



# Head of House

Permanent

1.0 FTE from September 2026

Applicants from all Subjects considered

Main/Upper Pay Scale + TLR1a



## 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](mailto:admin@yateley.hants.sch.uk)  
Web: [www.yateleyschool.net](http://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 – Head of House

<b>Job Title:</b>	Head of House
<b>Salary:</b>	Main/Upper Pay Scale plus TLR1a
<b>Hours of Work:</b>	1.0 FTE
<b>Contract:</b>	Permanent – from September 2026

We are offering an exciting opportunity for an outstanding individual to become a Head of House, from September 2026, to lead the pastoral care of approximately 300 students. Applicants from any subject specialism are welcome, and Heads of House currently teach 62.5% of a timetable, with the remaining time dedicated to pastoral leadership. The role is based in our Wellbeing space, where all Heads of House work closely together.

The successful candidate will provide strong, supportive leadership and foster a positive, aspirational House ethos. They must be able to build effective relationships with students, parents and colleagues, and handle pastoral issues with confidence and sensitivity.

Applicants should understand the needs of vulnerable students and use behaviour, attendance, progress and achievement data to drive effective interventions. They will model excellent behaviour management, support good practice in others, and have sound knowledge of external agencies.

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.

We are a large and highly accomplished centre of excellence, firmly rooted in its local community. Examination results are exemplary and compare favourably with other schools, both locally and nationally at GCSE and A Level. We are a cohesive and ambitious school, excited about the future of education and determined to develop. If you are a committed, resilient and creative person, capable of making a positive contribution to our school and inspire both students and staff, then this could be the post for you. The successful candidate will share the ambitions, ethos and values of Yateley School.

## 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 [hr@yateley.hants.sch.uk](mailto:hr@yateley.hants.sch.uk). We warmly welcome visits to the school. Please get in touch if you'd like to arrange a visit.

Closing date: Thursday 5<sup>th</sup> March 2026, 12 noon. Early applications are welcomed, 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

**Job Title:** Head of House

**Job Purpose:**

- To play a full part in the life of the school community, to support its ethos and values, and to ensure staff and students follow this example.
- To embody and lead by example along the school's behaviour values and principles of Ready Respectful Safe and to support the consistency of these values being applied across the school.
- To promote student achievement in all areas of school life.
- To monitor and act with students and parents on areas of concerns around behaviour and/or attendance.
- To provide leadership and management for the tutor team (10 tutor groups), students and shared Assistant Head of House (non-teaching role) in the House.
- To contribute to the whole school strategic development of the pastoral system.
- To develop a strong sense of House identity.
- To foster and promote high standards of behaviour and mutual respect among students.
- To confirm and strengthen links between parents, staff, students and, where appropriate, external agencies.
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students.
- To monitor and support the overall progress and development of students as a subject teacher.
- To facilitate learning experiences which provide students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

## Line Management

**Responsible to:** Deputy Head – Culture (Behaviour and Attendance), and working closely with the Assistant Head for Inclusion and Sendco

**Responsible for:** Pastoral care of students in the House, and management of tutor team.

**Liaison with:** Students, parents, department members, wider staff, the Governing Body, LA consultants, external agencies and parents.

## Areas of responsibilities and key tasks

### Operational/Strategic Planning

- To develop a strong sense of House identity and a sense of belonging and shared commitment among the students in the House, in accordance with the aims, rules, and expectations of the school community
- To encourage and maintain a high standard of disciplined and considerate behaviour by students
- To encourage and maintain a high standard of attendance by students
- To monitor and analyse pastoral data (behaviour, attendance, achievement, etc) on a regular basis to be able to identify areas of concerns and put in place suitable actions and, where required, working with others, as well as identifying areas of celebration and improvement
- To work with Form Tutors in dealing with the personal guidance of students, i.e. their academic progress and social and emotional well-being, and ensuring Form Tutors are consistently fulfilling their role and following the tutor time programme
- To know students in the House as well as possible and to become accepted as a person to whom they can turn for guidance in addition to Form Tutors
- To work with the Deputy Head - Culture and Assistant Headteacher (Sendco/Inclusion) in identifying as early as possible, students who are at risk of exclusion and to initiate action, including calling meetings of relevant support agencies and drawing up Pastoral Support Programmes and CAFs
- As well as identifying the needs for all students in their house, especially responsible to ensure that any students who might be classified as disadvantaged (SEND, PP, FSM, EAL, LAC, PLAC, known to Social Services, etc) do not have barriers to their academic and personal development.
- To liaise with Parent Support Workers
- To liaise and work closely with the Attendance Officer, Senco, PP Leader, Designated Teacher, Designated Safeguarding leads, School Counsellor and School Nurse when it comes to attendance concerns, SEND students, Pupil Premium students, student welfare and health, safeguarding and child protection, etc.
- To encourage the tutor team to develop a programme of social activities, charity events and trips to develop the cohesion and development of the House. In Year 11, to liaise with the organiser of the 'Year 11 Prom'.
- To work with the three Student Committees to promote and develop positive aspects of the House and school (which is then visible within school and local community via effective publicity)
- To prepare and hold regular fortnightly morning assemblies for the House and then help and support with the fortnightly Year Group assemblies
- To attend and support House events, both during and after school
- To be part of the 'emergency referral' rota during lesson time; lead by example in

supervising students outside lessons and be able to be called about for staff support and supervision when required by SLT (for example certain free time periods)

- To attend various outer agency meetings to support the children in the House (attendance panels, Early Help Hub meetings, Child In Need and Child Protection meetings, conferences and reviews, LAC and PEP meetings, etc)

### **Curriculum Provision and Development**

- To encourage students to take a full part in House activities, competitions and posts of responsibility and encourage full participation in the House Councils
- In conjunction with the other Heads of House, organise a meaningful programme of tutorial work and ensure its effective delivery by tutors

### **Recruitment/Deployment of Staff**

- To lead the team of Form Tutors, including organising regular meetings of the team
- To work together and collaborate with the Assistant Head of House to ensure all students are fully supported at all times, particularly when the Head of House has teaching commitments

### **Staff Development**

- To monitor and be responsible for the work of the Shared Assistant Head of House, including undertaking annual individual progress planning
- To contribute to the performance management of Tutors

### **Quality Assurance**

- To monitor the work of tutors in the delivery of Pastoral care and the Tutorial programme

### **Management of Information**

- To assist tutors with the reviewing of students' progress,
- Contribute to the monitoring of the academic progress of the students in the house, focussing particularly on those at risk of not making sufficient progress across a key stage
- To monitor students' attendance and punctuality and take appropriate steps to deal with those students whose attendance falls below various thresholds and attendance monitoring bands
- To ensure that a pastoral file and MIS information is maintained on each student,

containing records of academic progress, behaviour and attendance, interventions, contacts with parents and any other relevant personal information. This will include using systems like CPOMS (child protection and safeguarding), BromCom (behaviour, attendance, achievements), Provision Map (log of stakeholder and agency contacts, interventions, actions taken, communication, meetings, etc)

- To monitor the central child protection reporting form/system and respond to any concerns raised by staff for student in their house and take the required action and keep relevant staff informed
- To write references for students when required
- To organise the completion of Progress Reports, Progress Checks, references and other reports as appropriate

### Communications

- To liaise with the careers advisor with regard to careers guidance and other advice
- To liaise with the Learning Support department to ensure that the particular needs of students with special educational needs are met
- To arrange for good communication with parents, ensuring that they are kept appropriately informed
- To make effective and persuasive presentations to audiences various including parents, colleagues and students in arenas such as assemblies and parents' information evenings
- To liaise with other outside agencies as appropriate (especially attending required Child Protection meetings)
- To ensure that all stakeholders are kept informed in a timely manner when it comes to any concerns raised and actions taken around students

### Marketing and Liaison

- To contribute to the school liaison and marketing activities e.g.: the collection of material for press releases
- To establish close links with charities in order to promote students' understanding of social, cultural and economic diversity
- To promote the school and its interests (including working with feeder schools when it comes to transition work)

### Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher and obtain results commensurate with those expected of a role model

### Other Specific Duties:

- To continue personal professional development as agreed
- To engage actively in the performance review process
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate
- To undertake any other duties as specified by School Teachers' Pay and Conditions document
- To be trained in a similar vein as a DSL so that the Head of House can attend Child Protection meetings and Child in Need meetings and make executive decision around these matters when it comes to their children and families
- To be trained in a similar vein as a DT so that the Head of House can attend PEP meetings with the Virtual School for any LAC students in their house and make executive decision around the use of the funding to support their LAC students

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

The post-holder will carry out all teaching and other related duties, subject to the direction of the Headteacher, in conformity with policies of the school and the Pay and Conditions of Service that are currently in place.

This job description may be subject to review, after consultation, at the request of the Headteacher.

**Date of Publication:** February 2026

## Teaching Main Duties & Responsibilities

Teaching, Learning and Assessment

- To apply our Ambitious, Curious, Tenacious (ACT) learning principles so that highly effective learning can take place.
- To assist in the development of appropriate programmes of study, resources, schemes of assessment and teaching strategies for the subject taught.
- To contribute to the curriculum area and department's development plan and its implementation.
- To plan and prepare lessons that are suitable to the needs of students taught.
- To track student progress and use information to inform teaching and learning.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that lessons develop broad skills, such as ICT, literacy and numeracy.
- To ensure a high-quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To provide frequent, timely and personalised feedback to all students so that they make outstanding progress.
- To review impact of teaching and programmes of study and implement changes as required.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- To ensure the effective/efficient deployment of classroom support to ensure that all students are able to maximise their learning within lessons.

Personal development, behaviour and welfare

- To apply and embody our Ready, Respective, Safe (RRS) behaviour principles to contribute to the positive school culture.
- To actively participate in the school's professional development programme.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To take accurate and timely registers each and every lesson.
- To complete the relevant documentation to assist in the tracking of students.
- To promote the general well-being of all students.
- To alert the appropriate staff to problems experienced by students and,

	<p>where appropriate, to make recommendations as to how these may be resolved.</p> <ul style="list-style-type: none"> <li>• To comply with the school's Health and safety policy and undertake risk assessments as appropriate.</li> <li>• To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.</li> <li>• To actively safeguard students through effective application of the Safeguarding Policy.</li> </ul>
Outcomes for students	<ul style="list-style-type: none"> <li>• To accurately monitor the performance and progress of students.</li> <li>• To regularly inform students and parents of progress and next steps advice.</li> <li>• To keep an accurate mark book to track the progress of students.</li> <li>• To ensure that all aspects of entries and assessments for public examinations are accurate and timely.</li> <li>• To contribute to the preparation of academic progress reports.</li> </ul>
Leadership and management	<ul style="list-style-type: none"> <li>• To support the Curriculum Leader to ensure that the curriculum area provides a range of teaching which leads to outstanding progress for all students.</li> <li>• To assist in the process of curriculum development so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's core values.</li> <li>• To engage actively in the Performance Management Review process.</li> <li>• To contribute to the process of monitoring and evaluation of the curriculum area/department, in line with agreed school procedures, including evaluation against quality standards and performance criteria.</li> <li>• To seek/implement modification and improvement where required.</li> <li>• To contribute to the school's planning activities.</li> <li>• To assist the Curriculum Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.</li> </ul>
Additional Duties	<ul style="list-style-type: none"> <li>• To play a full part in the life of the school community and to support our core values.</li> <li>• To implement all school policies.</li> <li>• To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.</li> <li>• To communicate effectively with the parents of students as appropriate.</li> <li>• Where appropriate, to communicate and co-operate with persons or bodies outside the school.</li> <li>• To follow agreed policies for communications in the school.</li> <li>• To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, and liaison events with partner schools.</li> <li>• To contribute to the development of effective subject links with external agencies</li> </ul>

# Person Specification

Job Title: Head of House

Key Criteria	Essential	Desirable
Qualifications and Training	<p>Qualified Teacher Status</p> <p>Evidence of continuous professional development</p>	
Competence (knowledge, abilities, skills, experience)	<p>Proven ability as an excellent classroom teacher</p> <p>Ability to teach KS3 and KS4</p> <p>Ability to lead and manage a team</p> <p>Professional knowledge of what constitutes high quality and standard in teaching and learning</p> <p>Confident to use ICT and admin systems effectively to perform a range of tasks including reports and keeping records</p> <p>Able to work well with stakeholders such as parent/carers and other professionals</p> <p>Understanding of curriculum and assessment of pupil progress</p> <p>Understanding of cross-curricular teaching</p> <p>Understand procedures and legislation relating to confidentiality</p> <p>Able to use a positive approach to promote learning and excellent behaviour</p>	<p>Ability to teach KS5</p>
Personal Requirements	<p>Resilience, the ability to work under pressure and be able to meet deadlines</p> <p>Proven ability to prioritise workloads</p> <p>Ability to work effectively and supportively within the school environment</p> <p>Excellent communication and organisational skills (including written and verbal skills)</p> <p>Proven ability to work creatively and collaboratively</p> <p>Demonstrably professional, honest and loyal</p> <p>Commitment to our pupils and their learning, wellbeing and safety</p> <p>Committed to equality</p> <p>Ability to establish rapport and respectful and trusting relationships with children, their families, carers and other adults</p> <p>Ability to build and maintain successful and purposeful relationships</p> <p>Passionate about teaching and learning</p> <p>Open-minded, self-evaluative and adaptable to changing circumstances and new ideas</p>	
Other Requirements	<p>Understanding of safeguarding within a school setting, and suitable to work with children</p> <p>Commitment to safeguarding and promoting the welfare of children and young people</p> <p>Understanding of inclusion and strategies for engaging all learners</p> <p>Willingness to be involved in the wider life of the school, and contribute to extra-curricular activities</p>	

# 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 [HR@yateley.hants.sch.uk](mailto:HR@yateley.hants.sch.uk)

CV's are not accepted.

Closing date: Thursday 5<sup>th</sup> March 2026, 12 noon.

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 [HR@yateley.hants.sch.uk](mailto:HR@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. 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. The 2018 Ofsted report 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 2018

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/>

