

**SOUTH
HUNSLEY**
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Director of Maths Applicant Pack


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A young girl with brown hair, wearing a black V-neck sweater over a white collared shirt and a green and black striped tie, stands in a library. She is holding a large, thick book with a red cover. The background is filled with bookshelves packed with books. Another student is visible in the background, slightly out of focus, also holding a book. The text is overlaid on the right side of the image.

*“We seek to
inspire
each other
and learn
to value
greatness,
ambition and
achievement
of all kinds.”*

Welcome letter from Jonny Uttley CEO

I would like to welcome you to the Education Alliance. Let me tell you a little bit about us.

Our core purpose is to make great schools and happier, stronger communities so that people have better lives. This underpins everything we do. The way we do this is by: always doing what is right; trusting in each other and standing shoulder to shoulder and doing what we know makes the difference.



We know that staff and pupils only thrive in a culture and leaders create a culture in which staff have an enjoyable, rewarding working environment in which all colleagues believe the demands of their job are reasonable and manageable. It is essential that our schools are led in an ethical way that is driven by moral purpose. The trust is dedicated to developing, growing and retaining talented leaders and staff across the trust and we invest heavily in staff development.

We start from an assumption of professional trust and the belief that everyone seeks to do a good job. We operate within a spirit of openness and transparency and staff are encouraged to feel confident to raise any concerns or issues they have. All our staff contribute to developing a thriving culture of openness, honesty and kindness, in which we make each other's lives better as well as those of our young people.

Included here is our workload charter and ethical leadership framework which will give you a sense of what this means.

South Hunsley is a wonderful, proudly comprehensive school that is a key part of the TEAL family of schools. We look to hearing from any potential applicants.

Jonny Uttley
CEO, The Education Alliance



THE WORKLOAD CHARTER



OUR PROMISE

For too long in too many English schools, staff have been asked to choose between being seen as good at their job and being a good mum, dad, partner, son, daughter or friend. We say, "no more".

While we are far from perfect, we will do everything we can to support our staff to balance the demands of their jobs and those at home, and we recognise that in everyone's life there are good times and bad. It is the job of all of us to support each other through both.



CULTURE

The culture of the trust and our schools is critical in ensuring we have an enjoyable, rewarding working environment in which all colleagues believe the demands of their job are reasonable and manageable.

We start from an assumption of professional trust and the belief that everyone seeks to do a good job. We ask all leaders to set a good example in how they behave and that they try to reduce levels of stress and anxiety in the organisation.



WORKLOAD

The trust supports the principle of 1265 hours for teaching staff, and where a colleague is not required to attend a particular directed event, for a reason such as not teaching a particular year group, they should not be given directed work.



LESSON PLANNING

Staff are not expected to submit daily or weekly plans. IT systems will be aligned to establish systems and processes that minimise the replication of effort across different schools.



MARKING AND FEEDBACK

- ❑ There is no central trust-wide or school-wide approach.
- ❑ There is no centrally prescribed frequency of written feedback.
- ❑ Each subject may have a different approach developed by our subject experts.
- ❑ We mark less in terms of the number of pieces of work but with greater impact.
- ❑ We should not use acknowledgement marking.



DATA COLLECTION

The trust continues to explore greater use of technology to reduce aspects of teacher workload involved in data collection.

Currently, schools collect student performance data only twice a year to ensure they can monitor progress without over-burdening staff. Teachers are only asked to input data that requires their professional judgement.



EMAILS

There is no expectation that staff respond to emails outside normal working hours. We want all staff to be able to achieve a healthy work-home balance and we trust the professional judgement of our staff to make decisions about when they work outside school hours. We ask all staff, including leaders, to refrain where possible, from sending group emails and to think carefully before using the 'reply all' function.



WORKING PRACTICES

Where new initiatives are introduced, they should be based on evidence that they are likely to improve student outcomes and serious consideration must be given to what we are going to stop doing to 'make space' for what is new.



INSPECTION

The trust does not conduct 'mocksteds' that require teachers to provide lesson plans or that involve processes outside the normal quality assurance and performance development policies.

ETHICAL LEADERSHIP CHARTER COMPETENCIES AND BEHAVIOURS



Our Ethical Leadership Charter provides our leaders with the principles to support them with ethical behaviours.



TRUST

Leaders are trustworthy and reliable. We do this by...

- ❑ Being reliable, consistent, credible, honest, humble, courageous and kind.
- ❑ Managing emotions and helping others to manage their emotions.
- ❑ Keeping promises and doing what you say you will do.
- ❑ Having a genuine interest in others.



OPTIMISM

Leaders are positive and encouraging. We do this by...

- ❑ Believing in our own ability, and the ability of others, to do what is right to change the world for the better.
- ❑ Calling out negativity and cynicism.
- ❑ Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.



KINDNESS

Leaders demonstrate respect, generosity of spirit, understanding and good temper. We do this by...

- ❑ Being kind, humble and authentic.
- ❑ Leading with compassion and care, listening and seeing beyond the job role to the person.
- ❑ Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.



COURAGE

Leaders work courageously in the best interests of children and young people. We do this by...

- ❑ Looking in the mirror when something goes wrong.
- ❑ Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward.
- ❑ Give the whole truth, the back-story and the why.



SERVICE

Leaders are conscientious and dutiful. We do this by...

- ❑ Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour.
- ❑ Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools.
- ❑ Removing barriers and blockers to enable others to do their jobs well.
- ❑ Leaving our egos at the door and putting ourselves in the service of others.
- ❑ Channel ambition into our schools, not ourselves, and developing our successors.



WISDOM

Leaders use experience, knowledge and insight. We do this by...

What do our Headteachers say about TEAL?

Being a member of the Education Alliance is like being part of a large supportive family with a shared commitment to each other, our students and the communities we serve. The strap line which describes why we exist 'We are here to make great schools and happier, stronger communities so that people have better lives' is no gimmick, it's based on reality and our daily experience. We share our thinking, our workload, our challenges and our successes. As an experienced school leader, I can confidently say that the level of support, professional development and school growth provided by TEAL is unique. – **Richard Williman**

Our school joined the Education Alliance in November 2019 and since then we have benefited immensely from working within the trust. The support has been invaluable on many different levels. Our staff really appreciate working collaboratively with other colleagues within the trust to develop our curriculum and share training. We have also really valued the support we have received in other areas, such as finance, HR, catering and premises. We are excited to be part of the trust moving forward as we continue to enhance the opportunities for our children. – **Richard Winks**

Joining The Education Alliance was definitely the right decision for The Snaith School and me personally. The alignment of values and commitment to ethical leadership were key factors in our decision alongside the practical steps the trust has taken to reduce workload. Reducing the replication of effort sounds convincing but at TEAL it is underpinned by robust policies and processes that make a real difference to staff's work/life balance. We work collaboratively at every level, challenging and supporting each other for the benefit of our pupils. The accountability is high but we operate in a culture of low threat and professional trust meaning I am motivated, challenged and supported to succeed. I enjoy coming to work. – **Michaela Blackledge**

As 'to be a powerful support in all aspects of my role. Schools and their leaders will always face both opportunities and challenges - often in equal measure - and it is inspiring to know that no leader in the trust works alone. Instead, we work positively and creatively across a wide team to share one another's successes and to offer thoughtful solutions to questions, inspired by the same values. As a group of Headteachers, our collective understanding and experience mean that we draw on each other readily, in a proper spirit of support and mutual respect. – **Lucy Hudson**

Some say that Headship can be a 'lonely place', at times. Not in The Education Alliance! Malet Lambert was lucky to be one of the first schools to join TEAL. The support we receive as a school from the trust team has been crucial in our development. Much of the 'heavy lifting' is taken away from schools, which means my leadership team and I can focus more on the day to day running of the school, whilst working alongside trust colleagues strategically. The trust has assisted us in the development of the school, whether it be our curriculum offer, value for money procurement or sustainability, just as a few of many examples. The skillset in the trust team is strong and varied. The size of the trust also allows a very personal offer, where everyone knows everyone else and you very much feel like a valued school rather than just a number. Malet Lambert is a very proud member of TEAL, as am I as a Headteacher. – **Patrick Sprakes**

As a new Headteacher, being part of TEAL is invaluable. I am part of a wider team of Headteachers who I am able to share ideas with, seek advice from and, ultimately, this helps to improve the experiences for all our young people. The advantage of working as a group of schools is that we can share ideas and resources which reduce workload and make people's lives easier. This reduces the duplication of effort across TEAL and helps us take full advantage of the expertise we have in all of our schools. A wide range of similar groups work together regularly, including: whole school curriculum leaders, pastoral leaders and SENDCOs. Whatever your role in TEAL, the opportunity to work with other people across our schools helps us to secure the best experience for our students, whilst keeping workload as manageable as possible. – **Vicky Loftus**

Since joining TEAL officially in October 2022, the benefits to the school have been felt throughout the school. Whether it is the support of the central team in taking away some of the 'heavy lifting' around finance, HR, estates, kitchen services, IT or on the ground support/development through weekly on-site visits, as a Headteacher, it feels easier to navigate my day to day duties whilst being able to focus on delivering the best possible provision to our pupils. As a Headteacher, one of the barriers to my role was previously having to wait for support or a response to a request - this isn't the case since joining TEAL. Support is forthcoming and quickly available. – **Lee Hill**

What does Ofsted say about TEAL?



"Staff work very effectively with others in The Education Alliance (TEAL) trust to enhance the experience and opportunities that all pupils have at The Snaith School."

Ofsted, May 2022, The Snaith School

"The Headteacher is supported by a highly effective trust. The chief executive officers and the local governing board have an in-depth knowledge of the quality of teaching at the school. The trust provides the bedrock from which the school has been built. As the school has grown and new classes have joined, the trust has given guidance and additional leadership and teaching capacity to ensure that the school goes from strength to strength."

Ofsted, 2018, Hunsley Primary



"Leaders are clear that they want to develop the next generation of great teachers, ethical school leaders and advocates for the teaching profession."

Ofsted, 2019, YWTT



About South Hunsley School and Sixth Form

South Hunsley School and Sixth Form College is a larger than average 11-19 Comprehensive School with approximately 2,200 students on roll. We are part of The Education Alliance, a growing multi-academy trust, currently consisting of South Hunsley School and Sixth Form College, Malet Lambert School, Driffield School and Sixth Form, The Snaith School, Hunsley Primary School, North Cave Church of England Primary School and Howden Junior School. We are also proud partners of Yorkshire Wolds Teacher Training and the Wolds Associate Research School.

*“Students are very well prepared
for their future lives.”*

Ofsted



Pastoral Support

South Hunsley has a strong community ethos which is embedded in our house system. We have six houses, each house with its own distinctive character which captures what it means to be a member of the South Hunsley community. Our house system encourages students to strive to do their best, not only for themselves but for their fellow house members.

Be Well

The Be Well programme is a unique resource to TEAL, to increase mental health provision for children, staff and our families through a range of activities including:

- High quality staff training and support
 - A commitment to ensuring we have trained Youth Mental Health First Aiders at a ratio of 50:1 within our schools
- A listening service for children, parents and staff as a drop-in service, in person or virtually
- A range of workshops for young people of all ages and parents
- Access to a high quality training programme for young people who wish to become Well-being Ambassadors



South Hunsley Sixth Form

South Hunsley has a thriving and successful Sixth Form with a large number of our school students choosing to continue their post-16 education with us.

Students have a wide variety of courses to choose from and we continue to offer a varied and challenging curriculum to stretch our students and help them develop the skills that they will require for success in later life.

We encourage all of our Sixth Form students to develop into independent and enquiring learners with clear goals and a will to succeed, and we remain very proud of the wide range of achievements of both current and former students.



Over recent years, we have made a significant investment in our buildings to ensure we can deliver a first class learning experience which will equip our students with the skills required for work in the 21st Century. We have well equipped computer rooms and WiFi access across the site, a modern Media Music Suite with state of the art recording and filming Equipment. Our purpose built science building is home to seven specialist science labs with industry standard specialist science equipment and two preparation rooms.

Having been named as the sixth best state school for sport in the UK in 2023, our school offers some of the best school sporting facilities in the East Riding, including a 3G sports pitch, leisure centre and an indoor multi-use facility.



The school is passionate about inclusion with our primary aim to work closely with students, parents and staff to facilitate personalised programmes of support and create a fulfilling and successful educational experience for all. We were delighted to be recognised by the Inclusion Quality Mark in 2019, 2020, 2021 as a centre of excellence.



“Staff work hard to ensure there is shared understanding of inclusivity and the whole school regard this as a priority area.”



We are committed to safeguarding and promoting the welfare of children and young people. Please see the school's [Child Protection Policy and Procedures](#) and the Education Alliance's [Child Protection Policy](#).

Director of Maths Job Description

Reporting To: Deputy Headteacher

Job Purpose: Actively supporting the vision and values of South Hunsley School and Sixth Form, the post holder will provide professional leadership and management for Maths, ensuring the department delivers high quality teaching, effectively using the resources available and aiming to raise standards of learning and achievement for all students

Key Responsibilities

1. Develop and implement policies and practices for Maths which reflect the school's commitment to high achievement, whereby students are inspired to reach their potential and staff aspire to continuously develop and raise standards, setting stretching targets for students and staff
2. Work with the Senior Leadership Team Link/Trust Director and the department to establish a clear, shared understanding of the importance of high quality teaching of Maths that engages students and enables them to achieve stretching goals
3. Analyse data, ensuring effective progressive plans are in place for individual and groups of students
4. Analyse and interpret national, local and school data, horizon scanning and translating national and local requirements and expectations into policy and practice.
5. Ensure data analysis results in an effective action plans that are well communicated and understood, monitored and evaluated, resulting in appropriate outcomes.
6. Ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs
7. Ensure teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students effectively
8. Ensure teaching and learning in Maths is of a consistently high standard and that best practice is shared across the department
9. Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students, including the allocation of students to teaching groups
10. Ensure effective development of students' literacy, numeracy and information technology skills
11. Establish and implement clear policies and practices for assessing, recording and reporting on student achievement at an individual and group level, utilising this information to recognise achievement and to assist students in setting stretching targets
12. Ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject
13. Provide staff and students with clear direction, expectations and targets in relation to standards of student achievement and the quality of teaching; establish clear targets for student achievement, and evaluate progress and achievement in the subject by all pupils, including those with special educational and linguistic needs;
14. Evaluate the teaching of Maths in the school, utilising this information to identify effective practice and areas for improvement, taking appropriate action to improve the quality of teaching
15. Ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school
16. Ensure teachers of Maths are aware of its contribution to students' understanding of the duties, opportunities, responsibilities and rights of citizens
17. Ensure teachers of Maths adhere to equal opportunities legislation, recognising and dealing appropriately with stereotyping, creating an environment that values difference and embraces diversity, where students and staff treat each other with dignity and respect
18. Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets
19. Develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding.
20. Establish clear expectations and positive, healthy working relationships amongst staff involved with the subject, encouraging collaboration, team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and an accountable culture
21. Performance manage staff as required to develop personal and professional effectiveness, recognising high performance and tackling inadequate performance, ensuring staff have access to appropriate training, learning and development opportunities
22. Lead the professional development of staff through example and support
23. Ensure trainee and newly qualified teachers are appropriately trained, supported, monitored and assessed against national and local standards and expectations
24. Work directly with the SENCO and any other staff with special educational needs expertise, to ensure that individual education plans are used to set subject-specific targets and match work well to students' needs
25. Ensure that the Executive Principal, Head of School, the Senior Leadership Team (SLT) and Governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans via the SLT link and the Trust Director
26. Assist the Trust Director of Science, the Head of School and the Executive Principal in appointment processes.
27. To work collaboratively with others, valuing diversity, utilising strengths and aspiring to achieve stretching objectives as a team, recognising the input of others

28. Establish staff and resource needs for the subject and advise the senior managers of likely priorities for expenditure, allocating available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money and high quality outcomes
 29. Support the Head of School/Trust Director in the appropriate deployment of staff and ensure the effective and efficient management and organisation of learning resources, including information and communications technology
 30. Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school
 31. Utilise accommodation to create an effective and stimulating environment for the teaching and learning of Science
 32. Ensure there is a safe working and learning environment in which risks are properly assessed
 33. Complete the register accurately
 34. Monitor attendance and punctuality, including follow-up
 35. Monitoring standards of dress and personal appearance and address any issues as they arise
 36. Escort groups to assembly and (normally) attend assembly
 37. Responsible for the co-ordination of RoA, reports and other records
 38. Respond to disciplinary problems as required, referring serious misconduct to the Head of House as appropriate
 39. Share information from Head of House to the tutor group in a prompt manner
 40. Encourage inter-form competitions and the participation of the tutor group in other school activities
 41. Be available to meet parents as appropriate
 42. Curriculum issues
 - activities supporting learning in tutor periods
 - knowledge of the tutorial programme
 - knowledge of the SEN students and their targets
 - target group members in your tutor group
- follow-up to ROA after approximately 6 weeks

General Information:

- The job description is not intended to be a complete list of duties and responsibilities, but indicates the key requirements of the post. It may be amended at a future time, to take account of the developing needs of the trust. The post holder will undertake any other duties at the request of the CEO, appropriate to the remit.
- The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of themselves and others in accordance with legislation.
- The trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.
- The post holder must follow the trust's Data Protection Policy and associated documentation.

Ethical Leadership Qualities, Competencies and Behaviours

Competency	We do this by
Trust	• Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to manage their emotions. • Keeping promises and doing what you say you will do. • Having a genuine interest in others.
Wisdom	• Developing knowledge and real expertise, then sharing knowledge. • Learning from mistakes and failures and admitting when we are wrong. • Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.
Kindness	• Being kind, humble and authentic. • Leading with compassion and care, listening and seeing beyond the job role to the person. • Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.
Justice	• Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense.

	Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.
Service	- Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour. - Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. - Removing barriers and blockers to enable others to do their jobs well. - Leaving our egos at the door and putting ourselves in the service of others. - Channel ambition into our schools, not ourselves, and developing our successors.
Courage	- Looking in the mirror when something goes wrong. - Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. - Give the whole truth, the back-story and the why.
Optimism	- Believing in our own ability, and the ability of others, to do what is right to change the world for the better. - Calling out negativity and cynicism. - Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.
Vision	- Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. - Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. - Believing in the potential of others; helping them be the best they can be. - Quickly taking in new information and translating that into recommendations, decisions, plans and projects.

Person Specification

	JOB REQUIREMENT	Essential	Preferred	* How assessed
Qualifications, knowledge and experience	Honours degree in relevant specialism.	√		A
	Qualified teacher status	√		A
	Teaching leaders - evidence of good or outstanding classroom practice.	√		A & I
	Proven track record in implementing strategies and interventions to raise achievement and standards, narrowing gaps in attainment and progression.	√		A & I
	Leadership/management qualifications		√	A
	Membership of appropriate professional bodies		√	A

	Evidence of competence in ICT skills and the ability to interpret data.	√		A, I & T
	Experience of monitoring and evaluation, target setting, school improvement planning and a thorough understanding of curriculum leadership.	√		A & I
	Teaching leaders - demonstrable knowledge of school improvement and effectiveness strategies including the process of school self-evaluation and strategies for raising standards.	√		A & I
	A good understanding of processes and systems for quality assurance within the area of which they hold direct responsibility	√		A & I
	Experience of delivering CPD, coaching and mentoring colleagues.	√		A & I
	Experience of leading teams effectively. Provides others with a clear direction; sets appropriate standards of behaviour that align to the vision and values; delegates work appropriately and fairly; motivates and empowers others; provides staff with development opportunities and coaching; recruits staff of a high calibre.	√		A & I
Personal and interpersonal	Upholds ethics and values; demonstrates integrity; promotes and defends equal opportunities; encourages individual and team responsibility towards the community and the environment.	√		I
	High level of written and oral communication, able to actively listen and engage with others, particularly staff, students, parents and the wider community. Writes clearly, succinctly and correctly; avoids the use of unnecessary jargon; writes in a well-structured and logical way; writes convincingly in an engaging way; structures information to meet the needs and understanding of the intended audience.	√		A, I & T
	Makes a strong positive personal impression on others; gains clear agreement and commitment from others by persuading, convincing and negotiating; promotes ideas on behalf of self or others and ensures others are acknowledged for their ideas and contributions; manages and diffuses conflict effectively.	√		I & T

	Sets clearly defined objectives; plans activities and projects well in advance and takes account of possible changing circumstances; manages time effectively; identifies and organises resources needed to accomplish tasks; monitors performance against deadlines and milestones.	√		I & T
	Adapts well to changing circumstances; accepts new ideas and change initiatives; adapts interpersonal style to suite different people or situations; shows respect and sensitivity towards others; values difference; deals with ambiguity, making positive use of the opportunities it presents.	√		I
	Works strategically to realise organisational goals; sets and develops strategies; takes account of a wide range of issues across, and related to, the organisation; translates national strategies and local needs into tangible strategic and operational plans.	√		I & T
	Works productively in a pressurised environment; keeps emotions under control during difficult situations; balances the demands of a work life and a personal life; maintains a positive outlook at work; handles criticism well and learns from it; is mindful of the levels of resilience within the teams they lead and manage and works to enhance those levels of resilience.	√		I
Child Protection	A commitment to the responsibility of safeguarding and promoting the welfare of young people.	√		I
	Enhanced DBS disclosure (<i>to be completed by preferred candidate following interview</i>).	√		
	Willingness to undertake safeguarding training when required.	√		I

Benefits

Here at The Education Alliance we are committed to supporting our entire workforce. Alongside our ethical leadership and workload charter we offer a range of benefits which include:

- Free Flu vaccinations held on site each year
- Refund of the cost of an Annual NHS Prescription Prepayment Certificate

- Regular staff surveys and opportunities to engage in focus groups which gives you the opportunity to shape the future of the school and the trust
- In school individual support from Mind as part of the school's Whole School Approach to Mental Health and Well Being
- We will shortly be launching the TeamTEAL benefits platform in partnership with Vivup, giving access to a car salary sacrifice scheme, a cycle to work scheme, access to Wagestream and other lifestyle benefits which will allow staff to save money
- An induction programme and continued investment in training and development, with access to coaching and mentoring, career and professional development
- Family friendly policies and opportunities for flexible working, with a trust commitment to continually look to ways to improve the work-life balance for our staff
- Free parking and good transport links
- Automatic membership of the Local Government Pension Scheme and the Teachers' Pension Scheme
- Recognition of continuous service if you join us from another school, academy or local government employer
- Hot and cold snacks and meals available from our canteens and complimentary lunches when on lunch duty and training days
- Corporate membership to the East Riding Leisure gyms, saving over 25% on membership costs and onsite gym at South Hunsley School and Sixth Form College, at only £12.50 per month
- Employee Assistance Scheme available 24/7 via telephone or on-line portal, providing advice on assistance on a wide range of practical issues ranging from legal information and consumer issues to specialist counselling

The Recruitment Process

We are proud of our school and welcome the opportunity to show prospective staff who are interested in any current vacancies around the site.

To apply for this position please complete the attached Application Form and return to Freya.Dobson@southhunsley.org.uk no later than 9am Wednesday 21st February 2024.

For more information about the school and everything we have to offer, please visit southhunsley.org.uk and <https://theeducationalliance.org.uk/> Should you have any questions about this exciting opportunity, please contact Freya Dobson (HR Officer) on 01482 631208 or email Freya.Dobson@southhunsley.org.uk .



South Hunsley School and Sixth Form College

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southhunsley.org.uk

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