



Sherburn High School

Headteacher: Ms Miriam Oakley

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Guide For Applicants:

Head of Year



I am delighted that you are interested in joining “Team Sherburn” as a member of our Achievement and Inclusion Team. 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.”

As a member of the Achievement and Inclusion Team you will be expected to not only take a lead on the welfare and pastoral needs of your designated year group, but also to demonstrate an interest and level of accountability in all aspects of their school experience. We are a small school, with a small leadership team and we believe that we are “stronger together” and most effective when we work collaboratively, rather than in isolation.

The belief that we are “stronger together” is a driving force behind our membership of the STAR MAT. We joined STAR MAT because we valued the opportunity to retain our individual identity and forge our own pathway to success, but with the support from others – whether that be in redesigning our Key Stage 3 Curriculum or adopting new Information Management Systems. Further information about the STAR MAT can be found [here](#).

A belief in the benefits of collaboration and working with others is why we retain our membership with PiXL and have been active members of two Teaching School Alliances.

We are just under 1000 students, I believe that Sherburn High is an 11-18 school, which is big enough to deliver, but small enough to care. We deliver a broad and rich curriculum, and we pride ourselves on excellent pastoral support. We aim to develop a ‘family’ feel in the school where students look out for each other and where individuals are well known by our staff.

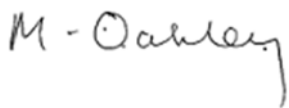
We are extremely proud of the open and welcoming nature of the school from both the staff and students; the sheer variety of activities offered both within the curriculum and after school hours. We are proud of our student outcomes, our strong reputation for looking after our students and where high 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 are 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 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.

Due to the restructuring of our House and Year Group system, we now have space on our team for someone who shares our values and vision.

If you would like to know more about us, please look at our website www.sherburnhigh.co.uk. Alternatively, if you would like to speak with a member of our team directly or arrange a visit, please do not hesitate to contact Ruth Marsh on 01977 682 442 or at ruth.marsh@shs.starmat.uk

A handwritten signature in black ink that reads "M - Oakley". The signature is written in a cursive, slightly slanted style.

Miriam Oakley

Headteacher

Reasons to work at Sherburn High School:

- We have great students! Excellent student behaviour for learning means that you will be able to deliver outstanding lessons
- We have great staff! They really do work as Team and go above and beyond
- Access to professional development both external and through our internal programme
- Leaders at all levels 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

OUR VISION

To develop a genuine learning community where:

- Achievement is at the heart of school culture. It is not just for some students it is for them *all*.
- Where students learn better because staff are learning all the time and improving what they do.
- *All adults* are valued and feel that they can make a difference to the achievement of students.
- We involve more people in playing a part in developing the school strategically, particularly middle leaders.
- We are outward looking and collaborate effectively with others to improve our provision and outcomes.
- Students and parents are listened to and involved in decision making
- We are creative, take risks, have good ideas and do not worry if things do not work first time.
- We work together to solve problems, not simply identify them and we aim to develop a 'no blame culture'.

Teaching and Learning

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 that lessons shouldn't follow a straightjacket formulation, leaders and teachers understand what effective teaching looks like (using landmark research and top educational thinkers) and staff are given the professional trust to transfer this into their classroom. We pride ourselves on having a strong identity when it comes to teaching and learning and we know what works in the classroom.

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. 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. We have built a teaching culture of wanting to improve, not because we're not good enough, but because we could be even better. This is the focus of our Best Practice Quality Assurance framework, which nurtures improvement and is free from judgement.

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/carers and students each term in terms of attainment, progress and Attitude to Learning. This allows staff and parents/carers to use effective intervention and support and ensures students remain focussed and on course to achieve their potential. At Key Stage 4, starting at the end of Year 10 and throughout Year 11, we undertake three Pre-Public Examinations (PPEs) to measure progress and more importantly identify students' areas for development. In the Sixth Form students undertake a fortnightly exam-based assessment to inform progress, shape intervention and future learning. Students discuss their progress reports with their form tutors and class teachers at each 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 tutoring system, where students are in small groups, provides opportunities for high quality coaching and mentoring by staff and students within the tutorial programme. Our horizontal tutor system coupled with our Period One, focuses on the delivery of high quality statutory Relationships Education, RSE and Health Education.

Parents/carers are ensured continuity of care, with good communication links between families and Heads of Year who will follow their year group for the duration of their time with us. Heads of Year work with their year group to foster a sense of identity, ensure excellent attendance and behaviour and unblock barriers to success.

Students are supported by our Achievement and Inclusion Team – each child joins a House, with a House Champion, a member of the Senior Leadership Team, who remains their House Champion throughout their time with us.

We provide additional support and intervention through our on-site centres H2L and S2L, where a wide range of intervention programmes run for small groups and individuals.

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 we believe that all students have a right to a fully inclusive, broad and balanced curriculum. All class teachers are therefore “special needs teachers” and where appropriate are supported by teaching assistants. Our special needs students are further supported by one to one and/or small group intervention.

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 as in many other areas. Because of the relatively small size of the school, we know our students very well.

Sixth Form

Sherburn High School is fortunate to have a thriving Sixth Form, which enables students who wish to stay on (approximately 50% 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 (Criminology, Economics, English Literature, Law, Politics, Psychology and Sociology)

All Sixth Form students have their own 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 or 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 multi-media lecture theatre. A Post-16 Centre incorporating teaching rooms, social spaces and offices is also available.

Extensive playing fields with grassed 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.

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 check 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 tables as well as on our website.

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). The new M1/A1 link road has made the whole West Yorkshire conurbation more accessible.

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.

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.

There is a wide selection of housing in the neighbourhood.

The following estate agents can supply housing information if you request it:



Mike Dobson Estate Agents
01977 684258

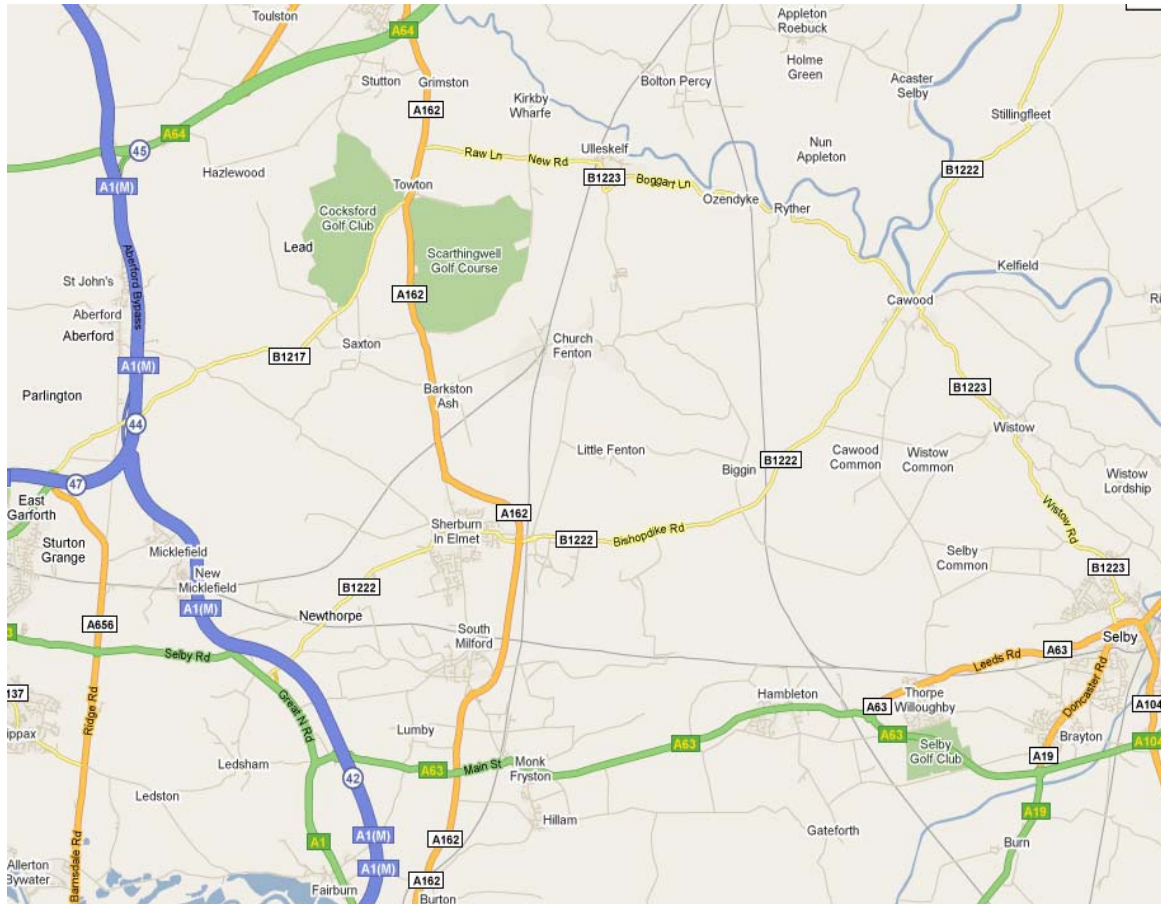


Halifax Property Services
01757 697313



Park Row Properties
01977 681122

Map of the Area



Your Application

Job descriptions, person specifications and application packs can be downloaded from our website at: www.sherburnhigh.co.uk

Completed applications should be emailed to: 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

Closing date is 12 pm on Monday 21st June 2021 with interviews being held on Friday 25th 2021. Please do not send CV's.

Candidates who have not been notified before 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.

Where applicable please bring with you to the interview your original qualification certificates including QTS status if applying for a teaching post.

It will be necessary for the successful applicant to complete an enhanced DBS form and provide relevant documents proving identity and proof of address prior to starting work.

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.

If you would like to discuss any of the above before making an application please do not hesitate to contact the Headteacher.

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

Thank you again for your interest in the post.