



# Information for Applicants

Head of Year

15 hours (2 days per week)

Permanent/Job Share – Term Time only plus 3  
additional weeks

Grade H Point 18-23

Required from September 2026

Sherburn High School  
Garden Lane  
Sherburn In Elmet  
Leeds, LS25 6AS

Tel: 01977 682442  
Email: [admin@shs.starmat.uk](mailto:admin@shs.starmat.uk)

Headteacher: Mr Matt Gill

Dear Applicant,

I am delighted that you are considering joining *Team Sherburn*. This is an exciting opportunity for an ambitious and inspirational individual who wants to join a school that places teaching, learning, and opportunity at the very heart of our mission.

At Sherburn High School, we believe profoundly in the power of education to transform lives. Outstanding teaching is our core business, and we know that meaningful school improvement is built, lesson by lesson, through strong relationships, high expectations, and an uncompromising focus on classroom excellence. We are seeking colleagues who share our passion for learning and who are driven to make a lasting difference for young people.

Our ethos is rooted in openness, integrity, and ambition. We do not pretend to have all the answers, but we are relentless in our pursuit of improvement and unwavering in our commitment to every student. This commitment is captured in our motto, “**Achievement for All**,” which is not an aspiration in name alone, but a moral purpose that guides our daily work and our long-term vision.

As an 11-18 school of nearly 1,000 students, Sherburn High School occupies a unique and powerful space: large enough to offer breadth, opportunity, and excellence, yet small enough to ensure that every student is known, supported, and challenged to succeed. Importantly, we are now entering a significant period of growth. Ongoing housing developments within our local community are leading to a steady and sustained increase in student numbers year on year. This growth brings both opportunity and ambition, as we expand our provision, strengthen our curriculum offer, and plan strategically for the future of the school.

We are immensely proud of our inclusive and welcoming culture, our strong student outcomes, and our reputation for high standards of conduct and care, which are non-negotiable and deeply embedded.

We believe passionately in developing confident, creative, and articulate young people. You will be joining an established, skilled, and committed team within a vibrant school community that values innovation, collaboration, and professional growth.

Sherburn High School is a place with momentum. Our students are enthusiastic, respectful, and a genuine pleasure to work with. Our staff are highly professional, supportive, and united by a shared determination to be better tomorrow than we are today. There is a tangible sense of pride, purpose, and aspiration that underpins everything we do.

We also benefit from strong partnerships with local schools and academies through our collaborative work and our membership of the Yorkshire Learning Trust, ensuring that we remain outward-facing, reflective, and informed by best practice.

Sherburn High School is fully committed to safeguarding and promoting the welfare of children and young people, and we expect all staff and volunteers to share this commitment.

If you are an ambitious individual and a belief in the transformative power of education, we would be delighted to receive your application and welcome you to be part of the next stage of Sherburn High School's journey.

Yours sincerely,



Matt Gill

Headteacher  
Sherburn High School

## THE SELECTION PROCESS



If you wish to apply for the post of Head of Year, then you should:

- Fully complete the online application form on My New Term, ensuring all details are accurate and all declarations are signed. Please ensure you include details of **two** professional referees with one being your current employer (with email addresses). If you are currently working in a school please ensure one of your referees is your current Headteacher. **Do not enclose additional CVs.**
- In your application please address how your experience to date best fits you to the requirements of the following sections of the person specification:
  - Experience
  - Skills and Knowledge
  - Personal Qualities

The short-listing process will, in part, assess your ability to communicate effectively and accurately in the written word.

Your audience for your written work will be school staff and governors.

## Timeline for the Selection Process

Closing time/date for applications	Wednesday 6th May 2026
Shortlisting	Thursday 7th May 2026
Invitation to interview by telephone/ Confirmation by email	Friday 8th May 2026
Interview day	TBC

<b>1</b>	The School Vision and Values Statement
<b>2</b>	Job Description and Person Specification for the job role of Head of Year
<b>3</b>	Achievement Team Information
<b>4</b>	Whole School Information
<b>5</b>	Local Area Information

# Appendix 1: The School Visions and Values Statement

## Sherburn High School Aims & Vision

Our core aim is **Achievement for All**. We define achievement as every student and adult growing, succeeding and fulfilling their potential in whatever they pursue. This is underpinned by our core values of **ambition, respect and community**, which permeate every aspect of school life and ensure that Achievement for All is not just an aspiration, but an expectation.

Yorkshire Learning Trust Values that underpin the aims and vision for Sherburn High School.

### Our Values

#### *Inclusion*

We ensure that every child and young person feels like they truly belong, as they are supported to overcome any barriers to success.

#### *Aspiration*

We nurture the personal and academic growth of all pupils and staff, providing them with the tools and high expectations they need to excel in all aspects of life.

#### *Collaboration*

We promote a culture of collaboration across all our schools, ensuring that every member of our community is able to share challenges and triumphs.

#### *Integrity*

We operate with transparency in everything we do, guided by our commitment to serving the community responsibly.



All Trust partner schools offer their students the following opportunities to develop:

Themselves to become:	Their ability to interact with others and contribute positively to society to become:	The knowledge and skills which will equip them for life, with an entitlement to:
<ul style="list-style-type: none"> <li>• Physically and mentally healthy</li> <li>• Informed risk takers, problem solvers and critical thinkers</li> <li>• Articulate communicators</li> <li>• Reflective, resilient and able to self-regulate</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerant and respectful of others: different people, places and cultures</li> <li>• Responsible, aware and engaged citizens: locally, nationally and globally</li> <li>• Able to develop appropriate and successful relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Develop mathematical fluency and essential literacy skills</li> <li>• Be taught a broad, rich and age appropriate programme of study in every subject</li> <li>• Stimulating and exciting learning experiences both within and beyond the 'classroom'</li> <li>• Opportunities to take part in sport, performance and other creative activities</li> <li>• Careers education and guidance</li> </ul>

## Appendix 2a: Job Description

**JOB TITLE:** Head of Year

**GRADE:** Grade H, Spinal Point 18 to 23

**HOURS PER WEEK:** 15 Hours per week - Term time only (plus 3 additional weeks made up from Presentation Evenings, Open Evening, Parents' Evenings, Results' Day)

**WORKING PATTERN:** 2 days per week (Monday - Friday) 8am - 4pm

**RESPONSIBLE TO:** Assistant Headteacher: Attendance and Behaviour

**RESPONSIBLE FOR:** Designated team of Form Tutors

**JOB PURPOSE:** To ensure high standards of behaviour, attendance and attitudes to learning within designated year group and across the school

### ACCOUNTABILITIES / MAIN RESPONSIBILITIES

#### General Responsibilities

- Lead on the care, guidance, support and attendance for a designated Year Group
- Use data to inform communication with stakeholders
- Plan support for students, unblocking barriers to learning and changing negative behaviour or attendance patterns.
- Promote a positive climate for learning by being a visible presence on the corridor, at lesson change over and in lessons.
- Communicate effectively with all stakeholders e.g. teachers/parents/carers and external agencies.
- Act as a Deputy Designated Safeguarding Lead for your identified Year Group.
- provide regular updates to Senior Leaders, Local Governing Body and MAT partners as required and in line with the school meeting and reporting schedule.
- Have responsibility for good working practices including health & safety.
- Contribute to supervision duties in accordance with published rotas, e.g. lunchtime after school detention, isolation room, office/on call
- To embrace any performance criteria or targets related to the post arising from the School's Performance Management arrangements.
- To undertake additional duties which may reasonably be assigned from time to time by the Headteacher and your Line Manager.

## Specific Responsibilities

### **i) Academic**

- Promote a positive climate for learning by being a visible presence in lessons and examinations
- Ensure Form Tutors deliver the PSCHE/SRE programme and uphold our Relentless Routines
- Coordinate work for absent students (due to absence or fixed term suspension), or if they are working outside of the classroom.
- Prepare and deliver assemblies in line with the assembly rota which engage students, reinforce key messages or support a particular theme.

### **ii) Attendance**

- Take responsibility for attendance of the year group checking reasons for absence, punctuality and truancy – and designing intervention plans where attendance falls below key thresholds
- To closely monitor the attendance of certain groups such as PP, PA, SEND; prioritising calls to these vulnerable families during period 2 each day
- Liaison with Line Manager and Attendance Officer, to ensure attendance targets are maintained
- Administer student holiday request forms after consultation with Line Manager

### **ii) Behaviour**

Establish high standards of student behaviour

To ensure all behaviour incidents are logged appropriately using the appropriate school system, e.g. BROMCOM

Manage more serious behavioural issues as referred through teachers/ form tutors/Curriculum Leaders.

To promote positive behaviour for learning in lessons, in collaboration with teachers and Curriculum Leaders.

Ensure appropriate sanctions are applied following school policies and procedures and all relevant parties (staff/parents) are kept informed.

Coordinate with relevant external agencies and complete the necessary referrals to a range of professionals to provide appropriate interventions.

Ensure students maintain high standards of uniform and general appearance following the school's policies.

	<p>Monitor behaviour using the school system (C1, C2, C3 and Isolation, IE and EE) and record and analyse student data. Produce reports that analyse student's behaviour data, intervention and impact.</p> <p>Promote student leadership in school</p>
	<p>To oversee and supervise where necessary lunchtime and after school detentions</p> <p>To support the smooth running of Isolation by contributing as part of a team to be on a daily rota.</p> <p>To plan and support a range of rewards and reward trips in-line with school policy.</p> <p>To plan and coordinate and deliver events such as celebration assemblies and evenings.</p> <p>To support the coordination of students accessing off site provision, from providing information about the student, coordinating work, attending meetings to facilitate smooth access.</p>
<p><b>Communication</b></p>	<ul style="list-style-type: none"> <li>● Contact and meet with parents/carers, as required, to discuss work, welfare and behaviour of students.</li> <li>● Organise, with administrative assistance, and attend relevant Parents' Consultation Sessions and ensure there is good attendance</li> <li>● Ensure staff are regularly informed of any relevant issues related to students.</li> <li>● Produce termly reports for line manager that show analyses of behaviour, attendance, interventions and impact.</li> <li>● Write and provide references for students when requested by your Line Manager.</li> <li>● Attend school functions and ensure good attendance, e'g. Celebration Evenings, Open Days etc.</li> <li>● Ensure school displays you are responsible for are up to date and well kept.</li> <li>● Participate in team meetings and training events where appropriate. Attend meetings in other establishments that support students.</li> <li>● Respond to queries from parents/carers by phone/e-mail and letter to promote good communication and relations (within a 48 hour timescale).</li> <li>● To maintain accurate and up to date records of students using school systems such as BROMCOM, CPOMS etc.</li> <li>● Liaise with your line manager regarding new starters into your year group, following school procedures to ensure a smooth transition.</li> <li>● Leading Year Team meetings with form tutors, discussing matters relating to students.</li> </ul>

<b>Sharing information</b>	<ul style="list-style-type: none"> <li>● Share information confidentially about young people with teachers and other professionals as required. Completing daily records and target sheets.</li> <li>● Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality.</li> <li>● Participate in staff meetings and staff training.</li> </ul>
<b>Safeguarding and Promoting the Welfare of Children/Young People</b>	<ul style="list-style-type: none"> <li>● Be responsible for promoting and safeguarding the welfare of young people in line with policy and legislation, raising concerns as appropriate.</li> </ul>
<b>Administration/Other</b>	<ul style="list-style-type: none"> <li>● Support the use of ICT and adhere to relevant policies.</li> <li>● Look for CPD and other professional development opportunities in order to develop your own practices and that of the school.</li> <li>● Actively participate in appraisal, training and other learning activities.</li> </ul>
<b>Health &amp; Safety</b>	<ul style="list-style-type: none"> <li>● Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li> <li>● Work with colleagues and others to maintain health, safety and welfare within the working environment</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>● To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>● Promote inclusion and acceptance of all young people and staff.</li> <li>● Within own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values.</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>● The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment</li> <li>● The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.</li> </ul>

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the school's policies, procedures and ethos.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.

**SIGNED .....** **POST HOLDER**

**NAME & DATE .....**

**SIGNED .....** **LINE MANAGER**

**NAME & DATE .....**

## Appendix 2b: Person Specification

Job Title: Head of Year

Essential on Appointment	Desirable on Appointment
<b>Qualifications and Training</b>	
<ul style="list-style-type: none"> <li>• 5 GCSEs at grade 4-9 (A*-C)</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate first aid training (dependant on the school's requirements)</li> <li>• Counselling qualification</li> </ul>
<b>Experience</b>	
<ul style="list-style-type: none"> <li>• Experience of working with BROMCOM or a similar data management system</li> <li>• Experience of working with CPOMS or similar safeguarding systems</li> <li>• Administrative experience</li> <li>• Experience of working with children and young people and their parents/carers</li> <li>• Microsoft package skills including spreadsheets, google documents, spreadsheets and google classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in a secondary school environment</li> <li>• Experience of working with children and young people who have behavioural difficulties</li> <li>• Experience of implementing attendance and behavioural policies</li> </ul>
<b>Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>• An understanding of issues that may affect a student's ability to attend school and behave</li> <li>• Knowledge of Behaviour Management techniques and behaviour intervention strategies</li> <li>• An understanding of the school curriculum and the needs of learners</li> <li>• Knowledge of the potential barriers to learning</li> <li>• Knowledge of interventions strategies to support pupils progress</li> <li>• An understanding of the transitions in a young person's life and the effect they can have on them</li> <li>• Excellent communication skills, including advisory and persuasive skills</li> <li>• Ability to establish positive and effective relationships with children and young people</li> <li>• Advisory skills</li> <li>• Listening skills</li> <li>• Organisational skills</li> <li>• Excellent ICT skills</li> <li>• Analytical skills</li> <li>• Ability to keep accurate records</li> <li>• Ability to work successfully as part of a team</li> <li>• Ability to work on own initiative</li> <li>• Confidentiality</li> <li>• Report writing skills</li> <li>• Organisational and planning skills</li> <li>• Numeracy and literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of attendance regulations and targets</li> <li>• Knowledge of child protection legislation and procedures</li> <li>• Knowledge of school procedures</li> <li>• Knowledge of support service available to signpost students and families to</li> <li>• An understanding of the referral systems to external agencies</li> <li>• Knowledge of safeguarding and health &amp; Safety legislation</li> <li>• Ability to analyse the reasons for behavioural problems of the pupils to ascertain the needs of the pupils and formulate an action plan</li> <li>• Ability to analyse attendance patterns and issues and formulate an action plan. To regularly review these to show impact.</li> <li>• Ability to create safety plans and risk assessments for students when required, to keep updated and to share with relevant parties.</li> <li>• The ability to complete the necessary external referrals required to support students.</li> </ul>

**Other Requirements**

- Enhanced DBS clearance
- Commitment to the school's policies and ethos
- Commitment to own Continuing Professional Development
- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Flexibility
- The ability to converse at ease at all levels and provide advice in accurate spoken English is essential for the post.
- Emotional resilience in working with challenging behaviours and attitudes

**Equal Opportunities**

- Commitment to supporting, upholding and implementing the policies of Sherburn High School and the STAR MAT to promote equal opportunities.

### **Appendix 3: Achievement Team Information**

Sherburn High School is a fully inclusive school, which prides itself on its support for students who may require additional learning, emotional or behavioural support. Our pastoral team consists of 5 Heads of Year that work alongside an Attendance Officer and the Inclusion Team.

Our Inclusion Team runs two centres, Here 2 Learn (H2L) which supports students with learning needs and Support 2 Learn (S2L), which supports students with emotional and behavioural needs. We believe our approach is part of the reason that our attendance is consistently above national average, and our fixed term and permanent exclusion figures are significantly below national average.

The inclusion area, within our mainstream school currently employs dedicated staff. The centre has an isolation unit, where up to 3 students work on individual work, supervised by the Inclusion Team, and other Senior Staff. Work is provided by subject staff and the Inclusion Manager works closely with subject teachers across the curriculum to ensure that students remain engaged and ready to return to mainstream. In the inclusion area there is a room for intervention where a range of intervention programmes are delivered. Intervention runs in small groups and staff also provide some one-to-one mentoring.

For further information contact Hayley Kibble (Assistant Headteacher) on:  
[hayley.kibble@shs.starmat.uk](mailto:hayley.kibble@shs.starmat.uk)

## **Appendix 4: Whole School Information**

### **Teaching and Learning**

Here at Sherburn High School we aim to ensure that our classrooms are places where thinking, questioning, predicting, contradicting and doubting is actively encouraged. We believe in quality first teaching where subject experts guide students through their learning. We reinforce literacy in every lesson and we are passionate about providing regular feedback that will help students understand how to improve their work. We are a thriving group of teachers who are passionate about remaining at the cutting edge of new ideas and we recognise that regular training is key to success.

### **Assessment, Recording and Reporting**

Whilst at Sherburn High School, students receive at least three regular data rich reports per year to show how they are progressing in all their subject areas. Students are set aspirational targets that provide challenge and set high expectations. Reports are communicated to parents and students on a termly basis. This allows staff to plan effective intervention and support and ensures students remain focussed and on course to achieve their potential.

### **Care, Support and Guidance**

In order to care, guide and support students we promote good behaviour for learning and have consistently implemented sanctions. We ensure that all students have a range of adults / peers within and beyond school to support them. Our tutoring system provides opportunities for high quality teaching of our SRE/PSCHE curriculum and an opportunity to build our House system.

Parents are ensured continuity of care, with Heads of Year moving up the school with their year group. The pastoral system also promotes student leadership with increased roles and responsibilities for students. The tutorial system develops relationships with the community via a structured system of links, competition and rewards to promote a sense of identity for all students within and outside of school. The work of our student leaders is also fundamental, with a strategic plan for consultation on key issues and subsequent feedback.

### **Curriculum**

Our curriculum provides planned and structured progression for students from joining us in Year 7 through to when they move onto higher or further education, or the world of apprenticeships and employment at 16 or 18.

We have balanced subject content at Key Stage 3, providing a broad base of skills and knowledge that meets the requirements of the National Curriculum. Groupings enable students to work at a pace best suited to their individual rate of progress and provide appropriate pace and challenge as students progress through school. There is a strong emphasis and time allocation towards English and Maths ensuring students have the skills to complement other areas of the curriculum and build the foundations for lifelong learning

In Year 9 students begin their GCSE studies, following a three year route, which provides challenge and depth of study. All students follow Mathematics, English Language and Literature and Science. Students opt for four further subjects from a broad pool of subjects, including the Creative subjects. At both KS3 and KS4, we ensure that there are progressive programmes of study for personal, religious, enterprise and health education along with citizenship and career planning. All students follow a comprehensive PE programme combining both the traditional sports with the opportunity to experience some of the less familiar sports.

## **Provision for students with Special Educational Needs**

All students are taught in mainstream classes and are supported by teaching assistants through a variety of provisions including one to one, class support, small groups and interventions. We have expertise in providing personalised programmes to meet the needs of vulnerable children, particularly those with Dyslexia and those on the Autism spectrum, as well all in many other areas. Because of the relatively small size of the school, we know our students very well.

## **Sixth Form**

Sherburn High School's Sixth Form provides students valuable continuity in their learning.

Our curriculum leads to nationally recognised Advanced Level 3 and Level 2 qualifications. Where possible, we aim to tailor our timetable to the demands of individual students. The range and combination of courses on offer to students extends through our Post 16 collaboration with Tadcaster Grammar School (Law, Economics, Drama and Theatre Studies, Sociology and Philosophy and Ethics).

All Sixth Form students have their own personal tutor, who provides them with guidance and support to University, apprenticeships, or employment. Tutors will strategically monitor student progress and deliver a comprehensive tutorial programme.

We aim to develop independent, responsive and creative students who have transferable skills beyond the school environment. Our success is built on a three-way partnership, with the individual student at the centre supported in their studies by home and school.

## **Facilities**

The school has eight fully equipped ICT rooms, used extensively by all curriculum areas. All teaching rooms are equipped with LCD projectors for interactive white boards.

In addition, there is an Information Centre (which includes the library and Internet access), student social areas, a main hall with stage, drama studio and a multimedia lecture theatre. A Post-16 Centre incorporating teaching rooms, social spaces and private study rooms are also available.

Extensive playing fields, a full-sized 4G pitch, brand new gym and swimming pool allow a wide range of sports to be played, including football, hockey, netball, rugby and tennis. Our facilities alongside our new changing rooms allow for community use of our facilities beyond the school day.

## **Extra Curricular Activities**

Extra-curricular activities are many and varied; they include numerous performing arts productions, sport and art. The school encourages residential and field trips. Foreign visits and student exchanges occur annually including a Post 16 trip to Iceland, a visit to Lille, a "Language Immersion" trip near Paris, watersports in the Ardeche, survival skills at the Bushcraft camp trip and Skiing trip.

## **Professional Support and Development**

We believe that the school's greatest asset is the quality of our staff. Consequently, we place particular emphasis on continuing professional development. New teachers joining the school can

expect to receive considerable support from their curriculum leaders and members of the school leadership team.

### **Administration Team**

The finance and admin team support all aspects of school life and are a vital service to the smooth running of the school. The school has a general office and visitor reception, student reception, finance office and personnel office. Responsibilities covered are reception duties, general admin, supply cover for teachers, student attendance monitoring, Parentpay, school finance, HR and payroll.

### **Safeguarding Children**

The school is committed to safeguarding and promoting the welfare of all its students.

We have a robust Safeguarding Policy and all staff will receive training relevant to their role at induction and throughout employment at the school, a copy is on our website at [www.sherburnhigh.co.uk](http://www.sherburnhigh.co.uk).

In relation to this appointment process, you should be aware that your referees will be asked the following question – “Are you aware of any child protection allegations or issues of a similar nature in relation to this person? If so please provide details”.

At interview all candidates will be asked if there have been any allegations or issues raised against them by children and, if so, the outcome of them.

All employees must have enhanced DBS checks prior to starting work. We conduct online searches on all shortlisted candidates.

The Trust is committed to equality, and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed. If you require assistance in applying for this position please contact us on 01977 687969.

### **Examination Results**

We are very proud of our students' achievements at the end of Key Stage 4 and Key Stage 5. Full details of public examination results can be viewed on [www.dcsf.gov.uk/performance](http://www.dcsf.gov.uk/performance) tables as well as on our website.

## **Appendix 5: Local Area Information Local History**

The school crest depicts the history of the area. The crimson discs on each of the five petals recall the Wars of the Roses, which reached a climax in the Battle of Towton nearby, in 1461. The other two discs bear the Archbishop's Mitre (the Archbishops of York

once held the lands and power in Elmet) and the hound taken from the coat of arms of the Hungate family, the founders of the original grammar school in Sherburn-in-Elmet.

### **The Area**

Sherburn-in-Elmet is an ideal commuter village situated close to the A1 and A64 and therefore within easy travelling distance of Castleford (6 miles), Leeds (14 miles), Selby (8 miles) and York (15 miles).

Sherburn-in-Elmet has a thriving industrial estate on the outskirts of the village, which is good for local employment. Children attend the school from villages in the locality extending from Saxton in the North to Kellington in the South.

In addition to a good academic record, there is also a well-developed community spirit within the school and many links have been forged with the local community.

Thank you again for your interest in the post.