



## PASTORAL AND ALTERNATIVE PROVISION LEAD

Start September 2026  
(1 Year Contract)

### 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.

[WWW.HARLINGTONSCHOOL.CO.UK](http://WWW.HARLINGTONSCHOOL.CO.UK)

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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 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@harlingtonschool.org](mailto:recruitment@harlingtonschool.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 D'Onofrio  
Headteacher



# THE ROLE

## PASTORAL AND ALTERNATIVE PROVISION LEAD

**SALARY: Starting Scale 18 – 23 (Dependent Upon Skills & Experience)**

### DAYS AND HOURS:

This is a term time role which is 39 weeks and includes 5 training days plus agreed additional days as determined by the school. but the main working hours are 8am – 4pm which includes 1-hour unpaid break. The Post holder will also be expected to attend occasional after school events such as parents' evening if necessary.

### HOLIDAY

As this is a term time only position, holidays occur during the published holiday periods of the school. Time in lieu must be negotiated in advance with the line manager.

### ROLE:

This is a key pastoral leadership role with responsibility for attendance, safeguarding and behaviour across Key Stage 3. The successful candidate will also act as a Designated Safeguarding Lead for Key Stage 3, subject to appropriate training and in line with the school safeguarding policy.

### LINE OF RESPONSIBILITY:

Senior Pastoral Lead / Assistant Headteacher Pastoral / Deputy Headteacher Pastoral.

### RESPONSIBLE FOR:

Identified Pastoral Support Leaders, Key Stage 3 pastoral leadership, safeguarding as DSL for KS3, attendance follow-up, behaviour follow-up, alternative provision, pastoral interventions, reintegration and internal tracking systems.



## APPLY:

All enquiries and applications via email to: [recruitment@harlingtonschool.org](mailto:recruitment@harlingtonschool.org). External candidates to apply via MyNewTerm. If you require any further information or wish to discuss this role in more detail please contact HR via the recruitment email.

*We are committed to safeguarding and promoting the welfare of children, and to equality of opportunity. Enhanced DBS clearance will be required.*

**CLOSING DATE:** Sunday 28<sup>th</sup> June 2026, midnight

**INTERVIEWS:** TBC

**shortlisting and interviews may take place before closing date for suitable candidates.**

If you have not heard from us within two weeks after the closing date, please consider your application as unsuccessful.

## 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.
- HR interview
- Interview panel
- Task

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:

The Pastoral and Alternative Provision Lead will provide operational pastoral leadership across Key Stage 3, with specific responsibility for attendance, safeguarding, behaviour, alternative provision, pastoral interventions, reintegration and the effective use of CPOMS and internal tracking systems.

The postholder will act as a pastoral leader for attendance, safeguarding and behaviour, ensuring that concerns are identified early, followed up consistently and escalated appropriately. The role will also include Designated Safeguarding Lead responsibility for Key Stage 3, subject to appropriate training and in line with the school safeguarding procedures.

The postholder will line manage identified Pastoral Support Leaders and ensure that day-to-day pastoral, behaviour, attendance and safeguarding-related work is completed consistently, professionally and in line with school expectations.

The role will support students whose behaviour, attendance, engagement, safeguarding context or wider pastoral needs present barriers to success. The postholder will work closely with Progress Leaders, the Senior Pastoral Lead, DSLs, SEND colleagues, attendance staff, parents and external providers to ensure that students receive timely, structured and purposeful support.

This is an operational role with leadership responsibilities of team members. Progress Leaders remain responsible for the strategic leadership of year groups, including attendance, progress, standards and culture. The Pastoral and Alternative Provision Lead will ensure that pastoral operations, safeguarding follow-up, attendance actions, interventions and alternative provision processes are well coordinated, monitored and evaluated.

## KEY TASKS AND RESPONSIBILITIES

### Pastoral Leadership for Attendance, Safeguarding and Behaviour

The Pastoral and Alternative Provision Lead will be a key pastoral leader for Key Stage 3, providing operational leadership across attendance, safeguarding and behaviour. The postholder will ensure that attendance concerns, safeguarding concerns and behaviour concerns are not treated as separate issues, but are understood together as part of a wider pastoral picture.

- Lead operational pastoral work across Key Stage 3 linked to attendance, safeguarding and behaviour.
- Ensure that attendance, safeguarding and behaviour concerns are identified, recorded, escalated and followed up appropriately.
- Support Progress Leaders with key students where attendance, safeguarding and behaviour concerns overlap.
- Use CPOMS, attendance data, behaviour data and internal tracking systems to identify patterns, risk and required action.
- Ensure PSLs complete agreed follow-up actions linked to behaviour, attendance and safeguarding concerns.
- Contribute to pastoral, safeguarding, attendance and vulnerability meetings as required.
- Ensure interventions are informed by the full pastoral picture, including behaviour, attendance, safeguarding context, SEND and family circumstances.
- Escalate serious or repeated concerns to the Senior Pastoral Lead, DSL, Attendance Lead, Progress Leaders or SLT as appropriate.

### Designated Safeguarding Lead Responsibility for Key Stage 3

The Pastoral and Alternative Provision Lead will act as a Designated Safeguarding Lead for Key Stage 3, subject to appropriate training and in line with the school safeguarding policy. The postholder will work as part of the wider safeguarding team and will support the identification, recording, escalation and follow-up of safeguarding concerns across Key Stage 3.



- Act as a DSL for Key Stage 3 students.
- Respond to safeguarding concerns in line with school procedures.
- Ensure concerns are recorded accurately and promptly on CPOMS.
- Review CPOMS entries and ensure appropriate actions are taken.
- Support staff with safeguarding concerns relating to Key Stage 3 students.
- Work with the wider safeguarding team to identify vulnerable students and emerging risks.
- Contribute to safeguarding meetings, case discussions and multi-agency work where required.
- Ensure safeguarding information is handled confidentially and shared only with appropriate staff.
- Support the link between safeguarding, attendance, behaviour, alternative provision and intervention planning.
- Ensure Key Stage 3 students with safeguarding concerns are known, monitored and supported effectively.

## Attendance Responsibility

- Support the operational follow-up of students whose attendance or punctuality is a concern.
- Work with the attendance team, Progress Leaders and PSLs to identify students where attendance concerns are linked to behaviour, safeguarding, family circumstances, emotional barriers or disengagement.
- Ensure attendance actions are recorded clearly on the appropriate internal systems.
- Support parent meetings where attendance concerns overlap with pastoral, behaviour or safeguarding issues.
- Monitor attendance and engagement of students accessing alternative provision or internal intervention.
- Ensure PSLs complete agreed attendance-related follow-up actions where relevant.
- Support the escalation of persistent absence concerns to the Senior Pastoral Lead, Progress Leaders, Attendance Lead or SLT where required.
- Contribute to plans for students at risk of persistent absence or severe absence where pastoral barriers are significant.
- Support reintegration plans for students returning after extended absence, suspension, AP placement or reduced engagement.

## Behaviour, Records and Internal Tracking Systems

- Support the day-to-day implementation of the school behaviour policy.
- Ensure behaviour incidents are followed up promptly, fairly and consistently.
- Support or lead investigations into behaviour incidents where required.
- Ensure student statements, staff accounts and relevant evidence are gathered and recorded accurately.
- Monitor students with repeated behaviour concerns and ensure appropriate actions are in place.
- Oversee the use of internal behaviour and pastoral tracking systems, including CPOMS, Bromcom, Trackit Lights or any other agreed school systems.
- Ensure behaviour, safeguarding, attendance and intervention records are joined up where appropriate.
- Quality assure records to ensure they are factual, professional and useful for decision-making.
- Use internal tracking systems to identify patterns, repeat concerns, hotspot areas and students requiring further intervention.
- Provide regular updates to the Senior Pastoral Lead and SLT Pastoral on key trends, concerns and actions.
- Ensure serious or repeated behaviour concerns are escalated appropriately to the Senior Pastoral Lead, Progress Leaders, DSLs or SLT.

## Pastoral Leadership and Line Management

- Line manages identified Pastoral Support Leaders.
- Provide clear direction, support and accountability for the day-to-day work of the PSLs.
- Ensure PSLs follow agreed systems, timelines and expectations.
- Hold regular line management meetings with PSLs.
- Quality assures pastoral records, behaviour follow-up, parent communication and intervention work.



- Support the professional development of PSLs.
- Ensure consistency of pastoral practice across the identified year groups.
- Escalate concerns about capacity, conduct, workload or performance to the Senior Pastoral Lead or SLT Pastoral where appropriate.

### Alternative Provision and Intervention Tracking

- Coordinate the operational processes linked to alternative provision.
- Support the identification of students who may require internal or external alternative provision.
- Work with SLT, SEND, safeguarding, attendance and Progress Leaders to ensure referrals are appropriate and evidence based.
- Liaise with external alternative provision providers where required.
- Ensure students accessing AP have clear plans, targets, review points and named staff oversight.
- Monitor attendance, behaviour, safeguarding concerns, engagement and progress for students accessing AP.
- Maintain accurate AP records, including referral information, provider communication, review notes, risk information and reintegration plans.
- Use CPOMS and other internal tracking systems to ensure AP and intervention information is recorded and accessible to relevant staff.
- Coordinate pastoral interventions and ensure they are purposeful, time-limited and reviewed for impact.
- Track the impact of interventions on behaviour, attendance, engagement and reintegration.
- Escalate students who are not responding to intervention so that further action can be considered.

### Reintegration and Restorative Practice

- Lead or support reintegration meetings following suspensions, internal suspensions, removals, alternative provision placements or serious incidents.
- Ensure students return to lessons with clear expectations, support and monitoring.
- Coordinate reintegration plans where required.
- Support restorative conversations between students, staff and families where appropriate.
- Work with parents and carers to secure improved behaviour and engagement.
- Track the impact of reintegration plans and adjust support where necessary.
- Ensure reintegration is structured, documented and followed through.

### Working with Progress Leaders and Wider Staff

- Work closely with Progress Leaders to share operational information about behaviour, attendance, safeguarding, interventions, alternative provision and student support.
- Provide Progress Leaders with updates on students causing concern within their year groups.
- Ensure operational pastoral work supports the wider year group priorities set by Progress Leaders.
- Support Progress Leaders with evidence, records and intervention updates for key students.
- Maintain the distinction between strategic year group leadership and operational pastoral delivery.
- Communicate professionally and clearly with parents, carers and external agencies.
- Represent the school professionally in meetings with families and external partners.

### Professional Expectations

- Model the school values and expectations at all times.
- Maintain a calm, professional and authoritative presence.
- Communicate clearly and respectfully with students, staff and families.
- Uphold high standards of behaviour, conduct and uniform.
- Work collaboratively with teaching and non-teaching colleagues.
- Remain solution-focused in challenging situations.
- Maintain confidentiality and professional boundaries.
- Follow all safeguarding, behaviour, attendance and inclusion policies.
- Undertake training and professional development as required.



## Key Working Relationships

- Senior Pastoral Lead
- Assistant Headteacher Pastoral
- Deputy Headteacher Pastoral
- Progress Leaders
- Pastoral Support Leaders
- Designated Safeguarding Leads
- SENDCo and SEND team
- Attendance team
- Tutors and curriculum leaders
- Parents and carers
- Alternative provision providers
- External agencies where appropriate

## Key Performance Indicators

- Improved consistency of pastoral, attendance, safeguarding and behaviour follow-up.
- Clear line management and accountability of identified PSLs.
- Improved quality of CPOMS, pastoral, behaviour, attendance and intervention records.
- Reduction in repeat behaviour incidents for identified students.
- Effective coordination and review of pastoral interventions.
- Clear and compliant alternative provision records.
- Improved reintegration following suspension, internal suspension or AP placement.
- Evidence that interventions are monitored and evaluated.
- Improved communication with families and external providers.
- Stronger operational links between PSLs, Progress Leaders, safeguarding, attendance and SLT Pastoral.

## 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 necessary in July 2024, in consultation with the post-holder and the Headteacher
- Person Responsible: Headteacher

## CONDITIONS OF EMPLOYMENT

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment).
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.
- All members of staff are required to participate in the school's appraisal scheme.



# PERSONAL SPECIFICATION

## Qualifications and Training

Criteria	Essential / Desirable
Educated to degree level or equivalent.	Essential
GCSE English and Mathematics at Grade C/4 or above, or equivalent.	Essential
Willingness and ability to undertake Designated Safeguarding Lead training.	Essential
Existing Designated Safeguarding Lead training or experience.	Desirable
Relevant training in safeguarding, attendance, behaviour, inclusion, alternative provision or pastoral care.	Desirable
Leadership or line management training.	Desirable

## Experience

Criteria	Essential / Desirable
Experience of working with young people in a school or education setting.	Essential
Experience of leading, supervising or line managing a team.	Essential
Experience of supporting students with behaviour, pastoral, attendance or engagement needs.	Essential
Experience of working with students where attendance, safeguarding and behaviour concerns overlap.	Essential
Experience of supporting attendance, safeguarding or behaviour follow-up in a school or education setting.	Essential
Experience of using CPOMS or another safeguarding / pastoral recording system.	Essential
Experience of using internal tracking systems to monitor students, actions and interventions.	Essential
Experience of working with parents, carers and external agencies.	Essential
Experience of maintaining accurate records and using school systems.	Essential
Experience of contributing to safeguarding, attendance, pastoral or vulnerability meetings.	Desirable
Experience of acting as a DSL or Deputy DSL.	Desirable
Experience of coordinating alternative provision, reintegration or intervention pathways.	Desirable
Experience of working with vulnerable students, SEND students or students at risk of exclusion.	Desirable
Experience of using systems such as Bromcom, Trackit Lights or similar.	Desirable

## Knowledge and Understanding

Criteria	Essential / Desirable
Strong understanding of safeguarding responsibilities in a school setting.	Essential
Understanding of the role of a DSL and the importance of confidentiality, professional judgement and timely escalation.	Essential
Strong understanding of behaviour systems and pastoral support in schools.	Essential
Understanding of attendance barriers and how they may link to safeguarding, behaviour, SEND, family context or emotional need.	Essential
Understanding of the relationship between behaviour, attendance, safeguarding, SEND and wider vulnerability.	Essential
Understanding of how CPOMS and internal tracking systems should be used to record, monitor and escalate concerns.	Essential
Understanding of the importance of accurate recording and professional communication.	Essential
Understanding of restorative practice and reintegration approaches.	Desirable
Understanding of alternative provision, managed moves or exclusion prevention work.	Desirable
Understanding of reasonable adjustments and inclusive practice.	Desirable



## Skills and Abilities

Criteria	Essential / Desirable
Ability to provide pastoral leadership across attendance, safeguarding and behaviour.	Essential
Ability to lead a team effectively, set clear expectations, monitor performance and hold colleagues to account.	Essential
Ability to lead, support and hold staff to account through clear expectations, regular communication and effective follow-up.	Essential
Ability to identify patterns across attendance, safeguarding, behaviour and pastoral data.	Essential
Ability to record and quality assure CPOMS entries and other internal records accurately and professionally.	Essential
Ability to manage sensitive safeguarding information with discretion and sound judgement.	Essential
Strong communication skills with students, staff, parents and external partners.	Essential
Ability to remain calm and authoritative under pressure.	Essential
Ability to manage difficult conversations professionally.	Essential
Strong organisational skills and attention to detail.	Essential
Ability to prioritise work in a busy school environment.	Essential
Ability to write clear, professional records and reports.	Essential
Ability to coordinate intervention plans and monitor their impact.	Essential

## Personal Qualities

Criteria	Essential / Desirable
High expectations of students and staff.	Essential
Calm, firm and fair approach.	Essential
Professional, reliable and consistent.	Essential
Resilient and able to manage pressure.	Essential
Reflective and willing to learn.	Essential
Strong sense of confidentiality and professional judgement.	Essential
Commitment to inclusion, safeguarding and student wellbeing.	Essential
Solution-focused and proactive.	Essential
Able to build positive relationships with students, families and colleagues.	Essential



# 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 Arts Mark Gold School and are pleased to be in receipt of the Schools' Wellbeing Award. In September 2018 and we were featured in the Parliamentary Review:

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

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

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

## NEW TO THE TEACHING PROFESSION?

Your training and development needs are fully supported in your ECT years and beyond. We have a full-time professional tutor in addition to your faculty mentor, to guide and support you and there is a weekly ECT training programme in addition to other professional development programmes. Loadings are reduced, and we give you a classroom that is located near to more experienced staff in the faculty. Wherever possible we look at not only the number of periods you teach but also the number of classes that you are responsible for, in your first year.

We actively promote collaborative and reflective practice, and support colleagues who are new to the profession in developing positive relationships and effective behaviour management strategies, as well as developing effective techniques to reduce workload. We know that the first couple of years in the profession are hard work as you develop your craft, and we encourage you to share in your successes, but also not be afraid to ask for help if you need it.

We offer the opportunity of paid employment for the last three weeks of the summer term prior to September contracts commencement.

## 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 recent 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 CLEAPPS 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 M45

### 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, postcode UB3 1PB. Please park in the car park accessed from Dudley Place.

