



TEACHER OF ART

Teaching Staff Role

MPS - UPS



Candidate Information Pack
01 September 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 Arts and Humanities Faculty

Thank you for your interest in joining the Arts and Humanities Faculty at Durham Sixth Form Centre. We are a hardworking, dedicated team of specialists who pride ourselves on being at the forefront of innovative teaching and learning strategies. Our Faculty is one of the most popular in the school, offering an expansive and diverse range of subjects, from History and English to Media and Performing Arts.

A Hub for Creative Excellence

The Art Department is a cornerstone of our Faculty and a regional leader in creative education. As a team of dedicated creative practitioners, we maintain an established track record of outstanding practice and academic excellence. Our broad and ambitious curriculum celebrates the diversity of the subject, offering A-Levels in: Art, Craft & Design, Fine Art, Graphics, Photography, Fashion & Textiles and Level 4 Foundation Diploma in Art, Design, and Media Practice.

Exceptional Facilities and Advocacy

We operate within a purpose-built visual arts centre on a campus that blends historical 1913 architecture with state-of-the-art innovation, creating a "mini-university" atmosphere. Our commitment to the arts is recognised by our Artsmark Platinum status from Arts Council England, which commended our advocacy for the arts as a vehicle for social mobility.

Unique features of our department include:

- The Dead Dog Gallery: Our on-site contemporary visual arts space which hosts a rotating calendar of professional exhibitions.
- Artist-in-Residence Programme: Now in its eighth year, this programme bridges the gap between our students and the wider creative industry.
- Outward-Facing Collaboration: We thrive on high-profile partnerships with organisations such as Lumiere, Durham University, and The Big Draw.

Join Our Team

We are looking for a colleague who is passionate about art education and committed to helping our curious, highly ambitious students reach their full potential. In return, we offer a friendly, supportive environment with a strong focus on professional growth, including personalised CPD and leadership coaching. Many of our staff are examiners, moderators, or engaged in advanced research (Masters and Doctorates), and we welcome individuals who share this commitment to continuous excellence.

You should apply for this role if you want to make a difference to young people's lives in a hardworking, ambitious post-16 school where every student really does matter. We look forward to learning more about you and potentially welcoming you to our vibrant creative community. 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.

Marie Harrison

Leader of Learning: Arts and Humanities

marie.harrison@durhamsixthformcentre.org.uk

The Role

JOB TITLE	Teacher of Art
CONTRACT TYPE	Permanent
HOURS	Full time
GRADE	MPS - UPS
SALARY	Main £32,916 to Upper £51,047
START DATE	01 September 2026

ADVERT

We are looking to recruit an exceptional **Teacher of Art** for a **permanent** role. You will join our outstanding Sixth Form team—where innovation, ambition, and student success power everything we do. This is an incredible opportunity to make a profound, long-term difference working with a team of like-minded professionals in a department that values both technical mastery and creative curiosity.

At Durham Sixth Form Centre, we don't just deliver Art courses—we nurture tomorrow's artists, designers, curators, and creative leaders. As an oversubscribed, "Outstanding" (Ofsted 2017) post-16 institution with results significantly above national averages, we provide a "mini-university" atmosphere where the arts are celebrated. With our purpose-built Visual Arts Centre and on-site **Dead Dog Gallery**, this is your opportunity to lead students through the complexities of the A Level specification and shape the future of visual inquiry in an elite creative setting.

What makes this role exciting?

- **Deliver a dynamic creative curriculum:** Lead the exploration of visual language across **A Level Fine Art, A Level Art & Design**, and our prestigious **Level 4 Foundation Diploma in Art, Design and Media (FADM)**.
- **Teach in a professional environment:** Work within state-of-the-art facilities, including a dedicated theatre, digital media centre, and a visual arts centre with an ever-changing professional exhibition programme.
- **Inspire the next generation of creatives:** Challenge highly motivated learners from across the region who are passionate about exploring diverse media and achieving academic excellence.
- **Bridge practice and theory:** Lead outstanding teaching that moves beyond technical skill to engage with complex contemporary theory, art history, and the interrogation of visual culture.
- **Mentor independent portfolios:** Take a lead role in guiding students through their Personal Investigations (NEA) and portfolio builds, preparing them for transition to competitive art courses and Russell Group universities.
- **Champion artistic engagement:** Be part of a Faculty that celebrates active inquiry and enrichment, from local arts outreach programmes to high-profile collaborations with partners like Durham University.

We are looking for someone who:

- Is an **outstanding A Level practitioner** with a proven track record of securing excellent student outcomes (we also welcome applications from ambitious **ECTs** ready for their first specialist post).
- Possesses **exceptional planning and time management skills**, with the ability to inspire and challenge both students and colleagues.
- Brings **deep subject expertise**, with a passion for teaching and learning that motivates learners to develop their own evidence-based, sophisticated artistic voices.
- Is committed to **collaborative, evidence-informed teaching**, working within the Arts & Humanities Faculty to trial new strategies for technical demonstration and literacy in the arts.
- Understands how to **build student confidence**, preparing them for high-level progression into diverse creative and professional pathways.

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 a Teacher of Art. Inspire the next generation of artists, designers, and creative leaders in a high-performing, outstanding 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

This job description is set out in accordance with the Teachers Standards in England. Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

PRIORITIES - A TEACHER MUST

1. **Set high expectations which inspire, motivate and challenge students**
 - Establish a safe and stimulating environment for students, rooted in mutual respect.
 - Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
 - Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2. **Promote good progress and outcomes by students**
 - Be accountable for students' attainment, progress and outcomes.
 - Plan teaching to build on students' capabilities and prior knowledge.
 - Guide students to reflect on the progress they have made and their emerging needs.
 - Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
 - Encourage students to take a responsible and conscientious attitude to their own work and study.

3. **Demonstrate good subject and curriculum knowledge**
 - Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
 - Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
 - Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
 - If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. **Plan and teach well-structured lessons**
 - Impart knowledge and develop understanding through effective use of lesson time.
 - Promote a love of learning and student's intellectual curiosity.
 - Set wider study and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
 - Reflect systematically on the effectiveness of lessons and approaches to teaching.
 - Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. **Adapt teaching to respond to the strengths and needs of all students**
 - Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
 - Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
 - Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
 - Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. **Make accurate and productive use of assessment**
 - Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
 - Make use of formative and summative assessment to secure students' progress.
 - Use relevant data to monitor progress, set targets, and plan subsequent lessons.
 - Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7. **Manage behaviour effectively to ensure a good and safe learning environment**
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
 - Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
 - Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
 - Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
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8. **Fulfil wider professional responsibilities**
- Make a positive contribution to the wider life and ethos of the school.
 - Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
 - Deploy support staff effectively.
 - Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
 - Communicate effectively with parents with regard to students' achievements and well-being.
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PERSONAL AND PROFESSIONAL CONDUCT

- P1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- P2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- P3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- P4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- P5 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses with them.
- P6 Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.
- P7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those resulting to subject/curriculum knowledge.
- P8 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- P9 Promote collaboration and work effectively as a team member.
- P10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
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GENERIC ASPECTS OF THE ROLE - A TEACHER MUST

- Lead and 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.
- Role model and actively promote high expectations for all members of the school community.
- Inspire, challenge, motivate and empower others within the organisation.
- Be a role model to students through personal professional presentation and professional conduct.
- Arrive in class, prior to the start of the lesson, and to begin and end lessons on time.
- Be familiar with Trust and school policies, handbooks and protocols.
- Establish effective working relationships with colleagues and associate staff.
- Contribute to student transition arrangements at appropriate times throughout the year.
- Keep an up-to-date understanding and knowledge of educational and career progression routes for students which is shared at relevant times throughout the year.
- Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
- Undertake any reasonable task as directed by the Leader of Learning, Head of Department or member of the school's Senior Leadership Team including the Principal.
- Be aware of the role of the Governing Body of the school and to support it in performing its duties.

- Be 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/Chief Executive.
 - 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.
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The Person

- Sets consistently high standards for themselves and others.
- Communicates with clarity and precision, both in writing and through active, thoughtful listening.
- Possesses exceptional organisational skills and the ability to manage time effectively to deliver high-quality outcomes.
- Acts as a positive ambassador for the school and Trust, embodying its core values and ethos.
- Contributes enthusiastically to team efforts, showing adaptability and a willingness to go above and beyond.
- Demonstrates excellent interpersonal skills.

Person Specification

APPLICATION	Essential	Desirable
A well-structured letter of application.	*	
Fully supported in references.	*	
QUALIFICATIONS AND TRAINING		
Subject specific graduate. A good honours degree in Fine Art, Art & Design, or a closely related creative discipline.	*	
Qualified Teacher Status: QTS, QTLS, or QTS FE.	*	
Continuous Professional Development: Evidence of ongoing professional practice as an artist or designer, or recent relevant pedagogical research.		*
EXPERIENCE AND KNOWLEDGE		
Proven track record of delivering outstanding outcomes at A-Level (Fine Art / Art & Design). Experience with the Level 4 Foundation Diploma (FADM) is highly desirable.	*	
Deep knowledge of contemporary art practice, art history, and theory, with the ability to lead high-level technical demonstrations across diverse media.	*	
Understanding of the requirements for successful student transition to specialist Art Schools, UAL, and Russell Group universities, including portfolio development.	*	
Deep knowledge of contemporary art practice, art history, and theory, with the ability to lead high-level technical demonstrations across diverse media.	*	
SKILLS		
Ability to articulate complex visual and conceptual ideas to students, and to communicate professionally with parents, colleagues, and external partners (e.g., Arts Council, local galleries).	*	
Exceptional time management and organisational skills, with the ability to see the "bigger picture" of Faculty goals while maintaining meticulous attention to detail in internal moderation and assessment.	*	
Competence in using IT for both administrative roles and as a creative tool within the classroom (e.g. Adobe Creative Suite, digital portfolios).		*
Outstanding interpersonal skills; the ability to work collaboratively within the Arts & Humanities Faculty and build productive relationships with technical support staff.	*	
The ability to evaluate your own teaching, listen to feedback, and "bounce back" with innovative solutions to pedagogical challenges.	*	
PERSONAL QUALITIES		
A "can-do" approach characterised by energy, positivity, and a calm demeanor under the pressure of exhibition deadlines and moderation periods.	*	
The ability to lead and challenge students and colleagues alike, bringing out the best in everyone through shared ambition and a passion for the arts.	*	
Boundless optimism and a sense of humour; a teacher who remains enthusiastic and motivated by the success of their students.	*	
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>
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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)**