

# Information for Applicants

Behaviour Support Leader

Grade C – Point 2 – 4

Midday Supervisor Assistant

Grade B – Point 2

Permanent – Term Time Only  
33.75 Hours (8.15am till 4.15pm)  
Required January 2022

Sherburn High School  
Garden Lane  
Sherburn In Elmet  
Leeds, LS25 6AS

Tel: 01977 682442  
Email: [admin@shs.starmat.uk](mailto:admin@shs.starmat.uk)

Headteacher: Ms Miriam Oakley

Dear Applicant,

Thank you for your interest in the post of: Behaviour Support Leader with MSA Duties

I am delighted that you are interested in joining “Team Sherburn” as a member of our Inclusion Support Team. Teaching is at the heart of what we do and it is essential that all applicants share our passion for teaching and learning. For us, school improvement takes place through every interaction and the very best place to implement and embed positive change is in the classroom.

We strive to be open, honest and up for the challenge! We don't claim to know all the answers or to always get it right, but we do claim to try our very best to support and care about every single young person in our school as summed up by our school motto “Achievement for All.”

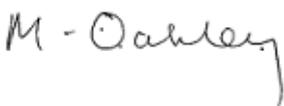
With under a 1000 students, we believe that Sherburn High is an 11-18 school, which is big enough to deliver, but small enough to care. We are extremely proud of the open and welcoming nature of the school from both the staff and students; the sheer variety of activities offered both within the curriculum and after school hours. We are proud of our student outcomes, our strong reputation for looking after our students and where high standards of conduct are non-negotiable. We believe that it is a combination of these factors that means that our student numbers are growing and that places for September 2021 were oversubscribed.

We are fortunate to have an established and cohesive team of outstanding practitioners within a successful and vibrant school. At Sherburn we do not limit our definition of achievement simply to academic pursuits. We believe in developing well-rounded individuals and, as such, we make a significant investment in sports and the arts.

Over the last four years, the school has taken huge steps forward. The platform we have for continual improvement is secure. The students here are fantastic to work with and they come to school eager to learn. The staff is professional, supportive, and collaborative; there is a positive, aspirational atmosphere and an impressive level of commitment from everyone to continue moving the school forward.

We have excellent relationships with a wide number of schools and academies through our partnership work and of course membership of the STAR Multi-Academy Trust. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

If you would like to know more about the school and its activities, please look at our website [www.sherburnhigh.co.uk](http://www.sherburnhigh.co.uk). and get in touch.



Miriam Oakley  
Headteacher

## Reasons to work at Sherburn High School:

- We have great students! Excellent student behaviour for learning means we are able to deliver outstanding lessons
- A career development coach to enable you to become ready for middle / senior leadership in three years with the opportunity to gain the National Professional Qualification for Middle Leadership (NPQML) or equivalent
- Access to professional development through the Yorkshire Teaching School Alliance
- A weekly CPD induction plan to establish you in school
- Leaders who walk the talk
- Senior leaders who teach and understand the demands of the role
- Leadership with moral purpose
- Passionate staff who always want the best for our students
- An exciting and fast paced school that is going from strength to strength

## THE SELECTION PROCESS

If you wish to apply for the post of Behaviour Support Leader, then you should:

- Fully complete the application form, ensuring all details are accurate and all declarations are signed. Please ensure you include details of **two** professional referees with one being your current employer (with email addresses). **Do not enclose additional CVs.**
- In your application please address how your experience to date best fits you to the requirements of the following sections of the person specification:
  - Experience
  - Skills and Knowledge
  - Personal Qualities

The short-listing process will, in part, assess your ability to communicate effectively and accurately in the written word.

Your audience for your written work will be school staff and governors.

## Timeline for the Selection Process

Closing time/date for applications	9am Monday 17 <sup>th</sup> January 2022
Shortlisting	Monday 17 <sup>th</sup> January 2022
Invitation to interview by telephone/ Confirmation by email	Monday 17 <sup>th</sup> or Tuesday 18 <sup>th</sup> January 2022
Interview day	Thursday 20 <sup>th</sup> January 2022 from 8:30am

Completed applications should be emailed to: [recruitment@shs.starmat.uk](mailto:recruitment@shs.starmat.uk)

All emails will automatically be acknowledged. If you do not receive an email acknowledgement please contact Danielle Elliott on 01977 687969

Candidates who have not been notified **a week after the closing date** are asked to assume their application has not been successful in this instance. Unfortunately, we are unable to provide feedback to applicants who are not shortlisted.

There is a no smoking policy for all staff and anyone for whom this might present a problem should consider their position seriously before making their application.

## Appendices

<b>1</b>	The School Vision and Values Statement
<b>2</b>	Job description and person specification for the role of Behaviour Support Leader and Midday Supervisory Assistant
<b>3</b>	Inclusion Team Information
<b>4</b>	Whole school Information
<b>5</b>	Local Area Information

# Appendix 1: The School Visions and Values Statement

## Sherburn High School Aims & Vision

We want members of our community to be:

- Skilled for the future
- Lifelong learners
- Emotionally resilient
- Confident
- Aspirational
- Open-minded
- Kind to themselves, others and their environment

All STAR MAT partner schools offer their students the following opportunities to develop:

Themselves to become:	Their ability to interact with others and contribute positively to society to become:	The knowledge and skills which will equip them for life, with an entitlement to:
<ul style="list-style-type: none"> <li>● Physically and mentally healthy</li> <li>● Informed risk takers, problem solvers and critical thinkers</li> <li>● Articulate communicators</li> <li>● Reflective, resilient and able to self-regulate</li> </ul>	<ul style="list-style-type: none"> <li>● Tolerant and respectful of others: different people, places and cultures</li> <li>● Responsible, aware and engaged citizens: locally, nationally and globally</li> <li>● Able to develop appropriate and successful relationships</li> </ul>	<ul style="list-style-type: none"> <li>● Develop mathematical fluency and essential literacy skills</li> <li>● Be taught a broad, rich and age appropriate programme of study in every subject</li> <li>● Stimulating and exciting learning experiences both within and beyond the 'classroom'</li> <li>● Opportunities to take part in sport, performance and other creative activities</li> <li>● Careers education and guidance</li> </ul>

## Appendix 2a: Job Description 1

<b>JOB TITLE:</b>	Behaviour Support Leader
<b>GRADE:</b>	Grade C, Spinal Point 2 to 4
<b>HOURS PER WEEK:</b>	33.75 Hours per week - Term time only
<b>WORKING PATTERN:</b>	Mon – Friday: 8.15am till 4.15pm
<b>RESPONSIBLE TO:</b>	Headteacher / AHT / S2L Manager
<b>RESPONSIBLE FOR:</b>	To work with and under the direction of the teaching or other professional staff, in delivering the learning process and behaviour support. To supervise the isolation unit. To supervise the behaviour in the isolation unit and ensure students have the required work during this time. Using systems to record and monitor behaviour so that appropriate support and interventions are put in place.
<b>JOB PURPOSE:</b>	To work with students to support their social and emotional needs by working with individuals or small groups of students under the direction of S2L Manager and may be responsible for some learning activities within the overall teaching plan. May work in the classroom or appropriate location (S2L and isolation) within the school, with access to support and guidance as required.

<b>ACCOUNTABILITIES / MAIN RESPONSIBILITIES</b>	
<b>Supporting Learning &amp; Development</b>	<ul style="list-style-type: none"> <li>● Support pre planned learning/behaviour activities as directed by the S2L Manager</li> <li>● To work with individuals and small groups to deliver a programme to support behaviour and emotional needs.</li> <li>● To mentor students one to one to provide guidance and support.</li> <li>● Supervise isolation</li> <li>● To supervise after school detentions as part of a duty rota</li> <li>● Log and record work carried out with students and feedback to the S2L Manager</li> <li>● Co-Tutoring during Form time.</li> <li>● Support pupils in their social and emotional wellbeing, implementing related programmes, including social, health and physical needs</li> <li>● Assist in escorting and supervising pupils on educational visits and out of school activities</li> <li>● Undertake break and lunch supervision as required</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>● Under the general direction of S2L manager participate in establishing and maintaining effective relationships with pupils, parents/carers and with other agencies/professionals</li> <li>● Communicate effectively with all pupils, families, carers and other agencies / professionals</li> </ul>

<b>Sharing information</b>	<ul style="list-style-type: none"> <li>● Share information confidentially about young people with teachers and other professionals as required. Completing daily records and target sheets.</li> <li>● Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality.</li> <li>● Participate in staff meetings, staff training</li> </ul>
<b>Safeguarding and Promoting the Welfare of Children/Young People</b>	<ul style="list-style-type: none"> <li>● Carry out tasks associated with young peoples' personal hygiene, (including personal intimate care) and welfare, including physical and medical needs, whilst encouraging independence.</li> <li>● Be responsible for promoting and safeguarding the welfare of young people in line with policy and legislation, raising concerns as appropriate.</li> </ul>
<b>Administration/Other</b>	<ul style="list-style-type: none"> <li>● Prepare differentiated materials and learning areas, and undertake minor clerical duties e.g. photocopying and displaying young person's work.</li> <li>● Support the use of ICT and adhere to relevant policies.</li> <li>● Supervise and provide access arrangements for young persons sitting internal and external examinations and tests as required, ensuring that examinations comply with the Examination Board Regulations</li> <li>● Take an active participation in appraisal, training and other learning activities.</li> </ul>
<b>Health &amp; Safety</b>	<ul style="list-style-type: none"> <li>● Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li> <li>● Work with colleagues and others to maintain health, safety and welfare within the working environment</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>● To comply with the STAR MAT's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>● Promote inclusion and acceptance of all young people and staff.</li> <li>● Within own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values.</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>● The STAR MAT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment</li> <li>● The STAR MAT requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.</li> </ul>

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate

with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the school's policies, procedures and ethos.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.

**SIGNED .....** **POST HOLDER**

**NAME & DATE .....**

**SIGNED .....** **LINE MANAGER**

**NAME & DATE .....**



<ul style="list-style-type: none"> <li>• A genuine enthusiasm for making a real contribution towards the ongoing success of our motto 'Achievement for All'</li> </ul>	x	
<b>Other Requirements</b>		
<ul style="list-style-type: none"> <li>• Enhanced DBS clearance</li> <li>• Commitment to the school's policies and ethos</li> <li>• Commitment to own Continuing Professional Development and continued learning</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> </ul>	x x x x x	
<b>Equal Opportunities</b>		
<ul style="list-style-type: none"> <li>• Commitment to supporting, upholding and implementing the policies of Sherburn High School and the STAR MAT to promote equal opportunities.</li> </ul>	x	

## Appendix 2c: Job Description 2

JOB TITLE:	Midday Supervisory Assistant
GRADE:	Grade B
HOURS PER WEEK:	2.5 Hours, term time only
WORKING PATTERN:	30 minutes timetabled within 12:15pm - 1:45pm (subject to time changes dependant on establishment requirements)
RESPONSIBLE TO:	The Headteacher through the Deputy Head and the Senior Midday Supervisory Assistants
RESPONSIBLE FOR:	Supervising students at lunchtime
JOB PURPOSE:	To work under the direction of the Headteacher or SMSAs to provide supervision for students during lunchtime

<b>ACCOUNTABILITIES / MAIN RESPONSIBILITIES</b>	
Sharing information	<ul style="list-style-type: none"> <li>To report accidents, illnesses and any disciplinary problems to the SMSA.</li> </ul>
Safeguarding and Promoting the Welfare of Children/Young People	<ul style="list-style-type: none"> <li>Be responsible for promoting and safeguarding the welfare of young people in line with policy and legislation, raising concerns as appropriate.</li> </ul>
Administration/Other	<ul style="list-style-type: none"> <li>To supervise and control queues in corridors, staircases and the dining room</li> <li>To supervise students clearing tables and transferring dishes to the wash up area. To supervise the students whilst they are eating lunch.</li> <li>To supervise students in the outdoor areas and other areas of school.</li> <li>To ensure cloakroom areas are kept tidy and free from litter at the end of lunchtime</li> </ul>
Health & Safety	<ul style="list-style-type: none"> <li>Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li> <li>Work with colleagues and others to maintain health, safety and welfare within the working environment</li> </ul>
Data Protection	<ul style="list-style-type: none"> <li>To comply with the STAR MAT's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.</li> </ul>
Equalities	<ul style="list-style-type: none"> <li>Promote inclusion and acceptance of all young people and staff.</li> <li>Within own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values.</li> </ul>

Customer Service	<ul style="list-style-type: none"> <li>● The STAR MAT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment</li> <li>● The STAR MAT requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.</li> </ul>
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Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.

SIGNED ..... POSTHOLDER

NAME & DATE .....

SIGNED ..... LINE MANAGER

NAME & DATE .....

## Appendix 2d: Person Specification 2

Job Title: Midday Supervisor Assistant

CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications &amp; Training</b> Good General Education		X
<b>Experience</b> Experience appropriate to working with children in an education setting.		X
<b>Skills &amp; Knowledge</b> Behaviour management.		X
<b>Personal Qualities</b>  Flexible  Able to use initiative  Confident		X  X  X
<b>Other Requirements</b>  Motivation to work with children and young people.  Ability to form and maintain appropriate relationships and personal boundaries with children and young people.  Emotional resilience in working with challenging behaviours; and, attitudes to use authority and maintaining discipline.  Knowledge and understanding of the agenda for safeguarding and promoting the welfare of children.  Valid DBS clearance  Valid medical clearance	X  X  X	X  X  X
<b>Equal opportunities</b>  To assist in ensuring that The STAR MAT equalities policies are considered within the school's working practices in terms of both employment and service delivery	X	



## Appendix 3: Department Information

Sherburn High School is a fully inclusive school, which prides itself on its support for students who may require additional learning, emotional or behavioural support. Our Inclusion Team runs two centres, Here 2 Learn (H2L) which supports students with learning needs and Support 2 Learn (S2L), which supports students with emotional and behavioural needs. We believe our approach is part of the reason that our attendance is consistently above national average and our fixed term and permanent exclusion figures are significantly below national average.

S2L is a small centre, within our mainstream school currently employing 2 dedicated staff. The centre has an isolation unit, where up to 3 students work on individual work, supervised by S2L staff and other senior staff. Work is provided by subject staff and the S2L Manager works closely with subject teachers across the curriculum to ensure that students remain engaged and ready to return to mainstream.

There is also a small office space for the S2L Manager and a room for intervention. A range of intervention programmes including around SEMH run through S2L. Intervention runs in small groups and S2L staff also provide some one-to-one mentoring.

The S2L Manager will also be responsible for liaising with outside agencies to design, deliver and evaluate intervention and support. They will also be responsible for engaging with parents and carers, updating them on their child's progress.

We are keen to build links between our two centres as well as links with Tadcaster Grammar School's Inclusion Team as we become part of STAR MAT.



## **Appendix 4: Whole School Information**

### **Teaching and Learning**

Here at Sherburn High School we aim to ensure that our classrooms are places where thinking, questioning, predicting, contradicting and doubting is actively encouraged. We believe in providing high quality opportunities for our students to become active creators of their own knowledge. We aim to reinforce literacy in every lesson and we are passionate about providing regular feedback that will help students understand how to improve their work. We have Teaching and Learning Communities where we learn from each other and share best practice and we come together with other schools at our annual Teaching and Learning conference, where we share ideas and network with other like-minded specialists across North Yorkshire. We pride ourselves on having a strong identity when it comes to teaching and learning and we know what works in the classroom. We are a thriving group of teachers who are passionate about remaining at the cutting edge of new ideas and we recognise that regular training is key to success.

### **Assessment, recording and reporting**

Whilst at Sherburn High School, students receive regular data rich reports to show how they are progressing in all their subject areas. This is communicated to parents and students each term at Key Stage 3 and in Year 10, whilst students in Year groups 11, 12 and 13 receive a regular update on their progress approximately every seven weeks. This allows staff and parents to use effective intervention and support and ensures students remain focussed and on course to achieve their potential. Students discuss their reports with their tutor at each data collection point and specific improvement targets are agreed.

### **Care, Support and Guidance**

In order to care, guide and support students we promote good behaviour for learning and have constructive consistently implemented sanctions. We ensure that all students have a range of adults / peers within and beyond school to support them. Our vertical tutoring system, where students are in small, mixed age groups of Years 7 – 11, provides opportunities for high quality coaching and mentoring by staff and students within the tutorial programme.

Parents are ensured continuity of care, with children from the same family remaining in the one House for the duration of their time with us. The vertical system also promotes student leadership with increased roles and responsibilities for students and will develop relationships with the community via a structured system of links, competition and rewards to promote a sense of identity for all students within and outside of school. The work of the student council is also fundamental, with a strategic plan for consultation on key issues and subsequent feedback.

### **Curriculum**

Our curriculum provides planned and structured progression for students from joining us in Year 7 through to when they move onto higher or further education, or the world of apprenticeships and employment at 16 or 18.

We have balanced subject content at Key Stage 3, providing a broad base of skills and knowledge that meets the requirements of the National Curriculum. Groupings enable students to work at a pace best suited to their individual rate of progress and provide appropriate challenge as they progress through school. There is a strong emphasis and time allocation towards English and Maths ensuring students have the skills to complement other areas of the curriculum and build the foundations for lifelong learning.

In Year 9 students begin their GCSE studies, following a three year route, which provides challenge and depth of study. All students follow Mathematics, English Language and Literature and Science. Students opt for three further subjects from a pool of subjects, including the Creative subjects. At both KS3 and KS4, we ensure that there are progressive programmes of study for personal, religious, enterprise and health education along with citizenship and career planning. All students follow a comprehensive PE programme combining both the traditional sports with the opportunity to experience some of the less familiar sports.

### **Provision for students with Special Educational Needs**

All students are taught in mainstream classes and are supported by teaching assistants in class: one to one, class support or small groups. We have expertise in providing personalised programmes to meet the needs of vulnerable children, particularly those with Dyslexia and those on the Autism spectrum, as well all in many other areas. Because of the relatively small size of the school, we know our students very well.

We have two discrete areas for learning support and behaviour support where specialist intervention programmes are delivered or, if needed, provide a quiet space to work.

Teaching Assistants are based in these areas and students with Special Educational Needs have access to computers, homework club, friendship club and Multi Skills club during break and lunch time when required. All Teaching Assistants are trained and experienced in a variety of areas.

### **Sixth Form**

In the Sixth Form, we have over thirty subjects available for students to follow. Our collaborative Sixth Form with Tadcaster Grammar School facilitates students' option choices allowing access to the curriculum at both centres, for both sets of students.

Sherburn High School is fortunate to have a Sixth Form, which enables students who wish to stay on (approximately 60% of each year group) and provides valuable continuity in their learning.

Post 16 Education at Sherburn High School offers a varied range of courses. Our curriculum leads to nationally recognised Advanced level (Level 3) and 'Improvers' (Level 2) qualifications. Where possible, we aim to tailor our timetable to the demands of individual students. The range and combination of courses on offer to students extends through our Post 16 collaboration with Tadcaster Grammar School (Law, Economics, Drama and Theatre Studies, Sociology and Philosophy and Ethics).

All Sixth Form students have their own personal tutor, who provides them with guidance and support to University, apprenticeships, or employment. Tutors will strategically monitor student progress and deliver a comprehensive tutorial programme.

We aim to develop independent, responsive and creative students who have transferable skills beyond the school environment. Our success is built on a three-way partnership, with the individual student at the centre supported in their studies by home and school. Time is invested in tutor support and personal guidance.

### **Facilities**

The school is fortunate to have eight fully equipped ICT rooms, used extensively by all curriculum areas. All teaching rooms are equipped with LCD projectors for interactive white boards.

In addition, there is an Information Centre (which includes the library and Internet access), student social areas, a main hall with stage, drama studio and a multimedia lecture theatre. A Post-16 Centre incorporating teaching rooms, social spaces and offices is also available.

Extensive playing fields with grass and all weather surfaces allow a wide range of sports to be played, including football, hockey, netball, rugby and tennis.

### **Extra Curricular Activities**

Extra-curricular activities are many and varied; they include numerous performing arts productions, sport and art. The school encourages residential and field trips. Foreign visits and student exchanges occur annually including a visit to Lille, a “Language Immersion” trip near Paris, watersports in the Ardeche, Skiing and visits to the Christmas Markets in France and Germany, as well as cultural trips to Barcelona.

### **Professional Support and Development**

We believe that the school’s greatest asset is the quality of our staff. Consequently, we place particular emphasis on continuing professional development. New teachers joining the school can expect to receive considerable support from their curriculum leaders and members of the school leadership team. In addition, all teachers are part of a ‘Teacher Learning Community’ of colleagues who meet regularly, share good practice and engage in peer coaching.

### **Administration Team**

The finance and admin team support all aspects of school life and are a vital service to the smooth running of the school. The school has a general office and visitor reception, student reception, finance office and personnel office. Responsibilities covered are reception duties, general admin, supply cover for teachers, student attendance monitoring, Parentpay, school finance, HR and payroll.

### **Friends of Sherburn High School**

The “Friends of Sherburn High School” is an active group and provides strong social links and financial assistance to the school.



### **Safeguarding Children**

The school is committed to safeguarding and promoting the welfare of all its students.

We have a robust Safeguarding Policy and all staff will receive training relevant to their role at induction and throughout employment at the school, a copy is on our website at [www.sherburnhigh.co.uk](http://www.sherburnhigh.co.uk).

In relation to this appointment process, you should be aware that your referees will be asked the following question – “Are you aware of any child protection allegations or issues of a similar nature in relation to this person? If so please provide details”.

At interview all candidates will be asked if there have been any allegations or issues raised against them by children and, if so, the outcome of them.

All employees must have enhanced DBS checks prior to starting work.

### **Examination Results**

We are very proud of our students’ achievements at the end of Key Stage 4 and Key Stage 5. Full details of public examination results can be viewed on [www.dcsf.gov.uk/performance](http://www.dcsf.gov.uk/performance) tables as well as on our website.



*Achievement for all*

## Appendix 5: Local Area Information

### School History

The school crest depicts the history of the area. The crimson discs on each of the five petals recall the Wars of the Roses, which reached a climax in the Battle of Towton nearby, in 1461. The other two discs bear the Archbishop's Mitre (the Archbishops of York once held the lands and power in Elmete) and the hound taken from the coat of arms of the Hungate family, the founders of the original grammar school in Sherburn-in-Elmet.

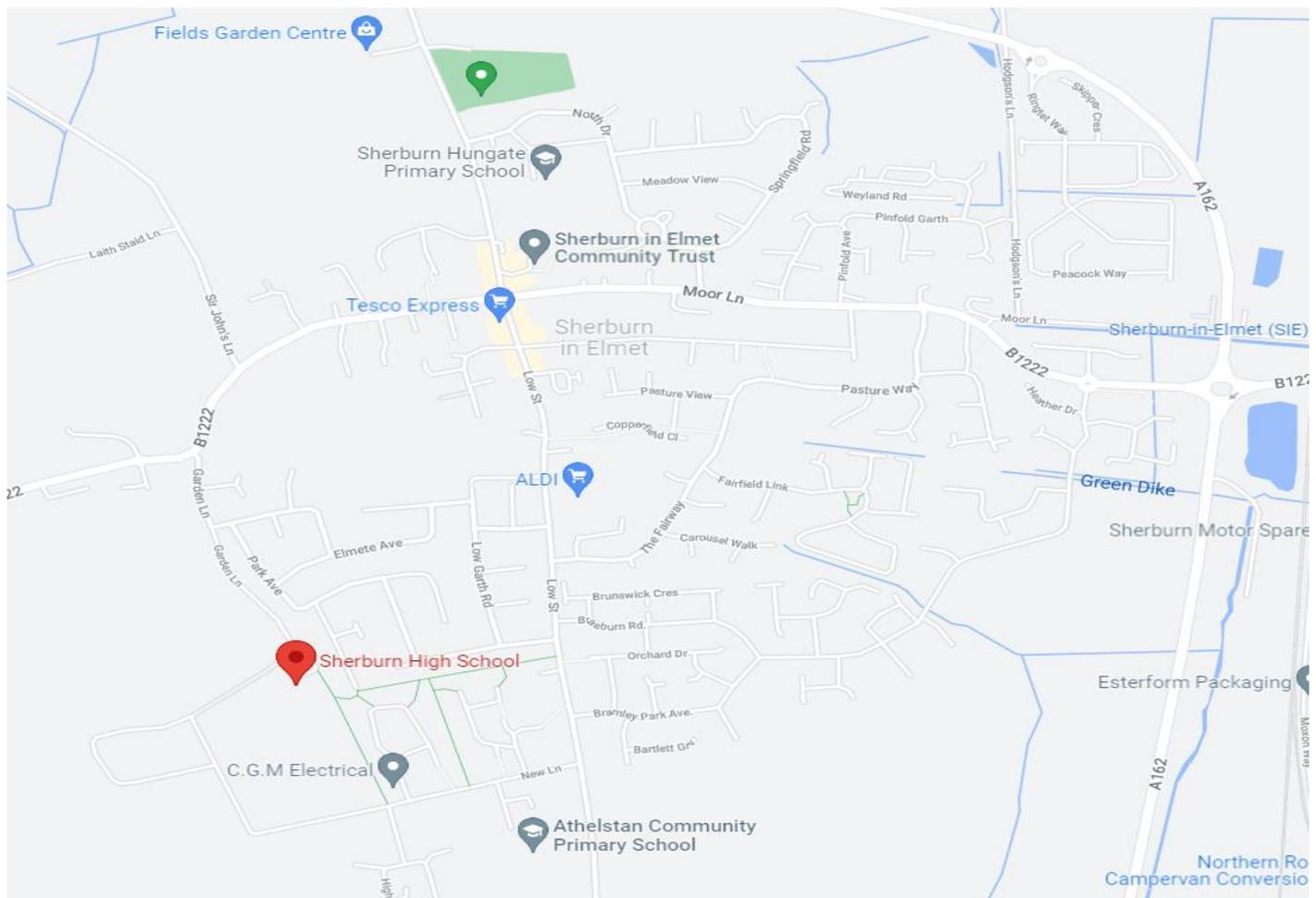
### The Area

Sherburn-in-Elmet is an ideal commuter village situated close to the A1 and A64 and therefore within easy travelling distance of Castleford (6 miles), Leeds (14 miles), Selby (8 miles) and York (15 miles).

Sherburn-in-Elmet has a thriving industrial estate on the outskirts of the village, which is good for local employment. Children attend the school from villages in the locality extending from Saxton in the North to Kellington in the South.

In addition to a good academic record, there is also a well-developed community spirit within the school and many links have been forged with the local community.

### Map of the Area



We welcome applications from all sectors of the community; we appoint on merit.

Thank you again for your interest in the post.