



Minibus Driver

Permanent

15 hours per week, Term Time Only

B Grade £8,598 (FTE £24,796)



Candidate Information Pack

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

Learning together – Empowered for life



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Headteacher: Mr P German BA NPQH
Telephone: 01252 879222
E-mail: admin@yateley.hants.sch.uk
Web: www.yateleyschool.net
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 – Minibus Driver

Job Title:	Minibus Driver
Salary:	B Grade £8,598 (FTE £24,796)
Hours of Work:	15 hours per week, Term Time Only
Contract:	Permanent

Due to expansion of our school transport services, we are looking to appoint a responsible and hard-working Mini Bus Driver to join our team in September 2026 (or earlier if available). The successful candidate will be required to work up to 15 hours per week, Monday to Friday term time only. They will be required to complete the school pick up run in the morning between the hours of 7am and 8.30am, along with the afternoon drop off between the hours of 3pm and 4.30pm. A job share would also be considered.

The successful candidate must be able to demonstrate a flexible attitude, have a good sense of humour, good communication skills, show initiative and be confident to work alone and be responsible for the students that are being transported. Candidates must hold a D1 driving licence, an existing MIDAS certificate would be preferred but training will be given to obtain this.

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

Closing date: Thursday 25th June 2026, 12 noon. Early applications are welcomed, applications will be reviewed on receipt, and closing could be earlier should a successful candidate be appointed.

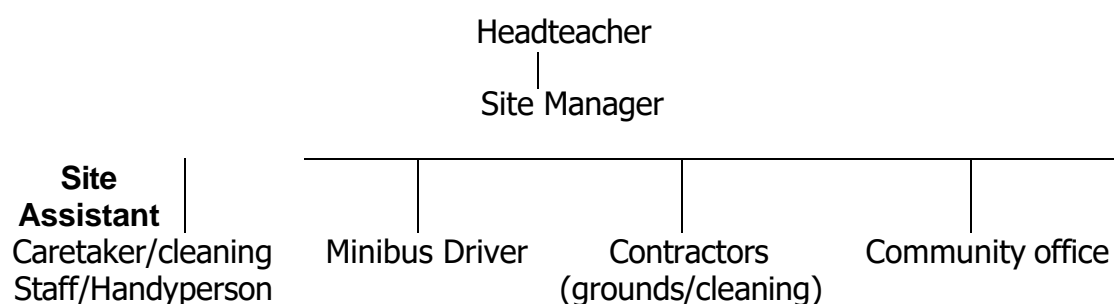
Yateley School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an Enhanced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

Job Description

	ROLE PROFILE FORM REF:	02035
1	DEPARTMENT	Education (Schools)
2	SECTION	N/A
3	GROUP SPECIALISM	N/A
4	ROLE TITLE IN FULL	Minibus Driver
5	SAP ROLE TITLE (No greater than 40 characters)	
6	STATUS OF ROLE PROFILE (i.e. new, revision, generic, challenge, deleted)	Revision
6a	Date of change in status / effective date	TBC
7	ROLE REPORTS TO (Supervisor/manager's role title)	Senior Site Manager

8	ROLE PURPOSE (Why the role exists)
	To safely transport pupils and escorts to and from school, including school trips.

9. ORGANISATION STRUCTURE



10. ACCOUNTABILITIES

Accountability statements are the key functions of the role which in combination make up the main purpose. Typical examples include Resource Management, Finance, Systems, Supervision, Professional Direction, Policy, Administration etc. Select an appropriate series of headings for this role and insert in the table below:

Accountability headings	Accountability statements
Transport	<p>To drive the vehicle safely and within the law and Highway Code.</p> <p>To have regard at all times for the safety of passengers, ensuring seatbelts are worn where fitted and other equipment is applied correctly and appropriately</p> <p>To be courteous at all times to passengers, other road users and pedestrians.</p> <p>To assist passengers in boarding and alighting and to assist an escort where necessary</p>
Planning	<p>To plan routes with due regard to safety, time and economy as required, ensuring the route is the quickest and most effective</p>
Maintenance	<p>To ensure the vehicle is adequately fuelled and for long school trips, make fuel stops regularly so that the minibus never runs out of fuel</p> <p>To report any defects immediately to the headteacher so that they are rectified</p> <p>To take the vehicle to be serviced and have its MOT as required, meeting legal and LEA requirements</p> <p>Carry out minor maintenance and daily vehicle checks including:</p> <ul style="list-style-type: none"> ○ External damage to vehicle ○ Tyre conditions and pressures ○ Oil, water, brake fluid and fuel levels ○ Lights and indicators are clean and in working order ○ Washers and wipers are working ○ Horn is working ○ Mirrors are intact, clean and correctly positioned ○ Seat belts, where fitted are working properly ○ Fire extinguisher is intact and first aid kit is complete
Health and Safety	<p>A strict policy of no smoking will be adhered to at all times</p> <p>Drivers must not drink alcohol whilst on duty and are to be within the legal limit to drive</p> <p>Drivers must not allow any person to drive or travel on the vehicle without the permission of the headteacher</p> <p>All accidents must be reported immediately to the police and headteacher</p> <p>Any injury to self, passengers, pupils or the general public must be reported immediately using appropriate channels (depending on the severity of the injury)</p>

Administation	To complete all forms relating to mileage and other aspects of vehicle maintenance as required.
Corporate and statutory initiatives - equalities/health and safety/e- government/ sustainability	Apply and enforce all HCC guidelines and statutory obligations in these areas to ensure compliance Identify and offer to the team all suitable training and development opportunities in these areas
Additional	Minibus driving and inspection as required, MIDAS training will be provided but post holders must have D1 on their license. Ensuring servicing and MOTs are carried out at the recommended frequency. Be aware of and comply with school policies and procedures relating to child protection, accessible access, health, safety and confidentiality, reporting all concerns appropriately.

11. Key decision-making areas in the role

Deciding on appropriate routes for daily pupil-runs and on long distance school trips
Vehicle maintenance decisions

12. 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)

Planning the most effective route will save on fuel costs
Reporting defects at an early stage may save on larger repair bills
Responsibility for maximum of x pupils on the minibus
Approximate miles per year: x miles

13. Main contacts – external/internal customer contacts and purpose. Frequency and level of contact may also be relevant.

- Parents, when picking up and dropping off children
- Teachers/ teaching assistants when dropping off and picking up children from school
- External contractors, with regards to maintenance

- 14. Working conditions** – 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

Some pupils will require assistance in getting on and off the bus, due to physical difficulties. This can be physically demanding. However, for pupils with severe difficulties will be transported in appropriate vehicles with appropriate facilities.

15. Role requirements for operational effectiveness

Please state the essential skills, qualifications and types of experience which are required for operationally effective service delivery. Additional and desirable, attributes or qualifications, e.g. a degree or membership of a professional body should only be included, where the employing department believes that the role cannot be effectively performed without it.

Entry (necessary role-related knowledge, skills and experience at selection):

- Driving license must allow driving of minibus with up to 16 passengers
- Willingness to complete MiDAS (Minibus Driver Awareness Scheme) certificate , if not already obtained
- Some experience of driving a minibus an advantage

Initial induction/training required to become effective in the role:

Estimated time to become operationally effective: 1-2 months.

- If the MiDAS certificate is not already obtained, completion of the certificate will be arranged. Completion of the certificate is a necessary requirement for the role.
- Training in moving and handling if required

Operationally effective (how effectiveness in role would be demonstrated):

- Good knowledge of local routes, minimising journeys where possible, whilst maintaining good fuel economy
- No complaints received from pupils, passenger, other road users or pedestrians
- Reliable pick up and delivery of pupils

Adding value (what characteristics the advanced role holder will demonstrate):

- Using own initiative to resolve situations during transport e.g. traffic problems
- Ability to communicate effectively with parent and pupils

16. Context/Additional Information

Drivers must adhere to the requirements of the Highway code and the conditions under which their driving license is issued. Any convictions, penalties or medical conditions which may affect their ability to drive the minibus in accordance with these requirements/conditions must be reported immediately to the headteacher.

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

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

*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/>

