

**SOUTH
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Teacher of English Applicant Pack

**SOUTH
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*“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 of 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 3265 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...

- ❖ 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.

JUSTICE

Leaders are fair and work for the good of all children. We do this by...

- ❖ 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.

VISION

Leaders have a clear sense of purpose and focus their attention, strategic direction, and resources on achieving their dream. We do this by...

- ❖ 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.

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**

The core purpose, ethos and alignment of values keeps me firmly rooted at The Education Alliance. Leading ethically is something I am deeply committed to and it is heartening that it is not negotiable at TEAL. The trust is dedicated to reducing workload, doing what is right and ensuring the decisions we make have a positive impact on the lives of young people, our workforce and the wider community. We operate in a culture of low threat, high accountability and an absence of egos which results in leaders like myself feeling highly motivated, supported and challenged to continually develop. The central team offer expert advice and practical support which supports strategic improvement across our schools. South Hunsley School is proud to be the founding school of The Education Alliance and we are delighted to now benefit from the collaborative work taking place across our schools. – **Michaela Blackledge**

As a Headteacher, it is 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](#).

Job Description

Job Description: Classroom Teacher

Reporting To: Head of Department

Line Reports: Head of Department

Job Purpose: To facilitate and encourage learning which enables student to achieve high standards: to share and support the corporate responsibility for the well-being, education and discipline of all students.

Key Responsibilities

General:

1. Plan and teach well-structured lessons of a high standard to students following designated programmes of study, carrying out necessary assessments, proving information/comments for records, monitor students in accordance with agreed departmental strategies, promote a love of learning and students' intellectual curiosity, set homework and plan other out of class activities to consolidate and extend knowledge and understanding.
2. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the students you serve.
3. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students and staff, parents, governors and the wider community.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue CPD.
5. Demand ambitious standards for all students, overcoming disadvantages and advancing equality, instilling a strong sense of accountability in others.
6. Contribute to the corporate tasks of development, record keeping, monitoring and evaluation of lessons and maintenance of materials.
7. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
8. Adapt teaching to respond to the strengths and needs of all students, knowing when and how to differentiate appropriately, demonstrating an awareness of the physical, social and intellectual development of students, using effective teaching strategies that match individual needs.
9. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.
10. Make accurate and productive use of assessment, providing students with regular meaningful feedback, making use of formative and summative assessment to secure student progress, using relevant data to monitor progress, set targets and plan subsequent lessons.
11. Plan and teach well-structured lessons of a high standard to students, following designated programmes of study, impart knowledge and develop understanding through effective use of lesson time, set homework and plan out of class activities to consolidate and extend knowledge and understanding.
12. Monitor and evaluate progress towards achievement of the school's aims and objectives.
13. Maintain discipline in accordance with school policies and demonstrate good practice in the classes taught with regard to attendance, appearance, uniform, punctuality, behaviour, homework etc.
14. Work closely with and consult those teachers who are responsible for similar curriculum areas, ensuring continuity and progression for students.
15. Promote good progress and outcomes for students (knowing when and how to differentiate appropriately, demonstrating an awareness of the physical, social and intellectual development of children, having a clear understanding of the needs of all students, using effective teaching strategies that match individual needs).
16. Delivering results and meeting expectations (focuses on organisational and student needs and satisfaction; sets high standards for quality and quantity; monitors and maintains quality and productivity; works in a systematic, methodical and orderly way).
17. Coping with pressures and setbacks (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).
18. Achieving personal work goals and objectives (accepts and tackles demanding goals with enthusiasm; works hard and puts in longer hours when it is necessary; identifies development strategies needed to achieve goals and makes use of developmental or training opportunities; seeks to set and achieve stretching goals, aspiring to greater levels of performance and attainment for students and self).
19. Engage effectively with parents and other members of the community to resolve complaints and develop constructive relationships that support the School in realising its aims and objectives.
20. Participate in Performance Development in accordance with school policy and understand how this fits with continuing professional development.

21. Have high aspirations, striving to maintain and enhance the reputation of the school as a safe, innovative and forward-thinking learning environment where children and young people thrive and maximise their potential.
22. Demonstrate loyalty, professionalism and high standards of integrity and confidentiality within the school, the Trust and the wider community.
23. Undertake any other reasonable tasks or duties assigned by the Head of School.

Specific:

The specific duties of the Classroom Teacher will be reviewed on a regular basis and will change as the aims and objectives of the School change, and as and when the Head of School deems it appropriate.

The key competencies and behaviours commensurate with this post are identified overleaf.

General Information:

- *The job description is not intended to be a complete list of duties and responsibilities, but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the school. The post holder will undertake any other duties at the request of the Executive Principal appropriate to the remit.*
- *The above principal responsibilities are not exhaustive and may vary without changing the character of the job or level of responsibility.*
- *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 him/herself and other employees in accordance with legislation.*
- *The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.*
- *South Hunsley School & Sixth Form 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.*

Ethical Leadership Qualities, Competencies and Behaviours

Competency	We do this by
Trust	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
	QTS or working towards QTS (which must be attained before the start date).	√		A
	Member of appropriate professional bodies.		√	A & I
	Willingness to undertake additional training or qualifications if appropriate.		√	A & I
	Knowledge and understanding of principles and practices of effective teaching and learning, monitoring/ assessment and evaluation.	√		A, I & T
	Knowledge and understanding of preparation of schemes of work ad lessons.	√		A, I & T
	Application of information and communication technology (ICT) to learning and teaching in subject area(s).	√		A, I & T
	Demonstrate good subject and curriculum knowledge (fostering and maintaining student interest in the subject, addressing misunderstandings, promoting high standards of literacy, utilising well-developed subject knowledge).	√		A, I & T
	Relevant experience gained in teaching and/or ITT placement.	√		A & I
Personal and interpersonal	Makes prompt; clear decisions which may involve tough choices or considered risks; takes responsibility for actions, teaching and student experience; takes initiative; acts with confidence and works under own direction; initiates and generates activity	√		I

	Upholds ethics and values; demonstrates integrity; values learning, not only for purpose, but for its own sake; believes in the limitless potential of people and strives for distinction and high achievement in everything they do; aspires to consistently perform at their best and inspires students to always do their best; promotes and defends equal opportunities; encourages individual responsibility for achieving challenging goals	√		A & I
	Produces new ideas, approaches and insights; delivers innovative lessons that encourage high levels of aspiration and achievement; produces a range of solutions to problems; seeks opportunities for increased levels of performance; devises effective change initiatives	√		I & T
	Focuses on organisational and student needs and satisfaction; sets high standards for quality and quantity; monitors and maintains quality and productivity; works in a systematic, methodical and orderly way	√		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	√		I & T
	Accepts and tackles demanding goals with enthusiasm; works hard and puts in longer hours when it is necessary; identifies development strategies needed to achieve goals and makes use of developmental or training opportunities; seeks to set and achieve stretching goals, aspiring to greater levels of performance and attainment for students and self	√		A & 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

* A = by application, R = by references, I = assessed by Interview

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 very proud of our school and would welcome the opportunity to give you a tour, so please don't hesitate to contact Freya Dobson (HR Officer) on 01482 631208 or by email via Freya.Dobson@southhunsley.org.uk if you would like to visit or find out more.



South Hunsley School and Sixth Form College

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southhunsley.org.uk

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