



*Achievement for all*

## Information for Applicants

Human Resource Advisor  
37 hours per week  
Fixed term/Temporary Maternity cover –  
Term Time plus 3 weeks  
Grade I Scale Point: 23-27  
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,



Thank you for your interest in the post of: **Human Resource Advisor**.

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. This role is a maternity cover for one academic year in the first instance, starting in September 2026.

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 Human Resources Advisor, 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	Thursday 4th June 2026
Shortlisting	Thursday 4th June 2026
Invitation to interview by telephone/ Confirmation by email	Friday 5th June 2026
Interview day	Tuesday 9th June 2026

## Appendices

<b>1</b>	The School Vision and Values Statement
<b>2</b>	Job Description and Person Specification for the role of Human Resource Advisor
<b>3</b>	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

<b>JOB TITLE:</b>	Human Resource Advisor
<b>GRADE:</b>	Grade I Spine point 23 to 27
<b>HOURS PER WEEK:</b>	37 Hours per week - Term time only plus 3 weeks including training days.
<b>WORKING PATTERN:</b>	5 days per week: 8.00am-16:00pm Monday to Thursday Friday 8:00am -15:30pm.
<b>RESPONSIBLE TO:</b>	Headteacher
<b>LINE MANAGER:</b>	Headteacher
<b>JOB PURPOSE:</b>	The postholder will deliver a range of HR support services to the school, providing a day to day confidential and professional HR advisory/administration service. The post holder will work with managers to support the efficient and effective delivery of their service plans and the workforce plan and will support managers to develop their skills, confidence and competence in handling staffing issues.

<b>ACCOUNTABILITIES / MAIN RESPONSIBILITIES</b>	
<b>Key Responsibilities</b>	<ul style="list-style-type: none"> <li>● Recruitment and selection</li> <li>● Training and development</li> <li>● Performance management/employment issues</li> <li>● Employee relations/parental relations</li> <li>● Benefits and administration</li> <li>● Payroll &amp; HR systems - Data Management and Reporting</li> <li>● Absence Management</li> <li>● Single Central Record</li> <li>● Confidentiality</li> </ul>
<b>Operational Management</b>	<p><b><u>Advisory</u></b></p> <ul style="list-style-type: none"> <li>● Provide advice and guidance to managers on the whole range of employment issues and case work. Leading as appropriate on case work in conjunction with the MAT external HR provider</li> <li>● Ensure links between departments/service areas are developed and maintained to provide an efficient service</li> <li>● Act as a “coach” to managers, supporting and advising managers to effectively manage staff, and challenging working practices as required</li> <li>● Develop, deliver and evaluate interventions, including training and workshops to managers to ensure managers have the required knowledge, skills and understanding of key HR policies, procedures, initiatives and changes.</li> <li>● Support managers in the preparation of cases to employment related</li> </ul>

panels and/or appropriate stakeholders as required. To liaise with the MAT appointed external HR provider as required.

- Identify and recommend appropriate action to Senior Leaders and support the development and implementation with action plans on key initiatives
- Contribute to and represent in the absence of the School Business Manager at working groups, meetings and corporate groups
- Operate as a reflective practitioner in relation to personal skills and operating practices, as well as engaging in a peer review approach
- Compliance with Data Protection, Safer Recruitment, Employment Legislation and GDPR
- Contribute to staff well-being and act as the school representative for Trust development and initiatives regarding wellbeing. Actively support Trust initiatives and seeking ways and means to improve staff well-being. Sharing best practice as appropriate.

### **Operational**

- Create and maintain accurate and up to date personnel and monthly salary records by use of spreadsheet and payroll system NEO
- Reconcile payroll against budgets on a monthly basis to ensure accurate salary payments each month on budgeting system BPS
- Process additional hours and supply claims on NEO each month
- Process payroll queries including pay scale, sickness and maternity issues and advise managers and employees as required on these areas
- Monitor temporary and fixed term arrangements and provide advice on these as required to managers
- Assist with:
  1. Teacher directed time statements
  2. Teacher and support staff salary statements
  3. Pay progression review for teachers and support staff
  4. Annual review of working patterns
- Maintain personnel elements of the school's MiS
- Responsible for administering, updating and monitoring staff absence. Activating return to work forms and supporting managers with absence meetings where appropriate
- Coordinate and manage referrals to Occupational Health where applicable
- Minute taking in HR meetings as requested
- Responsible for the management and maintenance of the Single Central Register
- Support heads of department and co-ordinate the advertising and recruitment of all staff including liaising with advertising agencies
- Ensure pre-appointment documentation is completed and checks are carried out accurately. Qualifications, DBS, medical and barring list

	<p>checks</p> <ul style="list-style-type: none"> <li>● Lead on all pre-employment procedures and ensure they are completed. Issuing of Contracts, pension information, HMRC forms and starter checklist.</li> <li>● Manage and maintain the online staff handbook and ensure it is updated on a termly basis and compliant with all MAT policies and procedures.</li> <li>● Embrace any performance criteria or targets arising from the School's Teacher Appraisal arrangements</li> <li>● To undertake additional duties which may be reasonably assigned from time to time by the School Business Manager or other Senior Leader.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>● Responsible for developing and maintaining effective relationships with HR colleagues, managers, partners and stakeholders. This includes partnership working with Central MAT employees and stakeholders including the MAT external HR provider</li> <li>● As appropriate, acts as a mentor/coach to other staff, leading on development activities for the team as required.</li> </ul>
<b>Sharing information</b>	<ul style="list-style-type: none"> <li>● Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality.</li> <li>● Be aware of GDPR principles in sharing personnel information</li> <li>● Share information confidentially about young people with teachers and other professionals as required</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> <li>● Understand that different confidentiality procedures may apply in different contexts</li> </ul>
<b>Health &amp; Safety</b>	<ul style="list-style-type: none"> <li>● Be aware of and implement your health and safety responsibilities where responsibilities are defined in the Health and Safety policy and procedure.</li> <li>● Work with colleagues and others to maintain health, safety and welfare within a working environment</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>● To comply with the Trust's policies and supporting documentation in relation to Information Governance this includes Data Protection, GDPR, Information Security and Confidentiality.</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>● Develop own and team members' understanding of equality issues.</li> <li>● Promote inclusion and acceptance of all young people and staff.</li> <li>● Assist in achieving service equality objectives</li> <li>● Within their 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.</li> <li>● 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** .....

Revised May 2026



Achievement for all

## Appendix 2b: Person Specifications

Job Title: Human Resource Advisor

Essential on Appointment	Desirable on Appointment
<b>Qualifications and Training</b>	
<ul style="list-style-type: none"> <li>● GCSE's English and Maths Grade C or above (or equivalent)</li> <li>● Previous experience working in an HR advisory capacity</li> </ul>	<ul style="list-style-type: none"> <li>● Degree or equivalent</li> <li>● Associate membership of CIPD or equivalent</li> </ul>
<b>Experience</b>	
<ul style="list-style-type: none"> <li>● Previous experience of managing and advising on a wide range of HR related issues under minimal supervision</li> <li>● Experience of supporting workforce change, developments and/or projects</li> <li>● Experience of advising and supporting managers to address staff issues resulting in a desired outcome</li> <li>● Experience of successfully leading on case work and taking a risk-based approach</li> <li>● Experience of guiding, coaching and training managers in relation to employment related issues/areas</li> <li>● Experience of managing the recruitment life cycle including preparation of employment documentation and managing personnel records and files.</li> <li>● Previous experience of working in a pressurised environment, working to tight deadlines with competing priorities</li> <li>● Dealing with highly sensitive information and confidential information</li> <li>● Experience of managing a busy workload with conflicting deadlines</li> </ul>	<ul style="list-style-type: none"> <li>● Previous experience of supporting with payroll checking and processing</li> <li>● Previous experience of working within a local government/education setting</li> </ul>
<b>Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>● In depth knowledge of employment legislation and good understanding of the application of HR policies/procedures in practice</li> <li>● Commitment to the performance management culture with the ability to set high standards, deliver objectives and challenge managers as appropriate</li> <li>● Problem solving skills with the ability to find innovative solutions that align with priorities and objectives</li> <li>● Excellent communication, presentation, and interpersonal skills</li> <li>● Influencing and negotiating skills</li> <li>● Ability to develop, maintain and promote positive working relationships with people at all levels</li> <li>● The ability to work effectively within a team and as an individual</li> <li>● Competent user of IT with the ability to input, analyse and interpret data</li> <li>● A coaching based approach to support managers and develop</li> <li>● High level of attention to detail and accuracy when managing information and data</li> <li>● Able and willing to respond to the needs of others at short notice</li> <li>● Discretion and ability to maintain confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>● Knowledge of National and Local Conditions of Service</li> <li>● Ability to contribute to the wider life of school</li> </ul>

<b>Personal Qualities</b>	
<ul style="list-style-type: none"> <li>• Suitability to work with children and safeguard their welfare</li> <li>• Appreciation of the responsibility which comes with access to confidential personal data</li> <li>• Professional approach</li> <li>• Deliver high quality results to agreed deadlines and to work with a degree of a flexibility in accordance with the needs of the school</li> <li>• Excellent organisation, efficiency and resourcefulness</li> </ul>	
<b>Other Requirements</b>	
<ul style="list-style-type: none"> <li>• Enhanced DBS clearance</li> <li>• Commitment to the school's policies and ethos</li> <li>• Commitment to Continuing Professional Development</li> </ul>	
<b>Equal Opportunities</b>	
<ul style="list-style-type: none"> <li>• To assist in ensuring the Trust Equalities policy is considered within the school's working practices in terms of both employment and service delivery.</li> </ul>	



### **Appendix 3: Business Department Information**

The Human Resource Advisor is an integral part of the Business Team and the successful candidate will be joining a small but dedicated team. We pride ourselves in supporting staff and have digitised and streamlined processes for easy access and smooth running of forms.

You will work closely with the Headteacher ensuring accurate information is circulated and that processes are supported with timely information.

The following systems are used in school to process information:

- NYES for payroll
- IMP for finance and budgeting
- Arbor for MIS
- Google forms for absence authorisation
- Inentry
- SCR Tracker for Single Central Register

Experience in these systems is not essential as full training will be given. Being a team player is something we feel will benefit the department.

## 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](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 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](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 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.