



# Deputy Site Manager

Permanent

37 hours per week

D Grade £27,780 – £30,564



## Candidate Information Pack

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

Learning together – Empowered for life



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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 – Deputy Site Manager

<b>Job Title:</b>	Deputy Site Manager
<b>Salary:</b>	D Grade £27,780 - £30,564 depending on experience
<b>Hours of Work:</b>	37 hours per week, 52 weeks per year
<b>Contract:</b>	Permanent – to start end of April 2026

We are seeking to appoint an enthusiastic and reliable Deputy Site Manager to join our team. The level of appointment will depend on previous experience, and full training will be provided. This is a 37-hour per week position, Monday to Friday, with one Saturday in three worked on a rota (a weekday off in lieu will be provided). The site operates from 6:30am to 8:00pm, and shifts will vary (typically 6.30am-2.30pm, 8am-4pm and evening shifts)

The Deputy Site Manager will help ensure the school is safe, clean, well-maintained and welcoming. Key duties include supporting high standards of cleanliness by overseeing contract cleaners, maintaining cleaning equipment, and ensuring safe working practices. You will report building defects, arrange repairs, and carry out basic maintenance tasks once trained, as well as supporting the Senior Site Manager with planned maintenance, redecoration, and holiday works.

You will assist with the operation of heating, lighting, water, and ventilation systems, alongside meter readings and energy-efficient practices. Compliance responsibilities include maintaining equipment and safety signage, completing water flushing and temperature checks, and keeping accurate records. Grounds duties include litter picking, leaf clearing, and minor pruning. The role also involves responding to emergencies such as snow and ice, flooding, or property damage.

Additional responsibilities include preparing rooms for exams, events, and lettings; managing contractors on site; ordering supplies within budget; and supporting site security through keyholding, locking/unlocking, and access control. The post holder will occasionally be required to drive the school minibus (D1 licence preferred; MiDAS training available).

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 13<sup>th</sup> March 2026, 12 noon. Early applications are welcomed, closing could be earlier should a successful candidate be appointed.

Interviews to be held Wednesday 18<sup>th</sup> March.

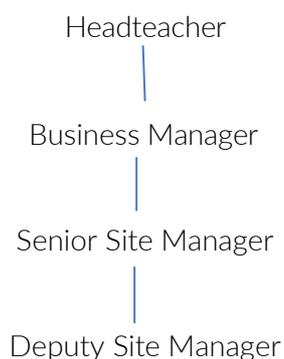
*Yateley School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an Enhanced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

# Job Description

	ROLE PROFILE FORM REF:	02139
1	DEPARTMENT	Education (Schools)
2	SECTION	N/A
3	GROUP SPECIALISM	N/A
4	ROLE TITLE IN FULL	Deputy Site Manager – Schools (Generic)
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 support in the management and maintenance of the physical resources on the site (buildings, grounds, materials and equipment) so that optimum use can be made of them for school and community purposes.

## 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
<p><b>Cleaning</b></p>	<p>Supervise in-house cleaners/monitor standards of contract cleaners and liaise with supplier. Hold regular monthly/ quarterly meeting with in-house and contract cleaners.</p> <p>Develop and operate a cleaning specification liaising with cleaning contract supplier/develop and operate a schedule of cleaning for the site including supervision of cleaning staff, following agreed procedures and standards.</p> <p>Monitor cleaning standards. Demonstrate an understanding of acceptable standards of cleanliness. Supervise inhouse cleaning staff/liaise with supplier of contract cleaning.</p> <p>Implement/attend regular contract review meetings.</p> <p>Supervise, instruct and maintain site cleaning machinery showing regard to health and safety requirements.</p> <p>Ensure all graffiti is removed regularly.</p> <p>Hygienically clean following any body fluid spillages showing regard to health and safety requirements.</p> <p>Train/instruct other staff in hygienic cleaning methods following spillages in accordance with infection control guidelines.</p>
<p><b>Maintenance</b></p>	<p>Note and report to line manager all building and fabric defects, initiate and monitor repairs.</p> <p>Supervise and carry out routine maintenance repairs, subject to previous training and experience.</p> <p>Make the area safe and supervise/organise emergency repairs.</p> <p>Develop, organise and implement programme of internal and external site maintenance and redecoration.</p> <p>Attend maintenance meeting to plan holiday work. Formulate a rolling programme of decoration and planned maintenance.</p> <p>Obtain quotes and arrange site visits by external contractors for tasks that cannot be completed by in-house staff.</p> <p>Operate the school heating, lighting, water and ventilation systems, ensuring they are maintained to the correct standard.</p> <p>Replace light bulbs and clean light fittings as required. Promote energy ethos throughout the school.</p> <p>Ensure fixed and portable safety signage is maintained in good condition and is suitable/sufficient.</p> <p>Ensure all tools and machinery relevant to management of the site is serviced and maintained.</p> <p>Ensure the grounds are maintained, including clearing of leaves, minor pruning, emptying of external waste bins and litter picking. Liaise with grounds maintenance contractors.</p>

	<p>Ensure that Bad Weather and Emergency Plan/procedure is in place – take responsibility for clearing snow or ice from paths for access, dealing with floods, fires, break-ins or other damage caused to school property.</p>
<p><b>Stock management/ admin</b></p>	<p>Move goods and school equipment within the school.</p> <p>Monitor stocks of site maintenance supplies and re-order as necessary, with due regard to agreed budgets.</p> <p>Establish and maintain a well organised and accessible system for site administration.</p>
<p><b>Management of use of site</b></p>	<p>Take and record meter readings as requested by line manager. Collect and assemble waste for collection.</p> <p>Prepare reports using web-based energy management platform and make suggested improvements as requested by senior leadership team.</p> <p>Check and adjust heating system.</p> <p>Arrange and organise lettings in accordance with school policy and in view of income/expenditure.</p> <p>Manage/carry out overtime duties in relation to evening and weekend use of the school premises, by negotiation and in agreement with line manager to ensure most cost effective arrangements.</p> <p>Organise/prepare rooms for exams, lettings, parents evenings.</p> <p>Attend meetings, liaise with the senior leadership team and governing members regarding maintenance of the school site.</p>
<p><b>Supervision of contractors</b></p>	<p>Manage contractors on site, ensuring all health and safety requirements are adhered to.</p> <p>Assess need for and allocate contracts.</p> <p>Report defects to term contractor and monitor repairs. Liaise with all relevant HCC technical support staff. Engage external contractors where appropriate.</p>
<p><b>Management (where staff directly employed)</b></p>	<p>Line manage any directly reporting site management staff (e.g. site assistants, cleaning staff), including organising training and performance management. Assist with recruitment following site specific policies.</p> <p>Ensure cover is provided in the event of cleaning staff and site staff absence.</p> <p>Respond positively to reasonable requests commensurate with the role, made by members of staff.</p> <p>Identify own training needs and implement training programme for all directly reporting site management staff and in-house cleaning staff. Participate in training and other learning activities and performance development as required.</p>

<p><b>Security</b></p>	<p>Ensure site security is maintained through organising and monitoring arrangements for keyholding, locking and unlocking, controlling key accessibility. Act as a keyholder for the school. Review security procedures and make proposals for improvement as necessary.</p> <p>Ensure a member of the site team is contactable at all times in the event of an emergency, and act as principal keyholder.</p>
<p><b>Health and safety</b></p>	<p>Act as school Fire Safety Officer.</p> <p>Act as Nominated Responsible Person for Asbestos Register. Carry out all risk assessments related to site management.</p> <p>Ensure COSHH risk assessments are carried out and COSHH file contains up to date MSD's.</p> <p>Carry out health and safety checks, including:</p> <ul style="list-style-type: none"> <li>● Boiler room – carry out boiler room inspections and report to line manager</li> <li>● Site inspection – complete daily visual site safety inspection and quarterly premises inspection, report and follow up any defects</li> <li>● Playground equipment – ensure all safety checks of playground are carried out, record an report to responsible contractor, monitor repairs</li> <li>● Drains and drain covers – ensure inspections of all drain covers and manholes are carried out and recorded, reporting defects to term contractor where necessary</li> <li>● Call points – ensure weekly test of fire alarm call points are carried out and recorded, report any faults to contractor</li> <li>● Fire extinguishers – ensure monthly inspection of fire extinguishers is carried out and recorded, report any faults to contractor</li> <li>● Emergency lights – ensure test of emergency lighting is carried out and recorded on a monthly basis, report any faults to contractor</li> <li>● Fire doors – ensure quarterly inspection of fire doors is carried out and recorded, reporting any faults to contractor</li> <li>● Final exit doors – ensure inspection of final exit doors is carried out and recorded, reporting any faults to contractor</li> </ul> <p>Management of Legionella:</p> <ul style="list-style-type: none"> <li>● Act as Nominated Responsible Person for Legionella</li> <li>● Flushing – ensure all weekly and periodic flushing of the water system is carried out and recorded</li> <li>● Temperature recording – ensure water temperature readings are carried out and recorded using the online system, report and monitor any faults</li> </ul> <p>Carry out and record PAT tests if suitably qualified, ensure tests are carried out by contractor if not.</p> <ul style="list-style-type: none"> <li>● Carry out and record inspection of all access equipment.</li> </ul>

<p><b>Additional</b></p>	<p>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.</p> <p>Carry out and record swimming pool checks after appropriate training. Ensure that the health and safety requirements have been met following the latest guidelines. Ensure that cleaning of pool surrounds, foot baths etc is carried out as per pool procedures.</p> <p>Be aware of and comply with school policies and procedures relating to child protection, accessible access, health, safety and confidentiality, reporting all concerns appropriately.</p> <p>Ensure repairs are carried out within agreed budgets. Manage all budgets pertaining to the cleaning of the site, repairs/maintenance of equipment. Requisition site management supplies within budget allocation.</p>
<p><b>Corporate and statutory initiatives, e.g. equalities, health and safety, e-government, sustainability</b></p>	<p>Be familiar with county council/school health and safety requirements and ensure these are consistently met by those using the site</p>

## 11. Key decision-making areas in the role

<p>Recruitment/deployment of staff – decide (in some schools, in consultation with members of senior leadership team)</p> <p>Use and deployment of contractors, monitor sub-standard contractor performance – decide (in consultation with senior leadership team )</p> <p>Security/safety of users – decide (in consultation with senior leadership team)</p> <p>Use of school for extraneous purposes – decide (in consultation with senior leadership team)</p> <p>Spending decisions – decide against agreed annual plan</p> <p>Maintenance priorities against rolling programme – decide (in consultation with senior leadership team)</p> <p>Replacement equipment – decide against agreed budget</p>
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**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)**

Budgets – amounts will vary from school to school but maintenance budget likely to be up to £30K in some instances, with discretion to spend on any one project amounting to £000s. Will also include monitoring of other budgets (e.g. cleaning contractors up to £100K) and overseeing capital works on site (could be up to £250K) paid for by school.

Staff management – may be small (2-3) if much in school sub-contracted (although responsibility for managing contract will then be greater) or up to 10 if not sub- contracted.

School assets – will be substantial and valuable (into seven figures in all cases). Includes managing access to assets where substantial changes (e.g. capital works) are occurring.

Dispersal of site – will be significant factor where accommodation and buildings spread over large area or, in some cases, over more than one site. There are substantial variations in size of school sites which will impact on scale of responsibilities (e.g. playing fields, floor area).

Complexities of contract management – will vary from school to school but, in cases where there is significant use of contracts, is expected to contribute to development of specification and ensure contract obligations are delivered.

Other – regular deliveries each week.

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

- Own team – daily to manage work and share information
- Other school staff up to and including headteacher – daily for various purposes
- Students/pupils – daily
- Other school users including community groups – daily to discuss needs, use of school premises, etc
- Member of school governing body – occasional to advise on site issues
- Neighbours – regular, to maintain good relationships
- General public – regular to provide information and guidance
- HCC directorates, e.g. Universal Services (Property team) – regular for information/guidance purposes e.g. Building Surveyor
- External contractors and suppliers – regular to pursue school issues
- Other external agencies e.g. Police, Fire and Rescue Service – occasional, normally for security purposes

- 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

Regular exposure to the elements (weather). Manual handling/lifting.  
Lone working, requiring strong health and safety emphasis (use of radio/mobile phones), Can be significant call-out component/primary keyholder.  
Shift working covering late evenings/early mornings and weekends.  
Will be some handling of dangerous substances and exposure to difficult customers, intruders.  
Regular reassessment of site priorities to ensure requirements **of users are met.**

- 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):

- Skilled in routine maintenance activities, some experience in simple DIY type maintenance and repairs
- Management skills
- Strong and effective inter-personal skills – evidence of previous team working and able to communicate clearly and appropriately with others
- Good standard of written and spoken English. Good numeracy skills. Able to complete written reports and records.
- Good organisational ability
- A clear understanding of health and safety issues and the relevance of health and safety in the school premises environment (e.g. CoSHH)
- Financial awareness
- Good standard of IT skills including ability to use Microsoft packages Budget management experience
- Be available to attend school/parents' functions as required.
- Willing to undertake job-related training

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

Estimated time to become operationally effective: 9 months Induction:  
3 months

#### Further learning 6: months

- Awareness of all school policies
- Knowledge of and showing regard for school priorities i.e. on curriculum, use of buildings, use of site for community purposes/lettings
- Specific health and safety legislation as it relates to schools
- Effective management of site team
- Effective budget management
- Build a good working relationship with contractors
- Familiarisation with school standards, including contractor specifications
- Effective security management of site
- Apply safeguarding procedures throughout the school

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

- Safe working environment
- Compliance with site regulations by users
- Skilled in technical health and safety factors as they relate to the school environment
- Good relationships with staff/students/users/other external school contacts
- Sensitive and responding appropriately to changing school and community priorities
- Ability to anticipate and address potential site security and health and safety issues
- Proactive in work programming
- Contributing to planning for change in school environment
- Delivers work targets on time
- Enjoys confidence of own staff
- Is demonstrating how can improve quality of school environment
- Achieving cost effective solutions to school site issues

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

- Takes pride in and achieves high standards in the quality of the school environment
- Very highly regarded in school and by whole school community
- Will challenge the 'status quo' and always pursue what is in the best interests of the school
- Regarded by wider school community as natural and direct contact on matters to do with the use of the school premises outside normal school hours
- Promotes appropriate and effective extraneous use of the school and generates additional income
- Is able to produce high quality work whilst ensuring optimum use of school maintenance funds
- Highly autonomous in the school with wide discretion to take decisions
- Can achieve consistently good results whilst never compromising health and safety standards
- Has achieved high level of education of others in appropriate and positive use of school site
- Strong staff developer of own team

## **16. Context/Additional Information**

This role requires regular movement around the school site, bringing the postholder into regular contact with pupils with whom professional relationships must be maintained. It is usually directly accountable to a member of the school management team and will operate autonomously and independently within prescribed budget limits.

The size, condition and geographical layout of the school will create different demands (e.g. high/low levels of vandalism; old/new buildings; dispersed or tightly defined site) and the context for the role will change during school holiday periods/public holidays when, wherever possible, minor works and maintenance will be prioritised.

# 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.

Closing date: Friday 13<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 [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/>

