



Job Application Pack ASSISTANT HEADTEACHER – KS1

www.roundhayschool.org.uk

0113 3931207

info@roundhayschool.com

Elmete Lane, LS8 1LG



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Job Application Pack

For the Position of

ASSISTANT HEADTEACHER-KS1

Permanent – Full Time – L1-L5 – Start 31 August 2017

Your application should be supported by a covering letter of no longer than **two sides of A4 (Arial font 12)** detailing your experience of teaching and learning, the impact your appointment will make in terms of raising standards at our school and why you are an ideal candidate.

You should return your application form together with covering letter, via email, by **9.00am on Monday 24th April 2017** to:

headteacher@roundhayschool.com

For our Ofsted Report:

http://www.roundhayschool.org.uk/our_school/ofsted/

For our Investors in People Report:

http://www.roundhayschool.org.uk/our_school/investors_in_people_gold_award/

To view our prospectuses:

http://www.roundhayschool.org.uk/our_school/prospectus/

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ROUNDHAY SCHOOL

All-through education from 4 to 18

Elmete Lane, Leeds, LS8 2LG

0113 3931207

primary@roundhayschool.com

www.roundhayschool.org.uk

31st March 2017

Dear Prospective Applicant

ASSISTANT HEADTEACHER – KS1

Thank you for expressing an interest in becoming an **Assistant Headteacher – KS1** in the Primary Phase of Roundhay School. This is a fantastic opportunity to join the Primary Team at our highly successful all-through school, judged as **'outstanding'** by Ofsted in November 2013. You will be teaching in a brand new, state-of-the-art, 2-form entry Primary Campus. Our new Primary phase is growing gradually with an intake of 60 Reception pupils each year.

Due to the gradual development of our Primary Campus, this role will undoubtedly offer a fantastic challenge for the successful candidate to shape the learning experiences for our high-achieving primary pupils. There will also be many opportunities to make new links and develop existing links with the Secondary Campus in order to provide enhanced learning for pupils and staff.

The successful candidate will:

- Be hard working, positive and enthusiastic with a passion for teaching and learning.
- Set high expectations, which inspire, motivate and challenge children.
- Have positive working relationships with children, staff and parents.

If you are ambitious and would love to be part of this exciting journey, this could be the job for you!

Please read this application pack carefully before completing the application form. For further information, you can visit our website www.roundhayschool.org.uk/vacancies.

Yours sincerely

David Mitchell
Associate Deputy Headteacher



"An outstanding school. Roundhay is all about its students. Primary Provision is outstanding." (Ofsted)



ROUNDHAY SCHOOL

All-through education from 4 to 18

Gledhow Lane, Leeds, LS8 1ND
0113 3931200
secondary@roundhayschool.com
www.roundhayschool.org.uk

31st March 2017

Dear Prospective Applicant

WELCOME

Thank you for expressing an interest in the **Assistant Headteacher – KS1** position at our '**outstanding school**' (Ofsted).

We are looking for an enthusiastic and committed colleague who would thrive on this opportunity to develop their experience and make a significant contribution to school life in and out of the classroom. As one of the first all-through schools educating children from 4 to 18 with an outstanding Sixth Form of 500+ we are passionate about improving all that we do as a learning community. You will be very well supported by a friendly team of hard working professionals who are committed to making this the top performing department in the city!

That our truly comprehensive community reflects the cosmopolitan nature of Leeds itself is a real strength. **'The core values of courtesy, cooperation and commitment permeate every aspect of the school.'** **'Roundhay is all about its students. Staff ensure that each one, regardless of background or ability, is given every opportunity to shine'** Ofsted. However, we are far from complacent and know that, in spite of the fact that we are the most over-subscribed school in Leeds, with 100% of our staff recommending Roundhay as a place to work and 99% of parents also recommending us, our reputation is hard won and easily lost. Staff development is at the heart of what we do and the **IIP Gold Award** is another indication that this is more than just words!

We pride ourselves on having a strong ethos, which permeates the work of all staff and pupils in our community. You can be sure of a warm welcome and genuine support in all that you do. Please read this application pack carefully as the guidance it contains will help you make an informed decision over whether you may wish to apply.

I feel very fortunate, as Headteacher, to have **'the unanimous support of staff in the mission to create an inclusive school where every student is enabled to 'be the best they can be'** Ofsted. We do not claim to get it right all of the time, but our passion to serve the needs of all students is at the forefront of our beliefs as Ofsted captured. **'There is no room for complacency anywhere in school and both leaders and staff are unrelenting in their pursuit of excellence'** Ofsted.

We welcome your application if you feel this is the right school community for you!

Yours sincerely

M Partington
Headteacher



"An outstanding school. Roundhay is all about its students... each one is given every opportunity to shine." (Ofsted)

HEADTEACHER
Matthew Partington

DEPUTY HEADTEACHER
Lorraine Bowman

ASSOCIATE DEPUTY HEADTEACHER
Jenny Hogarth

HEAD OF PRIMARY
Emma Higgins

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What is enclosed in this pack?

- How to Apply
- School Overview
- School Policies
- Important Information
- Job Description
- Person Specification
- Department Overview

The Teaching or Non-Teaching Application Form can be downloaded separately from our website (www.roundhayschool.org.uk). A map is also available to download. Please note the school entrance is on Old Park Road.

If you use SatNav it will take you to the Gledhow Lane entrance which is no longer accessible by car, please use the post code LS8 1JT.

Our School Magazine, Primary, Secondary and Post-16 Prospectus, Ofsted and IIP report are available to download from our website.

How to Apply

Please complete the relevant application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment, please state the reasons why (eg gap year, career break, unemployed etc).

Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post.

We require details of **two referees**, one of which must be your current or most recent employer. Please provide their names, **email addresses** and daytime contact numbers. (See 'References' on the Important Information page of this Pack)

Please sign the declaration on the final page of the application form. If you are submitting your application electronically, you will be required to sign this page if invited for interview.

CVs are not accepted as part of the application process. Please ensure you fully complete the relevant application form. If you have a disability that prevents you from completing the application form, please contact the school to discuss.

When will I hear if I have been shortlisted?

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Details of the interview programme will be confirmed after the closing date.

If you have not been contacted within one month of the closing date, please assume you have not been shortlisted. In this case, may we thank you in advance for your interest in this post and wish you the very best for the future. **Due to the volume of applicants, we are unable to give feedback to non-shortlisted candidates.**

School Overview

Our Mission Statement

"Courtesy, co-operation and commitment" are key to making the school a happy, safe and caring place of learning, where every child matters. We are dedicated to enabling our pupils to raise their aspirations and achieve their full potential to "be the best they can be". We aim to help our pupils to take their place in society as healthy, responsible and independent citizens, who have respect for themselves, one another and the wider community.

'Student and staff relationships are extremely good. Students' personal development is exceptional and behaviour is exemplary.' ... 'The core values of courtesy, cooperation and commitment permeate every aspect of the school.' Ofsted

Our Pupils

The school population reflects the cosmopolitan nature of modern Leeds. The pupils come from a very wide variety of socio-economic and ethnic backgrounds; more than 27 languages are represented, with around 60% of our pupils drawn from the black and ethnic minorities. This gives the school great strength in its many endeavours and relationships.

'The atmosphere in lessons is very positive and supportive' ... 'Learning moves at a lively pace'. Ofsted

We currently have around 2000 pupils, which will grow to 2500, in this 4-18 co-educational community comprehensive school, making it one of the largest within Leeds. Our specialist Dyslexic Base, catering for 16 pupils, our SEN provision and our 450+ strong and very successful Sixth Form (one of the biggest in the region) are just some of our many strengths.

'Behaviour in lessons is exemplary' ... 'Movement around the school is extremely orderly and students show consideration and respect for each other'. Ofsted

In September 2012 we became one of the first 'all-through' schools in the region, growing with a new intake every year. Our first primary cohorts will join up with the secondary aged pupils in 2019. We have a separate £4.8 million purpose built Primary Campus located just a mile away from the Secondary Campus.

We are proud of examination success at all key stages. At A-Level over 30 subjects are taught and with excellent achievement we find that the majority of our students are able to progress to higher education including seven students going to Oxford and Cambridge Universities in 2013 and four in both 2014 and 2015. At KS4 we achieved over 70% five of more A*-C including Maths and English. We have the highest expectations of every pupil and strive to achieve high standards in all that we do, both academically and socially.

'The atmosphere in lessons is very positive and supportive. As one student said, "It is cool to want to learn at Roundhay". Students are comfortable admitting that they do not understand a particular point and others often try to help by offering alternative explanations. Students are keen to volunteer ideas and participate.' Ofsted

'Students, from a very wide range of backgrounds, work and socialise together extremely well.' Ofsted

Our Staff

We are fortunate to have highly-committed, professional and friendly staff, who have worked hard and successfully to establish a thriving learning community. Many staff have sent, or currently send, their own children to Roundhay, which is a real vote of confidence.

'Student and staff relationships are extremely good. Students' personal development is exceptional and behaviour is exemplary.' Ofsted

'Teachers have an infectious enthusiasm for their subject which is communicated to the students' ... 'Professional development is a strength of the school' ... 'The quality of teaching is outstanding'. Ofsted

We also have other pupils who come from families with parents professionally involved in education, which helps to keep us on our toes! We take seriously the professional development of all our staff and have gained Investor in People status for the last 14 years, including Gold in 2014. As a school, we are heavily involved in Initial Teacher Training and are a strategic partner within a Teaching School Alliance (Red Kite) which involves sharing outstanding practice across four local authorities. School improvement and self-review are central to our drive to raise standards. We have around 250 staff, both associate and teaching, who work very hard as a team to ensure they support both the pupils and each other.

Our Area

The school's two campuses are situated in north-east Leeds, adjacent to Roundhay Park, and are surrounded by highly sought-after owner-occupied houses. The settings can only be described as impressive. The schools grounds are magnificent; the campuses cover over 30 acres of parkland combined. We also serve some of the most economically and socially-deprived areas of the city, as well as more favoured wards, giving us the rich mix of pupils that makes us a 'true comprehensive'. Currently, around 25% of our pupils are classified as being Pupil Premium children with 14% currently entitled to free school meals.

'Students who attract Pupil Premium funding are monitored very closely' ... 'making exceptional progress and closing any attainment gap with their peers at a very fast rate'. Ofsted

'Primary provision is outstanding. Pupils make extremely rapid progress, teaching is outstanding, resources are first-rate and leadership is exceptional.' Ofsted

Our Facilities

We have very good facilities, and since our Secondary Campus was rebuilt in 2004 we have invested heavily both in ICT and in improving facilities, such as creating AppleMac Media rooms, music practise rooms and improved recital areas to enhance the learning and teaching experience of pupils and staff alike. The newly opened primary building, which is located on a separate campus, is truly wonderful and has excellent resources.

We have an £11 million building project underway with an extended dining centre, additional car parking, artificial pitch with floodlights and a new building (one and a half times the size of the current Primary Campus).

Our School Organisation

Our separate Primary Campus introduces two forms each year and when full in 2019 will house 480 children. The Primary school day starts at 8.50am and ends at 3.10pm. In Years 7, 8 and 9, pupils are grouped for registration and for Personal, Social, Health and Citizenship Education (PSHCE), in mixed-ability form groups that remain together until the end of Year 11. For teaching purposes, pupils are placed in a variety of groupings as appropriate, including setting and some mixed-ability grouping. Each lesson at the Secondary Campus is one hour in length, five per day. The secondary school day commences at 8.25am and finishes at 3.00pm, followed by extra-curricular activities.

In Years 10 and 11, currently pupils may choose two options to study, normally alongside the compulsory core subjects of Mathematics, English, Science, Foreign Language, RE, PSHCE and Games/PE, a number of which at GCSE level may be started in Year 9. We are, like most schools, undertaking a curriculum review. In Year 12, students choose an individual programme of study leading to BTEC and/or GCE 'A/S' levels.

Our Pastoral Organisation and Leadership

The Primary Campus is led by the Primary Leader who is a member of the Leadership Group and as the provision grows so will its staffing structure. At the Secondary Campus Years 7, 8, 9, 10 and 11 are led by Progress Leaders, assisted by teams of tutors and overseen by the Deputy Headteacher: Pupils. We have an Assistant Headteacher: KS5 who works with our Head of Post-16 and her team, supported by Academic Mentors. There is a strong tradition of support for both pupils and colleagues. Our learning mentors, behaviour support workers and social inclusion achievement teams have had a powerful effect on the positive implementation of our social inclusion strategies.

'The senior leadership team is very strong and effective'. Ofsted

'The headteacher has the unanimous support of staff in the mission to create an inclusive school where every student is enabled to 'be the best they can be'. He is very accessible to both students and staff.' Ofsted

Our Extra-Curricular Activities

We have a thriving and exceptional programme of music, drama, sports teams, outdoor pursuits, residentials, art events, project days and charity events! Everyone contributes, as we feel that it is a vital part of our role in developing the potential of all our pupils and building a cohesive community.

Our Community Links

The school has excellent links with the communities it serves and actively seeks to widen these. We believe that this vital 'citizenship work' demonstrates our ethos as a school, where courtesy, co-operation and commitment are more than just words! We deliver a comprehensive programme of family and community learning as part of our Extended Services commitment.

'High ability students out-perform similar students nationally. Students of all abilities make very good progress in lessons.' Ofsted

School Policies

Child Protection

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have a designated senior member of the Leadership Team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.

Whistle Blowing

Our policy is to ensure that all staff are made aware of their duty to raise concerns about any inappropriate attitude or actions of colleagues.

Code of Conduct and Personal Behaviour

The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the wellbeing of all its employees and pupils.

The Headteacher and Governing Body regard everyone working at our school as a role model to our pupils. As such, employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children. Registered teachers are in addition bound by the codes and professional values of the GTCE (General Teaching Council, England), and the school considers the principles to apply to all staff employed at the school.

Equal Opportunities

We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect.

We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.

Smoking Policy

Roundhay School is a no smoking building and site and all staff must adhere to this policy.

ICT Policy (Fair Use Guidance)

We encourage the use of ICT across the curriculum. On appointment, staff agree to abide by the ICT policy.

Full details of all these policies are available from the school upon written request.

Important Information

References

If you are shortlisted, we will take up references before the interview date. One of your referees **must** be your current or most recent employer. Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or references that are addressed 'to whom it may concern' will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

Selection Process

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children. Roundhay is committed to safeguarding and promoting the wellbeing of all children and expects all staff and volunteers to share this commitment. Therefore, interviews will include questions about safeguarding children.

Under the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Validation of Qualifications and Identity

All shortlisted candidates will be asked to bring original certificates of relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies for the successful candidate will be retained on their personnel file. The copies for unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

Right to Work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Disclosure & Barring Service

Employment at this school is subject to an enhanced check with the Disclosure & Barring Service. Checks will also be made against the Independent Safeguarding Authority (ISA) 'Barred' lists (previously DCSF 'List 99' and Protection of Children List (PoCA)). All such checks must be satisfactory before any offer of an appointment can be confirmed and before commencement of work can take place. All supply and/or peripatetic staff will be required to produce their worker's ID and other relevant documents when they arrive at school.

Safeguarding

Roundhay is committed to safeguarding and promoting the welfare of its pupils and expect all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure (see above).

Medical Assessment

Before taking a teaching appointment, the preferred candidate is required to complete an Occupational Health Medical Questionnaire. This will be sent directly from Leeds City Council Employee Changes with the letter of appointment which states that the appointment is subject to a satisfactory medical assessment.

Induction and Continuous Professional Development

Roundhay is committed to developing its staff and is proud of its Investor in People (IIP) status which underlines the approach it takes to supporting appropriate staff development. Staff are inducted into our school community to enable new colleagues to become familiar with the culture of our school and its policies, expectations and procedures.

Dress Code

We expect all staff to dress professionally and appropriately for the roles undertaken at Roundhay School. We pride ourselves on the high standards of dress of both our students and staff; these standards are led by our staff whom we expect to set an example.

Job Description

Key Stage 1 Assistant Headteacher

Full Time – Permanent – L1-L5 – Start September 2017

Introductory Statement:	The responsibilities of the post are to be performed in accordance with the provisions of the School Teachers' Pay and Conditions document including the conditions of employment for assistant headteachers.
Accountable to:	Head of Teaching & Learning & Associate Deputy Head
Accountable for:	Standards and progress in Key Stage 1 and line manager for staff in Key Stage 1
Liaising with:	Other Leadership Group members, Primary Subject Leaders, external partners, LA staff, Parents and Governors

PURPOSE OF THE ROLE

To assist the Head of Teaching & Learning & Associate Deputy Head with the management and organisation of the primary campus in seeking to achieve the highest standards of pupil achievement and school efficiency. Under the direction of the Head of Teaching & Learning and Associate Deputy Head play a major role in:

Responsibility for the standards and curriculum for Key Stage 1 pupils including monitoring of progress towards achievement.

Managing staff and resources in Key Stage 1.

In the absence of the Head of Teaching & Learning and Associate Deputy Head, take on their responsibilities as agreed and appropriate

Carry out the professional duties of a teacher

Take responsibility for promoting and safeguarding the welfare of children within the primary campus

2. DUTIES AND RESPONSIBILITIES

General

To play a full part in the school community, to support our ethos and to encourage staff and pupils to follow this example focussed on core values of courtesy, cooperation and commitment and the primary motto of 'Be the Best You Can Be'.

To act as an inspirational leader and role model for all pupils and staff.

Support the Head of Teaching & Learning and Associate Deputy Head in providing a clear direction for the development of the primary campus promoting the school's core purpose, values and aims within the school and wider community.

To support collaborative approaches to continuous school improvement, delegating, empowering and supporting colleagues appropriately.

To support and challenge staff by holding them to account for pupil progress and attainment.

Particular Responsibilities

To lead a core subject and take responsibility for other subject areas across the primary age-range.

To liaise with KS2 staff to provide a seamless transition between key stages and promote cross-phase working to support our through school.

To support the development and implementation of a teaching and learning quality assurance framework linked to the School Development Plan and SEF process with the focus of improving pupil outcomes.

Support a quality assurance framework which includes:

An agreed schedule of Learning Walks

A work scrutiny programme with recorded outcomes

Working with teachers and teaching assistants

Identification of staff strengths and weaknesses, leading to positive interventions

Celebrating and sharing outstanding practice

Play a key role in developing as a through school, including:

Transition planning for KS2 with KS2 leader

Contributing to half-termly Planning Board and School Improvement Group meetings

Contributing to the whole school leadership team meetings as and when relevant

Attend meetings of the Governing Body Committees as appropriate e.g. Learning and Achievement.

To support the development and implementation of a coherent programme of professional development for teaching staff and teaching assistants.

To take a lead on providing a training programme and support for NQTS and School Direct trainees in Key Stage 1.

To support all Key Stage 1 colleagues with regard to helping all pupils make very good academic progress with a general ethos of concern for their welfare, development and well-being.

To carry out appraisal for teaching assistants in Key Stage 1.

To take responsibility for organising timetables / rotas for Key Stage 1 and monitor effectiveness on a daily basis (e.g. assemblies, playground duty, extra-curricular clubs etc.).

To respond to parental concerns and complaints.

3. OTHER DUTIES

To keep up to date with the national and local agenda in education, and develop and promote these areas to staff, pupils, parents and governors.

Other duties as required.

Concluding Statement

This job description cannot hope to capture the full, varied and exciting scope of this role. On an annual basis as part of the appraisal process, this job description will be reviewed and an action plan identifying key priorities for the year ahead, based on the needs of the school will be drawn up.

Person Specification

Key Stage 1 Assistant Headteacher

Full Time – Permanent – L1-L5 – Start September 2017

Knowledge – Experience – Skills		
KEY App = Application Form / SP = Selection process. This could include a range of exercises, including an interview.	Essential / Desirable	How Identified
Qualifications & Training		
Qualified Teacher Status or other educational qualification	E	App/SP
Hons degree	E	App/SP
NCSL – Leadership Pathways (or other accredited leadership programme)	D	App/SP
Professional Development		
Regularly reviews own practice and continually participates in quality CPD	E	App
Uses CPD to motivate, enthuse and develop staff	E	App
Knowledge of current educational practice and issues	E	SP
Skills		
The ability to communicate (orally and in writing) clearly, concisely and unambiguously to a range of audiences	E	SP
Well-developed skills in planning, implementing actions and evaluating outcomes	E	App/SP
The ability to drive change through to successful completion whilst ensuring that all parties share a common ownership and vision of the changes	E	App/SP
Outstanding teaching which results in excellent outcomes for pupils	E	App/SP
Curriculum leadership of a core subject	D	App
Prioritise and manage own work effectively	E	App/SP
Work under pressure and to deadlines	E	App/SP
Achieve challenging professional goals	E	App/SP
Make decisions based upon analysis, interpretation and understanding of relevant data and information	E	SP
Think creatively and imaginatively to anticipate and solve problems and identify opportunities	E	SP
Deal sensitively with people and resolve conflicts	E	App/SP
High level of organisational and planning skills	E	App/SP
Work effectively as part of a team, relating well to colleagues, pupils and parents	E	App/SP
Ability to demonstrate a commitment to equality of opportunity for all pupils	E	App/SP
Able to use own initiative and motivate others	E	App/SP
Ability to demonstrate high level IT skills in personal and educational situations	E	App/SP

Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them	E	App/SP
Commitment to an involvement in extra-curricular activities	E	App/SP
Evidence of sharing in and contributing to the corporate life of the school	E	App/SP
Knowledge & Understanding		
Knowledge of how to use data to monitor pupil progress	E	App/SP
Ability to identify effective interventions to ensure pupils maintain good progress	E	App/SP
Ability to identify excellent classroom practice to enable teachers to improve, through effective feedback	E	App/SP
Experience of working as a class teacher in 2 of the 3 stages of primary education (FS, KS1 & KS2)	D	App
Knowledge of all phases of primary education	D	App
Understand statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress	E	App/SP

Roundhay is committed to safeguarding and promoting the welfare of its pupils and expect all staff and volunteers to share the commitment. Appointments will be subject to an enhanced DBS disclosure.

Primary Phase Overview

Staffing

The senior leadership team at our Primary Campus currently consists of a Head of Teaching & Learning, Associate Deputy Headteacher, Assistant Headteacher for Key Stage 1, Assistant Headteacher Key Stage 2 and a leadership including two TLR post holders (EYFS Leader and Parent Partnership Leader). Currently we have classes from Reception to Year 4 but from September 2017 we will be adding two Y5 classes as our current Year 4s move up the school. Class teachers are well supported by a number of teaching assistants, special needs assistants, admin staff and members of the Support Services team. Each year we will recruit additional teachers and support staff as our pupil numbers grow until September 2018 when the primary phase is complete.

Accommodation

The Primary phase is positioned on a stunning green-field site, approximately one mile from the secondary campus, near the perimeter of Roundhay Park. The building was completed in April 2013 and offers state-of-the-art facilities and resources including: a practical room used for cookery, arts and crafts and nurture; a Learning Resource Centre where pupils and parents have access to library books and computers; and a small group intervention room for each year group. The substantial outdoor space includes playgrounds with extensive play areas and fixed equipment to promote physical development; a multi-use games area for use at playtimes and in PE lessons; a large field for a range of sports.

The Curriculum

It is important that our pupils are confident individuals, successful learners and responsible citizens as a result of a stimulating education which nurtures and develops them, celebrates their achievements and challenges them to aim high and reach their potential.

Through a rigorous, rich and diverse curriculum and a commitment to developing children's social and emotional skills, children gain the confidence and skills to equip them for the challenges of their future. Learning is planned in response to the needs of individuals through accurate ongoing assessment of their starting points. With the right balance of challenge and support, children are given the opportunity to move forward rapidly in their learning. The broad educational experience, enriched by the arts, extra-curricular activities, specialist teaching from secondary colleagues and visits and visitors ensures that our pupils become independent thinkers, collaborative learners and effective communicators who make a positive contribution to the school and wider community.

An All-through School

Being part of an all-through school offers a wide range of opportunities for both staff and pupils. We currently have a range of specialist teaching in the primary, such as Spanish and music provided by teachers from the secondary campus. This will be developed further over the coming years with the aims of: supporting the development of the curriculum; providing pupils with high quality, specialist teaching; ensuring that

pupils develop the skills needed for a successful transition to the secondary curriculum; and providing a solution for PPA time for teachers in Key Stage 2.

A seamless transition from primary to secondary will be enabled by exploiting opportunities for cross-phase working so that children are familiar with staff, facilities and routines. For example, pupils from each campus regularly make visits to the other campus as part of the curriculum such as to watch a performance or take part in a joint activity. Opportunities for the children to give something back to the school community and take on responsibilities are offered through schemes such as Year 9 lunchtime leaders at primary; Year 10 Community action; Sixth form volunteers; Sports Leaders; and Pupil Ambassadors across the whole age range.

Opportunities are provided for professional development for staff who are encouraged to drive their own learning. Educational continuity is possible when staff collaborate, for example, primary staff shared the SATs expectations at the end of KS1 with secondary colleagues, promoting discussion and debate and resulting in more focussed development in particular subjects.

Parents also have peace of mind knowing that their child will be continuing their education at the same school from age 4 to 18, allowing for the development of strong working relationships with school staff that will be sustained throughout their child's time at Roundhay.