

Swydd Ddisgrifiad a Manyleb y Person



MANYLION Y SWYDD

Teitl y Swydd:	Seicolegydd Addysg
Gradd:	Soulbury 3-8 (Hyd at 3 AGA yn ychwanegol)
Cyfadrn:	Addysg a Gwasanaethau Corfforaethol
Adran:	Dysgu, Addysg a Chynhwysiant
Is-adran:	Gwasanaeth Seicoleg Addysgol
Lleoliad:	Tŷ Penallta
Yn atebol i:	Prif Seicolegydd Addysg

DIBEN Y SWYDD

- Gweithio o fewn fframwaith Cod Ymarfer AAA Cymru, Cod Anghenion Dysgu Ychwanegol Cymru a Deddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru). Gweithio o fewn a chydymffurfio gyda deddfwriaeth a chyfarwyddiadau Llywodraeth Cymru fel Gweithdrefnau Amddiffyn Plant Cymru Gyfan.
- Gweithio o fewn a chydymffurfio â Gweithdrefnau Diogelu Cymru.
- Gweithio fel aelod o'r gwasanaeth Seicoleg Addysgol yn cefnogi aelodau'r tîm er mwyn darparu'r gwasanaeth.
- Darparu ystod lawn o wasanaethau seicolegol ac ymgynghorol i blant, pobl ifanc, teuluoedd ac ysgolion.
- Gweithio gyda phlant, pobl ifanc, teuluoedd ac ysgolion i hyrwyddo cynhwysiant, mynd i'r afael ag ymddygiad heriol ac anfodlonrwydd a lleihau gwaharddiadau, codi cyrhaeddiad / hyrwyddo canlyniadau dysgu cadarnhaol - yn unol â'r meysydd canlyniad allweddol isod
- Gweithio ar y cyd gydag asiantaethau eraill.
- Cefnogi Prif Seicolegydd Addysg wrth gwrdd â'r amcanion a nodwyd ar gyfer y gwasanaeth yn unol â blaenoriaethau'r Gyfarwyddiaeth.

CANLYNIADAU ALLWEDDOL

Gweithio ar y cyd gydag ysgolion/ lleoliadau addysgol eraill a phartneriaid eraill i:

- Hyrwyddo lles.
- Cefnogi datblygiadau yn ymwneud ag ymddygiad.
- Gwella canlyniadau.
- Gwella cyfraddau presenoldeb.
- Lleihau gwaharddiadau disgyblion.

Ymgymryd â gwaith yn unol â Chod Ymarfer Cymru a chydymffurfio â deddfwriaeth berthnasol megis Gweithdrefnau Diogelu Cymru.

Glynu at ac ategu safonau'r Cyngor Proffesiynau Iechyd.

Cyflawni cyfrifoldebau statudol mewn perthynas ag asesu, nodi ac adolygu plant a phobl ifanc ag Anghenion Dysgu Ychwanegol.

Cyfrannu at yr ALI mewn rôl strategol sy'n cefnogi'r Prif Seicolegydd Addysg wrth gyfrannu at gynllunio strategol a datblygu polisi.

Cynrychioli'r ALI ar baneli Apelio, Tribiwnlysoedd a chyfarfodydd tu allan i'r sir.

Rheoli llwyth achosion yn seiliedig ar gefnogaeth wedi'i dargedu i ysgolion / lleoliadau addysgol eraill fel y cyfarwyddir gan y PSA.

Cydlynu pecyn cymorth cydlynol ar gyfer plant / pobl ifanc, yn seiliedig lle bo'n briodol, ar fewnbwn gan ystod o asiantaethau.

Gweithio mewn ymgynghoriad ag athrawon, staff cymorth a rhiant(rhieni) / gofalydd(ion), i ddyfeisio strategaethau i gefnogi dysgu a lles plant yn gadarnhaol.

Gweithio mewn ymgynghoriad ag athrawon, staff cymorth a rhiant(rhieni)/ gofalydd(ion), i ddyfeisio strategaethau i addasu ymddygiad disgyblion yn gadarnhaol.

Cynorthwyo ysgolion i osod targedau i ddisgyblion, gan weithio tuag at amcanion cytunedig sydd wedi'u hanelu at hyrwyddo ymddygiad cadarnhaol a gwella cyfleoedd dysgu i ddisgyblion.

Gweithio gydag ystod o staff ysgol wrth gynllunio strategaethau ymyrryd, monitro cynnydd yn erbyn targedau, gwerthuso ymateb disgyblion ac adolygu profiadau cynllunio a dysgu yn ôl yr angen.

Rhoi adborth i'r athrawon a'r disgyblion mewn perthynas â chynnydd, cyflawniad, ymddygiad, presenoldeb a materion lles eraill.

Gweithio mewn partneriaeth gydag asiantaethau eraill, yn hyrwyddo lles ac ymyriadau cynnar.

Cyfrannu tuag at baneli'r ALI.

Cynrychioli'r Gwasanaeth Cynhwysiant Cymdeithasol mewn fforymau amlasiantaeth pan fo angen.

Ymgymryd â phrosiectau penodol fel y cyfarwyddir gan y rheolwr gwasanaeth / PSA yn ôl yr angen.

Cefnogi ysgolion er mwyn gweithredu a chynnal mentrau fel Arweinyddion Digidol.

Darparu goruchwyliaeth i seicolegwyr addysg mewn hyfforddiant a swyddogion eraill fel y cyfarwyddir gan y PSA.

Cefnogi cydweithwyr yn yr adran dderbyniadau i nodi lleoliadau priodol ar gyfer disgyblion ag AAA a nodwyd sy'n symud i mewn neu o fewn y Fwrdeistref.

Cefnogi'r ysgol wrth ymgymryd ag Asesiad Risg fel sy'n ofynnol.

Cefnogi'r ddarpariaeth o hyfforddiant.

Cymryd rhan mewn hyfforddiant gwasanaeth a gweithgareddau datblygu proffesiynol eraill fel sy'n ofynnol.

Ymgymryd â dyletswyddau penodol yn unol â chynllun datblygu'r gwasanaeth.

PERTHNASOEDD GWEITHIO ALLWEDDOL

Staff o fewn ysgolion/leoliadau addysgol eraill: Sefydlu blaenoriaethau ysgolion a chynllunio cefnogaeth ar gyfer gwasanaethau, gan sicrhau defnydd effeithiol o ymyrraeth SA er mwyn cynorthwyo anghenion, hyrwyddo lles, dysgu a rheoli ymddygiad yn gadarnhaol.

Disgyblion: Sefydlu perthynas waith cadarnhaol gyda disgyblion. Dylai plant a phobl ifanc dderbyn cefnogaeth briodol sy'n seiliedig ar wybodaeth am eu hanghenion. Byddant yn cael cyfle i ddangos eu cynnydd/cyflawniadau yng nghyd-destun y gefnogaeth a ddarperir.

Rhieni/Gofalyddion: Adeiladu perthnasau adeiladol gyda theuluoedd. Dylai rhieni/gofalyddion deimlo bod eu pryderon yn cael eu clywed a chael bod yn rhan o'r penderfyniadau sy'n effeithio ar eu plant.

Pobl proffesiynol/asiantaethau: Ymgysylltu â chydweithwyr a gwasanaethau cymorth integredig mewn arena amlasiantaeth. Cyfathrebu'n effeithiol a chyfrannu at gynlluniau y cytunwyd arnynt gyda'r nod o sicrhau canlyniadau cadarnhaol ar gyfer disgyblion unigol, yn benodol o fewn addysg, ond hefyd yn y cyd-destun ehangach o anghenion lles, anghenion cymdeithasol, anghenion emosiynol.

CYFRIFOLDEBAU AM STAFF

Teitlau Swyddi, Niferoedd a Lefel Atebolrwydd

Nid oes unrhyw gyfrifoldeb rheolwr llinell uniongyrchol heblaw mewn ymgyfarwyddo cydweithwyr a recriwtiaid newydd â'r gwaith.

CYFRIFOLDEBAU AM ADNODDAU

Cyllid; Peiriannau; Adeiladau neu Gyfarpar

Cyfrifoldeb unigol am gyfrifiadur.

Mae'r holl benderfyniadau yn cael eu gwneud yng nghyd-destun deall unrhyw oblygiadau ariannol

Systemau Data

Yn gyfrifol am sicrhau bod ffeiliau (papur ac electronig) yn cael eu storio'n ddiogel a'u diweddarau yn ôl yr angen gyda gwybodaeth a manylion priodol sy'n ymwneud â chynnwys gyda phob achos.

Yn cydymffurfio â gofynion diogelu data / yr holl gronfeydd data perthnasol.

AMGYLCHEDD GWAITH

Yn yr ysgol - yn gweithio gyda disgyblion heriol ac agored i niwed. Cyfarfodydd gyda rhieni / gofalyddion a allai fod yn bryderus / emosiynol am yr anawsterau mae eu plentyn yn eu hwynebu yn yr ysgol. Ymgynghoriadau gyda staff ysgol a allai fod yn pryderu am ddysgu, lles neu ymddygiad plentyn neu berson ifanc.

Yn y swyddfa - yn bennaf yn gweithio wrth ddesg gyda mynediad i gyfrifiadur er mwyn cwblhau cofnodion, ysgrifennu adroddiadau, e-bostio cydweithwyr ac yn ymateb i alwadau ffôn. Angen mynychu cyfarfodydd a digwyddiadau hyfforddiant ar y safle ac mewn lleoliadau eraill fel sy'n ofynnol.

Angen teithio rhwng lleoliadau er mwyn ymgymryd â dyletswyddau perthnasol; bydd hyn yn amrywio o ddydd i ddydd yn dibynnu ar faich achosion ac ymrwymadau dyddiadur.

ANGHENION YCHWANEGOL

Cyfyngiad Gwleidyddol:	Nac oes
Gwiriad y Gwasanaeth Datgelu a Gwahardd:	Manylach
Gwirio Rhestr Wahardd:	Plant
Gwaelodlin Asesiad Meddygol Cyn Cyflogaeth:	Nac oes
Cofrestru:	Wedi Cofrestru gyda'r Cyngor Proffesiynau Iechyd a Gofal

CYFRIFOLDEBAU CYFUNDREFNOL

Yn deall ac yn gallu arddangos egwyddorion cyfrinachedd.

I weithio o fewn polisiau a gweithdrefnau'r Cyngor, gan gynnwys cydnabod y ddyletswydd i ddiogelu oedolion, plant a phobl ifanc sy'n agored i niwed.

Yn deall ac yn arddangos ymrwymiad i bolisiau'r Cyngor.

Dangos ymrwymiad i ddatblygiad personol parhaus.

Mae'r dyletswyddau a chyfrifoldebau yn anodd eu diffinio'n fanwl a gallent amrywio o dro i dro heb newid cymeriad cyffredinol y dyletswyddau neu lefel y cyfrifoldebau dan sylw. Felly, disgwylir i ddeiliad y swydd ymgymryd â dyletswyddau eraill yn ôl y gofyn ar yr amod na fydd cymeriad cyffredinol y dyletswyddau na lefel y cyfrifoldebau yn newid.

MANYLEB Y PERSON

	HANFODOL	DYMUNOL
CYMWYSTERAU	<p>Gradd Anrhydedd mewn Seicoleg sy'n dderbyniol ar gyfer aelodaeth o Gymdeithas Seicolegol Prydain.</p> <p>Aelodaeth o'r Cyngor Proffesiynau Iechyd.</p> <p>Cymhwyster ôl-raddedig cydnabyddedig i ymarfer fel Seicolegydd Addysg.</p>	<p>Cymhwyster sy'n seiliedig ar Addysg / cymhwyster Dysgu.</p> <p>Profiad o weithio gyda phlant a phobl ifanc o oedran ysgol.</p> <p>Profiad o weithio mewn lleoliad addysgol.</p> <p>Profiad o drefnu gweithdai a darparu hyfforddiant.</p> <p>Profiad o weithio fel Seicolegydd Addysg.</p>
GWYBODAETH	<p>Gwybodaeth am ystod o ymagweddau seicolegol cymhwysol ac ymyriadau a phrofiad o'u defnyddio.</p> <p>Y gallu i ddangos sut mae theori yn cael ei gymhwyso i ymarfer.</p> <p>Gwybodaeth am ffyrdd o weithio i sicrhau newid ar lefel unigol, lefel grŵp a lefel sefydliadol.</p> <p>Y gallu i gadw cyfrinachedd sy'n briodol i'r lleoliad.</p> <p>Y gallu i gadw cofnodion ac adroddiadau priodol a chywir.</p> <p>Gwybodaeth drylwyr am Ddiogelu ac Amddiffyn Plant.</p> <p>Gwybodaeth dda am y ffactorau sbarduno allweddol sy'n dylanwadu ar flaenoriaethau o fewn addysg.</p> <p>Gwybodaeth dda am ddatblygiadau cyfredol mewn perthynas â meysydd allweddol o les.</p> <p>Profiad uniongyrchol o weithio gyda gweithwyr proffesiynol o asiantaethau eraill</p>	<p>Gwybodaeth a dealltwriaeth ynglŷn â'r fframweithiau y mae ysgolion Cynradd ac Uwchradd yn gweithio ynddynt, er enghraifft systemau Gofal Bugeiliol a'r Côt Ymarfer AAA ar gyfer plant ag Anghenion Addysgol Arbennig, gan gynnwys ADY, anghenion ymddygiadol, emosiynol a chymdeithasol.</p>

	HANFODOL	DYMUNOL
SGILIAU	<p>Y gallu i gadw cyfrinachedd ar bob adeg.</p> <p>Sgiliau trefnu da.</p> <p>Sgiliau cyfathrebu da, ar lafar ac yn ysgrifenedig.</p> <p>Y gallu i gyfathrebu'n dda, ar lafar ac yn ysgrifenedig, gydag amrywiaeth o gynulleidfaoedd, gan ddefnyddio TG lle bo'n briodol.</p> <p>Y gallu i gadw cofnodion clir a threfnus am waith.</p> <p>Sgiliau rhyngpersonol effeithiol megis sgiliau tringarwch, empathi, hyblygrwydd, cyd-drafod a rheoli gwrthdaro.</p> <p>Y gallu i beidio â chynhyrfu dan bwysau.</p> <p>Y gallu i ddarparu atebion ymarferol a chreadigol i faterion gwasanaeth.</p> <p>Sgiliau ymarferwr i gefnogi a chynghori'n effeithiol pobl eraill sut i reoli disgyblion sy'n profi anawsterau emosiynol a chymdeithasol yn effeithiol.</p> <p>Y gallu i weithio'n gynhyrchiol o dan bwysau, blaenoriaethu a chwrrd â therfynau amser o fewn fframwaith o sicrhau ansawdd ac arfer proffesiynol gorau.</p> <p>Y gallu i weithio'n annibynnol ac fel rhan o dîm.</p>	<p>Sgiliau Iaith Gymraeg.</p> <p>Peth dealltwriaeth a gwybodaeth ymarferol am ddefnydd effeithiol o TGCh.</p> <p>Y gallu i ddefnyddio dadansoddiad data i nodi angen a thargedu adnoddau.</p>
PROFIAD	<p>Profiad mewn perthynas â gweithio'n effeithiol gyda phlant oed cynradd a phobl ifanc ag anghenion emosiynol.</p> <p>Profiad o ymgysylltu ag ysgolion a phartneriaid eraill mewn perthynas â materion cymhleth sy'n gysylltiedig â lles.</p>	<p>Meddu ar wybodaeth a dealltwriaeth o systemau cymorth mewnol (e.e. panel lleoli).</p> <p>Profiad mewn perthynas â gweithio'n effeithiol gyda phlant oed uwchradd ag anawsterau ymddygiadol, emosiynol a chymdeithasol.</p>

	HANFODOL	DYMUNOL
ARALL	Y gallu i deithio o amgylch y fwrdeistref sirol.	

AWDURDODI'R SWYDD

PENNAETH GWASANAETH:	Keri Cole	DYDDIAD:	07/04/2022
RHEOLWR:	Kyla Honey	DYDDIAD:	07/04/2022
ADNODDAU DYNOL:	Lisa Downey	DYDDIAD:	07/04/2022

ADOLYGU'R SWYDD

SWYDDOG:		DYDDIAD:	
SWYDDOG:		DYDDIAD:	
SWYDDOG:		DYDDIAD:	

Job Description and Person Specification



POST IDENTIFICATION

Post Title:	Educational Psychologist
Grade:	Soulbury 3-8 (Up to 3 SPAs in addition)
Directorate:	Education and Corporate Services
Division:	Learning, Education and Inclusion
Section:	Educational Psychology Service
Location:	Penallta House
Responsible to:	Principal Educational Psychologist

JOB PURPOSE

- Work within the framework of the SEN Code of Practice for Wales, the Additional Learning Needs Code for Wales and Additional Learning Needs and Education Tribunal (Wales) Act.
- Work within and comply with the Wales Safeguarding Procedures.
- Promote the wellbeing of all learners through the application of psychological knowledge of child development, learning and behaviour.
- Work as a member of the Educational Psychology service supporting team members in the delivery of the service.
- Provide a full range of psychological and advisory services to children, young people, families and schools.
- Work with children, young people, families and schools to promote inclusion, address behaviour and disaffection and reduce exclusions raise achievement/ promote positive learning outcomes- in line with key result areas below.
- Work collaboratively with other agencies.
- Support the Principal Educational Psychologist (PEP) in meeting the identified aims and objectives for the service in line with Directorate priorities.

KEY RESULT AREAS

Work in collaboration with schools/other educational settings and other partners to:

- Promote wellbeing.
- Support developments in relation to behaviour.
- Improve outcomes.
- Improve attendance rates.
- Reduce pupil exclusions.

DETAILED TASK PROFILE

Undertake work in accordance with the Code of Practice for Wales and comply with relevant legislation such as the Wales Safeguarding Procedures.

Adhere to and uphold the standards of the HCPC.

Fulfil statutory responsibilities in relation to assessment, identification and review of children and young people with Additional Learning Needs.

Contribute to the LA in a strategic role supporting the PEP in contributing to strategic planning and policy development.

Represent the LA at Appeals panels, Tribunals and out of county placement meetings.

Manage a caseload based on targeted support to schools/other educational settings as directed by the PEP.

Coordinate a coherent package of support for children/young people, based where appropriate, upon input from a range of agencies.

Work in consultation with teachers, support staff and parents(s)/carer(s), to devise strategies to positively support children's learning and wellbeing.

Work in consultation with teachers, support staff and parents(s)/carer(s), to devise strategies to positively modify pupil behaviour.

Assist schools in setting pupil targets, working towards agreed goals aimed at promoting positive behaviour and improving learning opportunities for pupils.

Work with a range of school staff in planning intervention strategies, monitoring progress against targets, evaluating pupil response and revising planning and learning experiences as necessary.

Provide feedback to teachers and pupils in relation to progress, achievement, behaviour, attendance and other welfare issues.

Work in partnership with other agencies, promoting wellbeing and early intervention.

Contribute to LA panels.

Represent the Social Inclusion Service at multi agency forums as and when required.

Undertake specific projects as directed by the service manager / PEP as and when necessary.

Support schools to implement and maintain LA initiatives such as Digital Leaders.

Provide supervision to educational psychologists in training and other officers as directed by the PEP.

Support colleagues in admissions identifying appropriate placements for pupils with identified SEN moving into or within the Borough.

Support school undertaking Risk Assessments as required.

Support the delivery of training.

Participate in service training and other professional development activities as required.

Undertake specific duties in accordance with the service development plan.

KEY WORKING RELATIONSHIPS

Staff within schools/other educational settings: Establish school priorities and plan service support, ensuring effective use of EP intervention to identify needs, promote wellbeing, learning and positive behaviour management.

Pupils: Establish positive working relationships with pupils. Children and young people should be given appropriate support based on knowledge of their needs. They will be given opportunities to demonstrate their progress / achievements in the context of the support provided.

Parents/Carers: Build constructive relationships with families. Parents/carers should feel their concerns are heard and be involved in the decisions affecting their children.

Professionals/agencies: Engage with colleagues and integrated support services in a multi agency arena. Communicate effectively and contribute to agreed plans aimed at delivering positive outcomes for individual pupils, specifically within education but also in the wider context of wellbeing, learning and social, emotional needs.

RESPONSIBILITIES FOR STAFF

Post Titles, Numbers and Level of Accountability

No direct line management responsibility other than assisting in work familiarisation of colleagues and new recruits.

RESPONSIBILITIES FOR RESOURCES

Financial; Plant; Buildings or Equipment

Sole responsibility for a pc/laptop.

All decisions to be made within the context of understanding any financial implications

Data Systems

Responsibility to ensure files (paper and electronic) are stored securely and updated as necessary with appropriate information and details relating to involvement with each case.

Compliant with the requirements of data protection / all relevant data bases.

WORKING ENVIRONMENT

School based – working with challenging and vulnerable pupils. Meetings with parents/carers who may be anxious/emotional about the difficulties their child is facing in school. Consultations with school staff who may be concerned about a child or young persons learning, wellbeing or behaviour.

Office based – mainly working at a desk with access to a computer in order to complete records, write reports, email colleagues and respond to telephone calls. Requirement to attend meetings and training events on site and at other venues as necessary.

Requirement to travel between locations in order to undertake relevant duties; this will vary from day to day depending on caseload and diary commitments.

ADDITIONAL REQUIREMENTS

Politically Restricted:	No
Disclosure and Barring Service Check:	Enhanced
Barred List Check:	Children
Baseline Pre Employment Medical Assessment:	No
Registration:	Registered with the Health and Care Professions Council (HCPC)

ORGANISATIONAL RESPONSIBILITIES

Understands and demonstrates the principles of confidentiality.

Work within the policies and procedures of the Council including recognising the duty to protect vulnerable adults, children and young people.

Understands and demonstrates commitment to the Council's policies.

Demonstrate commitment to ongoing personal development.

The duties and responsibilities are difficult to define in detail and may vary from time to time without changing the general character of the duties or level of responsibilities entailed. The post-holder is therefore expected to undertake such other duties as may be requested provided the general character of the duties or level of responsibility does not change.

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<p>Honours Degree in Psychology acceptable for membership of the BPS.</p> <p>Membership of the HCPC.</p> <p>A recognised post graduate qualification to practice as an Educational Psychologist.</p>	<p>Education based qualification / Teaching qualification.</p> <p>Experience of working with school age children and young people.</p> <p>Experience of working in an educational setting.</p> <p>Experience of organising workshops and providing training.</p> <p>Experience working as an Educational Psychologist.</p>
KNOWLEDGE	<p>Knowledge of a range of applied psychological approaches and interventions and experience in using them.</p> <p>Ability to show how theory is applied to practice.</p> <p>Knowledge of ways of working to affect change at an individual, group and organizational level.</p> <p>Ability to maintain confidentiality appropriate to the setting.</p> <p>Ability to maintain appropriate and accurate records and reports.</p> <p>A thorough knowledge of Safeguarding and Child Protection.</p> <p>A good knowledge of the key drivers that influence priorities within education.</p> <p>A good knowledge of current developments in relation to key areas of well being.</p> <p>Direct experience of working with professionals from other Agencies.</p>	<p>Knowledge and understanding about the frameworks with which Secondary and Primary schools operate, for example Pastoral Care systems and the new ALN Code of Practice for children with Additional Learning Needs.</p>

	ESSENTIAL	DESIRABLE
SKILLS	<p>Ability to maintain confidentiality at all times.</p> <p>Good organisational skills.</p> <p>Good communication skills, both orally and in writing.</p> <p>Ability to communicate well both orally and in writing to a variety of audiences using IT where appropriate.</p> <p>Ability to keep clear and organized records of work.</p> <p>Effective interpersonal skills such as tact, empathy, flexibility, negotiation and conflict management skills.</p> <p>Ability to remain calm under pressure.</p> <p>Ability to provide practical and creative solutions to service issues.</p> <p>Practitioner skills to effectively support and advise others how to best manage pupils who are experiencing emotional and social difficulties.</p> <p>Ability to work productively under pressure, prioritise and meet deadlines within a framework of quality assurance and best professional practice.</p> <p>Ability to work independently and as part of a team.</p>	<p>Welsh language skills.</p> <p>Some understanding and practical knowledge of the effective use of ICT.</p> <p>Ability to use data analysis to identify need and target resources.</p>
EXPERIENCE	<p>Experience in relation to working effectively with primary aged children and young people with emotional needs.</p> <p>Experience of engaging schools and other partners in relation to complex issues associated with well being.</p>	<p>Have knowledge and understanding of internal support systems (e.g. placement panel).</p> <p>Experience in relation to working effectively with secondary aged children with behavioural, emotional and social difficulties.</p>

	ESSENTIAL	DESIRABLE
OTHER	Ability to travel across the county borough.	

POST AUTHORISATION

HEAD OF SERVICE:	Keri Cole	DATE:	07/04/2022
MANAGER:	Kyla Honey	DATE:	07/04/2022
HR:	Lisa Downey	DATE:	07/04/2022

POST REVIEW

OFFICER:		DATE:	
OFFICER:		DATE:	
OFFICER:		DATE:	