



Assistant Head of Teaching and Practitioner Development



Information for Candidates



*A family of schools
with shared values*



Wolds Learning Partnership

About Us

We believe, as a family of schools with shared values, that we can work together in partnership to provide the very best education for the children in our care. As a collection of community, church and village schools, we are passionate about being part of the communities we serve and wish to ensure our community schools not only survive in the future but continue to thrive. In the current period of change, we believe it is important that we build upon our already strong links and seek together, in partnership, to support each other and to do the very best for our children and the communities we live and work within.

The Wolds Learning Partnership unites a family of schools who work collectively, in partnership, to serve our local community. The Wolds Learning Partnership is a Multi Academy Trust, a Trust that brings together a community of schools, to ensure they retain their own unique ethos, identity, name and Governing Body structure. Our vision is that the Trust will, due to changes being brought about by the national government, become the natural home for schools that will be required over the next few years to become academies. We are also conscious that other Multi Academy Trusts, nationally, may not share similar values and, as a family of local community schools, we believe it is crucial that we remain accountable to our parents, villages and communities. We feel it is important, therefore, that before schools are required to convert, we establish a Trust that reflects our values and ethos to provide an alternate option to the national chains. As a family of schools, we have a responsibility to plan for the future, to ensure we do the very best for our children, teachers, schools and our communities.

Why have we established the Wolds Learning Partnership?

- To bring together a family of schools who are not only close geographically, but who also share common values and have a shared vision for education.
- To establish a clear mission statement for the partnership, to support our pupils, teachers and schools in ensuring our village, church and community schools can continue to serve the young people of our villages and local communities.
- To focus on doing the very best for the children in our care, through the sharing of best practice across the schools on a regular basis.
- To share resources and services in order that, in this time of austerity and also in the future, we can focus on the children in our care and the quality of teaching within the classroom, to ensure our children receive the very best education.
- To ensure each school retains its individual identity and can continue to focus on serving its local community.

Board of Trustees

- The Academy Trust is open to all local schools.
- The Board of Trustees is made up of representatives from our partner schools.
- The size of the school (the number of pupils on roll) will not factor in decision making - all schools will be treated equally and fairly within the partnership.
- The Board meets at four points in the year to discuss and plan for strategic matters. It has its own long term development plan that feeds into each school's improvement plan.
- The Academy Trust Board will not invite company sponsorship and has no plans to follow this model.

Individual Schools

- All schools will maintain their own distinct identity and have their own governing committees.

- Individual schools will retain their own identity, name, uniform and will not make any external changes, other than moving their funding source from the Local Authority to the DfE and the Educational Funding Agency.
- The starting grant (provided by the DfE) will be used to support development across the trust. Schools will need to agree a small percentage of funding that will be used to either continue to purchase services from the LA or from alternate providers, so as a collective we can negotiate the best deal for our schools. The intention is that schools working collaboratively will have greater control over the quality and cost of services purchased and will, therefore, be able to make savings whilst improving quality.

Parents

- We believe passionately in parental choice. To this end, schools will continue to ensure all of our children have the freedom to apply to attend the school of their choice. The Wolds Learning Partnership will, therefore, have no effect on transition from primary to secondary, or secondary to post-16 education.
- We believe schools should serve their pupils and parents. We believe passionately that schools should be at the heart of their communities and should not be consumed into large chains of schools nationally. For us, this is about ensuring each child remains at the heart of all we do and that we are, as a family of schools, accountable to parents for the quality of education we provide.
- Parents will, if their school joins the Wolds Learning Partnership, be opting into the sharing of best practice among our local schools to ensure their son or daughter receives the very best education.
- The Trust will bring stability in an ever-changing educational world, so as schools we can focus on what really matters, our children.

Staff

- National changes mean that ultimately more schools will become academies; therefore, we believe it is important to be proactive and to ensure we do the very best we can to support our colleagues throughout this period of change. We believe that this transition also has the potential to strengthen our partnership, to support the sharing of best practice and to ensure that, as a family of schools, we can do the very best for our staff.
- We do not make any changes for staff employed at our schools - we promise the terms and conditions and pensions will not be affected during the transition to an Academy. All staff will be (TUPE) transferred from the council to the academy HR/payroll.
- The Trust will also be able to ensure, that all colleagues are supported through tailored CPD across the partnership. We know our schools best and we believe we can tailor support to meet our needs.

Academy

- A school who wanted to join the Wolds Learning Partnership would need to become an Academy. We believe that eventually most schools will become academies; therefore, we are conscious that we must be proactive in accepting the change while also ensuring we remain absolutely focused on doing the very best for our children.

Finance

- We don't expect to see any increase in funding for schools or academies, save what we can generate through collaboration within the Academy Trust. Schools can also bid for additional funds to replace or update buildings or facilities.

A school that converts to an academy can also spend its funding more freely; our intention is to ensure that money is used in the classroom to provide the very best education for our children

Headteacher's Welcome

Woldgate is a school with a distinct vision for education. Our view of an outstanding school is based on shared values, where every child is known and cared for as an individual. To cultivate this, we build a supportive and caring community, where a child's talents can grow through academic study and the opportunity to participate in the many activities, productions and visits that make Woldgate School unique. We are a school with a positive, welcoming, warm atmosphere, in which pupils take pride in their achievements and where each individual pupil achieves academically through consistently good teaching, in an environment that seeks to nurture their love of learning and challenges them to excel.

Founded in 1958, Woldgate's original school motto celebrated the distinct education the school sought to bring. This motto is, for me, an integral part of our school life; it defines who we are as a community.

"Everything you do should be worthy, of great merit, character and value."

Of great merit:

The quality of being particularly good or worthy, especially deserving of praise or reward.

Of great character:

The moral qualities that define an individual.

Of great value:

The principles or standards of conduct we work to; our judgment of what is important in life.

I truly believe that part of what makes this community so special is the holistic education we provide for our pupils. Our Performing Arts status, extra-curricular clubs, sporting activities and House competitions, combined with our wonderful visits programme, provide pupils with a unique opportunity to appreciate the world around them. I have long believed that the creative arts provide an exceptional platform upon which pupils can develop new skills, grow in confidence and, as people, develop qualities, in an environment where their talents are nurtured and then celebrated. The arts offer us something special, whether it be learning an instrument, acting in a play, dancing, singing or just being involved in a production as part of a company. This holistic approach to school life, for me, is integral to a good education and wonderful preparation for future life.

As we look to the future, I am absolutely committed to ensuring Woldgate School continues to develop with a clear, confident and strong identity based on shared values and with each student known and cared for as an individual. Our culture of collaboration and success will be matched by our determination to do the very best, both pastorally and academically, for the children in our care.

- A School where each child is known and cared for as an individual.
- An environment in which our pupils feel valued, safe and enjoy school.
- A School where every child is challenged and supported to succeed academically.

Woldgate Sixth Form College also provides exciting opportunities for students to continue their educational journey, to build upon their GCSE results and progress onto qualifications that provide academic rigour and challenge. There is also a wide variety of enrichment opportunities, with students participating in the wonderful range of expeditions, visits, internships and leadership programmes.

Jonathan Britton

Headteacher



About Us

Woldgate School and Sixth Form College

Age range 11 – 18

Students on roll – 1050

Gender: Boys and Girls

Admissions policy: not selective

School Type: an Academy which is part of the Wolds Learning Partnership, a Multi-Academy Trust

Ofsted Grades – May 2015

Overall effectiveness	GOOD
Achievement of pupils	GOOD
Quality of Teaching	GOOD
Leadership and Management	GOOD

Academic achievement is equally our top priority and an area in which we have received special recognition from the Department of Education. As I am sure you are aware, in 2015 70% of pupils gained the ‘Gold Standard’ of 5 or more A*-C grades including English and Maths. Indeed, 87% of our pupils achieved an A*-C grade in Mathematics and 75% in English. In 2016 50% of our pupils also achieved an A or A*. In 2017 48% of our pupils achieved at least one 9 to 7 (A*-A equivalent) grade at GCSE, 83% achieved a 9 to 4 (A*-C equivalent) grade in English and 76% of pupils achieved a 9 to 4 (A*-C equivalent) grade in Mathematics. In the Sixth Form, 48% of our pupils achieved an A*-A in Sixth Form, 100% of pupils studying vocational qualifications achieved the top two grades of a Distinction and Distinction* and 99% of our pupils achieved an A*-C at A-Level.

In 2017 Woldgate School was presented with an ‘Outstanding Outcomes Award’ from the SSAT for our academic results. We are also recognised by the Department of Education as being one of the ‘Top 100’ most improved schools in the country, out of three thousand eight hundred. As one of only ten schools nationally, we have been selected to appear in a Parliamentary publication which celebrates excellence in education. Achievements such as these are testament to the hard work and dedication of pupils, parents and teachers, and they draw upon a combination of academic rigour, pastoral care of the highest quality, excellent teaching and learning, complemented by structures that monitor progress and intervene to provide individual support for each and every pupil.



Job Information

JOB DESCRIPTION

JOB TITLE:	Assistant Head of Teaching and Practitioner Development
REPORTS TO:	CEO of Wolds Learning Partnership
SALARY:	L8 – L12

Purpose of the Job

As Assistant Head of Teaching and Practitioner Development you will:

- Raise the standard of teaching.
- Promote the ethos of the school.
- Maximise pupil achievement.
- Care for our pupils.
- Support our holistic education programme.

The Assistant Head of Teaching and Practitioner Development reports to the CEO of the Trust, and takes leadership responsibility and accountability for all activities involving pupils and departments (as designated) with regard to teaching and pupils' learning

Core responsibilities

- Be a lead teacher who through their daily outstanding practice exemplifies best practice in-line with the Head's vision for teaching and learning.
- Inspire, innovate and share best practice in teaching to establish a 'culture of outstanding teaching' across the school and the Trust.
- Research and develop effective practices and techniques to help pupils learn. Seek to communicate these methods to parents and pupils.
- Seek to ensure all pupils make the same progress and lead on techniques that will close the progress gender gap and seek to maximise the progress made by every cohort (Disadvantaged, FSM, LAC etc.) in the school.
- Develop and grow the 'Advanced Practitioner Teaching and Learning Team' across the Trust.
- Be responsible for the professional development of all teachers and support staff. Seek to enthuse and excite colleagues by sharing exceptional practice, creating a resource bank and by seeking to create a culture of high quality teaching across the school.
- The induction of new colleagues (ITT, NQT, Probationary), including support staff.
- Lead on all aspects of the Performance Management process, including the setting objectives for individual members of staff and the moderation of targets to ensure the process is fair.
- As a member of SLT you will be required to undertake additional duties and responsibilities, including leading on staff training, taking assemblies, attending after school events and representing the school in the community, as required by the Head.

Teaching

- Be a lead teacher, sharing exemplar practice, an advocate for school policy. As a lead teacher deliver consistently good or better lessons.
- Be an advocate of the Woldgate Lesson Structure.
- Be an advocate of Woldgate Behaviour for Learning strategies.
- Develop a central resource for all teachers that includes resources that can easily be adapted, for each part of the lesson structure, to help colleagues plan effective lessons.
- Ensure the classroom environment in every room is warm, smart, welcoming, vibrant, stimulating and an exciting place to learn.
- Model outstanding teaching and coach colleagues.
- Work with parents to ensure effective techniques to help learning are shared.
- Lead the professional development of all teachers and support staff.
- Induct new staff (ITT, NQT, Probationary).
- Have oversight of the Staff Appraisal and Performance Management Process.
- Work with the Head of Personnel to support colleagues, deal with informal or formal complaints and also to offer challenge if necessary to improve classroom practice.
- Lead all of the above areas at school and Trust level.

Pupil Progress.

- Lead and take responsibility for pupil progress and achievement, by working closely with Heads of Department to ensure the quality and consistency of teaching is at least good in every department and work with the Head of Department to make a minimum of 50% of the teaching Outstanding.
- Motivate and equip colleagues, through the sharing of best practice, with the necessary skills and techniques required to plan, deliver and effectively mark pupils' work, as part of an outstanding lesson.
- Personally lead intervention as required, modelling approaches and coaching colleagues if necessary, to support them in developing their practice.
- Be responsible for teaching data, its oversight and analysis, and monitor pupils' academic performance including Value Added, Achievement and Attainment 8 and Target Setting, with regard to the quality of teaching.
- Ensure through leadership of Teaching, that differentiation is embedded into every lesson to maximise the progress of Pupil Premium, FSM, LAC and other disadvantaged pupils, so they perform in-line with, if not above, expectation.
- Monitor the behaviour of all pupils and work with colleagues on Behaviour for Learning to support teachers, Heads of Department and Heads of School to facilitate the raising of standards.
- Work constructively with Heads of Department and Heads of School to tackle underachievement and raise standards.
- Ensure data is presented in a manner that is easily understood, actionable and helpful to all staff.
- Work collaboratively and creatively with department heads and individual faculty to ensure that the level of challenge and engagement in lessons meets the needs of all pupils.
- Engage departments in regular ongoing review and evaluation of the curriculum, including; maintain an up-to-date knowledge base and familiarity with policy, issues and research areas encompassed by the school curriculum.
- Support and encourage the professional development of departmental members in terms of: knowledge of their subject areas; teaching-related skills; advising-related skills; familiarity with the specific skills related to successful teaching; and pursuing new subject interests.
- Work with the Head to help Departmental and Year Teams solve problems. Listen actively to individual and collective concerns and seek solutions.

- Make recommendations to the Head regarding the hiring, retention, and assignment of staff.
- Take leadership responsibility for parent communications (written, printed, and online) and provide information and excitement regarding teaching, learning and the activities available to pupils.
- Listen and respond to individual parent concerns. Help parents to solve their problems to the extent possible and appropriate.

Care

- Promote and lead on Behaviour for Learning.
- Be an active, effective, visible and friendly presence in all areas of the school.
- Lead a duty team on a daily basis before school, at lunchtime and after school.
- Develop, maintain, and lead the culture of the school as a learning community and its educational programme in accordance with the school's mission.
- Take a primary role in promoting learning, building a sense of community, and meeting the academic, aesthetic, and affective needs of pupils.
- Develop and articulate a vision and identity for the school with the agreement of the Headteacher that engages pupils, teachers, and parents.
- Support by personal example: decision-making, policy implementation, and the sustaining of an orderly, and engaging school environment in which learning and the pursuit of social justice thrive. Maintain a stimulating school environment that supports and reflects high pupil, departmental, and staff morale.
- Play an active leadership role in articulating and implementing the school's relationship with parents: be comfortable and successful as the primary communicator of policies, rules, and expectations to establish a productive parent-school relationship; make sure that appropriate information is shared on a timely basis; be as available as possible to meet with individual parents to resolve questions and conflicts proactively in a manner that places the highest value on the collective interests of the school community while giving the greatest possible attention to the interest and concerns of the individual pupil.
- Take a leading role in anti-bias work, conflict resolution, and dealing with routine and extraordinary issues as they arise.
- Promote goals, initiatives and policies in line with the school's Self Evaluation Framework and School Development Plan.
- Oversee the accurate and timely maintenance of records and transcripts.
- Work collaboratively with the Head to ensure he is informed about the school's general programmes, activities, and problems.
- Work effectively and collaboratively to establish, develop and improve 'The Friends of Woldgate'.

Pupils

- Contribute to the Pupil Council under the leadership of the Head of Citizenship.
- Listen to and respond substantively to pupil concerns on a timely basis.
- Support pupils in their efforts and achievements in academics, the arts, sport, and community service.
- Cultivate pupil leadership and moral development. Oversee the effective ongoing development of Subject Ambassadors in helping departments reflect and improve their practice.
- Oversee and lead daily operations and ongoing events, relevant to your role and as directed by the Head teacher.
- Take leadership responsibility and accountability for the smooth, efficient, and friendly operation of the school on a daily basis.
- In collaboration with the Head of Administration and Operations, make sure that pupil schedules, departmental schedules and the scheduling of visits are maximally free of conflicts within the bounds of the overall school's schedule.
- Organise special school events and create new opportunities to celebrate success.
- Ensure on a daily basis that classes covered by supply or cover supervisors are visited in the day.
- Work with Cover Supervisors to improve lesson leadership.

Community, recruitment and budget

- Work collaboratively with the Head of Finance and the Head of Operations and Administration to formulate and monitor the operating budget for Teaching.
- Take a leadership role in articulating the strengths of the school to prospective parents, overseeing an effective professional development programme.
- Be an advocate for the school within the all-school community in developing and implementing policies, plans, and curricular changes and be mindful of the possible impact of such initiatives, intended or unintended, on the school’s other areas.
- Communicate early and often with fellow SLT colleagues.
- Participate and lead meetings as required.
- Attend SLT meetings prior to and after school as directed.

Any other duties commensurate with the general level of responsibility of the post that the Headteacher may from time to time ask the post-holder to perform.

The school operates a safe recruitment process and appointment to the post will be subject to suitable references and an enhanced Disbarring and Barring Service check. The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Signed: _____

Post holder Dated: _____

Signed: _____

Line Manager Dated: _____

PERSON SPECIFICATION

JOB TITLE: Assistant Head of Teaching and Practitioner Development

REPORTS TO: CEO of WLP

SALARY: L8 – L12

Qualifications and Experience:	Essential	Desirable
Qualified Teacher Status	✓	
Degree	✓	
Evidence or recent, relevant and continued professional development	✓	
Enhanced DBS	✓	
Further recent qualifications relating to education, management, school leadership		✓

Professional knowledge and understanding, skills and attributes:	Essential	Desirable
Experience of working in more than one school		✓
A minimum of 5 years teaching experience		✓
Substantial knowledge and understanding of teaching and learning at KS3,4&5	✓	
Experience of improving the standards of teaching and learning through use of pupil performance data	✓	
Experience of working with children identified as being vulnerable to underachievement and ensuring improvements for these children	✓	
Curriculum and/or pastoral leadership demonstrating a measurable impact on standards of teaching/learning or pupil well-being	✓	
Experience of delivering high quality CPD to others	✓	
Experience of line management and performance appraisal	✓	
Experience of working with School Governors		✓
Experience of working with outside agencies and community links		✓
Experience of financial management		✓
Experience of personnel issues		✓
To think strategically and support the Headteacher in building and delivering a coherent direction for the school	✓	
Excellent interpersonal skills	✓	
Involvement in school self-assessment and school improvement planning	✓	
A clear and profound understanding of the principles and strategies that promote the highest quality teaching, learning and pastoral support	✓	
Current knowledge and understanding of the national education agenda	✓	
Experience and understanding of school data analysis and the ability to use data to set and achieve targets for improvement	✓	

The knowledge of collaboration with other schools		✓
---	--	---

Personal skills/attributes:	Essential	Desirable
Work as part of a high performing team	✓	
Communicate effectively both orally and in writing with a wide range of audiences	✓	
Maintain and further develop the excellent relationship that exist between school , the staff, students, parents, Governors and the wider community	✓	
Successfully inspire, lead, manage and motivate staff and students to maximise their potential	✓	
Ability to lead people appropriately with sensitivity, empathy and compassion to support the effective operation of the school	✓	
Reliability, integrity, credibility, loyalty a sense of perspective and humour	✓	
Commitment to promote the caring community ethos of the school and its teamwork approach	✓	
Ability to deploy a range of leadership skills appropriately	✓	
Demonstrate self-management including time management, working under pressure and meeting deadlines	✓	
Ability to manage and resolve conflict effectively and sensitively	✓	

Note - This person specification is not necessarily a comprehensive definition of the post. It will be during the first year and will be subject to modification and amendment after consultation with the post-holder.

How to apply

If you would like to apply for this vacancy, please download a teaching staff application form from the school website.

Applications should be returned to **Jo Brighton** Head of Personnel and Staff Wellbeing, Woldgate School and Sixth Form College, 92 Kilnwick Road, Pocklington, York. YO42 2LL or via email to **jbrighton@woldgate.net**

CLOSING DATE: Friday 23rd February 2018 at 5pm
Interviews are scheduled to take place week
commencing 5th March 2018

The school is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. An enhanced DBS disclosure is required for all posts.

Staff Information

Senior Leadership Team

Headteacher – Mr Jonathan Britton

Deputy Headteacher – Ms Irie Grant

Assistant Headteacher – Mr Luke Sloman (Head of Lower School)

Assistant Headteacher – Ms Amanda Longstaff (Head of Upper School)

Assistant Headteacher - Mrs Katy Lawson (Head of Sixth Form)

Assistant Headteacher - Mr Philip Johnson (Director of Studies for English)

Assistant Headteacher – Mr Kieran McCausland (Director of Studies for Mathematics)

Assistant Headteacher – Mr Robert Jones (Director of Studies for Science)

Assistant Headteacher – Mr Martin Trevaskiss (Director of Holistic Education)

Assistant Headteacher – Mrs Coppelia Webster (Professional Tutor)

Assistant Headteacher – Mrs Sarah Geary (Head of Inclusion)

Key Contacts

Head of Personnel and Staff Wellbeing, Jo Brighton 01759 302395 email jbrighton@woldgate.net



Child Protection Policy

Woldgate School fully recognises its responsibilities for child protection. Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Area Child Protection Committee and take account of guidance issued by the Department for Education and Skills to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. We will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.

- The school behaviour policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Ensuring that, when a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

How to Find Us

**Woldgate School and Sixth Form College, 92 Kilnwick Road, Pocklington, York.
YO42 2LZ Tel: 01759 302395**



A. From Hull - Take the A1079 including the by-passes of Beverley and Market Weighton

1. Take the right hand fork from Pocklington at the Yorkway Hotel
2. Take the 3rd exit from the roundabout; past the Rugby field on your right
3. Turn right at the B1246 signposted Warter, Driffield, Bridlington
4. Woldgate School is the last building on the right as you leave the town.

B. From Humber Bridge - Take the Westward route towards Leeds along the A63

1. Leave the A63 at the slip road and bridge over signposted for Market Weighton, Bridlington
2. Pass through villages of South Cave and Sancton
3. Turn west at Market Weighton bypass, A1079 towards York
4. Follow instructions A3, A4, A5

C. From Leeds - Take A64, York by-pass towards Scarborough

1. Leave A64 at Grimston Bar roundabout signposted York, Bridlington, Hull
2. Exit from roundabout onto A1079 towards Hull
3. Twelve miles approximately along A1079 after Pocklington Industrial Estate, turn left for Pocklington, just after Bonds International.
4. Pass Pocklington School on left, at roundabout take 3rd exit past bus station, fire station
5. Take the first exit from the roundabout
6. Follow instructions A4, A5

D. From North-East England - Take A19 southwards until Northern by-pass of York

1. Follow signs for Hull, Bridlington
2. At A64 turn West for Leeds
3. Follow instructions C2, C3, C4, C5, C6

E. From Scarborough, Bridlington - Follow sign from Driffield

1. By pass Driffield along North and West side
2. Leave by pass where signposted for M62, Market Weighton
3. At Bainton roundabout take second exit along B1246 towards North Dalton, Warter, Pocklington.
4. Woldgate is the first building on the left as you reach Pocklington.