with neighbouring schools and/or other educational institutions.	✓		✓	✓
<b>Specific requirements</b>					
35	A commitment to, and evidence of, promoting diversity and equal opportunities within the curriculum and in employment practice.	✓		✓	✓

**Term Dates for 2019-20**  
**William Morris Sixth Form**

	<b>First Day</b>	<b>Half Term</b>	<b>Last Day</b>	<b>No of Days</b>
<b>AUTUMN 2019</b>	Tuesday 27 <sup>th</sup> August 2019	Mon 21 <sup>st</sup> Oct – Fri 25 <sup>th</sup> Oct 2019	Tuesday 17 <sup>th</sup> Dec 2019	76
<b>SPRING 2020</b>	Monday 6 <sup>th</sup> January 2020	Mon 17 <sup>th</sup> Feb – Fri 21 <sup>st</sup> Feb 2020	Friday 3 <sup>rd</sup> April 2020	60
<b>SUMMER 2020</b>	Monday 20 <sup>th</sup> April 2020	Mon 25 <sup>th</sup> May – Fri 29 <sup>th</sup> May 2020	Friday 10 <sup>th</sup> July 2020	54
<b>TOTAL</b>				190

Enrolment of new students will commence from Thursday 22<sup>nd</sup> August 2019 when Curriculum Area Leaders/Senior Tutors or nominated deputies will be requested to assist.

The above does not include five staff training days which will be held during 'twilight sessions' after the school day.

**London Borough of Hammersmith and Fulham**  
**Community Secondary Schools**

	<b>First Day</b>	<b>Half Term</b>	<b>Last Day</b>	<b>No of Days</b>
<b>AUTUMN 2019</b>	Monday 2 <sup>nd</sup> September	Mon 21 <sup>st</sup> Oct – Fri 25 <sup>th</sup> Oct	Thursday 19 December	74
<b>SPRING 2020</b>	Monday 6 January	Mon 17 <sup>th</sup> Feb – Fri 21 Feb	Friday 3 April	60
<b>SUMMER 2020</b>	Monday 20 April	Mon 25 <sup>th</sup> May – Fri 29 <sup>th</sup> May	Tuesday 21 July	61
<b>TOTAL</b>				195

## **Safer Recruitment Information for Applicants**

The information contained within this document is aimed at helping applicants understand what is required should they be asked to attend for interview.

### **Safeguarding Children and Young People**

William Morris Sixth Form (WMSF) has a commitment to safeguard and promote the welfare of children and/or young people. We have robust processes and procedures to reduce risk and continuously promote a positive culture of safeguarding amongst our workforce. The post you are applying for involves working with children and/or young people and you will be subject to our safer recruitment process.

### **Pre- Employment Vetting**

As part of our safer recruitment process, WMSF operates a strict pre-employment vetting procedure. All applicants will be required to undergo the checks outlined below:-

- **Declaration of Previous Convictions**  
The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended makes certain regulated activity (i.e. work with children and/or young people) exempt from the Act and therefore requires individuals seeking to work with these groups to be subject to Enhanced Criminal Records Bureau Disclosure checks, amongst others. This post is classed as exempt under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended. Therefore, you are required to reveal all convictions, both spent and unspent, in your application.
- **Disclosure and Barring Service Check (DBS)**  
Successful applicants seeking to work with children and/or young people will be required to undergo an Enhanced DBS check; this will include a check against the Protection of Children Act (PoCA) List and List 99.

A List 99 check is the minimum check required for staff working in organisations. Successful applicants will be checked against the List prior to an offer of appointment being made.

For posts working with children and/or young people, our policy requires all new employees to complete a DBS application form before your employment commences.

- **Qualifications/Registration with a Professional Body**

If the post applied for requires a specific qualification and/or registration with a professional body, the applicant will be required to bring the original certificate along to the interview. If the original certificate is unavailable, a certified copy of the document must be provided by the issuing establishment.

- **References**

Applicants are required to provide a minimum of two referees, one of whom must be your most recent employer and should be able to confirm your suitability to working with children and/or young people. If you have undertaken voluntary work with children and/or young people you may use the voluntary organisation employer as a referee.

If you have not previously worked with children and/or young people you must provide a character reference from someone who is able to confirm your suitability to work with children and/or young people. This would normally be someone in authority, e.g. a lecturer, doctor or community leader. Please note that character references are normally only accepted as a supplement to an employer's reference.

In addition, we will seek references from educational establishments for those applicants with no previous employment history.

In all cases, we will contact the referee prior to the interview, except if you have specifically indicated that you would prefer us to contact them only if you are made an offer of appointment.

**Under no circumstances will Open References (i.e. addressed "to whom it may concern") be accepted.**

- **Eligibility to Work in the UK**

We have a legal obligation to check documentary evidence to confirm that all potential employees are eligible to work in the UK.

Residents of the European Economic Area (EEA) will be able to provide evidence by presenting a valid passport. Residents from the 8 Accession States must be registered with the **Accession State Workers Registration Scheme**.

Further information about the scheme can be obtained from [www.workingintheuk.gov.uk](http://www.workingintheuk.gov.uk) or by telephoning 08705 210 224.

- **Medical Assessment**

All offers of appointment will be subject to the satisfactory outcome of Hammersmith and Fulham Council's medical assessment procedure.