



# Teacher Information Pack





# Welcome

Dear Candidate

Thank you for your interest in the post of Year 5 Teacher with Maths Lead Responsibility at Hackney New Primary School (an Eko Trust Academy).

Hackney New Primary School has grown successfully since opening as a Free School in September 2015. It achieved an Ofsted Grading of Outstanding in May 2018 and moved into a brand-new school building in September 2019. Hackney New Primary School became part of Eko Trust in November 2019. By September 2020 the school will be full to year 5 and the first cohort of year 6 children will leave the school in July 2022. The school has a very strong commitment to developing the musical ability of every child.

The next phase of the life of the school is really exciting. As an Eko Trust school, staff take an active role across the Trust to develop their own and others' professional expertise and standards. Eko Trust's 'Local Leaders of Education' (LLEs) and Specialist Leaders of Education (SLEs) work effectively with the schools in our Trust as well as schools in the East of England and North East London region, through our teaching school, the 'East London Early Years and Schools Partnership', and our Research School 'The East London Research School'. We are looking forward to working with a new Headteacher who will bring further innovation, optimism, resilience, courage, and creativity to the school and the Trust.

At Eko Trust we are committed to meeting all staff development needs, making sure that staff are happy, inspired and challenged. In this spirit, the successful candidate will receive a high-quality induction and regular leadership coaching, individually and as part of the Trust and wider school team.

We look forward to meeting you should you like to come and look around. In the meantime, if you have any questions about the role, please get in touch with us by emailing [hnpinfo@ekotrust.org.uk](mailto:hnpinfo@ekotrust.org.uk).

We look forward to receiving your application.

Yours,

Colette Harrington

Acting Headteacher

# About Eko Trust

On November 1st, 2019 Hackney New Primary School (HNPS) became a member school of Eko Trust.

Eko Trust is a multi-academy Trust of four primary schools and two special schools in East London and was founded in November 2016. The aim of Eko Trust is to provide the crucial school-to-support to member schools to enable them to provide the very best education for the children and young people in the communities they serve. More information about the Trust can be found at [www.ekotrust.org.uk](http://www.ekotrust.org.uk)

The name Eko is derived from the Yoruba word for learning and our vision is 'Every member of our community is empowered to learn, to be ambitious and to be resilient'.

## OUR PRINCIPLES

We are:

- open to learn from each other
- thoughtful and inspiring
- understanding of each other's strengths, weaknesses, background and motivations
- trustworthy and loyal to the team
- respectful when challenging
- resilient when challenged
- clear and honest and have the courage to disagree

We do:

- have the highest professional standards and celebrate our achievements
- look after ourselves and each other's well being
- accept there will be challenges and give each other space and time
- listen & respect each other
- support opinions with facts and evidence
- express gratitude
- deliver in an accurate, timely and cost-effective way

## OUR MISSION

We collaborate to achieve world class outcomes for our children, young people and families

We develop flexible, innovative approaches to learning to build our centres of excellence

We invest in high quality support and development across diverse schools

We support and challenge each other in an inclusive environment

## OUR VALUES

Vitality

Optimism

Integrity

Courage

Equity

## WHAT WE HAVE ACHIEVED ALREADY

- High achievement as a Trust for pupils in all reportable data
- High levels of engagement from all staff in developing a high-quality curriculum
- Team members regularly work with staff from other Eko schools, forming teams to develop, for example, safeguarding, ICT and EYFS
- Successful development of a school improvement team with a National Leader of Education, a National Leader of Governance, five Local Leaders of Education and seven Specialist Leaders of Education
- Providing school improvement solutions for other Trusts, Local Authorities and Teaching School Alliances
- The teaching school is part of the Trust, providing great professional development, school to school support and Initial Teacher Education.
- An assessment strategy that enables team members at all levels to be clear about the progress children are making
- Being a founder of The East London Research School

# About Hackney New Primary School

## KEY FACTS

A new primary school for boys and girls aged 4-11

Class size of up to 25 pupils

A particular focus on music

Situated in the heart of Hackney

Pupils of HNPS will be given priority when applying for a place at Hackney New School

## INTRODUCTION

HNPS was set up in 2015 by Hackney New School, a free school established in 2013 by a group of Hackney residents. The objective was to create a unique educational institution for local children with a demanding curriculum and instrumental music lessons for every child.

For the first four years, HNPS occupied two separate temporary facilities, until in September 2019 it moved into a purpose-built new building designed by Henley Halebrown, a London architectural firm. Parental support for the school has been very strong from the beginning and we receive very high levels of applications each year.

Hackney New Primary School is easily accessible by public transport; it is situated opposite Haggerston rail station and is a 10-minute bus journey from Liverpool Street station. There is no car park, but metered parking is available on the surrounding streets.

## GOVERNANCE

As part of Eko Trust, HNPS continues to have its own local governing body with delegated authority to govern the school. Many of the Governors, including the founders of the school, have been involved in HNPS since it was opened in September 2015 and continue to serve within the Trust.

## VISION

Our vision for HNPS is to provide students with access to the widest range of opportunities in life by fostering academic excellence and instilling self-belief, intellectual curiosity and responsibility towards others in society.

Knowing that happy children learn well, we want to fill our school with the joy of learning benefiting from exceptional teaching. We dedicate all our resources and energy to the way we work with each child. HNPS has an emphasis on strong relationships which are often built outside of the classroom – at mealtimes, at playtimes and in activities led by teachers during the extended day. As their first carers, parents have the single biggest influence on children's lives, and we work closely with all of them. Parents' contributions are highly valued, whether that be organising community events, supporting learning during the school day or helping out with enrichment activities and school trips.

Our curriculum is underpinned by the development of core skills. This may be the discipline of learning a musical instrument, the problem-solving and collaborative skills children will be developing through our Forest School partnership, or the love of books that will help pupils access worlds beyond their own. No subject stands alone. For example, great mathematicians need to be able to enquire, to puzzle, to collaborate and to communicate well, and these skills are woven into every aspect of our school day.

## THE SCHOOL TEAM

At HNPS we pride ourselves on our dedicated and highly motivated teachers who are committed to providing the best education to all students. Positive relationships between teachers and pupils build on the high quality of teaching and a central focus on discipline, respect and responsibility. Teaching is in mixed-ability classes, with a focus on personalised learning and regular assessment so that each student is appropriately supported and challenged.

The rest of the team at HNPS ensure that the students and teachers are fully supported in all aspects of learning and in the holistic development of our pupils, and are essential to the smooth running of the extended day

The current senior leadership team is well established and has formed excellent relationships with the school community.

The school has successfully recruited and developed talented and committed leaders, teachers and support staff to meet the needs of a growing school and is evolving its staffing structure to meet its changing needs.

## OFSTED/EXTERNAL EVALUATION

HNPS was inspected by Ofsted in May 2018 and was judged to be Outstanding in all areas. The full report can be viewed [here](#).

## PERFORMANCE

### Outcomes for children at the end of Year 2:

At the end of 2019 Year 2, HNPS achieved the following in the Key Stage 1 SATS:-

% of pupils	HNPS		National	
	At or above age-related expectations	At greater Depth	At or above age-related expectations	At greater Depth
Reading	86%	42%	75%	25%
Writing	80%	34%	69%	15%
Maths	80%	38%	76%	22%

Y1 Pass-rates for the Phonics Screening Check: -

2019	82%
2018	82%
2017	78%

Outcome for Pupils at the End of Reception (EYFS) - % of pupils achieving a Good Level of Development:

2019	76%
2018	80%
2017	80%
2016	73%

## MUSIC PROGRAMME

Music is a specialism of the school. It is not necessary for the successful candidate to have a musical background; however, they will be expected to support the continued priority given to music at HNPS.

Children start their musical journey in Reception with a daily music lesson, where, during the year, they work with pulse at different tempi, pitch, discriminating between high and low, learning the hand signs for the 8 pitches of the major scale, reading crotchet and quavers using rhythm words and developing the use of the internal voice and singing simple rounds and partner songs. Children listen to live and recorded examples of the instruments, and the families of instrument to which they belong. The curriculum is taught through rich songs with associated games, and children are encouraged to sing musically with attention to posture, breathing, diction and quality of sound.

At Key Stage 1, children continue to develop their understanding of the musical elements. Pitch is extended beyond the first octave, and discussed in terms of steps and leaps, pulse is developed to understand the concept of bars, upbeats and simple and compound time. Rhythm is extended to the semibreve to semiquaver groupings again using rhythm words. Children sing and lead more complex rounds and partner songs and also learn to sing descants above melodies. The thinking voice is employed to help with counting and singing in parts. Children listen to live and recorded examples of instruments from World Music and different forms of ensemble. In year 1 children begin learning a stringed instrument, starting with playing the open strings pizzicato and arco, and moving to notes stopped with the left hand in the first two finger patterns. A focus on singing and playing musically continues, with performances being evaluated in class.

At Key Stage 2, children develop their understanding of the elements by learning how they are represented in notation and the key

vocabulary associated with these. Children develop their understanding of the elements to include texture and cadences and develop their singing skills to sing much more complex harmony in parallel parts. Children learn music history through singing, playing and exploring music of the period, and learn to identify period through how the elements are employed.

In year 3 children embark on a term long improvisation project, which will prepare them for a term-long composition project in year 4. At this key stage the children continue to develop their instrumental skills, working on posture, tone production and playing from notation, employing the pitch associated vocabulary learnt at Key Stage 1 to assist in this process.

In year 4 children further develop their note reading and the ensemble skill of keeping a part going in a group through a chamber music unit and children deepen their understanding of World Music through learning the djembe. Listening focuses on music from the musical periods, stimuli for composition work and the evaluation of performances given by the children themselves.

Children come together once a week for a whole school singing assembly where their singing skills are put together to sing music ranging from Opera, World Music, Musicals and Popular Music.



The curriculum is enriched with performances outside school with the Hackney Music Service and Restore the Music. The children also visit the Barbican to see the LSO and attend sit-ins with the Southbank Sinfonia.

All teaching is based on Kodaly and Dalcroze methodologies and the whole music curriculum is underpinned by high-quality music with the same music being revisited by the children at ever increasing depth. This in turn allows them to form a deep relationship with that music. This is often adapted and arranged by the music department and tailored to the children's needs.

### Department for Education School Performance

The DfE reports on important statistical information about the school including how our children perform and how we spend the money allocated to the school.

You can find the details on the [Department for Education website](#)

## How to Apply

If you would like to apply for this vacancy, please download a Teaching Staff application form from TES or the School's website.

Applications should be returned to Joanne via email to [hnpinfo@ekotrust.org.uk](mailto:hnpinfo@ekotrust.org.uk).

## Recruitment Timetable

**Closing Date:** midday 4th May 2020

**Selection date:** 11<sup>th</sup> May 2020

**Start date:** 1st September 2020

## Safeguarding Statement

The Trust is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.