



UNIVERSITY OF
WINCHESTER
ACADEMY TRUST



**EXECUTIVE LEADER
CANDIDATE PACK**



UNIVERSITY OF
WINCHESTER
ACADEMY TRUST

LETTER FROM THE CHAIR



Thank you for showing an interest in the University of Winchester Academy Trust (UWinAT) and its search for a new Executive Leader.

As you can see from the Person Specification, we are looking for someone who is first and foremost an experienced and exceptional school leader. While the successful candidate will have to have first rate business skills to manage a growing and ambitious Trust, what matters most is ensuring that our children benefit from an exceptional education from exceptional teachers.

We are also ambitious for our schools, our staff and, most importantly, our pupils. We are therefore seeking an equally ambitious Executive Leader to lead us through the next stage of our growth and development. If, having read the information provided, you think that you are the person we are looking for, I do hope you will apply.

If you would like an initial, informal and confidential conversation I am very happy to be contacted on:

E: trust.chair@uwinat.co.uk

T: **07342 317 173**

With best wishes,

Tommy Geddes.
Chair, UWinAT

OUR TRUST

UWinAT opened its two newly built schools in Winchester and Eastleigh in September 2020. In the following December, three well established Romsey primary schools joined the Trust to begin operating as a five school Multi Academy Trust (MAT).

While the Trust is new and growing, it is already financially sound with comfortable reserves at the year end of 2022/23. We are committed to using resources efficiently and effectively so as to be able to invest in the future of our schools and, thereby, in the future of our pupils. The children always come first in UWinAT.

Sponsored by the University of Winchester, our Trust benefits from the significant experience that its current and former staff bring as Trustees. Additional Trustees have been chosen for their knowledge, experience and skills to make sure that we are able to support and challenge our Executive Leader and school leaders to ensure the values of the Trust are upheld and that it operates successfully.

The University provides bespoke commissioned professional development for UWinAT staff. The Executive Leader, working with the school leaders, designs programmes of support and research opportunities which can be delivered or facilitated by University staff. At the same time UWinAT staff provide guest lecturing and facilitation on University led programmes.

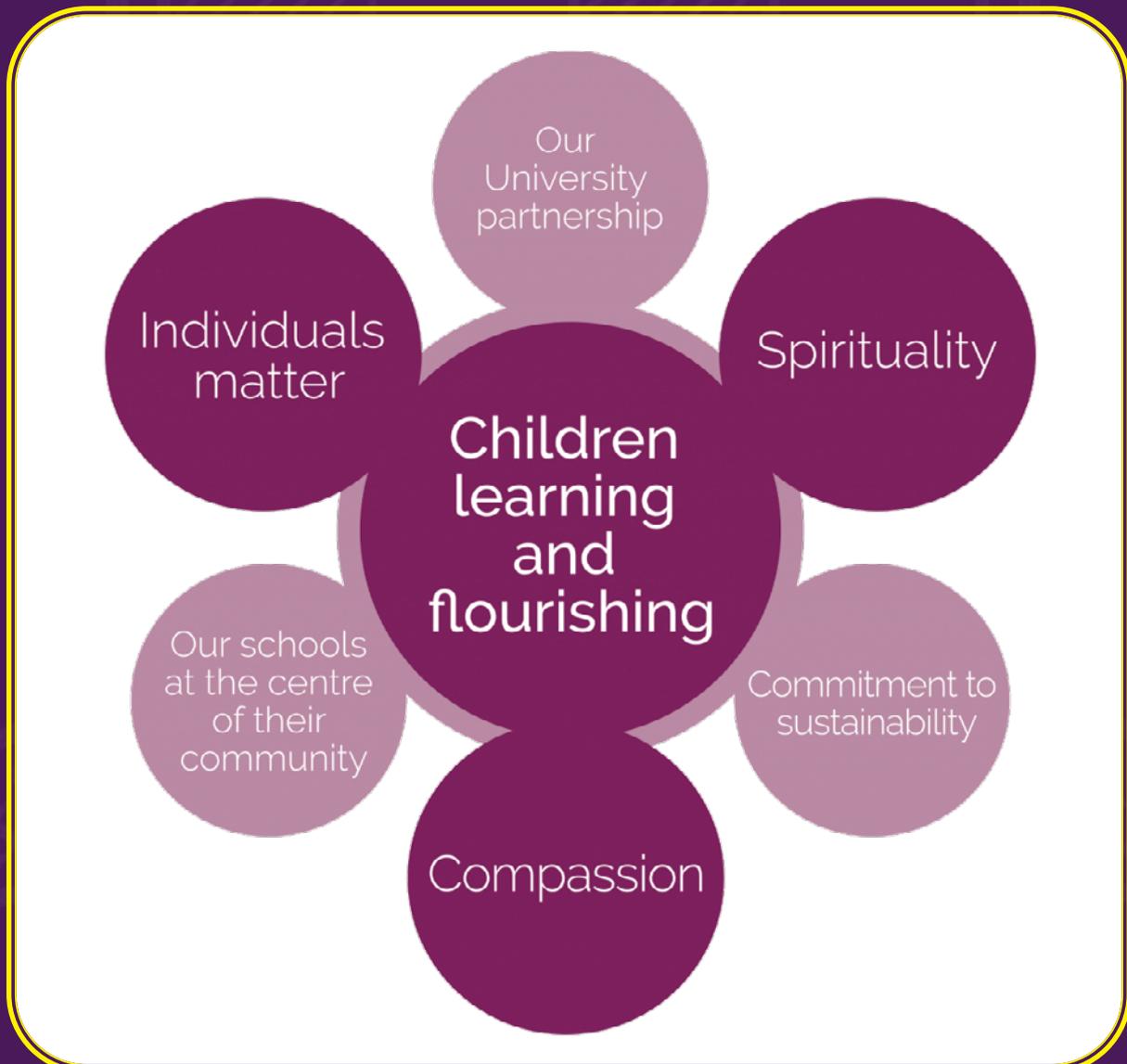
The added value that the University offers the Trust and its schools can be summarised as follows:

- Opportunities to access facilities, curriculum links and expert staff.
- It has Ofsted Outstanding teacher education provision.
- Expectation that schools will take placements of student teachers, fully supported by the University.
- Students volunteering in schools.
- Student mentoring of pupils.
- Discounted hire of facilities, free outside of semester time.
- Widening Participation activities to increase aspirations e.g. campus visits and visits from student ambassadors.
- Curriculum-linked activities with input from academics.
- Discounted MA/NPQ places for staff.
- Discounted CPD/training/leadership.
- International study/visits.
- Applications for and participation in research-based funding projects (e.g. Arts Council England funded Creative Collaboratives).
- Support from the marketing and media team.
- Access to teacher resources, including the Library.

“Our ambition is to create academies which are exemplars of values-driven education and which have sustainability at their heart. They will be both a cornerstone of the local community and recognised for their inspirational and evidence based learning.”

Professor Joy Carter DL (Former VC of Winchester University)

The values of 'compassion', 'individuals matter' and 'spirituality' are deeply rooted in our everyday work.



Our schools reference these core values in their day-to-day work and when developing their curriculum offer to pupils.

COMPASSION	INDIVIDUALS MATTER	SPIRITUALITY
<p>Our school community cares for and respects people, animals and the planet. We are outward looking and have a strong sense of social justice.</p> <p>Respectful citizens of the world are developed through:</p> <ul style="list-style-type: none"> ● Aspiration for all children whatever their background and ability. ● Celebrating difference and diversity, with opportunities to explore different cultures, traditions, customs and beliefs. ● Listening to and respecting all members of our community and the wider world. <p>Individuals who can achieve their potential and who champion fairness are developed through:</p> <ul style="list-style-type: none"> ● Showing compassion for all life and social justice in all our activities - for example school food that is Fair Trade / free range / locally sourced. ● Widening horizons for children and their families and building understanding of our world. ● Working with others, teaching others, and supporting people in need. 	<p>In our school, the physical and emotional wellbeing of individuals is important, as are their opinions and views.</p> <p>Independent and confident individuals are developed through:</p> <ul style="list-style-type: none"> ● Personalised learning with individual mentoring and support. ● A supportive environment which values children, staff, parents, carers and families as part of our school community. ● Working with others, teaching others, and supporting people in need. <p>Individuals with a lifelong love of learning are developed through:</p> <ul style="list-style-type: none"> ● A culture where leaders, teachers and pupils are enquirers. ● Authentic learning which goes beyond the curriculum developing understanding of our world. ● Opportunities to develop entrepreneurship and enterprise with local business and third sector organisations. 	<p>We welcome people of all faith and none. Our school helps us to grow and flourish mentally, physical and spiritually, as a whole person, learning to be creative and resilient and able to face life's challenges.</p> <p>Individuals who appreciate that creativity is a way of working, thinking and being are developed through:</p> <ul style="list-style-type: none"> ● Creative learning spaces to explore and experience independence. ● Opportunities to engage with real world and relevant problems in an imaginative and practical way. ● The freedom to explore and develop passions. <p>Together, we aim to explore the mystery of life and to grow in wisdom and love through:</p> <ul style="list-style-type: none"> ● Values rooted in the University's Christian Foundation but welcoming to those of all faiths and none. ● Creative links with all faith group. ● Fostering empathy with and appreciation of others' values and cultures.

As an outstanding provider of Teacher Education, the University is committed to providing excellent professional development for all UWinAT staff. This is funded by the University and designed to meet the needs of our schools, according to our annual identified priorities. This is open to all staff and draws on the latest research informed practice.

OUR SCHOOLS

Our Trust currently consists of five primary schools, one Pre School and a Training School (formally a Teaching School). We value working with other schools so each of the Trust's schools has wider connections through a range of networks and actively seeks opportunities to work in collaboration with others.

AWBRIDGE PRIMARY SCHOOL



Awbridge
Primary School



Jayne Fahey
Headteacher

While Awbridge Primary School is idyllically rural in location, it is just three miles Northwest of the market town of Romsey, 10 miles from the port of Southampton and 15 miles from the picturesque cathedral city of Salisbury.

Awbridge is designated a small school, which has grown through its popularity from five classes to six. Awbridge was built in 1877 and has benefitted from attractive extensions over time. This school really is at the heart of the local community.

Led by Jayne Fahey as Headteacher, Jayne also leads The Halterworth Training School Partnership. Awbridge School is well resourced with two additional learning rooms, a large well-equipped multi-purpose hall, a vibrant and well stocked library and extensive computing facilities. They have two large outdoor hard playing areas, an additional playground for KS1 and almost an acre of field for play and sports activities with a variety of play structures. They have their own wildlife area for plant, insect, butterfly and pond life investigations as well as a vibrant and popular Forest School.

Awbridge was graded by Ofsted in 2023 as Good overall with Outstanding in Behaviour and Attitudes, Personal Development and Early Years Provision.

BARTON FARM PRIMARY ACADEMY



BARTON FARM
PRIMARY ACADEMY
NURTURING CURIOSITY



Nicola Wells
Headteacher

This beautiful new school has been built to serve the growing community of Kings Barton, located in the beautiful Hampshire city of Winchester. It has gained RIBA South and national Civic

Trust awards. Barton Farm welcomed its first cohort of reception age children in September 2020. Built as a two-form entry primary school, the slower than expected growth of the new estate means the school is yet to reach full capacity in its growing cohorts. Nicola Wells is the Executive Headteacher of Barton Farm and Stoneham Park Primary Academy whilst both schools are growing. Once they reach a sustainable size, the intention is that each will have its own headteacher in post. The school has been built with sustainability in mind, achieving BREEAM Excellence. The rainwater harvesting system, green roof and solar panels will provide pupils with rich learning opportunities. The school is on the pathway to achieving full 'Eco-Schools' status. This initiative is a pupil-led, hands-on learning approach that will get the whole school and the wider community involved in exciting environmental projects such as a school garden, vegetable patch and creation of wildlife habitats.

The new facilities blend seamlessly with the wonderful grounds and surroundings offering a wealth of opportunities for outdoor and creative learning. The curriculum has been designed to take full advantage of these learning spaces. Barton Farm was graded as Outstanding by Ofsted in 2023. A new Pre-School is due to open in February 2024

HALTERWORTH PRIMARY SCHOOL



Julie Bray
Headteacher

Halterworth Primary School is on the outskirts of the market town of Romsey, six miles from Southampton and within easy reach of the New Forest and the coast. It is a large two form entry and oversubscribed school. It has extensive playing fields, a much-loved woodland walk and a thriving full time Forest School. There are two large playgrounds, each with their own adventure play equipment, a multi-use games area (MUGA), table tennis and outdoor fitness equipment for Key Stage 2 children.

The school admits 60 pupils each year into Year R and a further four pupils from Year 3 onwards. Organised into two classes per year group, each Class Teacher is supported by experienced Teaching Assistants. As a Training School it also has student teachers working alongside experienced staff, which creates a vibrant team.

The school is well resourced with an extensive new library, wireless IT capability with laptops, tablets, Chromebooks, iPads and a range of IT tools and resources. There are facilities for film studies, green screen technology and 'stop frame' animation. Each classroom has the latest Clever Touch LED display boards and fully networked computers.

The school values the external and internal environment of the school and high quality displays of children's work are evident in every classroom and shared areas.

Julie Bray is the Headteacher and leads the school with the support of a leadership team including a specialist early years lead practitioner. The school was graded Good in a 2023 Ofsted inspection.



The Halterworth Training School Partnership (HTSP), previously a Teaching School, is a popular initial teacher training provider via School Direct under Winchester University. HTSP is one of the largest providers of primary and secondary school-based post graduate ITT places, with numbers ranging between 30-40 students each year. We also offer ITT on the Isle of Wight with our partner school hub at Northwood Primary Academy in Cowes and other local schools.

Training school staff also provide facilitation for National Professional Qualifications via LLSE and the Early Career Teacher mentoring programme.

STONEHAM PARK PRIMARY ACADEMY



Nicola Wells
Headteacher

Stoneham Park has been built to serve the growing community of North Stoneham Park, South of Eastleigh. It welcomed its first cohort of reception age children in September 2020 and was one of the two first UWinAT schools to be established. Built for one and a half forms of entry (45 pupils), this is an oversubscribed school which is led by Executive Headteacher Nicola Wells (along with Barton Farm). In her absence, a senior teacher is released to provide cover.

The School is very proud of the eco credentials of the school building and its children learn about ways that they can have a positive impact on the sustainability of their planet. Examples include places to grow fruit, vegetables and plants and places to enjoy learning outside of the classroom.

The school's brand new facilities blend seamlessly with the wonderful grounds and surroundings offering a wealth of opportunities for outdoor and creative learning. The unique curriculum has been designed to take full advantage of its learning spaces and has continuous provision at its heart. It aims to capture the children's interest in a wide range of curriculum areas and equip them with the skills they need for later life. As the school grows, the aim is for the children to play a key role in shaping ideas for further development of the grounds and curriculum.

As the school grows year on year there is a need to adapt the cohort groupings. It is expected that eventually the school will offer a dedicated YR and mixed aged groups of Y1/2, Y3/4 and Y5&6.

Stoneham Park was graded by Ofsted as Good overall in 2023 with Outstanding for Behaviour and Attitudes.

WELLOW PRIMARY SCHOOL



Wellow
Primary School



Bethan Larcombe
Headteacher

Wellow Primary School is a one form entry school on the edge of the New Forest in the village of Wellow, near Romsey. A beautiful heritage site built in 1876, Wellow School was a gift to the community by the family of Florence Nightingale, who is buried at St Margaret's church in the village. Wellow has beautiful grounds with a large playing field and a much loved woodland area, called 'The Glade'. An outdoor Forest School commenced in 2022, led by a qualified teacher. There are two large playgrounds, each with their own adventure play equipment and creative playground markings. The Key Stage 1 classrooms enjoy their own outdoor play area and another walled courtyard area provides a special garden area which is a stunning allotment and growing space.

30 pupils are admitted each year into Reception and a further 2 pupils from Year 3 onwards.

Organised into one class per year group, each class teacher is supported by experienced teaching assistants and specialist and trainee teachers.

The School is well resourced with an extensive library and a large, up to date, ICT suite of networked computers. Each classroom has an Interactive Whiteboard and direct access to the outdoor area. The school is also extremely well resourced, with dedicated art, DT and music rooms.

Wellow is led by Bethan Larcombe as Headteacher. The school also provides a much needed Pre-School for the local area, accommodating 28 full time places in a teacher-led provision on a term time only basis.

An Ofsted inspection in 2023 confirmed that Wellow continued to be a Good school.



OUR CENTRAL TEAM

At the heart of our Trust is a highly skilled and experienced team of professionals who ensure that all aspects of Trust operations are managed to a high standard. Ensuring efficiency and alignment is key. The team continually review systems and enhance processes to ensure that school leaders are able to focus on the quality of education for pupils.



Currently under the leadership of the Chief Finance and Operations Officer, the team works from the dedicated central offices based at Halterworth. Full HR & Payroll services are provided by the team. We draw on the advice of an independent legal and HR specialist advisors and utilise EPM as our dedicated payroll provider. Our finance system ensures that we are able to purchase and pay invoices efficiently, whilst budgeting uses the IMP software function. All schools use Arbor as their Management Information System and My Concern as the Safeguarding communications tool. The Trust also uses an online Single Central Record System and carries out employment checks via the same service.

Our Health and Safety Coordinator works with the support of Ray West Safety Solutions and ensures that all training and checks are carried out to the highest possible standards. Our Senior Site Manager coordinates repairs and maintenance across the Trust schools. His role is to support local site staff in achieving safe and secure learning environments for children and staff.

GROWTH PLANS

The Trust has ambitions to grow to no greater than 10-12 schools over time with approximately 5000-6000 pupils. It is recognised that growth brings economies of scale, an opportunity to provide system leadership on a wider scale and the capacity to enhance teaching and school development on a Trust wide basis to the benefit of pupils, staff and their schools. The Trust is currently engaged in conversations with a small number of schools about Trust membership with two entering into the due diligence phase. New Pre-Schools are planned at two of the existing schools. The Trust recognises the importance of building relationships over time, whilst managing the internal growth and the development of its existing schools as a MAT.



STRATEGIC PRIORITIES FOR THE NEW EXECUTIVE LEADER

Upon appointment, and based on the Trust's Strategic Plan, we will discuss with the successful candidate their immediate strategic priorities which are likely to include:

- External Trust Growth
- Financial Stability
- Building on the recent Ofsted reports to drive school improvements



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EXECUTIVE LEADER JOB DESCRIPTION

Salary: Seven point range within Group 6, L21-L35 (£76,430-£107,699), starting point to be negotiated with the successful candidate.

Accountable to: The Board of Trustees.

Reporting to: The Chair of the Board of Trustees.

Job Purpose: To provide strategic leadership and effective management of the Trust and its academies in accordance with the vision and strategy agreed by its Board of Trustees and to be its Accounting Officer.

RESPONSIBILITIES

General:

1. Be the lead education professional for the Trust.
2. Working with Headteachers, create and maintain a dynamic research-informed learning environment where all children have access to an inspirational curriculum as well as excellent and innovative facilities and staff.
3. Help ensure that the Trust and its academies nurture a love of learning and enable all children to realise their full potential with a strong sense of self and the confidence to engage with the wider world.
4. Lead and manage Headteachers to develop the Trust's academies as exemplars of values-driven education with sustainability at their heart, cornerstones of their local communities and beacons of excellence in education and to ensure that all Trust academies perform to the highest possible standards.
5. Working with the Chief Financial Officer, ensure the financial strength and sustainability of the Trust and its Academies.
6. Act as an ambassador for the Trust to promote it and its values locally, regionally and nationally.
7. Ensure all academies provide a safe and secure learning environment for all through exemplary safeguarding practises and high professional standards.

Strategic:

8. Provide strategic leadership and advise the Board of Trustees on the strategic development of the Trust.
9. Develop and apply evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, affordable and in line with aims and objectives of the Trust.
10. Further develop and implement a strategy for the growth of the Trust in accordance with its strategic aims.
11. In conjunction with the Chief Financial officer, take responsibility for the development and implementation of the Trust's annual business and improvement plans.
12. Ensure proactive risk management throughout the Trust, including having responsibility for its Risk Register.
13. Develop and maintain effective relationships with key stakeholders including the academies' local communities, parents, the Regional School Commissioner, Department for Education, Education and Skills Funding Agency, Ofsted, recognised trade unions and local authorities.

Leadership and Management:

14. Provide high level coaching and mentoring to academy leaders so that school improvement is highly effective.
15. Provide motivational and inspirational leadership at all levels of the Trust to develop a culture of continuous improvement in its educational provision and management of resources, helping to ensure high quality teaching and achievement in the academies and a positive and enriching experience of education for pupils.
16. Proactively drive the Trust's strategic priorities internally and externally.

17. Ensure that the Trust's management and organisational structures are developed to ensure the effective, efficient and safe delivery of its educational provision.
18. Help ensure that communication is at its most effective throughout the Trust, including between the different levels of management and governance, and maximising the engagement of headteachers and Local Academy Committees in the wider work of the Trust.
19. Represent the interests of the academies to the Trustees and help ensure the Trust's aims, objectives and values are understood and implemented in the academies.

Education, Curriculum and Standards:

20. Ensure the maintenance of high-quality, expert teaching across all subjects and years based on an evidence-informed understanding of effective teaching and how pupils learn.
21. Develop and help apply evidence-informed strategies for school improvement which lead to strong measurable outcomes.
22. Take the lead in upholding and achieving ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
23. Working with Headteachers, help ensure teaching is underpinned by high levels of subject expertise and effective approaches.
24. In consultation with Headteachers, develop and implement across the academies a broad, structured and coherent curriculum which sets out the knowledge, skills and values that will be taught, ensuring that all pupils are taught through the provision of evidence-informed approaches.
25. Help ensure that valid, reliable and proportionate approaches are used in assessment.
26. Ensure that arrangements are in place that ensure high standards of pupil behaviour with consistent, fair and respectful approaches to managing behaviour.

Resources Management:

27. Ensure, in conjunction with the Chief Financial Officer, the appropriate allocation of financial and other resources with due regard to efficiency, effectiveness and probity in the use of public funds.
28. Hold the Trust's local academies to account to ensure that their learning environments and the effective deployment of their resources are best used to enable their children to thrive and achieve.
29. Manage and develop the Trust's physical and other assets including the delivery of capital projects.
30. Develop the Trust's income generating capacity through utilising its expertise and its resources, including its estate.
31. Working with other senior staff as appropriate, ensure that the Trust's resources are developed, maintained and operated in compliance with all relevant legislation and best practice.
32. Working with the Chief Financial Officer, advise the Board of Trustees on the best allocation of resources across the Trust to achieve its aims.
33. In line with Scheme of Delegation, appoint, lead, train, develop, empower and motivate the senior staff of the Trust and have oversight of how they discharge the same responsibilities for their staff.
34. Ensure the professional development of staff, including for academic staff an approach that is consistent with the standard for teachers' professional development.
35. In liaison with Headteachers, ensure that staff demonstrate consistently high standards of principled and professional conduct, meeting teachers' standards and ensure the conditions are provided in which teachers can fulfil them.

Finance:

36. As Accounting Officer for the Trust, assisted by the Chief Financial Officer, ensure that it complies with the Academies Handbook, the Education and Skills Funding Agency funding agreements and their regulations and, where appropriate, best practice guidance.
37. Oversee the work of the Chief Financial Officer.

38. Work with the Chief Financial Officer to ensure the long-term financial sustainability of the Trust, including through the development and application of effective systems of resource allocation and monitoring.
39. In conjunction with the Chief Financial Officer, ensure that the Trustees are kept informed of the financial wellbeing of the Trust, any threats to it and advised appropriately on the strategies to be adopted to address them.
40. Working with the Chief Financial Officer, achieve best value across all of the Trust's operations, including effective and economic procurement.

Safeguarding, Health and Safety and Compliance: _____

41. Ensure that the Trust and its academies meet their safeguarding responsibilities in line with legislation and best practice.
42. Be the Designated Safeguarding Lead for the Trust and monitor safeguarding practises.
43. Ensure that the Trust complies with Health and Safety regulations and best practice, including with respect to the Prevent Duty.
44. Ensure the Trust complies with all other statutory requirement including those relating to data protection.

Values and Ethos: _____

45. Demonstrate consistently high standards of principled and professional conduct and help ensure the same amongst staff.
46. Drive and develop the Trust ethos and values, ensuring they underpin all of the Trust's activities.



EXECUTIVE LEADER

UNIVERSITY OF WINCHESTER ACADEMY TRUST

PERSON SPECIFICATION

CRITERIA	ESSENTIAL/ DESIRABLE	WHERE ASSESSED
EDUCATION AND QUALIFICATIONS		
Degree or Equivalent	E	Application Form
Qualified Teacher Status (QTS)	E	Application Form
Relevant Higher Degree.	D	Application Form
NPQH	E	Application Form
NPQEL	D	Application Form
National Leader of Education (Experience of school improvement beyond own school/trust)	D	Application Form
EXPERIENCE		
Successful recent strategic leadership experience as a Headteacher or CEO of an Academy Trust.	E	Application Form/Interview
Coaching and mentoring to improve the effectiveness of teaching.	E	Application Form
Managing budgets, people and infrastructure to achieve operational and strategic goals.	E	Application Form/Interview
Effective school improvement externally verified.	E	Application Form/Interview
KNOWLEDGE AND SKILLS		
The knowledge and skills to deliver the Trust's vision which embraces excellence, intellectual rigour, high standards and inclusion.	E	Application Form/Interview
Ability to plan strategically to deliver the Trust's vision and to lead and empower staff to achieve its strategic goals.	E	Interview
Deep and broad knowledge and understanding of schools, their operation and their governance.	E	Application Form/Interview
Clear understanding of what constitutes excellent teaching.	E	Application Form/Interview
Ability to envision how the Trust can be developed and grow.	E	Interview
Ability to construct and communicate a compelling case for joining the Trust to schools considering academisation.	E	Interview
Knowledge of the academisation process.	D	Interview
Highly effective leadership and management skills, including leading change, creativity and innovation and the management of organisational growth.	E	Interview
Ability to coach and mentor new and experienced school leaders.	E	Interview
Detailed and up-to-date knowledge of subjects, national policy, classroom management strategies, inspection procedures and statutory requirements governing the operation of Trusts and schools.	E	Application Form/Interview
Experience of and ability to lead, manage and inspire staff, empowering them in an environment which enables people to perform at their best and underpins effective employee relations.	E	Application Form/Interview

CRITERIA	ESSENTIAL/ DESIRABLE	WHERE ASSESSED
KNOWLEDGE AND SKILLS		
Track record and ability to manage budgets and infrastructure.	E	Interview/Assessment Test
In depth knowledge and experience of child protection and safeguarding regulations and procedures.	E	Application Form/Interview
The application and development of ICT to enhance learning and effective administration.	E	Application Form/Interview
Strong analytical and problem solving skills, utilising research to support and challenge practice.	E	Interview/Assessment Test
Excellent communication skills.	E	Interview
PERSONAL ATTRIBUTES		
An inspirational leader and role model with a professional approach that demands excellence, confidence, trust and the respect of the Trust and the wider community.	E	Interview
A personal commitment to the Trust's ethos and values and to promote them effectively in all aspects of its operation.	E	Interview
Proactive, innovative and versatile with the high level of drive, energy and enthusiasm necessary to effectively deliver strategic goals.	E	Interview
Articulate with the professional confidence and excellent interpersonal skills to be able to interact effectively with a range of stakeholders including local and national figures and organisations and, with appropriate empathy, with staff and parents/carers.	E	Interview
Values strong governance and a commitment to work collaboratively with Trustees.	E	Interview
A commitment to equal opportunities and inclusivity within the curriculum and in employment practice.	E	Interview
DEPLOYMENT OF SYSTEMS AND PROCESSES		
Experience and ability in performance management, including dealing with underperformance effectively and in a timely manner.	E	Application Form/Interview
Successful experience of effective financial and resource management systems and approaches to achieve educational priorities and ensure efficiency and value for money.	E	Application Form/Interview
Successful application of systems and processes applying to school self-evaluation and accountability and to school improvement.	E	Application Form/Interview
OTHER		
Capacity to attend school and Trust meetings and to represent the Trust at events and meetings outside the school day.	E	Application Form
Access to a car to allow efficient travelling to different locations.	E	Application Form







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