



ACCESS ARRANGEMENTS & EHCP COORDINATOR Support Staff Role

Grade 7 SCP 15-22

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 Team



Thank you for your interest in the role of **Access Arrangements & EHCP Coordinator** at Durham Sixth Form Centre. We are delighted that you are considering joining our dedicated and dynamic team, who play a vital role in our centre's success and student experience.

The **Access Arrangements & EHCP Coordinator** is a pivotal appointment at Durham Sixth Form Centre, which arises due to the relocation of the current postholder. As a lead professional and role model, our **Access Arrangements & EHCP Coordinator** will embody our core values, fostering an ethos of academic rigour, exemplary behaviour and mutual respect.

At Durham Sixth Form Centre, we are defined by our commitment to excellence, but we recognise that for many students, achieving that excellence requires more than just high-quality teaching - it requires a supportive, inclusive and empowering environment. As our **Access Arrangements & EHCP Coordinator**, you will be a catalyst in creating that environment. You are not just providing academic assistance; you are removing the barriers to learning that might otherwise prevent a young person from reaching their full potential.

Our team is a collaborative hub of professionals who believe that every student, regardless of their additional needs or background, deserves an educational experience that is both ambitious and accessible. Currently, the team is strategically led by Lee Bone, Vice Principal, and is composed of the following colleagues:

- Mr Stephen Joel, Director of Student Support (SEN)
- Miss Emma Colvin, EHCP and Access Arrangements Coordinator
- Miss Emily Barr, Student Support Mentor
- Miss Nichola Watson, Student Support Mentor

In this role, you will find yourself in a unique and influential position. Whether you are providing 1:1 intervention to an EHCP student, or managing the Student Support Hub, your work will have a direct and lasting impact on the lives of our students. We pride ourselves on a holistic approach. You will play a key role in developing our students' independence, resilience and confidence - equipping them with the tools they need not just to succeed in their exams, but to thrive in their next steps beyond the Sixth Form life.

We are looking for a colleague who is proactive, empathetic and highly organised; someone who can liaise effectively with teachers and parents/carers and has exemplary administration skills. In return, 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.

We would encourage candidates interested in this role to visit us in advance. Should you wish to discuss this role further, or come to visit us to see what we are about, please do not hesitate to contact me directly.

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.

Best regards,

Lee Bone

Vice Principal

lee.bone@durhamsixthformcentre.org.uk

The Role

JOB TITLE	Access Arrangements & EHCP Coordinator
CONTRACT TYPE	Permanent, term-time plus 5 days
HOURS	8.00am-4.00pm (3.30pm on Friday)
GRADE	Grade 7 SCP 15-22 (£26,559 - £29,810) pay award pending, FTE (£30,024 - £33,699)
START DATE	01 September 2026

ADVERT

We are looking to recruit an exceptional **Access Arrangements & EHCP Coordinator** to join our outstanding team at Durham Sixth Form Centre - where we value excellent support, care and guidance in everything we do.

At Durham Sixth Form Centre, we don't just support students - we raise aspirations and remove barriers. This is an exciting opportunity to make a profound difference in the lives of young people with SEN during two of the most critical years of their education.

What makes this role exciting?

- Play a vital role in supporting students with additional needs, helping them remove barriers and achieve their potential.
- Oversee and support a dedicated cohort of students with SEN, ensuring they are known, valued, and championed throughout their sixth form journey.
- Coordinate and administer Access Arrangements, working closely with staff, parents/carers, and specialist teams.
- Work collaboratively within a strong Student Support Team to deliver impactful pastoral care and tailored interventions.
- Be part of a thriving, oversubscribed sixth form with a national reputation for excellence and inclusion.

We are looking for someone who:

- Has exceptional organisational and administration skills and the ability to manage complex, student-centred processes with precision.
- Has fantastic attention to detail.
- Is deeply committed to inclusive education and understands the challenges and opportunities of supporting learners with additional needs.
- Builds strong, respectful relationships with students, families, staff and external agencies.
- Communicates with clarity, empathy, and confidence in a fast-paced and dynamic environment.
- Works with initiative and autonomy, while contributing fully to a collaborative, caring team.
- Shares our belief that every young person - regardless of background or need - deserves the opportunity to succeed.

Why choose us?

- Join an Investors in People: Platinum organisation with a strong culture of success and innovation.
- Be part of a supportive, values-led Trust committed to professional growth and inclusive practice.
- Access a wide range of CPD, leadership development, and networking opportunities.
- Make a meaningful impact by guiding and supporting students at a pivotal stage in their education, helping them achieve academic success and prepare for life beyond sixth form.

Join Durham Sixth Form Centre as a Access Arrangements & EHCP Coordinator — provide vital support to students in an outstanding post-16 setting. Located in the heart of Durham City, we're just 20 minutes from Sunderland and 30 minutes from Newcastle. Play a key role in ensuring our student services run smoothly and in helping to create a supportive, inclusive environment where every learner can thrive.

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 school 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 AREAS OF RESPONSIBILITIES

1. To coordinate all Access Arrangements by:

- Gathering relevant evidence for Access Arrangements as needed to support applications to the Joint Council for Qualifications (JCQ) during and after the enrolment process, and as required thereafter.
 - Assisting with student enrolment as part of the Student Support team.
 - Liaising with partner schools, SENCos, parents/carers and students to request 'Form 8' and/or relevant medical evidence from external parties to support Access Arrangement applications to JCQ.
 - Making applications to JCQ for student Exam Access Arrangements in line with published protocols.
 - Ensuring that all internal records and SIMs are kept up-to-date to accurately reflect Exam Access Arrangements.
 - Maintaining all associated Access Arrangement files in an inspection-ready state and to assist during inspections.
 - Assisting the Director of Student Support in liaising with the Exams Team to ensure students have their Exam Access Arrangements applied during internal and external exams.
 - Organising and facilitating one-to-one Access Arrangements for internal and external exams, in liaison with the Examinations Manager.
 - Communicating with the Exams Manager to ensure all Access Arrangements are implemented for all internal and external exams.
 - Playing a part in the exam specialist invigilation rota as required. This may include being a reader, scribe etc.
 - Assisting the Access Arrangements Assessor/Director of Student Support with the coordination of students to be assessed for exam access arrangements. This includes organising appointments with students, communicating with parents/carers.
 - Updating parents/carers, students and teachers when Access Arrangements have been approved/declined.
 - Acting in line with JCQ statutory guidance and the academy's Access Arrangements Policy.
 - Ensuring all modified assessment resources are in place for identified students.
 - Undertaking training inline with the role.
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2. To be oversee support for EHCP students by:

- Working collaboratively with academic and support staff, as well as external agencies, to ensure compliance with the SEND Code of Practice for a small number (c.10/12 students) of identified students with an EHCP and implement effective support strategies.
- Creating, developing, implementing and reviewing EHCPs, inline with statutory guidance and under the direction of the Director of Student Support.
- Preparing EHCP reports and reviews as appropriate.
- Supporting the Director of Student Support in scheduling, preparing, organising, chairing and reviewing EHCP meetings and associated paperwork in line with statutory guidance.
- Maintaining clear and accurate records to review learning needs and set targets towards achieving academic excellence for EHCP students.
- Identifying and deploying intervention and support strategies to ensure no significant outcomes gaps for EHCP students.
- Providing regular 1:1 support for EHCP students to monitor progress and outcomes, as required.
- Monitoring the attendance, punctuality and achievement of EHCP students in the cohort and intervene where necessary, in liaison with the Pastoral Team and SENCo.
- Organising and providing intervention/supervised study to support improved student achievement for EHCP students.
- Developing regular communication channels with the parents/carers of students with an EHCP.

- Meeting regularly and routinely with students in the EHCP cohort to monitor engagement.
- Providing ongoing guidance and support to EHCP students in their social development and their emotional well-being, reporting problems to the appropriate person.
- Supporting EHCP students to access extra curricular activities and enrichment opportunities.
- Supporting the transition of EHCP students into the centre, through organised meetings and pre-enrolment opportunities.
- Maintaining accurate records and ensuring all EHCP-related documentation is up to date.
- Supporting, under the guidance of a teacher and/or the Director of Student Support, the role of parents/carers in students' learning and contributing to meetings with parents/carers to provide constructive feedback on student progress/achievement.

3. To be a champion and advocate for SEN students to support them to excel by:

- Supporting the Director of Student Support to implement the SEN policy.
- Working with the Director of Student Support, to have oversight of the cohort of students identified as being SEN.
- Overseeing the creation of Individual Learning Plans for identified SEN students.
- Overseeing the review of all Individual Learning Plans at key data points.
- Advocating for and raising staff awareness of students who have SEN.
- Working with the Director of Student Support and Pastoral team to monitor the progress of students who are SEN, intervene accordingly and to review the impact of any interventions.
- Supporting the Director of Student Support to ensure the best possible education experience for students who are SEN by removing any barriers to learning.
- Working with the Director of Student Support and Pastoral team to analyse and monitor the attendance of students identified as SEN.
- Being proactive in encouraging the parents/carers of SEN students to engage in Subject Consultation Evenings and other academy events.
- Working with the Director of Student Support and liaising with the Progression team to raise the aspirations of the students identified as SEN and ensure they have access to quality CEIAG.
- Working with the Director of Student Support to monitor the intended destinations of SEN students.
- Working with the Director of Student Support and SEMH lead to develop programmes and resources to support student EWB.
- Working with the Director of Student Support to develop and expand resources and programmes for SEN students.
- Coordinating a range of different programmes to support students with additional needs (EWB, SEMH, SEN).
- Delivering a range of different programmes to support students with additional needs (EWB, SEMH, SEN).
- Promoting and encouraging students identified as SEN to engage in enrichment, work experience, EWB, SEN programmes and other additional opportunities.
- Signposting and promoting enrichment activities which complement teaching and help identify students' talents/interests.
- Promoting and encouraging students identified as SEN to engage in enrichment, work experience, SEN programmes and other additional opportunities.
- Acting as a team leader for a small number of Student Support Mentors, conducting appraisal, as appropriate.
- Completing relevant training and providing updates and information to staff about evidence based strategies to support students who have SEN.
- Ensuring the SEN Dashboard is maintained with up-to-date information and reviewed regularly.
- Monitoring the climate in the Student Support Learning Hub to maintain a purposeful and conducive environment.
- Engaging with current research and best practice on supporting SEN students.

NOTE: This role **may** require the delivery of direct one-to-one support within lessons for specific students, as and when necessary.

4. To demonstrate specialist skills relevant to the role by:

- Establishing and maintaining relationships with families, carers and other professionals.
- Being responsible for the preparation, maintenance and monitoring of stocks of materials and resources.
- Invigilating examinations and internal mock exams and facilitate other special arrangements e.g. scribing for examinations, as required.

- Accompanying teaching staff and taking responsibility for students on visits, trips and out of academy activities as required.
- Assisting with the supervision of students out of lesson times, including non-contact lessons, before and after academy and at lunchtimes, in the SEN Hub.
- Supervising individuals and groups of students throughout the day, including supervision in the classroom (where necessary), quiet space, resource centre and refectory.
- Assisting students with eating, dressing and hygiene, as required, whilst encouraging independence.
- Providing high-quality pastoral care to students.
- Providing basic first aid, if appropriate, ensuring timely referral to health services in emergency situations.
- Supporting students to develop their skills of independence, resilience and confidence.
- Supporting the use of ICT in the curriculum.

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.

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.

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 Headteacher.
- 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.

WORKING HOURS

The working hours for both the whole time and term time position will be:

Day	Hours	Total hours in school	Lunch break	Total hours worked
Monday	8.00am-4.00pm	8 hours	30 mins	7 hours 30 mins
Tuesday	8.00am-4.00pm	8 hours	30 mins	7 hours 30 mins
Wednesday	8.00am-4.00pm	8 hours	30 mins	7 hours 30 mins
Thursday	8.00am-4.00pm	8 hours	30 mins	7 hours 30 mins
Friday	8.00am-3.30pm	7 hours 30 mins	30 mins	7 hours
				37 hours

The term time role includes an additional 5 days which will be negotiated annually. Any additional hours agreed above and beyond this will be by negotiation and recompensed through time off in lieu (TOIL).

Person Specification

APPLICATION	Essential	Desirable
A well-structured letter of application.	*	
Fully supported in references.	*	
QUALIFICATIONS AND TRAINING		
At least 5 GCSEs including GCSE English and Maths qualifications.	*	
Qualified to degree level.		*
EXPERIENCE AND KNOWLEDGE		
Ability to inspire and challenge both students and colleagues.	*	
Experience of working with young people, parents and other stakeholders, with SEN.	*	
Experience/knowledge of Access Arrangements and EHCP processes.	*	
ICT competency including use of spreadsheets, experience with SIMS and Google Drive.	*	
Aptitude to evaluate, monitor and prioritise work with minimal supervision whilst meeting deadlines.	*	
SKILLS		
Ability to communicate effectively both orally and in writing to a diverse audience.	*	
Excellent organisational skills with the ability to work to a high degree of accuracy with attention to detail.	*	
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.	*	
Flexibility to cope with a wide range of situations including those that are delicate, difficult and confidential.	*	
Ability to 'think on your feet' and work as part of a team, respecting confidentiality.	*	
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.	*	
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	9am, Friday 3rd July 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. 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 Trust 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)**