



Information for Applicants

Inclusion Support Worker

37 hours per week

**Permanent – Term Time only plus 3
additional weeks**

Grade F Point 9 -13

Required from April 2026

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

**Tel: 01977 682442
Email: 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 teacher 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.

Supporting students holds a vital place within our curriculum and our wider school life. We believe passionately in developing confident, creative, and articulate young people, and we invest significantly in pastoral support alongside academic excellence. 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 share our 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	Friday 27th February 2026 9am
Shortlisting	Monday 2nd March 2026
Invitation to interview by telephone/ Confirmation by email	TBC
Interview day	TBC

1	The School Vision and Values Statement
2	Job Description and Person Specification for the job role of Inclusion Support Worker
3	Achievement Team Information
4	Whole School Information
5	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">• Physically and mentally healthy• Informed risk takers, problem solvers and critical thinkers• Articulate communicators• Reflective, resilient and able to self-regulate	<ul style="list-style-type: none">• Tolerant and respectful of others: different people, places and cultures• Responsible, aware and engaged citizens: locally, nationally and globally• Able to develop appropriate and successful relationships	<ul style="list-style-type: none">• Develop mathematical fluency and essential literacy skills• Be taught a broad, rich and age appropriate programme of study in every subject• Stimulating and exciting learning experiences both within and beyond the 'classroom'• Opportunities to take part in sport, performance and other creative activities• Careers education and guidance

Appendix 2a: Job Description

JOB TITLE:	Inclusion Support Worker
GRADE:	Grade F, Spinal Point 9 to 13
HOURS PER WEEK:	37 Hours per week - Term time only (plus 3 additional weeks made up from Presentation Evenings, Open Evening, Parents' Evenings, Results' Day)
WORKING PATTERN:	Monday-Thursday 8am - 4pm Friday 8am - 3.30pm
RESPONSIBLE TO:	Assistant Headteacher: Attendance and Behaviour
RESPONSIBLE FOR:	Inclusion support work across year groups
JOB PURPOSE:	To work under the guidance of the Assistant Headteacher to provide practical, hands-on support for student wellbeing, behaviour, and attendance. The ISW will act as a consistent point of contact for students requiring additional intervention to succeed in a mainstream setting.

ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Core Responsibilities	<ul style="list-style-type: none">Contribute to the day-to-day care and guidance of students by providing practical support to improve student wellbeing, engagement, and attendance.Implement targeted support plans for students to help remove barriers to learning, working directly with individuals to reshape negative behaviours and improve attendance habits.Maintain a high-profile presence across the school, including corridors, lesson transitions, and classrooms to model positive behaviour and foster a calm learning environment.Assist in the safeguarding of students, ensuring all concerns are recorded accurately and escalated in line with school policy.

Academic and Pastoral Assistance	<ul style="list-style-type: none"> Support a positive climate for learning by assisting students in and outside of lessons. Reflect and restore - to support students removed from lessons to reflect and restore before returning to the classroom. Restorative Practice: to help facilitate restorative meetings with students and staff as appropriate. To help reinforce "Relentless Routines" across the tutor teams. Work Coordination: To support with collecting and organising work for students who are absent, isolated or suspended to ensure they do not fall behind. Vulnerable Groups: Prioritise daily calls to families of vulnerable students (PP, SEND, PA) to offer support and encourage attendance. Behavior Logging: Ensure all incidents are accurately recorded on school systems (e.g., Class Charts, Arbor, CPOMS). Sanction Support: Supervise lunchtime and after-school detentions and support the daily operation of the Isolation/Reflection room. On-call: to support with on-call duties, targeting key areas around the school to encourage punctuality to lessons and facilitate teaching and learning with the aim of keeping students in lessons and engaged with their learning. Uniform & Standards: Conduct daily checks to ensure students adhere to uniform and general appearance policies.
Communication	<ul style="list-style-type: none"> Contact and meet with parents/carers, as required, to discuss work, welfare and behaviour of students. Ensure staff are regularly informed of any relevant issues related to students. Attend school functions and ensure good attendance, e.g. Celebration Evenings, Open Days etc. Participate in team meetings and training events where appropriate. Attend meetings in other establishments that support students. Respond to queries from parents/carers by phone/e-mail and letter to promote good communication and relations (within a 48 hour timescale) To maintain accurate and up to date records of students using school systems such as BROMCOM, CPOMS etc. Attending GST meetings.

Sharing information	<ul style="list-style-type: none"> Share information confidentially about young people with teachers and other professionals as required. Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality. Participate in staff meetings and staff training.
Safeguarding and Promoting the Welfare of Children/Young People	<ul style="list-style-type: none"> Be responsible for promoting and safeguarding the welfare of young people in line with policy and legislation, raising concerns as appropriate.
Administration/Other	<ul style="list-style-type: none"> Support the use of ICT and adhere to relevant policies. Look for CPD and other professional development opportunities in order to develop your own practices and that of the school. Actively participate in appraisal, training and other learning activities.
Health & Safety	<ul style="list-style-type: none"> 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. Work with colleagues and others to maintain health, safety and welfare within the working environment
Data Protection	<ul style="list-style-type: none"> To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Equalities	<ul style="list-style-type: none"> Promote inclusion and acceptance of all young people and staff. 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.
Customer Service	<ul style="list-style-type: none"> 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 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.

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: Inclusion Support Worker

Essential on appointment	Desirable on appointment
Qualifications and Training	
<ul style="list-style-type: none"> • Level 2 qualification or equivalent to demonstrate good literacy and numeracy skills 	<ul style="list-style-type: none"> • Appropriate first aid training (dependant on the school's requirements) • Counselling qualification
Experience	
<ul style="list-style-type: none"> • Experience of working with BROMCOM or a similar data management system • Experience of working with CPOMS or similar safeguarding systems • Administrative experience • Experience of working with children and young people. • Microsoft package skills including spreadsheets, google documents, spreadsheets and google classrooms. 	<ul style="list-style-type: none"> • Experience of working in a secondary school environment • Experience of running interventions to support students with additional needs.
Knowledge	
<ul style="list-style-type: none"> • An understanding of issues that may affect a student's ability to attend school and behave • Knowledge of how internal exclusion works and restorative practices. • Knowledge of Behaviour Management techniques and behaviour intervention strategies • An understanding of the school curriculum and the needs of learners • Knowledge of the potential barriers to learning • Knowledge of interventions strategies to support pupils progress 	<ul style="list-style-type: none"> • Knowledge of child protection legislation and procedures • Knowledge of support service available to signpost students and families
Skills	
<ul style="list-style-type: none"> • Excellent communication skills, including advisory and persuasive skills • Ability to establish positive and effective relationships with children and young people • Listening skills • Organisational skills • Ability to keep accurate records • Ability to work successfully as part of a team • Ability to work on own initiative • Confidentiality • Organisational and planning skills 	<ul style="list-style-type: none"> • An understanding of how behaviour for learning systems work in a secondary school • Knowledge of safeguarding and health & Safety legislation

<ul style="list-style-type: none"> • Numeracy and literacy skills 	
Other Requirements	
<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • Commitment to supporting, upholding and implementing the policies of Sherburn High School and the YLT to promote equal opportunities. 	

Appendix 3: Achievement Team Information

This is an exciting opportunity as it is a new position being created in an area of school we are aiming to develop over the next few years. 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 currently consists of 5 Heads of Year that work alongside an Attendance Officer and the Inclusion Team.

Our Inclusion Team currently 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 5 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

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/PSCHÉ 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 as 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, a gym 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.

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/PerformanceTables 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.