

Teacher of  
Geography

# INFORMATION PACK



DRIFFIELD  
SCHOOL  
& SIXTH FORM

# BELIEVE · ACHIEVE ONE DRIFFIELD

“

Leaders are passionate about creating an inclusive school for all pupils under the motto ‘One Driffield’

Ofsted Inspection report  
February 2025

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# Introduction from the Headteacher

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Thank you for your interest in working at Driffield School and Sixth Form. I hope that, after reading the information provided, you will feel not only encouraged to apply, but excited by the opportunities that Driffield has to offer.

I have been a Senior Leader within The Education Alliance since 2013 and before moving to Driffield School's senior team, I was a Trust Director working across the secondary schools within the trust. It was during this time that I had the opportunity to work with colleagues and students in Driffield and instantly felt a connection with the school and its community. In spring 2018, I moved to the school's senior team full time so that I could be a key stakeholder in driving forward the school's success. I was Deputy Headteacher for Curriculum and Standards, working very closely with Subject Leaders to develop curriculum and standards of teaching, before being appointed Headteacher in 2022.

Driffield has the perfect comprehensive mix of students; they are a pleasure to teach and are our greatest asset. Many want to stay onto our Sixth Form due to its superb reputation. The number of students securing their first choice of university remains well above national average and we have many students who secure places at Russell group universities.

At Driffield School and Sixth Form, we want to provide a great education for every young person in our local area and this is our motivation. I have extremely high expectations of myself, staff and students. However, staff well-being is of utmost importance to us and everything we do is underpinned by our 'Workload Charter'.

We are extremely passionate about improving the life chances of our young people and we want all of our students to leave us with the best possible outcomes, a wide range of memorable experiences and an abundance of positive memories. I am proud to be the Headteacher leading the school through the next stage of its exciting journey and feel very lucky to lead a school with such amazing staff and students. Driffield offers a great opportunity for colleagues who are passionate about making a difference in an improving school and a supportive organisation.

This is undoubtedly an exciting time to join Driffield School and Sixth Form and the Education Alliance. We very much look forward to hearing from you and thank you for your interest in our school.

Best wishes  
Vicky Loftus  
Headteacher



# General information about the school

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We are an 11-19 Comprehensive School with approximately 1,500 students on roll. We are part of The Education Alliance, a growing multi-academy trust, currently consisting of Drifffield School and Sixth Form, Beverley Minster Church of England Primary School, Howden Church of England Infant School, Howden Junior School, Hunsley Primary, Malet Lambert School, Naburn Church of England Primary School, North Cave Church of England Primary School, South Hunsley School and Sixth Form, The Hub School, The Snaith School and Wilberfoss Church of England School and Yorkshire Wolds Teacher Training. We are here to make great schools and happier, stronger communities so that people have better lives. We do this by always doing what is right, trusting each other and standing shoulder to shoulder and doing what we know makes the difference. Doing what is right means always acting with integrity, in the interests of others and being honest, open and transparent.

‘Pupils behave very well in school. They are respectful and kind.’

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Drifffield School and Sixth Form is a friendly and supportive school and we do everything we can to ensure that every individual child receives the care, support and guidance they need to thrive and be the best they can be. Our fantastic team of hardworking and caring staff are fundamental to this success and we invest heavily in professional development to enable our staff to flourish, continually develop and access in-house career opportunities. We have a long tradition of being an inclusive and supportive school and our aim is for all students and staff to enjoy learning, experience success and develop their full potential. Our Be Well Programme was introduced in September 2019 and provides a comprehensive package of well-being and mental health support for all our students, parents/ caregivers and staff.

Further details are available in the general details section.

Staff, governors, students and members of the community have worked together to create a vision of the key qualities and values they would like to see in the school:

# BELIEVE · ACHIEVE ONE DRIFFIELD

A proud and confident community: achieving success  
through trust and respectful relationships.

As this dynamic vision statement illustrates, it is an exciting time for the school which has enormous potential.



‘Leaders are  
passionate about  
creating a school  
where pupils and  
students in the sixth  
form have a clear  
pathway to life beyond  
school. The careers  
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exemplary.’

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We were once again very proud of the hard work and effort of both our students and the staff who supported them in their 2025 A level and GCSE exams. 25% of our A level cohort achieved AAB including 2+ facilitating subjects.

‘Relationships are strong throughout the school. Leaders are committed to knowing each individual well.’

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The majority of our students gained their first choice of university with a high proportion securing a place at one of the prestigious Russell Group universities. A record number of students have also successfully graduated from our MEDSOC programme, securing a place to study medicine at university.

In 2025, 62% of students achieved at least a standard pass in both English and maths and 35% achieved a strong pass or above in English and maths.

Our recent Ofsted inspection states that, ‘Leaders are passionate about creating a school where pupils and students in the sixth form have a clear pathway to life beyond school. The careers programme is exemplary.’



Our facilities have been designed to ensure the environment promotes learning and these include a purpose-built Art and Technology building and a state of the art Performing Arts block. A £1.2 million investment has recently been completed to update the school's North Building and the energy efficiencies this will create will be reinvested into teaching and learning. All our facilities are actively used by the local community outside school hours. We also have access to the East Riding Leisure Centre which is adjacent to the school site and is equipped with the latest fitness equipment for the benefit of staff and students. The school is also able to use residential facilities at Spiers Bank House, an ex-forestry commission house located near Pickering in the North York Moors. This provides a fantastic resource for the development of students' outdoor experiences as well as personal development.

We are committed to safeguarding and promoting the welfare of children and young people. All staff receive training on appointment and regular updates and clearance from the Disclosure and Barring Service is required prior to any appointment being made. The school's Child Protection Policy and Procedures can be accessed via this [link](#) and the Education Alliance Child Protection Policy can be accessed [here](#).

'The school believes passionately in its cornerstone values of care, perseverance, respect and responsibility.

This creates an atmosphere where pupils achieve well'.

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Within the Education Alliance Multi Academy Trust, there are also further opportunities to develop and progress. As a trust, we are here to make great schools and happier, stronger communities so that people have better lives. We do this by always doing what is right, trusting in each other and standing shoulder to shoulder, and doing what we know makes a difference. Doing what is right means always acting with integrity, in the interests of others and being honest, open and transparent.

Driffield is at the heart of the Yorkshire Wolds and has recently been named by The Times as one of the best places to live in the North of England.

We are proud of our school and welcome the opportunity to show prospective staff who are interested in any current vacancies around the site.

For more information about the school and everything we have to offer, please visit [www.driffieldschool.net](http://www.driffieldschool.net).



Pupils are inquisitive and motivated to do well. They are enthusiastic about their learning’.

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**DRIFFIELD  
SCHOOL  
& SIXTH FORM**

# ETHICAL LEADERSHIP CHARTER

## COMPETENCIES AND BEHAVIOURS



Our Ethical Leadership Charter provides our leaders with the principles to support them with ethical behaviours.

### TRUST

*Leaders are trustworthy and reliable. We do this by...*

- ▾ Being reliable, consistent, credible, honest, humble, courageous and kind.
- ▾ Managing emotions and helping others to manage their emotions.
- ▾ Keeping promises and doing what you say you will do.
- ▾ Having a genuine interest in others.

### OPTIMISM

*Leaders are positive and encouraging. We do this by...*

- ▾ Believing in our own ability, and the ability of others, to do what is right to change the world for the better.
- ▾ Calling out negativity and cynicism.
- ▾ Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.

### KINDNESS

*Leaders demonstrate respect, generosity of spirit, understanding and good temper. We do this by...*

- ▾ Being kind, humble and authentic.
- ▾ Leading with compassion and care, listening and seeing beyond the job role to the person.
- ▾ Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.

### COURAGE

*Leaders work courageously in the best interests of children and young people. We do this by...*

- ▾ Looking in the mirror when something goes wrong.
- ▾ Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward.
- ▾ Give the whole truth, the back-story and the why.

### SERVICE

*Leaders are conscientious and dutiful. We do this by...*

- ▾ Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour.
- ▾ Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools.
- ▾ Removing barriers and blockers to enable others to do their jobs well.
- ▾ Leaving our egos at the door and putting ourselves in the service of others.
- ▾ Channel ambition into our schools, not ourselves, and developing our successors.

### WISDOM

*Leaders use experience, knowledge and insight. We do this by...*

- ▾ Developing knowledge and real expertise, then sharing knowledge.
- ▾ Learning from mistakes and failures and admitting when we are wrong.
- ▾ Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish.
- ▾ Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.

### JUSTICE

*Leaders are fair and work for the good of all children. We do this by...*

- ▾ Doing what is right, rather than what is popular or easy.
- ▾ Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate.
- ▾ Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense.
- ▾ Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.

### VISION

*Leaders have a clear sense of purpose and focus their attention, strategic direction, and resources on achieving their dream. We do this by...*

- ▾ Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development.
- ▾ Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks.
- ▾ Believing in the potential of others; helping them be the best they can be.
- ▾ Quickly taking in new information and translating that into recommendations, decisions, plans and projects.

# THE WORKLOAD CHARTER



## OUR PROMISE

For too long in too many English schools, staff have been asked to choose between being seen as good at their job and being a good mum, dad, partner, son, daughter or friend. We say, "no more".

While we are far from perfect, we will do everything we can to support our staff to balance the demands of their jobs and those at home, and we recognise that in everyone's life there are good times and bad. It is the job of all of us to support each other through both.



## CULTURE

The culture of the trust and our schools is critical in ensuring we have an enjoyable, rewarding working environment in which all colleagues believe the demands of their job are reasonable and manageable.

We start from an assumption of professional trust and the belief that everyone seeks to do a good job. We ask all leaders to set a good example in how they behave and that they try to reduce levels of stress and anxiety in the organisation.



## WORKLOAD

The trust supports the principle of 1265 hours for teaching staff, and where a colleague is not required to attend a particular directed event, for a reason such as not teaching a particular year group, they should not be given directed work.



## LESSON PLANNING

Staff are not expected to submit daily or weekly plans. IT systems will be aligned to establish systems and processes that minimise the replication of effort across different schools.



## MARKING AND FEEDBACK

- ▼ There is no central trust-wide or school-wide approach.
- ▼ There is no centrally prescribed frequency of written feedback.
- ▼ Each subject may have a different approach developed by our subject experts.
- ▼ We mark less in terms of the number of pieces of work but with greater impact.
- ▼ We should not use acknowledgement marking.



## DATA COLLECTION

The trust continues to explore greater use of technology to reduce aspects of teacher workload involved in data collection.

Currently, schools collect student performance data only twice a year to ensure they can monitor progress without over-burdening staff. Teachers are only asked to input data that requires their professional judgement.



## EMAILS

There is no expectation that staff respond to emails outside normal working hours. We want all staff to be able to achieve a healthy work-home balance and we trust the professional judgement of our staff to make decisions about when they work outside school hours. We ask all staff, including leaders, to refrain where possible, from sending group emails and to think carefully before using the "reply all" function.



## WORKING PRACTICES

Where new initiatives are introduced, they should be based on evidence that they are likely to improve student outcomes and serious consideration must be given to what we are going to stop doing to 'make space' for what is new.



## INSPECTION

The trust does not conduct 'mocksteds' that require teachers to provide lesson plans or that involve processes outside the normal quality assurance and performance development policies.



Improvement Strategy	What we want to accomplish	How we will know if it's worked <i>Note: More detail in each section</i>
<b>1.A good teacher in every classroom</b>	<p>1a) Teaching continually improves over the next <b>three years</b> by embedding high-impact strategies from our Teaching Blueprint and ensuring all students are motivated to think hard through:</p> <ul style="list-style-type: none"> <li>Improved quality and effectiveness of questioning in our classrooms</li> <li>Further development of our use of mini-whiteboards, cold-calling and no-opt-out questions to support assessment and adaptive teaching</li> <li>A relational approach to classroom routines to build strong relationships (especially with our most vulnerable students)</li> </ul> <p>1b) There is a culture of <i>continual</i> professional development, underpinned by an effective CPD programme that integrates time for classroom implementation and feedback loops.</p>	<ul style="list-style-type: none"> <li>We will have a great teacher in every classroom, committed to and capable of delivering high-quality, inclusive education.</li> <li>Teachers carefully consider and adapt their communication and language, building authentic connections and reinforcing the culture of 'One Driffield'.</li> <li>QA (floodlighting, combined with staff voice) demonstrates that CPD sessions have positively impacted classroom practice and a culture of <i>continual</i> professional development.</li> <li>Outcomes for key groups of students (including disadvantaged, SEND, higher ability and boys) demonstrate a positive trend over time.</li> </ul>
<b>2.An ambitious, inclusive curriculum</b>	<p>2a) All students access an ever-evolving, adaptive and inclusive curriculum that is ambitious, well designed and sequenced (with reading and writing at its heart) across all key stages and subjects.</p> <p>2b) Well-designed assessment facilitates effective feedback through:</p> <ul style="list-style-type: none"> <li>Identifying gaps and misconceptions in students' knowledge</li> <li>Driving effective adaptive teaching</li> <li>Reducing gaps in students' knowledge over time</li> </ul>	<ul style="list-style-type: none"> <li>An increasing proportion of students secure the qualifications they need for future learning and employment, achieving positive outcomes that are in line or above national benchmarks.</li> <li>Outcomes for key groups of students (including disadvantaged, SEND, higher ability and boys) demonstrate a positive trend over time.</li> <li>A range of assessment strategies are used through the universal offer to identify and address gaps in learning.</li> <li>Teachers use a variety of strategies to provide carefully considered feedback that shows all students their work is valued.</li> </ul>
<b>3.A culture of wider personal excellence</b>	<p>3a) All members of our diverse school community are provided with opportunities to build positive relationships, a strong sense of belonging and the belief that they matter by:</p> <ul style="list-style-type: none"> <li>Defining a sense of house culture and identity</li> <li>Repurposing tutor time and the role of the tutor to maximise relational opportunities</li> <li>Embracing equality and diversity through positive peer relationships</li> </ul> <p>3b) All members of our school community embody One Driffield by:</p> <ul style="list-style-type: none"> <li>Striving for personal excellence and engaging with our core character values</li> <li>Engaging in a coherently planned personal development and careers curriculum, pastoral care and enrichment opportunities</li> <li>Aspiring to impact and influence communities on a local, national and global scale</li> </ul>	<ul style="list-style-type: none"> <li>Driffield is a happy school where students report that they feel safe, value difference and know that bullying, harassment and violence are never tolerated.</li> <li>Student voice demonstrates that students are well supported in keeping themselves safe outside of school, knowing how to keep themselves physically and mentally healthy.</li> <li>Every young person enjoys at least one enrichment experience every year</li> <li>At least 30% of students access Russell Group universities, with increasing numbers accessing higher level apprenticeships.</li> <li>We have no NEET students at the end of Year 11.</li> </ul>
<b>4.Effective systems for behaviour, safeguarding and care</b>	<p>4a) There is a whole-school culture, where everyone recognises the importance of and promotes good school attendance to support academic/social outcomes and wellbeing.</p> <p>4b) All staff intentionally notice, acknowledge and speak to all members of our school community, developing engagement and belonging through our 'One Driffield' vision by:</p> <ul style="list-style-type: none"> <li>Applying our shared understanding of high expectations consistently, explicitly teaching positive behaviours and character traits</li> <li>Revising the language used in our behaviour for learning procedures and relational routines to maximise opportunities for building strong relationships</li> </ul> <p>4c) A safe and respectful school environment, where everyone feels valued, included and able to thrive through:</p> <ul style="list-style-type: none"> <li>Understanding the social and contextual issues impacting our students</li> <li>Ensuring students feel equipped with the knowledge and understanding that helps them empathise with others</li> <li>Tackling all forms of discrimination, bullying and harassment consistently and robustly</li> </ul>	<ul style="list-style-type: none"> <li>Whole school attendance improves annually, moving towards the targets of 96% (all) and 94% (disadvantaged).</li> <li>Behaviour is consistently good in lessons and around the site: classrooms are disruption-free.</li> <li>Cornerstones, relational routines and high expectations are fully embedded and therefore students feel seen, valued, heard and have a strong sense of belonging.</li> <li>Students consistently report that they feel safe, free from discrimination, harassment and bullying, consistently demonstrating supportive and respectful peer relationships.</li> <li>Students demonstrate resilience and make a highly positive, tangible contribution to the life of the school.</li> </ul>
<b>National Examination Targets</b>	<ul style="list-style-type: none"> <li>All students, particularly those who are <i>disadvantaged or have special educational needs and/or disabilities</i>, develop detailed knowledge and skills across the curriculum and, as a result, achieve well.</li> <li>All students gain good qualifications, thrive educationally and are on a pathway to higher education, an apprenticeship or a fulfilling job by the age of 19.</li> </ul>	<p><b>End of Key Stage 4</b></p> <ul style="list-style-type: none"> <li>Progress 8 = n/a in 2025 and 2026</li> <li>Basics (all) = 70% (4+) and 50% (5+)</li> <li>Basics (PP) = 50% (4+) and 30% (5+)</li> </ul> <p><b>End of Key Stage 5</b></p> <ul style="list-style-type: none"> <li>A* - A</li> <li>A* - B</li> <li>A* - C</li> </ul> <p>above the national average</p>

- This document is intended to provide a summary of the main strategies and actions that the school will take over the next twelve months. Detailed plans sit behind many sections.
- Progress towards these outcomes will be assessed through the school's quality assurance schedule along with external scrutiny and peer review.
- The latest data and a brief commentary will be added to the Review Point in February based on this quality assurance activity. The impact (not activity) will be RAG rated and actions adjusted accordingly.

# The Geography Team

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We believe that a critical understanding of geography enables us to become better global citizens, as we are able to form our own judgements and communicate our ideas effectively about the world as it is now and how it may be in the future. We work together as a team to develop the knowledge and skills that enable students to do this, something we have been developing as we continue to review and update our curriculum.

Throughout Key Stage 3 students build on their knowledge from Key Stage 2 and learn about human, physical and environmental Geography. Topics covered include the study of plate tectonics, global development, conflict and resources and coastal processes and threats. We offer field trips in Key Stages 3, 4 and 5 which are incredibly important for encouraging students to think and learn beyond the classroom, enabling them to put into practice the skills learned in lessons.

As a department we firmly believe that the knowledge learned across all key stages empowers our students to develop as better, happier people. In Key Stage 4 we teach the Edexcel A Geography GCSE Specification which includes: Changing Landscapes of the UK, Weather and Climate, Ecosystems and Biodiversity, Changing Cities, Global Development and Resource Management. Students have the opportunity to carry out fieldwork in coastal and urban environments which helps prepare them for future situations in which they may collect data in the field. The topics covered in our GCSE, A Level Geography and A Level Politics courses support our students in developing a critical understanding of the world around them.

There is also a keen focus on staff development within our department. We frequently work in collaboration to support each another with planning and by observing each other's practice. This builds on a cohesive CPD programme delivered in regular Subject Development Time, further complimenting the CPD staff receive at a whole-school and trust level. As teachers, we believe in the importance of continually striving to get better at our jobs to better impact the lives of our students.

# Staff benefits

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The Education Alliance is committed to supporting our entire workforce. Alongside our ethical leadership and workload charter there are a range of benefits which include:

- Dedicated development time to support you in your role and to allow you to gain additional qualified certifications.
- Access to the Team TEAL benefits platform in partnership with Vivup, giving access to a car salary sacrifice scheme, a cycle to work scheme, access to Wagestream and other lifestyle benefits which will allow staff to save money.
- Free Flu vaccinations held on site each year.
- Refund of the cost of an Annual NHS Prescription Prepayment Certificate.
- Regular staff surveys and opportunities to engage in focus groups encouraging staff to be involved in shaping the future of the school and the trust.
- In school individual support from Mind as part of the school's Whole School Approach to Mental Health and Well Being.
- An induction programme and continued investment in training and development, with access to coaching and mentoring, career and professional development.
- Family friendly policies and opportunities for flexible working, with a trust commitment to continually look to ways to improve the work-life balance for our staff.
- Free parking
- Automatic membership of the Local Government Pension Scheme and the Teachers' Pension Scheme.
- Recognition of continuous service if you join us from another school, academy or local government employer.
- Hot and cold snacks and meals available from our canteens and complimentary lunches when on lunch duty and training days.
- Free tea and coffee in all of our staffrooms.
- Corporate membership to the East Riding Leisure gyms, saving over 25% on membership costs.
- Employee Assistance Scheme available 24/7 via telephone or on-line portal, providing advice on assistance on a wide range of practical issues ranging from legal information and consumer issues to specialist counselling. This now includes a GP appointment service which allows staff and their immediate families to access a GP appointment within 24 hours.

