

Information for Applicants

General Teaching Assistant
31.67 hours per week

Permanent/Full Time
Term Time only including training days.

Grade CD scale point 3-6
Monday to Friday 8.20-15.30
Midday Supervisor 2.5 hours per week

Required from September 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,



Thank you for your interest in the post of: General Teaching Assistant.

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 is at the heart of our community. .

At Sherburn High School, we believe profoundly in the power of education to transform lives. 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. Any specific questions about the role please do contact us.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Matt Gill'.

Matt Gill

Headteacher
Sherburn High School

THE SELECTION PROCESS

If you wish to apply for the post of General Teaching Assistant, then you should:

- Fully complete the online application form, 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	9am Thursday 9th July 2026
Shortlisting	Friday 10th July 2026
Invitation to interview by telephone/ Confirmation by email	Friday 10th July 2026
Interview day	Tuesday 14th July 2026

Appendices

1	The School Vision and Values Statement
2	Job Description and Person Specification for the role of General Teaching Assistant
3	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: General Teaching Assistant
Grade: Grade CD 3-6
Hours per week: 31.67 term time only including training days.

Responsible to: Headteacher/ SLT/ SENCO

JOB PURPOSE: To work with and under the direction of the teaching or other professional staff, in delivering the learning process.
 To work with teachers to support teaching and learning. Working purposefully with individuals or small groups of young people under the direction of teaching staff.
 To have responsibility for learning activities within the overall teaching plan.
 To work within the classroom or another appropriate location within the school to deliver support/ intervention for young people.

ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Supporting Learning & Development	<ul style="list-style-type: none"> • Support within curriculum areas with learning activities as directed by the teacher. • Work alongside staff to feedback on learning, behaviour, participation and achievement. Keep records to support the planning and evaluation of the learning process in respect of groups and individual students. • Interact with young people in ways that support their metacognition, including the use of careful questioning. • Assist teachers in the implementation of appropriate behaviour management and teaching & learning strategies. • Support young people in their social and emotional wellbeing. Implementing related programmes, including social, health and physical needs. • Assist in escorting and supervising young people on educational visits and out of school activities. • Undertake break/ lunch supervision as required.
Communication	<ul style="list-style-type: none"> • Under the general direction of the teacher participate in establishing and maintaining effective relationships with young people, parents/carers and with other agencies/professionals. • Communicate effectively with all young people, families, carers and other agencies / professionals.

Sharing information	<ul style="list-style-type: none"> • Share information confidentially about young people with teachers and other professionals as required. Completing daily records and target sheets. • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality.
Safeguarding and Promoting the Welfare of Children/Young People	<ul style="list-style-type: none"> • Carry out tasks associated with young peoples' personal hygiene, (including personal intimate care) and welfare, including physical and medical needs, whilst encouraging independence. • 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"> • Prepare differentiated materials and learning areas, and undertake minor clerical duties e.g. photocopying and displaying young person's work. • Support the use of ICT and adhere to relevant policies. • Supervise and provide access arrangements for young persons sitting internal and external examinations and tests as required, ensuring that examinations comply with the Examination Board Regulations • Participate in staff meetings, staff training and other CPD. • Take an active participation in appraisal and self-development.
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 Trust's 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. • 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
Customer Service	<ul style="list-style-type: none"> 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.

Appropriate Duties	Duties that are not appropriate for this role and should be allocated to another role which includes these within their responsibility
Assisting with the supervision of groups and individual pupils as required.	Taking responsibility for a whole class for a full lesson
Supporting the learning process under the direction of the teaching or other appropriate staff.	Delivering learning activities to pupils except in support of and under the direction of the class teacher (not for whole classes)
Participating in relevant training as appropriate.	Be providing cover for teaching absences
Contributing information to planning and assessment.	Specific allocation to support individual pupils' SEMH or wellbeing needs – for example designated regular support to pupils who are dysregulated
Support all pupils' wellbeing in the classroom setting	

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



Achievement for all

Appendix 2b: Person Specifications

Job Title: General Teaching Assistant

Essential upon appointment	Desirable on appointment
Knowledge	
<ul style="list-style-type: none"> An awareness of child/young person's development and learning An understanding that children/young people have differing needs 	<ul style="list-style-type: none"> Good understanding of child development and learning processes Knowledge of Behaviour management techniques Knowledge of Child Protection and Health & Safety policies and procedures Knowledge of inclusive practice
Experience	
<ul style="list-style-type: none"> Experience appropriate to working with children across Key Stages 1 and 2 	
Qualifications	
<ul style="list-style-type: none"> Relevant NVQ Level 2 qualification or equivalent 	<ul style="list-style-type: none"> Relevant NVQ level 3 Appropriate first aid training
Occupational Skills	
<ul style="list-style-type: none"> Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers Good reading, writing and numeracy skills 	<ul style="list-style-type: none"> Basic ICT Skills
Personal Qualities	
<ul style="list-style-type: none"> Demonstrable interpersonal skills. Ability to work successfully in a team. Confidentiality Flexibility 	<ul style="list-style-type: none"> Creativity
Other Requirements	
<ul style="list-style-type: none"> Enhanced DBS Clearance Through their role and work to positively promote the distinctive Christian ethos and practice of the school To be committed to 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 Emotional resilience in working with challenging behaviours and attitudes Ability to use authority and maintain discipline An empathy for equality & diversity 	

- | | |
|---|--|
| <ul style="list-style-type: none">• The ability to converse at ease with stakeholders and provide advice in accurate spoken English is essential for the post | |
|---|--|

Appendix 2c: Job Description

JOB TITLE:	Midday Supervisor Assistant (MSA)
GRADE:	Grade AB (point 2)
RESPONSIBLE TO:	Headteacher
JOB PURPOSE:	<p>To work alongside all members of the staff team to secure a caring and safe environment for pupils during the midday break.</p> <p>To work indoors and outdoors when supervising the children and young people to ensure their safety.</p>

ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Operation Issues	<ul style="list-style-type: none"> • Supervise the playground area, playing fields, cloakrooms and classrooms etc during the lunchtime break. • Assist with the removal of food and equipment once pupils have eaten their lunch. • Deal with minor first aid incidents; follow appropriate procedures for recording and reporting. • Assist in the implementation of appropriate behaviour management strategies as required • Observe a child or young person's behaviour, understand its context, and notice any unexpected changes and report any inappropriate behaviour to the correct member of staff. • Resolve minor disputes between pupils • Assist in the supervision of other activities during the midday break, including setting out and storing equipment
Communication	<ul style="list-style-type: none"> • Know that communication is a two-way process • Establish rapport and respectful, trusting relationships with children, young people and those caring for them. • Report any concerns about pupil welfare to the appropriate member of staff in a confidential manner. • Communicate effectively with all staff, pupils, families and carers. • Provide support and encouragement to children and young people.
Systems & information	<ul style="list-style-type: none"> • Participate in the school's performance management scheme. • Participate in training and other learning activities and performance development as required. • Attend staff meetings and training days by agreement with the Headteacher. • Be aware that different types of information exist (for example, confidential information, personal data and sensitive personal data), and appreciate the implications of those differences. • Have an awareness and basic knowledge of the most recent legislation and the common law duty of confidentiality.

	<ul style="list-style-type: none"> • Ensure that information systems are in place to ensure that accurate electronic and manual records are maintained and updated as required.
Safeguarding and Promoting the Welfare of Children/Young People	<ul style="list-style-type: none"> • Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate. • Yorkshire Learning Trust is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.
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. • To work with colleagues and others to maintain health, safety and welfare within the working environment.
Data Protection	<ul style="list-style-type: none"> • Know about data protection issues in the context of your role. • To comply with the YLT's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality
Equalities	<ul style="list-style-type: none"> • 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 • Yorkshire Learning 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.
Customer Service	<ul style="list-style-type: none"> • Yorkshire Learning 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 • Yorkshire Learning Trust requires that staff offer the best level of service to their stakeholders and behave in a way that gives them confidence. Stakeholders 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.

PERSON SPECIFICATION FOR
Midday Supervisor Assistant

Essential upon appointment	Desirable on appointment
Knowledge	
<ul style="list-style-type: none"> • Awareness of health and hygiene issues 	<ul style="list-style-type: none"> • Knowledge of behaviour management practices • Knowledge of special educational needs
Experience	
<ul style="list-style-type: none"> • Experience appropriate to working with children 	
Qualifications	
	<ul style="list-style-type: none"> • Appropriate first aid training or willingness to undertake training (dependant on school requirements)
Occupational Skills	
<ul style="list-style-type: none"> • Judgemental skills • Demonstrable interpersonal skills. • Ability to work successfully in a team. • Confidentiality. • Initiative 	<ul style="list-style-type: none"> • Basic ICT Skills • Good written and verbal communication skills.
Personal Qualities	
<ul style="list-style-type: none"> • Demonstrable interpersonal skills. • Ability to work successfully in a team. • Confidentiality • Flexibility 	

Other Requirements

- Enhanced DBS Clearance
- To be committed to 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
- Emotional resilience in working with challenging behaviours and attitudes
- Ability to use authority and maintain discipline
- An empathy for equality & diversity
- The ability to converse at ease with stakeholders and provide advice in accurate spoken English is essential for the post

Appendix 3: Department Information



Inclusion Department

Sherburn High School provides for students with a wide range of SEND. We operate an inclusive mainstream model of provision.

The department includes: An Assistant Headteacher of Inclusion; SENCO (Associate Assistant Headteacher); Assistant SENCO; SEND Administrator and currently a growing team of Teaching Assistants (including 2 ATAs).

At Sherburn High School we focus on the effective use of teaching assistants to support students who have SEND, through in-class support and out of lesson interventions. All students deserve quality first teaching in the classroom and our teaching assistants work to support this in the classroom. We ensure that staff have a clear understanding of strategies that work for all of our students.

In line with the revised SEN Code of Practice, all students are included in all lessons across the curriculum. Specialist intervention programmes are delivered based on individual need. Across all year groups we offer a variety of interventions to support the four areas of SEND need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Difficulties

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, and a gym allow a wide range of sports to be played, including football, hockey, netball, rugby and tennis. Our facilities alongside our 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 also conduct online searches on all shortlisted candidates.

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 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 Elmete) 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.