



ASSISTANT HEADTEACHER - INCLUSION (SENCO)

LEADERSHIP SCALE 12 - 16

FULL TIME, PERMANENT

NPQ FOR SENCOs ESSENTIAL

SAFEGUARDING

Harlington School is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. All job offers are provisional until such time as the school has undertaken appropriate safeguarding checks and is satisfied that successful candidates are suitable to work with children and young people. Our recruitment practice follows Part 3 of Keeping Children Safe in Education, and the interview panel for this post will include at least one member trained in safer recruitment.

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PINKWELL LANE, HAYES, MIDDLESEX, UB3 1PB



WELCOME FROM THE HEADTEACHER

Welcome prospective colleague, to quite possibly your next role and a life changing experience for both yourself and our students. Thank you for showing an interest in joining our team and working alongside us here at Harlington School. If successful you will be joining a dynamic, diverse and passionately committed team of highly professional staff. All of our staff place our students at the heart of everything we do.

Our vision is to enable each and every one within our School community to 'Be the BEST version of themselves'. Be it ourselves as staff or our students, we believe in being the best in ourselves so that we can bring positive solutions to make the world a better place. In an ever-changing world we aim to keep moving forward and to be part of the positive solutions...

We look after our staff here, using coaching and joint collaboration model for improving professional practice and pedagogy. Middle and senior leaders work hard to support staff with behaviour management to ensure you have the skills and support to teach without interruption. We see professional development for all associate and teaching staff as the foundations of our success. Whatever post you are applying for, you will be incredibly well supported in your professional development to become an outstanding practitioner. We are highly regarded by ITT providers for the quality of training that we offer to colleagues at the beginning of their careers, and for more experienced colleagues, professional development is a key priority; colleagues are frequently promoted after working with us. Associate staff are equally supported to develop their professional practice, with industry 'gold standard' accreditations, and we have a stable staffing with low annual turnover.

Harlington School has a responsibility for, and is committed to, safeguarding and promoting the welfare of students and young people, and ensuring that they are protected from harm. All positions are subject to an enhanced DBS check, including a check of the childrens barred list and we take pride in being an equal opportunities employer.

Harlington has undergone significant transformational change over the last few years coupled with significant improvement in progress outcomes and examination results. We are a happy, successful and popular oversubscribed school, with waiting lists in every year group. Much of this has been due to the successful inclusive culture fostered over many years by the staff and students at Harlington.

Our teaching and student facing staff aim to deliver quality first teaching approaches that builds both the keys to successful academic outcomes alongside the stability and resilience to thrive as an independent successful contributing adult. Our associate staff work tirelessly to deliver a professional, outstanding quality of practice with the students at the heart of their work, understanding that regardless of role our priority always remains the safety, wellbeing and improving the life chances of our students. It is these common goals and the ability to see challenges as opportunities rather than barriers that enables our collective and unified response, built over many years of dedication to the students of our Harlington School community.

Where we support, coach and promote successfully from within, we are also in the position to recruit transformational staff who can support, build on and enable our continued growth and change. We look for individuals with the capacity and drive to succeed, see solutions rather than problems, and are glass half full individuals with the ability to recognise that regardless of role, our students are paramount and that they have solutions to enable a better tomorrow.

We work hard, but the rewards are immense. We aim to maintain a work life balance so that in protecting each other we enable us to be at our best professionally and committed in the time we are here. We have a supportive culture where staff wellbeing is augmented by our commitment in constant improvement to keep moving forward.

We welcome contact prior to application (email recruitment@harlingtonschoo.org) – please contact HR if you would like to see us in action, and we'll do our best. I would like to wish you every success in your future career, and look forward to receiving your application if you choose to apply for this position.

Yours sincerely,

Mr A DOnofrio
Headteacher



THE ROLE

ASSISTANT HEADTEACHER - INCLUSION (SENCO)

SALARY: Leadership Scale – 12 - 16

If staff are successfully recruited via an agency, we expect that a proportion of the finders' fee will be reimbursed to the school if you leave (except by mutual consent) within 2 academic years.

HOURS: Full time, permanent.

The postholder will be allocated dedicated, timetabled time to discharge the statutory SENCO role, reflecting the expectation in the SEND Code of Practice that the SENCO is given sufficient time and resources. Pay and conditions follow the School Teachers Pay and Conditions Document. The teaching commitment attached to the post will be confirmed with candidates during the process.

This is a full time, permanent appointment, with contractual obligations based upon the Teacher 'Burgundy Book' conditions of employment.

SCHOOL INFORMATION

Harlington is a happy, successful and oversubscribed school, where staff retention rates are excellent. We are a dynamic and passionate team of associate and teaching staff, who put the students in our Harlington family at the heart of everything we do. We employ colleagues who have a passion for working in a diverse, multicultural school.

APPLY:

Applications are to be made via MyNewTerm found on our school website or the MyNewTerm website. If you require any further information or wish to discuss this role in more detail please contact the HR team on recruitment@harlingtonschool.org

We are committed to safeguarding and promoting the welfare of children, and to equality of opportunity. We welcome applications from all sections of the community and will make reasonable adjustments at any stage of the recruitment process – please tell us what you need when you apply. This pack is available in alternative formats on request. Enhanced DBS clearance, including a check of the childrens barred list, will be required. This post is exempt from the Rehabilitation of Offenders Act 1974 and applicants must declare all cautions and convictions that are not protected. It is a criminal offence to apply for this post if you are barred from engaging in regulated activity with children. In line with Keeping Children Safe in Education, we carry out an online search of publicly available information on shortlisted candidates as part of our pre-interview checks. Applicant data is processed in accordance with our recruitment privacy notice, available on the school website. No agency enquiries. CVs alone will not be accepted.

CLOSING DATE: Please see date on MyNewTerm/school website

INTERVIEW: TBC – But the School reserves the right to call in candidates at the earliest convenience

SHORTLISTING AND INTERVIEWS MAY TAKE PLACE BEFORE CLOSING DATE FOR SUITABLE CANDIDATES AND DUE TO RESIGNATION DATE APPROACHING.



SELECTION AND INTERVIEW PROCESS

APPOINTMENT PROCEDURE

The appointment procedure will be based on the following activities:

- Shortlisting based upon skills and experience that meet the person specification and job description
- Suitable references and safeguarding checks occurring prior to, during and after the interview process, including an online search of publicly available information on shortlisted candidates.
- Lesson observation and discussion/reflection meeting, to explore your current practice with you
- Interview panel if calibre of teaching and reflection is good, in line with the experience of the candidate.
- Task
- HR meeting.

Please note that we shall be following up references after shortlisting has taken place. Please ensure that you complete all sections of the application form. Gaps in employment history will be explored with you at interview, and we ask that you bring copies of your qualification certification with you – thank you.



JOB DESCRIPTION

JOB PURPOSE

Reporting to the Headteacher, and Deputy Headteachers as directed, this postholder will have stewardship over:

- LM of the KS3/Transition SENDCo & KS4/5 SENDCo
- SEND Department
- Alternative Curriculum Provision & Pathways
- Harlington Designated Unit for Autism
- Harlington Special Resource Provision
- Collaboration with the Deputy Headteacher and Assistant Headteacher for Teaching and Learning to support a quality first teaching approach to pedagogy
- The statutory role of Special Educational Needs Co-ordinator (SENCO)

SEND at Harlington requires next stage thinking and planning and is a major priority for the School. For this reason, this post combines the statutory role of Special Educational Needs Co-ordinator with strategic leadership of the school's wider Inclusion provision. The postholder will be the qualified teacher designated as the school's SENCO under the Special Educational Needs and Disability Regulations 2014, enabling the right candidate to flourish in their SEND capacity whilst also overseeing key Inclusion areas around the school.

SEND at Harlington has advanced significantly in recent years, and it remains an area where we are determined to go further. Our search here is an opportunity for the right candidate to flourish in their element, lead on institutional change and help enable better outcomes for our students across the school.

Where the role requires strategic oversight of Inclusion, it is also clear that this role will require someone with the knowledge, depth and experience to identify talent, create innovative change and deliver successful outcomes. All of this whilst ensuring they remain with a hands on understanding of SEND practice. We are therefore looking for someone with a proven track record, extensive SEND knowledge and a dedication to place our children at the heart of everything they do. The ideal candidate will have high expectations of what every pupil can achieve and will endeavour to support all staff to develop a more collegiate supportive response to inclusive practice.

The successful candidate will play a vital role as part of the Senior Leadership Team and their vision, knowledge and skills will be essential to enable us to move forward. They must have a passion for quality first teaching and a high level of SEND experience, bearing in mind we have a Designated Unit for Autism and a Special Resource Provision for Physical Disabilities.

The ideal candidate will;

- Hold the National Professional Qualification (NPQ) for Special Educational Needs Co-ordinators
- Have extensive experience of SEND practice and of working directly with students with SEND
- Have experience of being able to run a team and talent manage individuals to the best capacity
- Be able to showcase how their current and previous work enabled students to reach their full potential
- Be able to evidence the impact of the provision and interventions they have led, and explain how that impact was measured

RESPONSIBILITIES

- The Assistant Headteacher – Inclusion is a member of the Senior Leadership Team, responsible for the strategic and day to day operational leadership of Inclusion across the school – the SEND Department, the Compass Designated Unit, the Special Resource Provision, and alternative curriculum provision and pathways.
- To ensure the school discharges its statutory duties under Part 3 of the Children and Families Act 2014 and the SEND Code of Practice 0–25 (2015), including the graduated approach to SEN support, requests for and reviews of EHC plans, annual reviews, and publication of the school's SEN information report.



- To determine, with the Headteacher and Governing Body, the strategic development of the school's SEN policy and provision, and to keep the SEN policy under review.
- To advise teachers on the graduated approach, and to ensure that every teacher understands the needs of the students with SEND in their classes and the adjustments required for them.
- To maintain accurate and up to date records of all students with SEND, and to ensure that parents are informed whenever special educational provision is made for their child.
- To act as the school's key point of contact with external agencies, in particular the local authority and its support services, health and therapy services, educational psychology and specialist providers.
- To be accountable for outcomes for students with SEND, using progress, attainment, attendance, suspension and destination data to evaluate the impact of provision, to report to the Headteacher and Governors, and to target improvement where outcomes fall short.
- To lead the deployment of the school's notional SEND budget and top-up funding, and to maintain effective partnerships with the London Borough of Hillingdon, health and social care services, and parents and carers – working co-productively with families so that they are involved in decisions about provision for their child and have confidence in it.
- To keep the school's Accessibility Plan and its reasonable adjustments for disabled pupils under review, in line with the Equality Act 2010.
- To lead preparation for adulthood from the earliest stages, including person-centred transition planning, post-16 and post-19 pathways, careers guidance and supported work experience for students with SEND, and effective handover to colleges, employers and adult services.
- The postholder is responsible for the quality and development of high calibre inclusive teaching that leads to excellent progress and outcomes for students with SEND across every faculty, working collaboratively with the Deputy Headteacher and Assistant Headteacher for Teaching and Learning to ensure that adaptive teaching and the provision ordinarily available to all students is embedded in every classroom, rather than delivered solely by the SEND team. When developing work streams, workload and wellbeing must be a key consideration when planning the work that we do, and that we ask colleagues to undertake.
- The Senior Leadership Team is a highly visible team that works to support one another, and all staff, in the pursuit of providing excellence to all of our students. We seek to be 'out and about', rather than predominantly office – based when the students are in school.
- The postholder is a teacher as well as a leader, and as such is a high calibre classroom practitioner held in high regard by other staff for the quality of their teaching and student outcomes, and for retaining a hands on understanding of SEND practice. As such they are expected to prepare and deliver high calibre learning experiences that stretch and challenge students' educational development, and lead to excellent progress and outcomes in public examinations. All teachers must have high expectations of work completion, behaviour, conduct and positive attitudes to learning from all students.
- All leaders are responsible for developing emotional and behavioural self – regulation, so that our students are fully equipped to take their place in the wider world, being able to communicate, listen and have a high regard for other people at all times. All staff are expected to model appropriate behaviour and to engage in restorative practice as well as consistently upholding the rewards and sanctions outlined in our behaviour policy.
- All leaders should recognise and relish both the rewards and the challenges of educating adolescents, and be committed to guiding, mentoring and supporting our young people on their way to their adult lives. It goes without saying that the staff we employ are committed to the highest standards of awareness and action in respect of safeguarding children, and to keeping up to date with the latest guidance to keep children safe from harm.
- All leaders should also be committed to working with others in a supportive manner, even when holding colleagues to account. They should be committed to regular reflection to develop best leadership and pedagogical practice. Finally, we expect that all staff adhere to professional expectations in matters of courtesy and conduct.

GENERAL SLT KEY TASKS & RESPONSIBILITIES

To play a full and active part in the Senior Leadership Team including, but not confined to:

- A visible and highly supportive presence around the school, particularly when students are in attendance; this includes 'settling the school', undertaking morning, breaktime and after school daily duties, three weekly lunch duties as part of the role (additional lunch duties are remunerated) and support for staff when requested;



- Line Management duties, providing support but also challenge and accountability for middle leaders and /or senior associate staff;
- Support for middle leadership development, including attendance at the Leadership Committee, joint participation and coaching for whole school quality assurance processes, such as faculty visits, work scrutiny and RAP meetings;
- Teacher Development responsibilities, supporting a group of colleagues in developing effective pedagogy and classroom practice;
- Performance Management leadership, taking responsibility for the performance management or appraisal of nominated staff;
- attendance at assemblies, and support with students and their parents, as required;
- A full and active part in the Senior Leadership Team, including attendance at SLT and Governor meetings where required, the submission of a weekly report evaluating workstreams, regular evaluation and reporting to a wide range of stakeholders, and attendance and support for school events.
- A proactive and robust enquiring approach to all aspects of safeguarding, reporting and managing concerns where required, including deputy Designated Safeguarding Lead responsibilities as agreed with the Headteacher;
- Strategic leadership of attendance and persistent absence in line with the statutory guidance 'Working together to improve school attendance', including pupils whose absence relates to SEND or mental health, and duties in respect of children missing education;
- Oversight of suspensions and permanent exclusions, part-time timetables and off-site direction, in line with the DfE's suspension and permanent exclusion statutory guidance and Alternative Provision statutory guidance, and of the quality and safeguarding assurance of any commissioned alternative provision;
- Oversight of access arrangements for public examinations in line with JCQ regulations;
- Engagement with the recruitment and retention of high calibre staff, including participating in recruitment drives, and robustly evaluating planned work streams for effectiveness and the potential to affect work life balance if implemented.
- An absolute commitment to promoting the ethos and values of the school, in all stakeholder engagement and in the wider community.
- Contributing to system leadership beyond Harlington, including working with other schools and settings across the London Borough of Hillingdon to build their capacity to meet additional needs, in line with the outreach purpose of the Compass Designated Unit.

REVIEW OF THE JOB DESCRIPTION

This job description is intended to provide guidance on the range of duties associated with the post. It is not intended to provide a full and exclusive definition of the post. It may be subject to modification and amendment from time to time and the post-holder may be required to undertake additional duties as required by the Headteacher. This job description will be reviewed and updated as required, in consultation with the post-holder and the Headteacher.

Person Responsible: Headteacher.



PERSON SPECIFICATION

Personal and Interpersonal Qualities – all posts	Essential	Desirable
Be prepared to adopt and support the core values of Harlington School, in order to play your part in providing high quality education and support to our students and other staff colleagues	✓	
Understand, promote and uphold policies for safeguarding children and young people	✓	
Maintaining absolute confidentiality and integrity; being trustworthy and honest.	✓	
Excellent interpersonal and communication skills; a non – judgemental team player	✓	
Positive, 'can do' approach to tasks and workstreams	✓	
Able to remain calm and patient, and to exercise considered judgement in challenging situations	✓	
Energetic and enthusiastic, with a commitment to reliability and good timekeeping	✓	
Professional in attitude and conduct – a role model to young people	✓	
Planned and organised approach to workload	✓	
Excellent written and verbal communication skills	✓	
Good ICT skills	✓	
Thinking laterally and open to new ideas and approaches	✓	
Committed to professional training and development	✓	
Committed to equality and diversity	✓	

Qualifications, Understanding and Experience	Essential	Desirable
Degree or equivalent qualification	✓	
Qualified teacher status.	✓	
National Professional Qualification (NPQ) for Special Educational Needs Co-ordinators – held, or a commitment to achieve it within three years of appointment. The former National Award for SEN Co-ordination (NASENCO) is accepted as an equivalent	✓	
Further leadership qualifications, including NPQH		✓
A continued commitment to, and evidence of, ongoing professional development.	✓	
SEND Teaching experience within the designated age range, preferably in a diverse urban school	✓	
Experience of organising SEND provision, including SEN support plans and the graduated approach of assess, plan, do, review; EHC plan requests and annual reviews; and working with local authorities, with knowledge of the legal framework in Part 3 of the Children and Families Act 2014 and the SEND Code of Practice 0–25 (2015).		✓
Awareness/Experience of exam access arrangements		✓
Experience of successful engagement and teaching of autistic students, students with ADHD, and students with needs in the areas of communication and interaction, and cognition and learning	✓	
Understanding of child-safeguarding issues and successful measures that promote and ensure the safeguarding of children	✓	
Knowledge of current SEND, safeguarding and attendance legislation, statutory guidance and national developments	✓	
Experience of Ofsted inspections, either as an inspector, or leading aspects of inspection as a school leader in the last 3 years		✓
Experience of leadership in more than one school or academy		✓
Experience of line management and leading performance management and appraisal procedures	✓	



BACKGROUND INFORMATION

LEARNING DEVELOPMENT OVERVIEW

Harlington School supports the inclusion of all students, including those with special educational needs and disabilities (SEND). The school supports students with a wide variety of physical, sensory, learning, emotional and mental health needs. These include students receiving SEN support and students with Education, Health and Care (EHC) plans. The school also has a dedicated Specialist Resource Provision (SRP) funded by the Local Authority to cater for the needs of up to 7 students with Physical and /or Sensory Disabilities.

We are building our provisions to support a more diverse range of needs across our student profile and are looking forward to developing our therapies for autistic students.

It is our intention that all students regardless of their individual needs are given the opportunity to thrive within all aspects of our school alongside their peers.

SUPPORT

At Harlington, students with SEND are mainly supported in-class, across the curriculum. We feel that students need to know what they are aiming for (their targets) and what they are going to be learning as well as how well they did and how they can improve in each subject area to attain their best achievements.

Our Learning Development Department team also provide Speech and Language Therapy, Literacy Interventions and Social and Emotional Communication skills. We look to the talents and experience of our team to constantly review and develop our work utilising best practice through training and research - based programmes utilising within class support and one to one provisions.

Currently we deliver Read Write Inc., Lego Therapy and accelerated reading programmes, as well as delivering occupational health, physio and SALT programmes in line with external specialist service level agreements. We have Braille facilities, and all Welfare Learning Support Assistants undertake moving and handling training on an annual basis.

We celebrate children's successes within classes, team assemblies and whole school 'Celebration of Achievement Awards'. Children with SEND are always involved in termly awards and Annual Prize giving.

STAFFING

The department is led by the Assistant Headteacher – Inclusion (SENCO), supported by an Assistant SENCO, 2 Higher-level Teaching Assistants, 3 lead LSAs, 5 Welfare Assistants for our SRP, 10 Learning Support Assistants and 1 SEND Administrator.

DESIGNATED UNIT – COMPASS

Compass is a Designated Unit within the London Borough of Hillingdon, housed in purpose-built accommodation on the Harlington School site.

Compass aims to be a centre of excellence for children or young people with a primary diagnosis of Autism. The purpose of the Designated Unit is:

- To form an important part of a graduated approach to meeting needs locally to meet the needs of the children or young people within the Designated Unit, providing personalised support to enable them to make good progress in all areas of their development.
- To build capacity across the Provider, ensuring that all staff across the provider have the skills and expertise they need to meet the needs of the children or young people when they are accessing the wider school curriculum and
- To work with other schools across the local area to support them to meet these types of needs within their own schools, improving outcomes for children or young people across the local area and the London Borough of Hillingdon.

Compass has space for 16 students in total and places are allocated by London Borough of Hillingdon for children and young people with autism who will be able to access some mainstream secondary education during KS3 and 4 in line with EHCP outcomes and as appropriate to individual needs.



STAFFING:

The Unit will build up to 15 pupils with ASD. The team is comprised of one Head of DU, SEND Teachers and Learning Support Assistants. As the Unit continues to grow towards its full capacity, we are looking to build our team to support the students effectively.

Further information can be found on the Harlington School website under SEND information.

SCHOOL BACKGROUND INFORMATION

Harlington School is a large school in the southernmost part of the London Borough of Hillingdon. After a period of very high student mobility, the school is now successful and oversubscribed.

We are a Foundation, mixed ability comprehensive school, with a small Specialist Resource Provision for children with Physical and Sensory Disabilities. The School has been in the top quintile nationally for FSME6, EAL and mobility for a number of years, but since 2016, we have moved nearer to the national average for deprivation, although we are still in the 4th quintile. Prior attainment on entry is below the national average in all year groups, but the number of highly able students is increasing year on year. Our staff and students are passionate, friendly and diverse, hailing from across the globe. More than 60 languages are spoken at the school, and we are renowned for our inclusive, supportive culture. Our admissions policy includes priority placement for the children of staff. Currently we employ approximately 162 staff, including teachers, associate staff and apprentices. We also host up to 20 Beginner Teachers every year, from a number of ITT providers including the Hillingdon SCITT, a number of universities and we also train colleagues from Teach First.

The school has a number of links with other schools, and external accreditations. We are an IQM Flagship School, an ArtsMark Gold School and are pleased to be in receipt of the Schools' Wellbeing Award. In September 2018 we were featured in the Parliamentary Review:

<https://www.theparliamentaryreview.co.uk/organisations/harlington-school>

In our most recent Ofsted Section 8 inspection in April 2024, the school was judged as continuing to be Good.

<https://reports.ofsted.gov.uk/provider/23/102451>

TEACHING STAFF: LEARNING, ASSESSMENT AND PROFESSIONAL DEVELOPMENT

Teaching is good at Harlington as a result of a whole school commitment to continual discussion and improvement of the teaching craft. We have reduced teacher loadings for many teachers to create a weekly Joint Planning Time for subject areas during the school day, and we have used our training day provision to create regular Teacher Development meeting slots after school. We have a Teaching Team comprising of Lead Practitioners and a Professional Tutor who are highly regarded for their support and CPD programmes for all staff. Staff who are relatively new to the profession are given time, energy and care to support their training. We very rarely ask teachers to teach outside of their specialism, and we are investing heavily in developing a trust based, coaching model. As a result, teaching quality has further strengthened since Ofsted judged it to be good in 2018, and this was reconfirmed in the April 2024 Section 8 visit. We are highly regarded by Teach First and a number of universities, who place large numbers of Beginner Teachers on placement with us. Staff are encouraged and supported to gain additional qualifications, and we currently have staff undertaking National Professional teaching accreditations, as well as Lead Practitioner and Masters' Degrees. There are 'step up' programmes for emerging middle and senior leaders, and coaching opportunities for the Middle and Senior Leadership Team. Preparation for Headship is established, with 4 colleagues either undergoing or have completed NPQH, the 'Head for a Day' Programme.

We are developing our virtual learning platform, migrating to Microsoft Teams this year for student communications, remote learning and pedagogy to provide a wider range of curriculum resources to students. We are actively moving away from 'marking' to 'feedback', and developing best practice in moderating students' work when evaluating progress.



ASSOCIATE STAFF: ETHOS, VALUES AND PROFESSIONAL DEVELOPMENT

Associate staff are expected to be committed to supporting and educating young people, whether or not their job involves working directly with the students. Everything that we do is to provide a high quality educational experience for our students. Associate staff are encouraged to develop their own professional development and have equal access to the staff development budget. We are currently supporting entry level and higher level apprenticeships in finance and learning support, and we have a great track record in supporting staff into teacher training from a learning support assistant background. Industry accreditations such as CLEAPSS and HAS training is also encouraged and supported.

HOW TO FIND US

Harlington School is situated at the southern end of the London Borough of Hillingdon, near the M4 and Heathrow Airport. We have good access to London to our east by road, rail and underground. There is also easy access to the countryside of Berkshire, Buckinghamshire and Hertfordshire via the M4 and M25.

BY BUS

U4 Uxbridge – Prologis Park via Hayes & Harlington Station.

BY RAIL

Hayes & Harlington Station from Paddington, Ealing, Reading and Slough.

BY CAR

Exit M4 Junction 4, following signs towards Hayes.

If you wish to use your Sat Nav to find us, use postcode UB3 1PB. Please park in the car park accessed from Dudley Place.

