



**HOLMBUSH
PRIMARY
ACADEMY**



University of Brighton

Academies Trust

PRINCIPAL OF HOLMBUSH PRIMARY ACADEMY

CANDIDATE PACK
AUGUST 2018



Achieving excellence together

HOW TO APPLY

Thank you for your interest in this role. Before you apply, we encourage you to contact Helen Howard, Executive Director of School Improvement for an informal discussion about the role: h.howard2@brighton.ac.uk or 07824 314473.

We also invite you to visit the Academy on Monday 10 September; if you would like to visit please contact recruitment@brightonacademiestrust.org.uk

Email your completed application and equal opportunities form to recruitment@brightonacademiestrust.org.uk

We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff to share this commitment.

Location: Holmbush Primary Academy, Shoreham by Sea, West Sussex

Reporting to: Executive Director of School Improvement

Academy visit date: Monday 10 September 2018

Closing date for applications: Sunday 16 September 2018

Selection and interview date: Thursday 20 September 2018

Start date: January 2019

Salary: Teachers' Leadership Pay Range L13–L19: £52,930–£61,341 (2017/18 pay scales; a pay award is pending)

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WELCOME

Thank you for the interest you have shown in the role of Principal at Holmbush Primary Academy.

We are seeking an inspirational, strategic leader to realise our vision for Holmbush; to achieve outstanding status and to improve the standards, attainment and aspirations of all its pupils.

Based in Shoreham by Sea, between Brighton and Worthing, Holmbush provides a safe, attractive and stimulating learning environment for pupils aged 4 to 11. It has a published admissions number of 30 and a total capacity of 210 pupils. It also hosts Little Learners, a nursery for 3 and 4-year olds.

This is a fantastic time to join Holmbush. In 2018 it maintained a 'Good' rating from Ofsted during its first inspection since joining the Trust. We are particularly pleased that it received a 'Good' judgement against all five assessment categories. This is testament to the continued commitment and hard work of our pupils and staff, in partnership with parents and carers and recognises the Academy's secure position as a good school for the local community.

We are now seeking a Principal to build on these solid foundations. The successful candidate will have an exciting opportunity to shape and lead the next stage in the development of the Academy.

The University of Brighton Academies Trust believes that education transforms lives. Enriched by the University of Brighton's contribution, we want to ensure that the 7,500 pupils in our academies are inspired to meet their potential and develop a passion for life-long learning.

We work collaboratively to help our pupils and everyone connected to our academies achieve excellence. By working together and sharing ideas, insights and best practice, our academies support each other to improve. Holmbush is part of a local cluster with Lindfield Primary Academy and Blackthorns Community Primary Academy.

It is important to us that our academies have a positive impact on their communities and that pupils understand the role they can play in the wider world. We work to ensure that parents and carers are actively engaged in their child's learning. At Holmbush we engage and nurture pupils, enabling them to explore in a secure and stimulating environment. We believe all children are unique and have individual learning needs.

We value our staff, investing in their training and development at all stages of their careers. New Principals are allocated a mentor to support them for at least the first year of their appointment.

We hope you find this candidate pack interesting and informative and decide to apply.



Professor Chris Pole
Chair
University of Brighton
Academies Trust

Deputy Vice-Chancellor
University of Brighton



Dr John Smith
Chief Executive
University of Brighton
Academies Trust

Head of School of Education
University of Brighton

JOB DESCRIPTION

Job Title: Principal of Holmbush Primary Academy

Employer: University of Brighton Academies Trust

Location: Shoreham by Sea

Salary: Teachers' Leadership Scale L13–19: £52,930–£61,341 (2017/18 pay scales; a pay award is pending)

Responsible To: On a day to day basis, the postholder reports to the Executive Director of School Improvement. The Chief Executive has overall responsibility for the post.

Responsible For: Total staff of c.30

Main Purpose Of The Job: To provide inspirational, strategic and professional leadership of Holmbush Primary Academy in order to realise the Trust's vision of achieving outstanding status and to improve the standards, attainment and aspirations of all pupils, ensuring that they are well placed to progress to their future education.

Main areas of responsibility:

1. Trust strategy, vision and values

- 1.1 Engage with the Trust's Members and Trustees, Chief Executive, Executive Director of School Improvement, senior staff and members of the Academy's Local Board in order to contribute to the development the Trust's strategy for its academies, creating the platform for the development of high standards and learning.
- 1.2 Ensure that the Trust's vision, values, ethos, strategy and performance in the Academy is clearly articulated, shared, understood and acted upon effectively by all, so that the Academy remains at the cutting edge of innovation and change, achieving outstanding status and top quartile performance.
- 1.3 Work with the Academy's community to translate the vision into agreed objectives and an operational plan in order to secure strong and sustainable school improvement and pupil attainment.
- 1.4 Ensure that strategic planning recognises the needs and interests of all partners and stakeholders, whilst taking account of the diversity, values and experience of the Academy and its community, so that the Trust's vision and values can be demonstrated in everyday work and practice and a shared culture and positive climate is created in the Academy.

2. Leadership and management

- 2.1 Lead and manage the Academy, with an emphasis on outstanding achievement, so that high standards and exemplary practice are utilised and shared to the greatest effect in the Academy.
- 2.2 Undertake leadership of the Academy, in order to ensure that day-to-day activities of the Academy are fully supportive of the Trust's vision, strategic direction and improvement plans and that high-quality monitoring and evaluation takes place.
- 2.3 Lead and support the Academy's senior leadership team to attract, build, motivate and retain high performing staff so that transformational change, growth and success is achieved in the Academy, and in order to facilitate talent spotting and succession planning.
- 2.4 Develop and implement flexible staffing structures in order to enable good practice to be shared, and so that there are opportunities for staff to work closely and proactively together with similar staff in other academies within the Trust.
- 2.5 Provide professional leadership for the evaluation of performance in order to foster high standards and strong motivation from all staff.
- 2.6 Oversee the development and implementation of appropriate induction and staff development programme of activity, so that all staff are well placed to maximise the attainment and aspirations of the academy's pupils.

3. School improvement strategy

- 3.1 In conjunction with the Trust's school improvement team, plan, develop and implement an effective school improvement strategy, in order to ensure that aspirations and standards continue to rise in the Academy over the long term.
- 3.2 In conjunction with the Academy's senior leadership team, provide professional leadership of learning and teaching and school improvement activities, so that attainment of all groups of pupils (including those from disadvantaged backgrounds) consistently improves and is comparable. This includes:
 - providing and fostering the curriculum leadership necessary to develop and implement effective school improvement strategies
 - overseeing all curriculum developments
 - ensuring policies for the pastoral care and support of all pupils
 - promoting and ensuring an inclusive approach to education
 - evaluating standards of teaching and learning, ensuring appropriate strategies are implemented to disseminate good practice and address any areas of inadequacy
 - ensuring pupil progress is monitored using data and benchmarks and that appropriate interventions are used to address any areas of underachievement
 - embedding Academy self-review and evaluation
 - maintaining policies and procedures for the effective safeguarding of children and young people.
- 3.3 Develop strong and effective links with local secondary schools, so that there is seamless transition of pupils from the Academy.

4. Community engagement and external partnerships

- 4.1 Promote effective links with parents/carers in order to maximise aspirations and promote pupil progress.
- 4.2 Sensitively manage all communications with parents/carers.
- 4.3 Support the Chief Executive in the development and implementation of a community engagement strategy, including partnership activity with key stakeholders, in order to promote a continuous culture of change.
- 4.4 Promote effective liaison with external agencies and an inclusive approach education.

5. Resource strategy

- 5.1 In conjunction with central Trust staff, ensure the effective deployment and management of all resources (ensuring compliance with Department for Education/Education and Skills Funding Agency regulations and advice; and ensuring careful budgetary controls), in order to maximise value for money and impact and enable all pupils to gain high levels of achievement.
- 5.2 In conjunction with central Trust staff, oversee the management and organisation of the academy environment in order to ensure that it meets the needs of the curriculum and health and safety regulations.

6. Equalities

- 6.1 Oversee the implementation of policies on equalities in order to ensure equality of opportunity and practice in all aspects of the academy's work in compliance with legislation and good practice.

7. Other duties

- 7.1 Undertake such other duties as reasonably correspond to the general character of the post and commensurate with the post of Academy Principal.

PERSON SPECIFICATION

The criteria below indicate the qualities that are needed to do the job well. Candidates for the post will be selected according to the extent to which they satisfy them, and their evidence of potential for developing the rest further. Most of the criteria must normally be met in order to qualify for selection.

ESSENTIAL CRITERIA

Leadership of staff and resources

- Evidence of different leadership and management roles in an educational context
- Evidence of the ability to lead, motivate, enthuse and drive forward individuals and teams to achieve high performance
- Evidence of the ability to implement and retain effective and sustainable staffing structures, including the implementation of programmes of staff development
- Evidence of making a positive impact on the development and improvement of a school
- Evidence of responsibility for the allocation and monitoring of financial and capital resources

Education and qualifications

- Good honours degree or equivalent
- Qualified Teacher Status
- Evidence of recent professional development

Experience and knowledge

- Substantial experience of primary education, including recent experience as a vice principal, deputy headteacher or equivalent senior school leader role
- Experience of developing and implementing educational improvement strategies, resulting in evidence of successful improvement in pupil progression and attainment
- Strong track record of successful development and delivery of learning, including detailed knowledge of strategies to achieve effective learning, teaching and assessment underpinned by the innovative use of ICT
- Knowledge and passion for quality in educational provision, including empathy for the regional context
- Significant knowledge and understanding of relevant legislation, national priorities, the National Curriculum, innovation, new developments and accountability/statutory frameworks underpinning educational effectiveness
- Knowledge of all associated phases of education (nursery, secondary, 14–19 and HE)
- Knowledge and understanding of approaches to self-evaluation and improvement planning processes
- Understanding and experience of statutory safeguarding requirements, including safer recruitment
- Understanding of, and commitment to, equality and diversity
- Experience of budget management and resource planning

Communication

- Highly effective communication skills and ability to influence and communicate with key stakeholders, including parents/carers and community partners
- Excellent oral and written communication skills, and excellent interpersonal skills

Skills / attributes

- Understanding and respect for children and their needs in the twenty-first century
- High standards of integrity and a positive role model for staff and pupils
- Ability to analyse, evaluate and interpret information, including statistical data, and make critical organisational decisions in conjunction with others
- Very good problem solving, negotiation and decision making skills and the ability to produce practical and innovative solutions
- Excellent time management and organisational skills, including working under pressure and to deadlines
- Confident user of ICT
- Commitment to personal and professional development

Desirable criteria

- Postgraduate qualification in an education or management related area
- Be working towards or completed a recognised leadership qualification, such as National Professional Qualification for Headship

ADDITIONAL INFORMATION

This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate.

There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.

Date: July 2018

- This post is subject to a Disclosure and Barring Services (DBS) check
- This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act.

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.





HOLMBUSH PRIMARY ACADEMY



Pupils' behaviour is good. They are polite and respectful to each other and to adults. Pupils are kept safe in this nurturing, welcoming school"

Ofsted 2018

www.holmbushprimaryacademy.org.uk

Our vision

Learning and improving together without limits.
At Holmbush Primary Academy we aim for:

High expectations
Outstanding and creative learning journeys
Learning through challenge and excitement
Making the most of partnerships with parents and the community
Building on progress
Understanding the needs and achievements of everyone
Safe and secure environment
Happiness

Our values

Responsibility
Everyone is equal
Stay healthy
Persevere
Encourage
Challenge and inspire
Together as friends

Through learning, our pupils will develop four key spiritual, moral, social and cultural attitudes:

Self-awareness
Open-mindedness
Appreciation and wonder
Respect for all

Within all aspects of education at Holmbush Primary Academy, we take positive action to ensure that we are meeting the needs of all pupils and staff in a fair way, irrespective of gender, ethnic origin, disability, specific ability or social background. The Education Act (1988) directs that all children have an entitlement to a broad and balanced curriculum. This means that the curriculum we provide is one in which equal access for all is the starting point.

Our aim is to develop and nurture a positive self-image and a sense of self-discipline in our children. We believe in good and considerate behaviour that will respect others and an orderly school community in which effective learning can take place. If there is cause for concern, we ensure that parents are immediately involved.

Creative Curriculum

Our curriculum combines high standards with a broad, rich and creative curriculum. There is continuity and progression, challenge and pace. As an academy we are able to enhance the curriculum in creative ways. We begin each term with a 'stunning start', designed to enthuse and inspire children and end with a 'fantastic finish' to celebrate achievement. Where possible we invite educational visitors, or go on an educational visit or exploration, to deepen the children's understanding of their topic.

As the children progress through the topics, they are able to build and develop a diverse and important range of skills. This 'whole learning' approach enables children to apply their skills and transfer their knowledge from one subject to another. It also helps children to make connections and join up their thinking. Most importantly, it increases their confidence, interest, motivation and learning. We also make sure children benefit from Forest School and Beach School sessions. These experiences develop a range of capabilities and enable the children to learn in different contexts and develop personal and social skills.

Our Holmbush vision is embedded throughout our curriculum to provide every child with:

- a broad and balanced education, covering all aspects of the National Curriculum, as well as important issues such as health, safety, personal and social development and an understanding of their community
- the opportunity to acquire and develop skills which provide a firm foundation for all future learning
- an environment that offers equal opportunities for all, regardless of gender, race, social background or physical ability, encouraging children to develop self-confidence
- a positive learning experience.

Each term, parents are welcomed into our academy to share their children's learning journey.

Academy data snapshot

Data correct as of 23 July 2018. 2018 data is provisional.

HOLMBUSH	
No. on roll	198 in main academy plus 14 in nursery
No. with FSM (free school meals)	15 pupils (8%)
No. with PPI (Pupil Premium funding)	25 pupils (13%)
Form entry	1 form entry (1 class per year in the main)

KS2 MEASURE	2016	2017	2018
Expected Standard in Reading, Writing and Maths	48%	46%	65%
Expected Standard in Reading	59%	62%	85%
Expected Standard in Writing	67%	69%	65%
Expected Standard in Maths	56%	77%	85%
KS1 MEASURE	2016	2017	2018
Expected Standard in Reading, Writing and Maths	45%	66%	60%
Expected Standard in Reading	62%	72%	80%
Expected Standard in Writing	55%	69%	67%
Expected Standard in Maths	59%	69%	73%
RECEPTION MEASURE	2016	2017	2018
Good Level of Development	70.0%	75.9%	73.3%

Governance

Governance arrangements are set by the University of Brighton Academies Trust.

Holmbush Primary Academy has a Local Board that contributes to the Academy's vision and future strategy. It is responsible for ensuring that the Academy maintains strong community links and effective communication with all stakeholders including parents and carers. It is also responsible for monitoring pupil wellbeing, admissions, complaints and concerns.

Local Boards include individuals from the community, including parent and carers. They are accountable to the Trust's Board of Trustees.



UNIVERSITY OF BRIGHTON ACADEMIES TRUST



The Trust, through the director of school improvement, works closely with school leaders and the local governing board. Together, they have ensured that this good school is continuing to improve.”

Ofsted 2018

www.brightonacademiestrust.org.uk

The University of Brighton Academies Trust is a network of 15 academies in Sussex all supporting each other – and their pupils – to excel. It is a multi-academy trust and a not-for-profit charitable company limited by guarantee.

Our values

We value excellence, integrity and innovation.

We want excellence for our pupils and their families, our staff and our academies' communities. We believe that education transforms lives, which is why each of our academies has a rich curriculum to ensure that pupils meet their potential and are inspired to continue learning.

We work with integrity. We recognise the unique character of each of our academies, and tailor the support we provide to suit the individual academy and its pupils. We respect all cultures and beliefs and believe in honesty and openness.

Innovation is key. We constantly strive to improve. Our pupils' experience is enriched by the contribution of the University of Brighton and its School of Education. Our school improvement framework is informed by best practice and creative approaches.

The University of Brighton is the Trust's sponsor. The University's commitment to improving educational opportunities by supporting academies began in 2008 in Hastings and St Leonards and has since developed to include academies in East and West Sussex.

Visit: www.brightonacademiestrust.org.uk

Board of Trustees

The Trustees are responsible for determining the Trust's strategic direction, including overarching responsibility for the three core functions: the Trust's vision, educational standards and financial performance.

Trustees are also responsible for ensuring the Trust complies with charity and company law, as well as its funding agreement with the Secretary of State. The Board of Trustees includes representatives from the Trust's sponsor and local people with a wide range of expertise.

About the University of Brighton

The University of Brighton is a leading provider of higher education in the south east. It has 21,000 students, 2,600 staff on five campuses across Sussex and runs 500 undergraduate and postgraduate courses including teacher training, medicine, mathematics, computing, engineering and fashion.

Its School of Education has an 'Outstanding' rating from Ofsted for all of its early years, primary and secondary teacher training and it is ranked in the top five universities for education courses in England in The Times and Sunday Times Good University Guide 2018.

Partnership working is central to the University's mission and it has a deep commitment to helping to shape the futures and realise the potential of young people across the region.

Visit: www.brighton.ac.uk

Our academies



Our structure

Our Executive Management Team leads all aspects of the Trust and is based at the University of Brighton's Falmer campus.

The Executive Management Team oversees all education provision in the Trust, as well as a professional services team (Estates and Facilities Management, Finance, Human Resources, ICT, Marketing, and Policy and Governance).

Academy leadership is led by a Principal supported by a senior leadership team.

All academy Principals, Heads of Professional Service and the Trust's Executive Team form a Senior Management Team. Members work collaboratively, taking joint responsibility for the outcomes of all of our pupils and for the efficient and effective management of the Trust's resources.

A small 'Strategic Improvement Group' supports the Executive Director of School Improvement in over-seeing school improvement activity across the Trust.

School improvement approach

Our aim is for every academy within the Trust to be outstanding and achieve the best possible outcomes for pupils. All of our academies receive at least six Challenge Partner visits annually. Challenge Partners are experienced senior professionals with a proven track record of school improvement.

Visits provide both challenge and support to enable rapid improvement and are conducted jointly with senior leaders.

Additionally, each academy is in a cluster with two other primary academies within the Trust, so that they can share best practice and conduct peer reviews. Holmbush is in a cluster with Lindfield Primary Academy and Blackthorns Community Primary Academy.

- www.blackthornsprimaryacademy.org.uk
- www.lindfieldprimaryacademy.org.uk

School Improvement is also an integral part of the Trust's Senior Management Team Meetings, where Principals have the opportunity to share practice, reflect on latest educational developments and make strategic decisions about policy and practice.

At Holmbush, improvement funding is currently allocated to provide:

- support from an experienced Lead Principal from a high achieving academy
- training and funding to introduce the Trust's teaching and learning framework
- training and a new approach to reading across the academy
- funding to implement video technology to improve the quality of teaching through coaching
- an opportunity to bid for an 'innovation fund' to enhance practice through research or practice.

“Teachers plan interesting lessons which motivate pupils to enjoy learning. Consequently, all groups of pupils currently in school make good progress in reading, writing, mathematics and a range of other subjects.”

Ofsted 2018



Strategic business plan

The Board of Trustees has recently approved a new Strategic Business Plan for the University of Brighton Academies Trust for the period 2018–2023. The Trust has very many strengths and outstanding achievements: the Strategic Business Plan will inform and shape our work as we enter this important next stage of our development, and help us achieve excellence for our pupils, staff and community.

The Plan is comprised of six priority areas, with a series of objectives to be achieved during the next five years:

PRIORITY	WHAT SUCCESS WILL LOOK LIKE:
School improvement	<ul style="list-style-type: none">• All our academies will be at least good by 2020• Academies that are currently judged to be good or better demonstrate improvement towards achieving / maintaining outstanding status• A strong progress data profile for all groups, at least in line with national• The gap in the progress and attainment of disadvantaged and other pupils is closed• Shared responsibility for the outcomes of all pupils and for the performance of all academies in the Trust• Pupil attendance in all academies to be in line with national or to show a rising trend
Strategic development	<ul style="list-style-type: none">• The objectives of the Board of Trustees to achieve consistency and excellence in all aspects of the Trust's work is achieved• Professional support services have the right level of capacity to add value to academy improvement• Transformation of professional support services to provide high-quality, efficient and effective support
Staffing	<ul style="list-style-type: none">• High-quality staff at all levels and in all academies and teams; and a selecting (rather than recruiting) organisation
Communication and collaboration	<ul style="list-style-type: none">• Excellent national, local and regional reputation as an effective multi academy trust• The University of Brighton and the Trust mutually benefits• Staff see themselves as part of wider organisation and benefits that being part of a multi-academy trust brings; there is shared responsibility for the outcomes of all pupils and for the performance of all academies in the Trust• Effective collaboration and partnership with external organisations
Resources	<ul style="list-style-type: none">• Financial sustainability of the Trust, supported by an appropriate level of reserves, maximising the amount of resource available to teaching and learning and school improvement• All senior stakeholders engage positively in a needs based budgeting approach, with collective accountability for the financial performance of the Trust
Governance and accountability	<ul style="list-style-type: none">• Skilled and experienced Trustees with a broad range of experience and expertise, who are committed to the delivery of the Trust's vision and values, and who hold leaders to account• Embedded governance structure with clarity about roles, responsibilities and accountabilities• Committed local Boards that add value to the Trust through strong community links• Strategic decision-making informed by accurate reliable data and management information• Clear and comprehensive arrangements to provide assurance about compliance on all statutory requirements

Achievements from across the Trust in 2017/18

- Churchwood Primary Academy judged as 'good' by Ofsted, with 'outstanding' for effectiveness of leadership and management; personal development, behaviour and welfare; and early years provision.
- Robsack Wood Primary Academy's Nursery judged as 'outstanding' by Ofsted.
- Four senior teachers gain accreditation as Specialist Leaders of Education from the East Sussex Teaching School Alliance Network.
- Lindfield Primary Academy praised by the Rt Hon Nick Gibb MP for excellent phonics teaching.
- Blackthorns Community Primary Academy ranked in the top ten schools in West Sussex.
- Trust welcome the release of the Department for Education's Hastings Opportunity Area delivery plan.
- Holmbush Primary Academy judged as 'good' by Ofsted.
- The Hastings Academy judged as 'good' by Ofsted, with 'outstanding' leadership and management.
- Blackthorns Community Primary Academy's excellent 2017 results recognised by the Schools, Students and Teachers network award, placing it in the top 20% of schools nationally
- Silverdale Primary Academy judged as 'good' by Ofsted.
- Blackthorns Community Primary Academy is judged as 'good' by Ofsted, with potential for Outstanding status.

Working for us

We value our staff and believe well qualified, motivated individuals are vital to the success of our academies. By working for us you will be joining us in our aim to make long lasting improvements to the educational achievement of children in Sussex. We believe top-quality training, continuing development and career opportunities for staff lead to the best teaching and learning for our pupils.

Disability confident

The Trust has signed up to Disability Confident, a voluntary government scheme to support equality and diversity in our staff recruitment practices. It seeks to challenge misconceptions towards disability and employment, while also increasing understanding and awareness of mental and physical disabilities.

Professional development

Our career pathway and professional development programmes give all staff the opportunity to learn from others and to develop their own practice. Most of our professional development is bespoke including a Trust teaching and learning framework that is designed to support teachers at all levels. Our two teaching schools provide bespoke courses to support Apprenticeships, ITT training, NQTs and more experienced teachers and leaders. The University of Brighton additionally supports teacher training and pedagogy. Annually we offer up to 10 scholarships for Continuing Professional Development study at the University of Brighton to staff across the University of Brighton Academies Trust. The scholarships are open to all staff within the University of Brighton Academies Trust, and are used as a contribution towards tuition fees.

Employee benefits

We offer a wide range of exciting and useful employee benefits to all our employees, including: flexible working to maintain a healthy work-life balance, competitive annual leave entitlement, maternity and paternity leave, and discounts and offers with popular retailers. We believe in the power of motivated and happy teachers and staff, which is why we seek to enrich and reward our employees wherever we can.

- **My Academy Rewards** – our employee discount programme - gives all employees great savings at hundreds of retailers. Staff can access discounted and instant vouchers as well as cashback offers.
- **The Employee Assistance Programme** is a welfare initiative available to all our staff to give counselling, information, signposting and support. We care about our employees and their wellbeing and understand that everybody encounters situations or difficulties at some point in their life, and can benefit from independent help and support.
- **The Local Government Pension Scheme (LGPS) and Teachers' Pensions scheme** provides benefits for employees and their families both now and in retirement. The scheme provides employees with a secure future income at a low cost, with a large percentage contributed by the Trust.

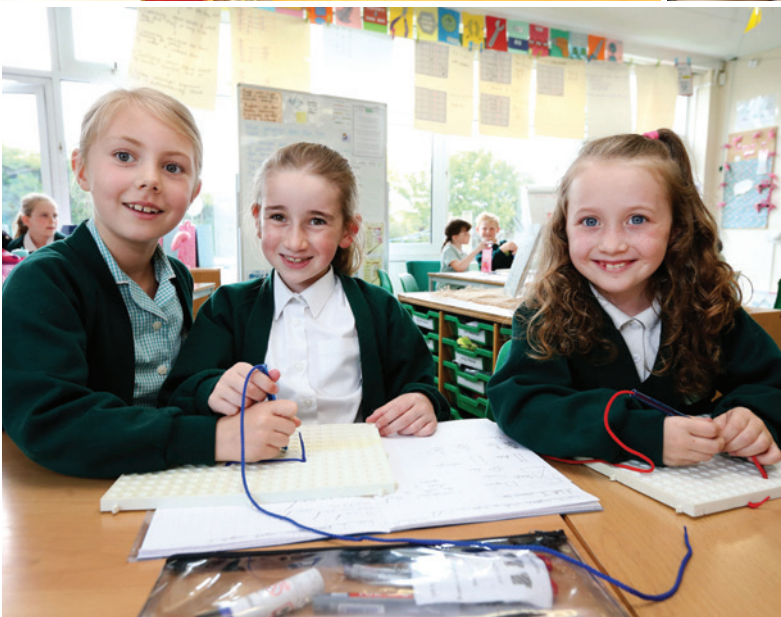
OUR PUPILS

Holmbush Primary Academy is passionate about bringing learning to life for all children. We believe this is possible by providing exciting, stimulating first-hand experiences that enthuse, motivate and immerse children in their learning. We are keen to use our Academy's rich locality to develop their understanding of, and pride in, the world around them. This affirms our commitment to promoting British Values.

We truly believe that working with children in this way leads to high-quality education and fosters a life-long love of learning. We know that learning is at its most powerful when our children are fully immersed in a truly creative curriculum – one that inspires them and touches their emotions. Underpinning our values are the basic skills of reading, writing and mathematics. These are taught in depth, using a range of approaches and contexts, and have a central place in our curriculum.

“ I love studying Shakespeare because we had to work out the language he used. We got to see a play live at the Open Air Theatre.”

Pupil



OUR COMMUNITY

Holmbush Primary Academy is located in Shoreham by Sea, between Brighton and Worthing. Known locally as Shoreham, this seaside town and port is bordered by the South Downs to its north and by the River Adur and the English Channel to its south.

The town is served by Shoreham by Sea railway station linking the town with Brighton – 15 minutes and Worthing – 6 minutes. Local bus services also provide access to nearby towns. Shoreham airport, the UK's oldest licenced airport lies to the west of the town.

Brighton, with its 5.4 miles of pebble beach lined with volleyball and basket ball courts, pubs, galleries and shops, is within easy reach. It features in the Lonely Planet's list of 10 cities with brilliant beaches and is home to the iconic Royal Pavilion and more than 400 independent shops, cafes and venues in the North Laine area. Yearly highlights in the city include the Brighton Festival and Fringe, England's biggest arts festival; the Brighton Pride Community parade, the UK's biggest LGBT event; and Paddle Round the Pier festival celebrating the best in water, street and urban sports.

The Academy predominantly serves the local community of Shoreham by Sea.

More information about Shoreham, Brighton and Worthing can be found at:

- www.visitbrighton.com
- www.southdowns.gov.uk
- www.discoverworthing.uk
- www.discoverworthing.uk/see-and-do/shoreham-by-sea/
- www.westsussex.gov.uk

“The nurturing and community feel at Holmbush makes my child happy to come to school and me happy to send them. I know they'll be looked after.”

Parent

“At Holmbush we have lots of responsibility. We can be on the school council or even run for Head Boy and Girl. Being Head Girl has given me lots of opportunities. Everyone knows me and I know everyone!”

Pupil



**HOLMBUSH
PRIMARY
ACADEMY**

Holmbush Primary Academy
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University of Brighton
Academies Trust

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This publication is available in alternative formats on request.

Information correct at the time of publishing in August 2018.
University of Brighton Academies Trust is a charitable company limited by guarantee, registered in England and Wales with company number 7185046.