



PASTORAL SUPPORT MANAGER (Y12/Y13)

Support Staff Role

Grade 11

Candidate Information Pack
01 June 2026



Welcome from the Chief Executive



Welcome and thank you for your interest in joining our team. It is with great pleasure and enthusiasm that I introduce you to the **Providence Learning Partnership** and our lead institution, **Durham Sixth Form Centre**.

Providence Learning Partnership is a forward-thinking Trust established with a clear mission: transforming lives through education. Our Trust prioritises excellence in teaching and learning, recognising the uniqueness of each student in celebration of diversity and inclusion. Working collaboratively, we embrace expertise and innovation, contributing to the North East of England through the cultivation of lifelong learners. While our roots are firmly planted in the success of Durham Sixth Form Centre, we are currently in an exciting period of growth. We are working closely with the Department for Education and Durham University to establish the Durham Mathematics School - a specialist city-centre provider for A Level mathematicians, scientists, and computer scientists - with further announcements expected in the coming months durham-mathematics-school.org.uk.

Our Lead School: Durham Sixth Form Centre

As Principal of Durham Sixth Form Centre, I am immensely proud of our standing as a large, "outstanding" post-16 provider. With approximately 1,800 students drawn from over 60 secondary schools across the region, we operate as a "mini-university" in the heart of Durham City. Our campus blends history with innovation, from our original 1913 building to our science wing, 200-seat theatre, state-of-the-art Digital Media Centre, and on-site Art Gallery.

Our results consistently place us among the top providers nationally. In 2025:

- **A Levels:** A* and A*-B grades continue to be higher than the national average which correlates in an above average value added score.
- **Applied General:** Attainment is ranked in the top 2% nationally, with 93% of students achieving Distinction* or Distinction grades.

Our Values

At the heart of our Trust is a commitment to the whole person. Whether through our Trust Development Plan or our daily interactions, we are guided by four core values:

- **High-quality, inspirational teaching and learning.**
- **Excellent support, care, and guidance.**
- **Personal and professional integrity.**
- **Ambition and progress** for our students, our communities, and ourselves.

We recognise that an exceptional educational experience is only possible through the dedication of our staff. This is why we prioritise professional growth, achieving Investors in People Platinum [and Employer of Year 2025] and CPD Mark accreditation. As noted in our most recent full Ofsted inspection, we have established a culture where students and staff alike flourish in an environment of high expectations and personal excellence.

Join Our Journey

We are looking for individuals who are energetic, passionate about post-16 education, and eager to contribute to a collaborative mission. If you have the skills and aptitude to help us shape the future of post-16 education, based in Durham City, we would welcome your application.

I am excited about the possibilities that lie ahead and look forward to the potential of working together.

Ellen Beveridge
Principal, Durham Sixth Form Centre
Chief Executive, Providence Learning Partnership

Welcome to the Pastoral Team

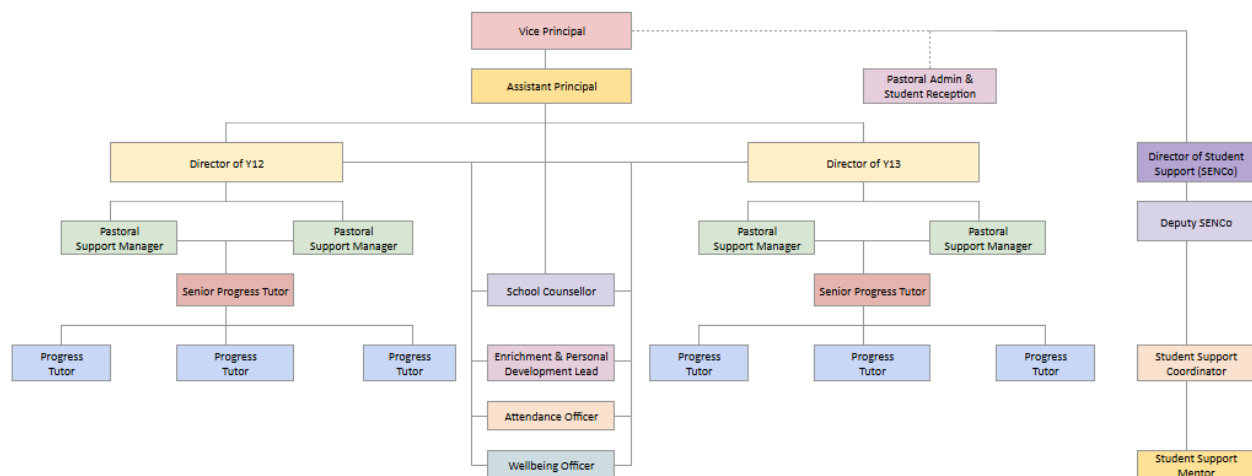
Thank you for your interest in the role of **Pastoral Support Manager (PSM)** at Durham Sixth Form Centre. We are delighted that you are considering joining our dedicated and dynamic Pastoral team, who play a vital role in our centre's success and student experience.

The Pastoral Support Manager is a pivotal role at Durham Sixth Form Centre, occupying a significant position within the school. As lead professionals and role models, Pastoral Support Managers embody the school's values and ambitions, fostering a culture of exemplary behaviour and mutual respect. They are directly accountable for pastoral care and holistic development, leading by example through exceptional professional conduct in support of the Directors of Year 12 and 13. By setting high expectations for both pastoral care and academic achievement, they champion a diverse and inclusive environment where every student can thrive.

Our students are at the heart of everything we do. Our Pastoral Support Managers play an integral role each leading half a year group of approximately 450 students and line managing a team of 4 Progress Tutors (including one who is the Senior Progress Tutor). The Pastoral team works collaboratively with teachers, the Progression team, the Health and Wellbeing team, the Student Support team, Academic Mentors, parents/carers and external agencies to ensure every student receives the guidance and support they need to flourish and succeed.

As a Pastoral Support Manager, you will be joining a team of skilled and dedicated professionals who are committed to making a real difference. You'll need excellent communication and organisational skills, a strong understanding of the needs of young people, and the resilience to respond to the fast-paced, ever-changing demands of sixth form life and post-16 students in a pastoral role.

Our Pastoral team is currently structured in the following way:



We offer a supportive and inclusive working environment, ongoing professional development, and the opportunity to play a key role in shaping the future with our students. If you are passionate about supporting young people and want to be part of a team that genuinely values care, high standards and ambition, we would love to hear from you.

Thank you for considering this role at Durham Sixth Form Centre. We look forward to learning more about you and hopefully welcoming you to our team. We would strongly encourage candidates interested in this role to visit us in advance and apply early. Should you wish to discuss this role further, or to arrange a visit, please do not hesitate to contact me directly.

Best regards,

Lee Bone

Vice Principal

lee.bone@durhamsixthformcentre.org.uk

The Role

| | |
|---------------|--|
| JOB TITLE | Pastoral Support Manager (Y12/Y13) |
| CONTRACT TYPE | Permanent, Term-time plus 10 days |
| HOURS | 08:15-16:30 (08:15-15:45 on a Friday) 37+1 [from plus 10 days] |
| GRADE | Grade 11, SCP 30-34 |
| SALARY | £36,856 - £40,755 pro rata (£40,777 - £45,091 whole time equivalent) |
| START DATE | 01 June 2026 |

ADVERT

Due to the recent promotion of the current postholder, we are looking to recruit an exceptional **Pastoral Support Manager** to join our outstanding sixth form team, part of the Providence Learning Partnership, where unwavering support, care, and guidance for our post-16 learners is at the heart of everything we do. This is an incredible opportunity to make a profound difference by championing the holistic success of an entire student cohort.

What Makes This Role Exciting?

- **Support and Guidance:** Provide high levels of support and guidance to students and their families, acting as a first point of contact and developing strong professional relationships.
- **Drive achievement and progress:** Monitor academic progress at key data captures and intervene where students are underperforming to address barriers to success.
- **Lead attendance and conduct:** Implement strategies to secure high standards of behaviour and attendance, including managing the Staged Sanction System.
- **Safeguard and nurture:** Play a vital role in student safeguarding by responding to concerns, collaborating with the Designated Safeguarding Lead (DSL), and maintaining thorough records via CPOMs.
- **Shape future success:** Support Year 12 students through their transition from pre-16 studies and guide Year 13 students with their progression plans, including UCAS applications.
- **Develop and mentor a team:** Directly line manage, support, and quality assure the work of a dedicated team of Progress Tutors and Senior Progress Tutors.
- **Specialist Oversight:** Act as the designated lead for Looked After Children (LAC) within your cohort, ensuring their specific needs are met through external and internal collaboration.

We are looking for someone who:

- Has experience working with young people or within an educational environment.
- Demonstrates exceptional planning, organisation, and time management skills.
- Exhibits outstanding interpersonal skills and the ability to handle delicate or confidential situations with professionalism.
- Is able to inspire, lead, and challenge both students and colleagues with energy and drive.
- Can work with autonomy while remaining a committed member of the wider Pastoral Team

Why choose us?

- Be a part of an Investors in People: Platinum [Employer of the Year 2025] organisation.
- We are a flourishing high-performing sixth form where students achieve and exceed their potential.
- Be part of a team that's ambitious, supportive, and driven by purpose.
- Benefit from personalised CPD, leadership coaching, and genuine career progression.

Join Durham Sixth Form Centre as Pastoral Support Manager. Lead and inspire the next generation of post-16 students in a nationally recognised, high-performing sixth form. We are located in the heart of Durham, just 20 minutes from Sunderland and 30 minutes from Newcastle city centre.

Please remember: This position is subject to being closed early so don't hesitate to get in touch.

Job Description

Schools rely on the professional input and expertise of a range of staff. 'Support staff' is a generic title for all staff who do not teach. Some support staff work alongside teachers and some work behind the scenes to ensure that there is an efficient infrastructure within our organisation which supports effective teaching and learning to take place. Support staff contribute in many ways, directly and indirectly, to student outcomes and the school's Ofsted judgement and are integral to both. Approximately half of all of our employees are support staff.

KEY RESPONSIBILITIES

1. **To provide high levels of pastoral support, care and guidance to all learners and their families by:**
 - Getting to know students in their cohort well and develop strong professional relationships with them.
 - Knowing and understanding the make-up of the cohort including relevant groups (Gender, MA, Disadvantaged, LAC, SEN, KS4 PA) to ensure an understanding of student needs so that all learners and groups of learners can be supported to achieve.
 - Acting as a first point of contact for both students and their parents.
 - Making relevant and informed changes to programmes of study throughout the academic year in liaison with the student, parents and colleagues.
 - Supporting students with emotional, social or welfare issues, directing them to support services offered within the school as appropriate.
 - Working closely with other members of the Pastoral Team, Student Support Services, the School Counsellor, the Health & Wellbeing Officer and the SENCO to ensure all student needs are met.
 - Acting as the designated lead for students who are considered LAC.
 - Attending meetings for LAC students and providing feedback to all parties, both internally and externally.
 - Intervening with any student considering leaving Durham Sixth Form Centre, and identify issues and act accordingly in order to retain them successfully.
 - Accurately recording information about leavers/potential leavers and report trends to the Senior Leadership Team (SLT).
 - Monitoring retention and destination information, reporting trends to the Senior Leadership Team (SLT).
 - Supporting students appropriately to avoid students becoming a statistic of 'Not in Education, Employment or Training'.
 - Supporting and attending events such as Subject Consultation Evenings and Open Evenings, Parents Information Evenings, as appropriate.
 - Keeping accurate and thorough records.
 - Ensuring all interventions are accurately logged in SIMS as per the school protocol.
 - Meeting with the Director of Y12/13 and Assistant Principal on a weekly basis to discuss student issues.
2. **To oversee attendance patterns and behaviour for learning of students in their cohort by:**
 - Implementing strategies which secure high standards of behaviour and attendance in line with the school's Staged Sanction System.
 - Overseeing and coordinating the regular attendance monitoring periods with Progress Tutors.
 - Monitoring student attendance at lessons and intervene where necessary.
 - Working with students and families to resolve any issues that may be creating barriers to attendance.
 - Rewarding students whose attendance is excellent.
 - Coordinating the role of the Progress Tutors in reviewing and intervening with attendance concerns.
 - Quality assuring the work of the Progress Tutors in dealing with attendance issues.
 - Responding to any student issues raised by subject teachers.
 - Overseeing a cohort of students at Stage 1 of the Staged Sanction System, ensuring effective targets have been agreed and are being monitored and that communication with colleagues and parents/carers is robust.
 - Leading Stage 1, Fit to Study and other meetings with students and their parents.
 - Ensuring all interventions are accurately logged in SIMS as per the school protocol.
3. **To oversee the academic achievements and progress of students in their cohort.**
 - Monitoring the academic progress of students in their cohort at key data captures.
 - Intervening with students who are underperforming, setting appropriate targets and developing support plans with clear strategies, as appropriate and in collaboration with curriculum colleagues.
 - Working with students and the wider Pastoral Team to address any barriers to educational achievement.
 - Communicating concerns and support to parents/carers.
 - Ensuring all interventions are accurately logged in SIMS as per the school protocol.
 - Coordinating the role of the Progress Tutors in reviewing and intervening with achievement issues.

- Quality assuring the work of the Progress Tutors in dealing with achievement concerns.
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4. To support the safeguarding of students in their cohort by:

- Responding to safeguarding concerns in relation to students in their cohort, in collaboration with the Designated Safeguarding Lead, ensuring that all protocols are thoroughly complied with and adhered to.
 - Recording thoroughly safeguarding concerns and actions on CPOMs as per the school policy.
 - Keeping an overview of safeguarding concerns associated with students in their cohort, reviewing regularly, liaising with and referring to external agencies as appropriate.
 - Keeping abreast of key safeguarding concerns, both locally and nationally, and ensuring training is up-to-date.
 - Creating, coordinating and enacting any student-specific risk assessments, with regular reviews.
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5. To support students with transition and progression by:

- Liaising with pre-16 partner schools to coordinate transition information, ensuring that it is disseminated appropriately.
 - Supporting Y12 students' transition from pre to post 16 studies and their settling in into their new educational environment.
 - Supporting the Recruitment Team with key transition events e.g. Y11 Open Day.
 - Enrolling Year 12 students onto a suitable programme of study in light of performance at KS4, interests and progression plans.
 - Supporting the organisation of the 'Year 12 Induction programme'.
 - Supporting students, in both year groups, in the first half term to ensure all students settle quickly into school life.
 - Supporting the re-enrolment of Year 13 students onto a suitable programme of study in light of performance in Year 12, interests and progression plans.
 - Supporting students with careers education, information, advice and guidance including both access to HE and alternative routes.
 - Supporting a small cohort of students applying to university through the UCAS process.
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6. To line manage a small team of Progress Tutors/Senior Progress Tutors by:

- Overseeing and coordinating the work of a small team of Progress Tutors/Senior Progress Tutors.
 - Being responsible for the day-to-day line management of a small team of Progress Tutors/Senior Progress Tutors.
 - Supporting and developing the team.
 - Quality assuring the work of the team in reference to their respective roles.
 - Being responsible for overseeing probation/appraisal arrangements for the team.
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UPHOLD THE PROFESSIONAL STANDARDS OF THE SCHOOL BY:

- Being a role model to students through personal presentation and professional conduct.
 - Attending staff meetings and briefing, as required.
 - Arriving at sessions, on or before the start, and to begin and end on time.
 - Being familiar with Trust and school handbooks, policies and protocols.
 - Striving for personal and professional development through active involvement in appraisals.
 - Maintaining a working knowledge and understanding of the National Occupational Standards for Support Staff.
 - Undertaking any reasonable task as directed by any senior member of staff.
 - Being involved in extracurricular activities where appropriate and in line with the Local Collective Agreement 2012.
 - Establishing a climate for learning in line with the Trust's policies and procedures, to contribute to a purposeful learning environment and encourage students to interact and work cooperatively with others.
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MODELLING

- Model the values, ethos and vision of the school in pursuit of excellence and equity, valuing individual achievement.
 - Help build, communicate and implement a shared vision.
 - Be a role model and actively promote high expectations for all members of the school community through your role within the structure.
 - Contribute to the efficient management of school routines.
 - Being an appraisal team member in line with school policy.
 - Being aware of the responsibility for personal health, safety and welfare and that of others who may be affected by individual action/inaction.
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TRAINING/QUALIFICATIONS

- The employee will be expected to undertake on-going research to develop their knowledge base and will undertake any CPD, inset and qualifications as deemed necessary by the Principal.
- Where formal qualifications are identified the employee will be required to sign an agreement to reimburse the school of any training costs incurred if the employee leaves before qualification and/or if they leave before a period to be specified after qualification.

ADDITIONAL HOURS

- In the event where the Principal requests additional hours to be worked over and above the contractual hours, TOIL will be given at a flat rate as per Local Collective Agreement 2012. Timesheets must be submitted and approved by the Vice Principal.

Note: This role will involve significant levels of contact with parents. As such, the appointed colleague will work until 4.30pm from Monday to Thursday. The time allocated for these additional hours will be taken from the contractual plus 10 days. (1 hour per week x 39 weeks in the academic year). The additional hours will be covered by attendance at our Subject Consultations Evenings for parents and enrolment. Any additional hours agreed above and beyond the 74 hours (plus 10 days) will be by negotiation and recompensed through time of in lieu (TOIL).

Working days (taking into account plus 10 days arrangements)

| Day | Total hours in school | Hours | Lunch break | Total hours worked |
|-----------|-----------------------|---------------|-------------|--------------------|
| Monday | 8 hours 15 mins | 08.15 - 16.30 | 30 | 7 hours 45 mins |
| Tuesday | 8 hours 15 mins | 08.15 - 16.30 | 30 | 7 hours 45 mins |
| Wednesday | 8 hours 15 mins | 08.15 - 16.30 | 30 | 7 hours 45 mins |
| Thursday | 8 hours 15 mins | 08.15 - 16.30 | 30 | 7 hours 45 mins |
| Friday | 7 hours 30 mins | 08.15 - 15.45 | 30 | 7 hours |
| | | | | 37+1 hours |

Person Specification

| APPLICATION | Essential | Desirable |
|---|-----------|-----------|
| A well-structured letter of application. | * | |
| Fully supported in references. | * | |
| QUALIFICATIONS AND TRAINING | | |
| Qualified with GCSE English and Maths to a grade A*- C/9-5. | * | |
| Educated to Level 3 standard (sixth form) with strong grades. | * | |
| Educated to degree level (or currently studying for a degree). | | * |
| Qualifications in first aid, pastoral, safeguarding, careers/progression. | | * |
| EXPERIENCE AND KNOWLEDGE | | |
| Experience in working with young people and/or in an education environment. | * | |
| Experience / ability to deal with delicate, difficult and confidential situations. | * | |
| Experience of using MIS Software (SIMS). | | * |
| Experience of safeguarding processes. | | * |
| SKILLS | | |
| Excellent organisational and record keeping skills. | * | |
| Ability to communicate effectively both orally and in writing to a diverse audience. | * | |
| Ability to see the bigger picture with attention to detail and professionalism. | * | |
| Aptitude to evaluate, monitor and prioritise work and to use IT competently in your role. | * | |
| Demonstrate outstanding interpersonal skills (in a range of contexts), even if/when working under pressure. | * | |
| Ability to learn from your mistakes, listen and to 'bounce back' with positivity. | * | |
| PERSONAL QUALITIES | | |
| Demonstrate energy, positivity and calmness in fulfilling the role and model a 'can do' approach. | * | |
| Inspire, lead and challenge a team of colleagues with energy and drive to bring out the best in everyone (where applicable). | * | |
| Boundless optimism, energy, enthusiasm and a sense of humour when carrying out the role. | * | |
| Exemplary health, attendance and punctuality. | * | |
| COMMITMENT, EQUALITIES AND SAFER RECRUITMENT | | |
| Commitment to upholding and promoting the trust values with honesty, loyalty and fairness. | * | |
| Promote and safeguard, at all times, the welfare of children and young adults. | * | |
| Demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the appropriate policies. | * | |
| Demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with young people and colleagues. | * | |

Application Guidance

The Trust seeks to ensure that we appoint the right candidate to each job and that applications for employment are treated in a fair and consistent manner. Candidates are responsible for ensuring that they complete all sections of the Application Form in sufficient detail and submit a separate Letter of Application to ensure that both can be properly assessed against the criteria shown in the job description and person specification. Any information provided on CV 's will not be considered for short-listing purposes. If little or no information is provided on the application form, it will be impossible to assess your suitability and you will not be considered for an interview.

1. APPLICATION FORM

The Application Form should be completed in one of two ways:

1. Using either the [GoogleForm](#) and submitting the completed Application Form.
2. Using our Word Document and emailing it to staffvacancies@durhamsixthformcentre.org.uk.

Both options are available on our website at www.durhamsixthformcentre.org.uk/vacancies/

2. LETTER OF APPLICATION

The supporting Letter of Application is a separate document and should be no more than 1,000 words. It should set out the particular strengths that you would bring to the post and how you feel you meet the criteria outlined in the job description and person specification.

Please upload the Letter of Application with the GoogleForm above or alternatively email your Letter of Application with your Word Application Form to staffvacancies@durhamsixthformcentre.org.uk.

RECRUITMENT DATE(S)

| | |
|---------------------|--|
| CLOSING DATE | 10am, Tuesday 3rd March 2026 NB: <i>This position is subject to being closed early.</i> |
|---------------------|--|

Applications received after the closing date/time will not be considered.

DISABILITY

Please complete this section to help us ensure a fair and inclusive recruitment process. Under Section 60 of the Equality Act 2010, we collect this information for the following specific reasons:

- **Adjustments:** To establish whether we need to make reasonable adjustments to enable you to take part in the selection process (e.g., interview access or alternative assessment formats).
- **Positive Action:** To take positive action in supporting employment for disabled people. Applicants with disabilities will be granted an interview if the essential job criteria are met.
- **Suitability for the Role:** To establish whether you will be able to carry out a function that is intrinsic to the work concerned.

FURTHER ASSISTANCE

All information is available in alternative formats. Should you require an alternative format or need any further assistance please contact staffvacancies@durhamsixthformcentre.org.uk.

AFTER SUBMITTING YOUR APPLICATION

If you have not heard from us within 4 weeks, please assume that you have been unsuccessful on this occasion.

Shortlisted Candidates Guidance

REFERENCES

All appointments will, in accordance with statutory guidance, be subject to a comprehensive checking process including references from current and previous employers. Staff at Durham Sixth Form Centre work directly with young people therefore the school reserves the right to seek references prior to interview and this may include references from your current, most recent or previous employers. All referees will be asked about disciplinary offences, even those which have expired prior to an offer of employment. Please note that an offer of appointment will not be made until satisfactory references have been received.

DIGITAL CHECKS

An online search will be undertaken for shortlisted candidates as part of the recruitment process on information available in the public domain. Candidates should disclose anything that may be relevant in line with the most current version of Keeping Children Safe in Education. This search does not form part of the shortlisting process and candidates will have the chance to discuss any issues of concern that may arise during this search at interview.

SAFEGUARDING

Providence Learning Partnership is committed to safer recruitment processes, safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment. We conduct pre-employment checks in line with the most current version of Keeping Children Safe in Education and the Trust's Safeguarding Policy which is available on our website. It is an offence to apply if you are barred from regulated activity relevant to children.

DBS

An application for an Enhanced DBS certificate will be submitted for all candidates once they have been offered the position. If candidates are registered with the DBS Update Service, they must give Providence Learning Partnership consent to check their status. The Trust complies with the Code of Practice issued by the Disclosure and Barring Service. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Please note this post is exempt from the Rehabilitation of Offenders Act 1974. Under the provisions of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975, you are required to disclose information concerning convictions including those which for other purposes are regarded as spent under the Act. A disclosure will be requested for the successful applicant for this post.

RIGHT TO WORK

Candidates who have been offered the position will require a UK Right to Work Check.

PRE-OCCUPATIONAL HEALTH

Pre-occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

EQUAL OPPORTUNITIES

We are an equal opportunity employer. We want to continue to develop a more diverse workforce and we positively welcome applicants from all sections of the community. With regard to recruitment and selection, the Trusts ensures that no job applicant receives less favourable treatment on the grounds of sex, marital status, race, colour, ethnic origin, age, disability, sexual orientation, religion or belief, political beliefs, unrelated criminal conviction(s).

The Equal Opportunities Monitoring Form is not part of the selection process. It will be used purely to monitor diversity of applicants.

CONDITIONAL OFFER OF APPOINTMENT

All offers of employment are conditional, subject to satisfactory pre employment checks including references, enhanced DBS check (with barred list checks), proof of identity, right to work status, qualifications (if applicable) and medical clearance by our occupational health service (if applicable).

Staff Benefits

At our Trust, we deeply value the health and wellbeing of our staff, recognising that a happy, supported team is essential to delivering the best outcomes for our students. We are committed to fostering a positive working environment where staff feel cared for, empowered, and equipped to thrive both personally and professionally.



Pension scheme

All contracted members of staff will be automatically enrolled into either the Teachers' Pension Scheme or the Local Government Pension Scheme (whichever is appropriate).



National terms and conditions

We offer national terms and conditions in line with the School Teacher's Pay and Conditions document (STPCD) and Burgundy Book for teachers or the NJC Green Book for support staff.



Training and development

Professional development opportunities aimed at the continuous process of enhancing your skills, knowledge and competencies discussed with your appraiser on an individual basis.



City centre parking

Durham City Centre barriered private parking for staff whilst at work which extends to free all year round parking, 24 hours a day, 7 days a week, 365 days a year.



Staff wellbeing working group

For the staff, by the staff, our wellbeing working group meet at least 3 times a year and is open to all members of staff. To date the group has raised money for charity, built a Staff Wellbeing portal, organised socials, sporting events and family days out.



Healthcare services

All staff benefit from a range of comprehensive health and wellbeing services including: GP service which gives staff the access to a General Practitioner around the clock, 24/7, access to nurse support services and physiotherapy provided face-to-face at times, dates and locations convenient to our staff.



Live webinars

Online webinars for Mental Health First Aid and Stress Coaching are available to staff which run frequently throughout the year with a choice of dates and times.



Health and Wellbeing

Free Flu vaccines, menopause counselling and access to financial wellbeing coaches through our staff absence insurance policy.



Daily breakfast

We provide a selection of hot drinks, cereals, croissants, toast and jams complimentary each morning in the refectory for staff and students.



Lifestyle

Our lifestyle benefits include shopping discounts with hundreds of online and high street retailers and discounted gym membership.



Free Will Writing Service

Organised through the Financial Guys, all staff are provided with a free single basic Will which also includes a 50% discount for partners.



Blue Light

Blue Light Card have now added Teaching and Support staff to the list of careers that are able to apply for their card. When applying please upload your staff ID badge as evidence.



Working From Home

We are currently trialling working from home. This arrangement supports flexible working and recognises that some tasks, such as planning, marking and resource development, can be carried out more effectively in a quiet, uninterrupted environment.



**THE AWARD FOR UK EMPLOYER
OF THE YEAR: PLATINUM (50-249)**