



# Attendance Officer

Permanent

8.30am-3pm Monday-Friday

30 hours per week, Term Time Only

C Grade £17,467 - £18,201



## Candidate Information Pack

Yateley School, School Lane, Yateley, Hampshire. GU46 6NW Tel 01252 879 222

Learning together – Empowered for life



# Contents

- Letter from the Headteacher
- Advert
- Job Description
- How to Apply
- School Information
- History and Location
- Curriculum and Timetable
- Mission Statement, Vision and Values
- Our Learning Values
- Our Behavioural Values
- Further Information



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Address: School Lane, Yateley, Hampshire, GU46 6NW



**YATELEY SCHOOL**

Dear Applicant,

Thank you for your interest in applying for this position at Yateley School. If you are looking to work in a dynamic, fast-paced and innovative school then look no further! We are always keen to find enthusiastic teachers and support staff to join our thriving and successful mixed 11-18 school of over 1300 students (with over 200 in the Sixth Form).

We hope that the information provided helps you in making your decision to proceed with an application. However, a school visit, or an informal conversation by phone or online can be equally helpful, so do feel free to get in touch.

You would be joining a warm, supportive and highly skilled team who work collaboratively to support our students. In July 2023, Ofsted noted that '*staff are proud to work at the school. They feel valued, and have confidence in the school's leadership*'.

We make every effort to ensure all candidates have equality of opportunity throughout the selection process. If you have any specific needs or accommodations we should be aware of please do not hesitate to contact the school.

I would like to take this opportunity to extend my best wishes to all applicants. Whether or not you are successful on this occasion, I wish you every success in your future career.

Yours sincerely,

A handwritten signature in black ink that reads "P. German".

Paul German  
Headteacher



# Advert – Attendance Officer

<b>Job Title:</b>	Attendance Officer
<b>Salary:</b>	C Grade £17,467 - £18,201 (FTE £25,186-£26,244)
<b>Hours of Work:</b>	8.30am-3pm Monday-Friday, Term Time Only, 30 hours per week.
<b>Contract:</b>	Permanent

We are seeking a proactive and organised Attendance Officer to join our team in September. This key role focuses on improving student attendance, supporting safeguarding, and ensuring effective monitoring and intervention across the school.

As the first point of contact for attendance, you will manage daily attendance processes, including checks, first-day response, and follow up of absence. You will work closely with staff, parents and external agencies to promote strong attendance habits and address barriers to engagement.

You will analyse attendance data, produce reports, and identify trends to inform targeted interventions. You will support attendance meetings, reintegration plans, and strategies to improve outcomes for students who are persistently absent or vulnerable.

Key responsibilities will include coordinating attendance-related safeguarding processes, including welfare checks such as “eyes on” calls where students are absent, and escalating concerns appropriately student safety and wellbeing.

The successful candidate will be highly organised, confident using data systems, and an excellent communicator who can build positive relationships with stakeholders. You will work independently, manage priorities effectively, and handle sensitive information with professionalism and discretion.

This role offers the opportunity for future development, including the potential to take on Deputy Designated Safeguarding Lead (DSL) responsibilities for the right candidate.

Yateley School has a strong ethos of wellbeing for staff and students and is completely committed to securing the best academic and personal development outcomes for our young people as well as providing excellent professional development for staff.

## Application Procedure

Interested applicants should complete the attached application form together with the personal statement within the form and address the job description and person specification in their application. CVs are not accepted. If you have any questions, please contact [applications@yateley.hants.sch.uk](mailto:applications@yateley.hants.sch.uk)

Closing date: Friday 3<sup>rd</sup> July 2026, 9am. Interviews to be held Wednesday 8<sup>th</sup> July.

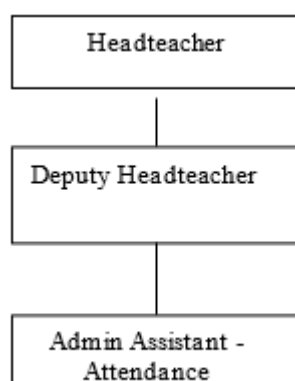
Early applications are welcomed, we reserve the right to close the vacancy early.

*Yateley School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an Enhanced Disclosure from the Disclosure and Barring Service (DBS)*

# Job Description

ROLE PROFILE FORM REF:	02125
DEPARTMENT	Education (Schools)
ROLE TITLE	Administrative Assistant - Attendance
ROLE REPORTS TO (Supervisor/manager's role title)	Deputy Headteacher
ROLE PURPOSE (Why the role exists)	To implement a comprehensive range of administrative systems and procedures to meet school requirements

## 9. ORGANISATION STRUCTURE



ROLE REQUIREMENTS	
Accountability statements are the key functions of the role which in combination make up the main purpose.	
Accountabilities	Accountability statements
Customer Service	Act as first point of contact for general parent/pupil/visitor enquiries, responding within standard procedures or referring the enquiry to an appropriate destination  Contribute to the smooth running of the school's reception, postal, telephones stationery and hospitality facilities.
Administration/Finance Support	Apply a wide range of standard processes and procedures under supervision. Produce and process routine documentation/ correspondence against a broad framework provided by the Headteacher/ other teaching staff Arrange staff cover on a daily basis (particularly in larger schools) Provide cover for Admin Officer's absence, liaising with caretaking/support staff where appropriate Input and extract staff/pupil information using manual and computer based systems, including medical information Apply basic financial payment procedures to handle cash and record financial transactions (Not applicable for attendance officer)

Staff Management and Teamwork	<p>Work co-operatively with others towards shared goals</p> <p>Support the induction of new members of the team and contribute to the development of others within the team through sharing knowledge</p>
Welfare	<p>Undertake welfare support to pupils including the provision of first aid, where appropriate.</p> <p>Administer medication as required</p>
Corporate and statutory initiatives - equalities/health and safety/e- government/sustainability	<p>Awareness of equality issues and health and safety regulations</p>
Additional	<p>Attendance Officer Local Duties:</p> <p><b>Support for Pupils</b></p> <ul style="list-style-type: none"> <li>• Monitor daily attendance and punctuality across Years 7–11, identifying concerns and implementing timely interventions.</li> <li>• Be responsible for organising daily checks on students at risk of truancy, persistent absence or disengagement from education.</li> <li>• Lead first-day response procedures and ensure timely follow-up of unexplained absence using agreed school systems.</li> <li>• Initiate and carry out periodical post-registration truancy checks.</li> <li>• Chase up reasons for absence and ensure attendance records are accurate and appropriately coded in line with statutory guidance.</li> <li>• Develop positive and productive relationships with students and families to promote regular attendance and positive engagement with school.</li> <li>• Work with students and families to identify and address barriers to attendance, including welfare, safeguarding, emotional, medical or social factors.</li> <li>• Coordinate attendance meetings, attendance support plans and reintegration programmes following periods of absence.</li> <li>• Provide advice and support for students returning to school after a long period of absence.</li> <li>• Monitor and support students who are persistently absent, severely absent, disadvantaged, vulnerable, looked after, or have SEND.</li> <li>• Recognise attendance as a key safeguarding indicator and respond appropriately to attendance concerns that may indicate wider welfare needs.</li> <li>• Coordinate the school's attendance-related safeguarding processes, including welfare checks and established safeguarding procedures for students whose whereabouts are unknown.</li> <li>• Support Children Missing Education procedures and investigations.</li> <li>• Maintain accurate records of attendance-related safeguarding concerns and escalate concerns promptly to safeguarding leaders.</li> <li>• Coordinate welfare checks and work with the Parent Support Officer and other staff regarding home visits where required.</li> </ul>

- Make contact with feeder primary schools and obtain relevant information regarding attendance, welfare and support needs of new students.
- Liaise with Hampshire Attendance Services and other support agencies to improve attendance and engagement.

#### **Support for the Curriculum**

- Participate in the development, implementation and evaluation of attendance reward and recognition systems.
- Promote excellent attendance and punctuality as key factors in securing positive educational outcomes.
- Work closely with Heads of House, Assistant Heads of House and teaching staff to coordinate attendance interventions and support student engagement in learning.
- Provide attendance information and guidance to support pastoral and academic planning.
- Support the reintegration of students following periods of absence to minimise disruption to learning.
- Contribute to initiatives that improve student engagement, participation and inclusion.
- Support staff in understanding attendance patterns and barriers affecting individual students and groups.
- Promote awareness of the relationship between attendance, safeguarding, wellbeing and academic achievement.

#### **Support for the School**

##### Attendance Leadership and Monitoring

- Be the first point of contact for attendance matters within the school.
- Lead the day-to-day operational management of attendance systems and procedures.
- Ensure that school registration systems are correctly administered, maintained and monitored.
- Monitor the quality and accuracy of registers and provide guidance to staff where required.
- Support the implementation, monitoring and review of the school's Attendance Policy.
- Produce, analyse and interpret attendance data to identify trends, patterns and priorities for intervention.
- Monitor attendance across year groups and vulnerable cohorts and provide reports to support strategic decision-making.
- Prepare attendance reports for senior leaders, governors, Hampshire Attendance Services and other agencies as required.

##### Family Engagement and Multi-Agency Working

- Develop and maintain positive working relationships with parents and carers to promote attendance and punctuality.
- Issue attendance communications, letters, reports and documentation as required by the school and Hampshire Attendance Services.

	<ul style="list-style-type: none"> <li>• Liaise with Hampshire Attendance Services, Early Help, Children’s Services, health professionals and other external agencies.</li> <li>• Attend attendance panels, planning meetings, safeguarding meetings and multi-agency reviews as required.</li> <li>• Support referrals and coordinated interventions where attendance concerns indicate wider family needs.</li> </ul> <p><u>Safeguarding, Compliance and Administration</u></p> <ul style="list-style-type: none"> <li>• Be aware of and comply with policies and procedures relating to child protection, safeguarding, health and safety, confidentiality, GDPR and data protection.</li> <li>• Maintain accurate attendance documentation, records, correspondence and safeguarding-related information.</li> <li>• Ensure attendance procedures comply with current legislation, Department for Education guidance and Local Authority requirements.</li> <li>• Support preparations for inspections, audits, attendance reviews and safeguarding reviews.</li> <li>• Contribute to safeguarding discussions and work closely with the Designated Safeguarding Lead and Deputy DSLs to support vulnerable students.</li> <li>• Understand and fulfil safeguarding responsibilities in accordance with Keeping Children Safe in Education.</li> </ul> <p><u>Staff Support and Development</u></p> <ul style="list-style-type: none"> <li>• Provide regular attendance updates and reports for senior leaders, Heads of House, tutors and other staff.</li> <li>• Work with new and supply staff to ensure attendance and registration procedures are consistently followed.</li> <li>• Keep up to date with attendance, safeguarding and registration systems and support staff training where required.</li> <li>• Recognise own strengths and areas of expertise and use these to advise and support colleagues.</li> <li>• Assist in the supervision, training and development of staff where appropriate.</li> <li>• Participate in training and professional development to maintain up-to-date knowledge of attendance, safeguarding and relevant legislation.</li> </ul> <p><u>General Responsibilities</u></p> <ul style="list-style-type: none"> <li>• Contribute to the overall ethos, values, aims and success of the school.</li> <li>• Attend and participate in meetings as required.</li> <li>• Act as a positive role model for students.</li> <li>• Undertake any other duties commensurate with the grade and responsibility of the post.</li> </ul>
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Key decision-making areas in the role

<p>Prioritisation of own tasks/workload</p> <p>Customer complaints – refer to line manager</p> <p>Responsible for cash payments in absence of Bursar/Senior Admin Officer</p> <p>Attendance Officer Local Duties:</p> <ul style="list-style-type: none"> <li>• An Attendance Officer will make decisions about the timing and output frequency of statistical attendance data.</li> <li>• An Attendance Officer, whilst working under the general direction of the Deputy Headteacher for Culture, will work largely unsupervised.</li> <li>• An Attendance Officer will prioritise their own tasks/workload.</li> </ul>
<p><b>Role dimension – financial (e.g. annual revenue budgets) and non-financial units (e.g. workload, customers/staff) (Non recurring budgets e.g. capital cums should be clearly indicated as such)</b></p>
<p>Size of school – approximately 1350 students on roll.</p> <p>No direct financial responsibilities attached to the post</p> <p>Attendance Officer Local Duties:</p> <ul style="list-style-type: none"> <li>• An Attendance Officer will guide teaching and other staff in attendance issues. They will also brief and support new staff (including teachers) in this area.</li> <li>• There are no direct financial responsibilities attached to the post.</li> </ul>
<p><b>Main contacts – external/internal customer contacts and purpose.</b> Frequency and level of contact may also be relevant.</p>
<p><b>Internal contacts</b></p> <p>Line manager regularly to discuss work priorities</p> <p>Pupils daily – admissions, transfers, medical, pupil supervision</p> <p>Teaching staff – liaison over work issues, administrative support</p> <p><b>External contacts</b></p> <p>Parents – letters to parents, school association, class lists, registration</p> <p>LEA</p> <p>Attendance Officer Local Duties:</p> <p>Internal (in school) – pupils, other colleagues, teachers, headteacher, members of the governing body.</p> <p>External (outside school) – Education Welfare Officer, parents, other LEA specialist colleagues, students, escorts, police.</p>

<b>Working conditions</b> – Please state the nature of the typical working conditions, i.e. the environmental and physical factors involving physical effort or strain. Please state the frequency of occurrence, e.g. infrequent, occasional, frequent or continuous
<p>Normal office environment</p> <p>Balancing various conflicting requirements of different stakeholders</p> <p>Noxious substances eg photocopiers/toners</p> <p>Occasional public verbal abuse</p>
<b>Context/additional information</b>
<p>There is a confidentiality component to this role and the postholder needs to hold the trust and confidence of both the pupils and teachers. It may acquire information on child protection/family sensitive issues which must be treated carefully and appropriately.</p> <p>The size and type of school will be a factor in determining how the role operates as will the physical site of the school.</p>
<b>PROGRESSION IN ROLE</b>
<b>Entry: Necessary role-related knowledge, skills and experience at selection</b>
<p>Aptitude for administrative work, normally demonstrated by GCSE standard or equivalent with passes in English and Maths at grade c or above</p> <p>Good organisation and communication skills</p> <p>Basic computer and keyboard skills</p> <p>Attendance Officer Local Duties:</p> <ul style="list-style-type: none"> <li>• Education to GCSE standard or equivalent with passes in English and Maths at grade C or above.</li> <li>• Proficient user of ICT equipment including databases, spreadsheets and other software products.</li> <li>• Effective communicator and capable of data analysis and presentation.</li> <li>• Capable of working on own initiative and prioritising workload.</li> <li>• Good organisational skills.</li> <li>• Professionally discreet and able to respect confidentiality on particular issues.</li> <li>• Well developed interpersonal skills enabling effective relationships with a variety of people.</li> <li>• Team worker.</li> </ul>
<b>Initial induction/training required to become effective in the role</b>

<p>Estimated time to become operationally effective: 4-6 weeks with further development in full academic year</p> <ul style="list-style-type: none"> <li>• Familiar with the school's office, equipment, telephone and computer systems</li> <li>• Confident in dealing with initial telephone and personal enquiries from parents and other enquirers</li> <li>• Aware of Education Dept organisational structure and immediate contacts</li> <li>• General knowledge of school and council's policies and procedures</li> <li>• Familiar with financial accounting processes operated by the school</li> <li>• Knowledge of Health and Safety/Security regulations and procedures</li> <li>• Training provided by Education ICT on specific systems used in school</li> </ul> <p>Attendance Officer Local Duties:</p> <ul style="list-style-type: none"> <li>• Knowledge of school and school systems/policies.</li> <li>• Official DFE /LA Training Courses – multiple courses</li> <li>• Aware of Education Department organisation structure and immediate contacts.</li> <li>• Developing health and safety knowledge.</li> <li>• Training provided in-house on specific systems used in school.</li> </ul>
<p><b>Operationally effective: How would effectiveness in role be demonstrated?</b></p> <ul style="list-style-type: none"> <li>• All pupil and staff information and data related procedures are effective</li> <li>• Communication with staff, parents, pupils and external contacts are appropriate and effective</li> <li>• Excellent organisational skills</li> <li>• Operating independently in all aspects of role</li> </ul> <p>Attendance Officer Local Duties:</p> <p>As for entry level, plus:</p> <ul style="list-style-type: none"> <li>• Demonstrates capacity for effective and advanced use of systems.</li> <li>• Able to operate independently.</li> <li>• Able to undertake training of staff in relation to attendance issues/systems.</li> <li>• Ability to produce and interpret high quality data/reports for internal/external use.</li> <li>• Ability to contribute to the development of school systems in relation to attendance.</li> <li>• Ability to maintain good relationships and rapport with other colleagues in the school, and external contacts.</li> </ul>
<p><b>Adding value: What characteristics will the advanced role holder demonstrate?</b></p> <p>Ability to work effectively and relatively independently without daily supervision.</p> <p>Promoting/marketing the image of the school in all contact with the outside world</p> <p>Attendance Officer Local Duties:</p> <ul style="list-style-type: none"> <li>• Inputting to and, where appropriate, leading on professional development of school staff during in-service activity.</li> <li>• Recognised for expertise in school and, possibly, more widely in LEA.</li> <li>• Support for the induction of other staff in the school including, in appropriate circumstances, teaching staff.</li> </ul>

- Ability to self evaluate learning needs and actively seek learning opportunities.

# How to Apply

Interested applicants should complete the application form\* together with the personal statement within the form, and address the job description and person specification in their application.

Please submit completed applications to [Applications@yateley.hants.sch.uk](mailto:Applications@yateley.hants.sch.uk)

CV's are not accepted.

Early applications are welcomed, closing could be earlier should a successful candidate be appointed.

If you have any queries regarding this vacancy or application process, please contact our HR department on 01252 879 222 or email [applications@yateley.hants.sch.uk](mailto:applications@yateley.hants.sch.uk)

\*Applications are also accepted via TES and Education Jobs websites directly; all applications will be considered equally.

## Safer Recruitment

Yateley School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an Enhanced Disclosure from the Disclosure and Barring Service (DBS)

Any offer of employment is therefore conditional on clearance from the above, the receipt of two satisfactory references, a satisfactory medical questionnaire, proof of qualifications, overseas checks where applicable, and proof of right to reside and work in the UK.

For the successful candidate, we can offer:

- A supportive team environment
- Continued Professional Development
- Teacher Pension Scheme (for teachers)
- Local Government Contributory Pension Scheme (for support staff)
- Free on-site car parking
- Preferential rates on Gym and Swim membership at our on-site Health & Fitness facility
- On-site Nursery facility for babies and children from 3 months to 5 years (subject to availability)

# School Information

We are proud of our school – exemplary teaching and determined, resilient students. The challenge of providing a rigorous and challenging curriculum, alongside the need for breadth and skills development is taken seriously, as is our resolute insistence on giving and expecting the best. The school is regularly described as having ‘high standards and a heart’ and the level of pastoral care and individualised support is integral to the ethos of the school.

The Ofsted report of 2023 opens with *‘Yateley School is a warm and welcoming community where pupils thrive’* and *‘The school’s values of ‘Ready, Respectful, Safe’ permeate all aspects of school life.’* Underpinning this is an ethos of high standards and high expectations. We work hard to create a caring and challenging learning environment where every individual can strive, enjoy and achieve and be supported to do so. The curriculum is broad and engaging and our accomplishments in cultural and sporting activities are truly inspirational. Ofsted noted that the *‘curriculum offers pupils the opportunity to study a wide range of subjects to suit their interests and aspirations.’* No child is left out and it is a matter of pride for us that whatever a child’s need, we can bring both our resources and individual care and attention to bear to ensure that every young person can thrive. *‘Pupils invariably behave well in lessons and around the school site, having respect both for each other and for adults alike.’* Ofsted. Alongside vast opportunity within the curriculum, our superb House system ensures that all students can and should participate from the first day and play a full part in the success of both House and School

We have superb provision both within and beyond the classroom and we are confident that the preparation for adult life offered at Yateley School is second to none. The school occupies a very pleasant and partially wooded site in excess of sixty acres. We have larger than average playing fields; a sports hall; a full commercial gym and swimming pool with day time school use and preferential rates for staff; a dance studio; specialist music rooms, a theatre with a dedicated audio/lighting facility; dedicated ICT suites, a community hall, dining halls and specialist teaching accommodation for Technology, Mathematics, Science, English, Humanities, Modern Foreign Language, Performing Arts and Physical Education.

# History and Location

Opened in 1968 as Hampshire's first community comprehensive school, in purpose-built accommodation, Yateley School was and still is truly innovative. It has an on-site nursery, a sports centre, the town library and adult and community learning all co-located within the large and attractive site. It is now one of only four schools in Hampshire to retain a Sixth Form and this semi- autonomous part of the school is hugely successful and adds a vital dimension to the character and strength of the organisation.

Yateley School serves a mixture of rural and urban housing in and around the small town of Yateley in North East Hampshire. The Hart district of Hampshire is broadly quite affluent and nearby Fleet has been rated best in UK in a quality of life index. Yateley School's catchment is truly comprehensive and serves a broad mix of social and economic backgrounds. The school is well served by the nearby M3 and M4 motorways and there are railway stations in Blackwater (2 miles) and Farnborough (6 miles). The large towns of Reading (12 miles), Basingstoke (13 miles) and Guildford (15 miles) are all within easy reach. The centre of London is only 35 miles away.



# Curriculum and Timetable

Our timetable is made up of 4 x 75-minute periods each day starting with a daily tutor time of 25 minutes, moving to 5 x 60-minute periods from September 2026. The curriculum in Key Stage 3 follows a broad range of subjects and is 3 years in duration. GCSE options are taken in Year 9 where diversity and choice are extended still further with additional subjects available for KS4 at the start of Year 10.

In KS3, after an initial settling in period, we run a timetable model based on two blocks each made up of 3 or more mixed ability tutor groups. The Arts and Humanities are taught in tutor groups, whereas Maths, Science, Languages and PE classes are set within the two blocks. English and Technology organise their classes in the same ½ year blocks using mixed prior attainment (not tutor groups) to organise their classes. Setting continues in core subjects at KS4.



We work to offer the broadest curriculum possible at KS4 and ensure a Progress 8 curriculum for all learners. This range and breadth of subjects is widened still further at KS5 with a range of courses designed to fit the needs of all learners.



We retain a Performing Arts ethos by offering courses in Music, Music Tech, Drama, Dance and Art. This has attracted accreditation including: Arts Mark, Design Mark, Sports Mark and Investors in Careers. Ofsted noted that *“the curriculum is broad and balanced”* and *“offers pupils the opportunity to study a wide range of subjects to suite their interests and aspirations.*

*Creative, technical and performing arts are particularly strong”* and *“pupils are supported and guided well to ensure that they follow appropriate courses for their ability”*.

This is complemented further by extra-curricular provision which provides a wide range of experiences across many areas, significant sporting success at district and county level. Arts continue to thrive with high participation rates in all areas. We continue to enhance our curriculum offer with a wide range of trips, visits and other events. *“The extensive range of extra-curricular opportunities are highly valued by pupils.”* and *“(the extracurricular activities) help pupils to develop their skills further beyond the taught curriculum”*. Ofsted

The school offers high-quality support and guidance. Four Heads of House coordinate the work of their tutor teams and to some extent operate a small school within a big school, developing a strong ethos and purpose amongst their students. Tutor Groups are by house and by year group. Positive tutoring, a detailed tutor programme and personal mentoring are regarded as the cornerstones of the ethos of the school and underpin all we do; tutors are the first port of call for students and parents.

# Mission Statement, Vision and Values

Our mission is for Yateley School to be the pride of the community it serves, with exceptional progress for all, expert teaching and a curriculum fit for the future. Our school community will be confident, fulfilled and with consistently outstanding attitudes to learning

Yateley School exists to provide an excellent quality of education for the entire community that it serves; advancing education, learning and opportunity for the public benefit. Our school enables young people to understand, challenge and improve the world in which they live; to value their culture and accept those of others. Yateley School strives to develop responsible young adults who have the resilience and commitment to lead fulfilled lives and contribute positively to their society and to the environment.



## Centre of Excellence

Our school is a proud and accomplished centre of excellence



## Dynamic

Our school is exciting and engaging - it is a dynamic place to learn



## Ambitious

Our school is a place where confidence and ambition are built



## Valued

Our school is a place where every individual is valued, challenged and trusted make great teams. Everyone is significant, everyone has value and everyone has purpose



## Inclusive

Our school is an inclusive community where values are lived and where relationships are nurtured



## Compassionate

Our school is a compassionate community which notices and cares – where wellbeing matters



## Sustainable

Our school is a responsible community that values our environment and is committed to a sustainable future



## Passionate

Our school is a team with a passion to deliver our best and a resolve to be our best



## Enjoys and Achieves

Our school is where success is counted in enjoyment and happiness as well as unrivalled progress and achievement

# Our Learning Values

Our Learning Values are captured by our Ambitious, Curious and Tenacious (ACT) philosophy to learning.



**Ambition:** We believe that everyone can play a significant role in identifying, nurturing and developing ambition. We must create an environment that supports driven individuals, and encourages others to join them in wondering what can be achieved.

**Curiosity:** A good question can open minds, shift paradigms and force the uncomfortable. We can help create thinkers. We believe that it is more important for our students to ask their own great questions – and more critically, their willingness to do so and seek answers.

**Tenacity:** Staff and students will persist more when they are treated fairly and with respect, whilst understanding that life is often challenging. Collectively, we will show tenacity in pursuit of personal excellence and we will set high expectations of what we can achieve together.

# Our Behavioural Values

Our Positive Behaviour values are captured by the principles of being Ready, Respectful and Safe.



**Ready:** It is important that we are always ready for the day ahead and the learning possibilities. This begins each day by arriving on time and correctly equipped. It then flows into having a positive mindset and attitude in all learning opportunities to enable us to tackle the challenges that lie ahead.

**Respectful:** A key quality for everyone is to show respect. We must be supportive and listen to others, follow expectations and guidance and respect other people's property within the school and community. Being respectful will create a calm and positive place of work and study.

**Safe:** We encourage everyone to be safe in all that they do within school and community. This includes being safe in physical interactions, looking after ourselves and others and being aware of how to use online resources like the Internet and social media appropriately.

# Further Information

Please do visit our School website for more information and recent news



<https://www.yateleyschool.net/>

