



'Providing an exceptional,
well rounded education
for all pupils'

Stockland Primary Academy Information Pack

Job title: Headteacher

Application Deadline: **Monday 5th
March 2018**



Innovative



Fantastic
sporting
achievement



Outstanding
school



Great location



Warm,
supportive
community

About us...

Stockland Primary Academy successfully converted to Academy status in September 2011 and was one of the first Primary Schools in the country to do so. Since then the school has used the academy freedoms to be innovative in curriculum and organisation.

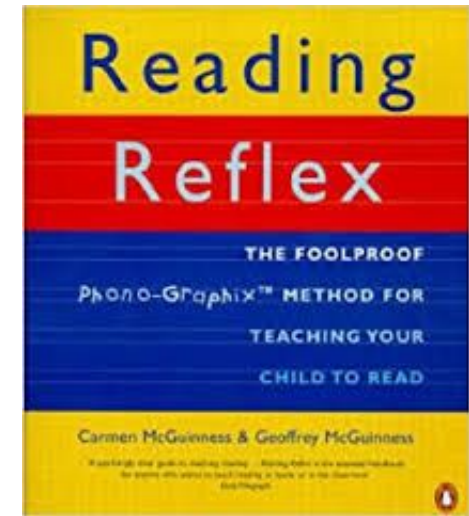
We aim to:

- Foster a culture of positive challenge and continual school improvement.
- Provide a common sense of purpose with a focus on outstanding teaching and learning.
- Offer an excellent educational experience so that every student fulfils their potential.
- Encourage a rich, dynamic and purposeful range of learning opportunities for all students.
- Develop life-enhancing values so that students leave school with a sense of self-worth and a determination to succeed.



Phonographix underpins the teaching of reading and spelling

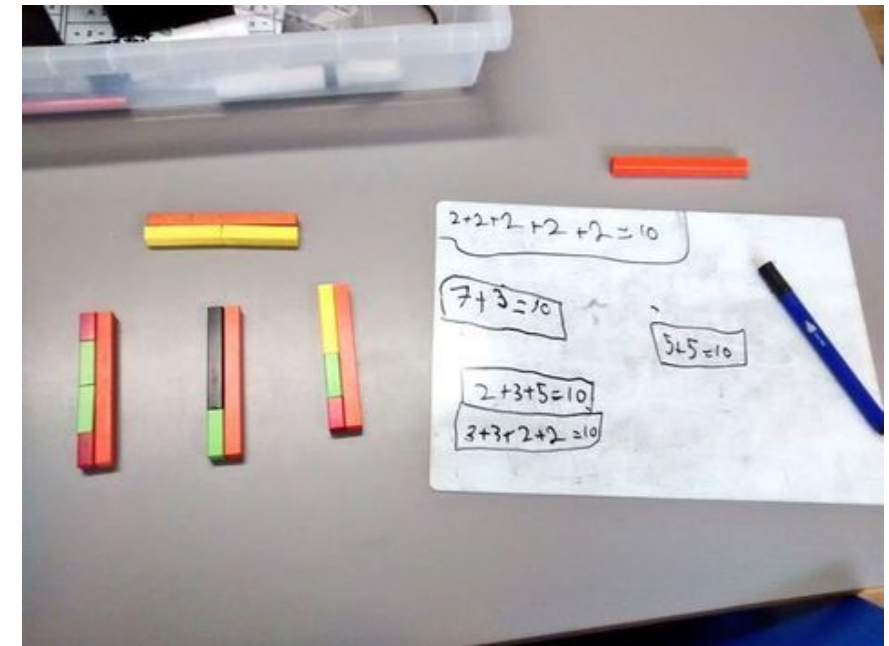
The underlying theory of teaching of phonics at SPA comes from the Phonographix programme. Staff were trained in this approach and the manuals and resource materials are used regularly. Whilst sharing the pedagogy behind the Letters and Sounds programme and the content of the National curriculum, the approach contains detailed lesson approaches with very strong focus on segmenting, blending, auditory processing and knowledge of grapheme alternatives for phonemes which can be used from YR to Y6 with multi-syllable words.



Innovative teaching of maths

The school has evolved an innovative Maths curriculum which combines three highly acclaimed approaches. These are:

- Shanghai Maths approach which raises attainment and progress results through greater depth and challenge
- Singapore teaching resources called 'Maths no problem' which give a rigorous structure and high quality resources and the number fluency
- An algebraic approach developed here by Mrs. Ainsworth using Cuisenaire rods as manipulatives. These methods are based on work by Caleb Gattengo and Madelaine Goutard, who achieved astonishing results using Cuisenaire rods in the 1960s. At Stockland we have studied and developed their methods and have found that, in addition to gaining sound mental calculation strategies, the children respond with enjoyment and curiosity about the subject. This leads to an appreciation of the beauty and power of mathematics.



Discussion is integral to learning



Children regularly talk about their thoughts and ideas in mixed ability groups.

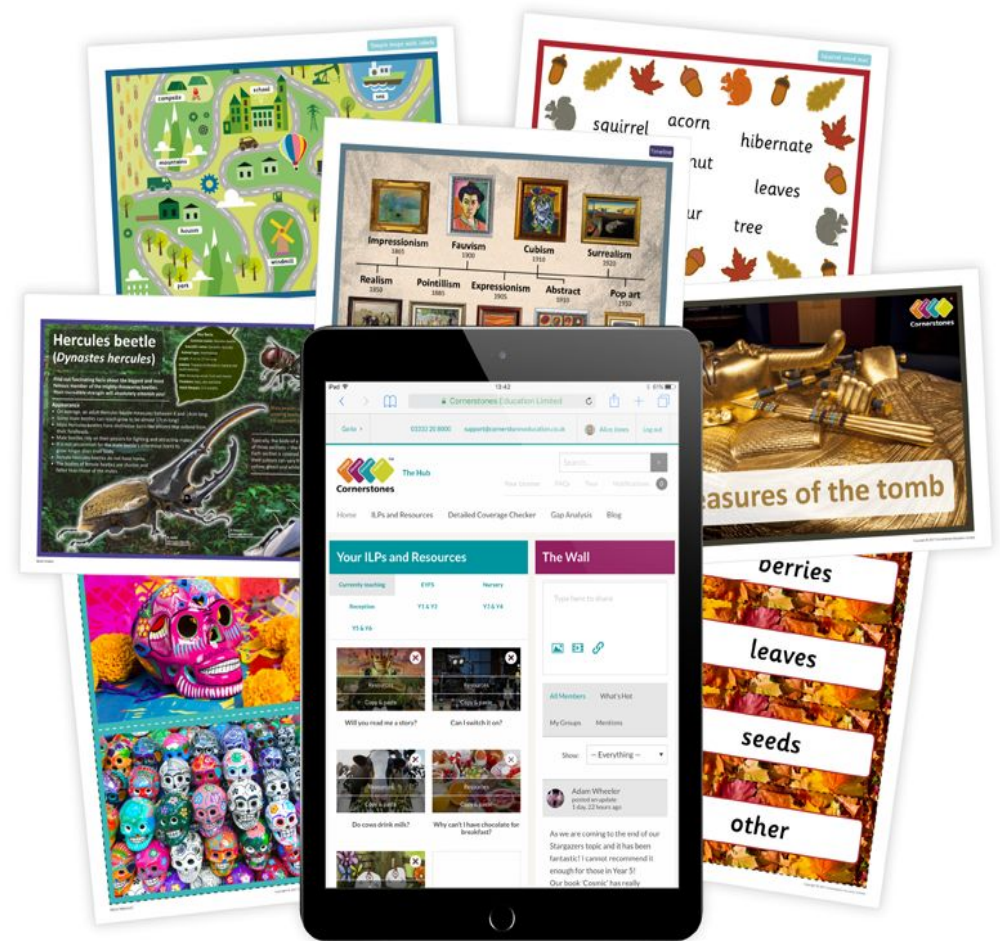
“When children learn language they are not simply engaging in one type of learning among many; rather they are learning the foundations of learning itself.” Robin Alexander

“What ultimately counts for learning is the extent to which instruction requires students to think, not just report someone else’s thinking.”
Martin Nystrand

The Cornerstones Curriculum

Class teachers use Cornerstone Curriculum to generate an exciting topic based learning journey for children. Each learning journey has four phases: 'Engage', 'Develop', 'Innovate' and 'Express'. These are called learning projects and last approximately a half term.

The nature of the Cornerstone Curriculum model means that through careful and continuous engagement with parents, any number of extension tasks, homework activities and dialogue can take place beyond the teaching sessions. This leads to children really taking ownership of their learning and taking it as far as they wish with support of parents. This leads to greater 'general knowledge' and world awareness in children and encourages the enthusiasm and curiosity needed to become a lifelong learner.



Ensuring Engagement, Depth and Challenge



“We talk about The Magenta Principles– in reality there is just one principle; in order to make sense of the information that comes their way, children have to do something to/with it. Receiving it, retaining it and eventually regurgitating it is insufficient – in short they have to think about it! The question therefore becomes, what are children required to do to/with the information they encounter in the classroom? It is central to the approach and the answer gives us The Magenta Principles – children could be asked to reduce it, change it, assemble it, add to it, arrange it, sequence it, classify it... the list goes on and on.” Extract from The Magenta Principles by Mike Hughes

A strong emphasis on sport

Research continues to suggest physical activity increases children's ability to learn. P.E is taught three times a week. Two of these lessons are sport focussed with a specialist sports coach Mr. Murnane. A third PE lesson is delivered by the class teacher either in Dance or Gymnastics. Stockland hosts a cross country event four times each year with 18 schools participating.



Fixtures and professional sports coaching

Children in Years 4-6 have Wednesday afternoons devoted to sports coaching or fixtures.



Weekly Forest School in Years 2 and 3

Making the most of our fantastic environment.

Understanding the benefits of working as a team.

Getting muddy!!!



Proud of our school

If you would like to find out more about our school then please visit our website www.stocklandprimary.org.uk or come and visit us. We'd love to meet you!



Safer Recruitment Process

Stockland Primary Academy is committed to safeguarding and promoting the welfare of children and young people.

To meet this responsibility all candidates will be subjected to a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below. Please do not hesitate to contact the school if further detail is required.

Disclosure: This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (CRB). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Short listing: Short listing will occur after the deadline for applications which is 9.00am on Monday 5th March 2018 with interviews taking place on the 27th and 28th March 2018.

Interview: Candidates will be subject to an in-depth, in-person interview and assessment. At each stage of the process candidates will be asked to address any discrepancies, anomalies or gaps in their application form or arising from information gained at the previous stage of the recruitment process.

Reference checking: References from the previous and current employers will be taken up for shortlisted candidates, possibly before interview, and where necessary employers may be contacted to gather further information or address any discrepancies, anomalies or gaps in the reference provided.

Probation: All new staff will be subject to a probation period (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the Academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with pupils.

Equal Opportunities: Stockland Primary Academy provides equal opportunities and will monitor the recruitment process rigorously to ensure fair access and opportunity for all. If you require assistance in reading this information or in completing the application form, please contact: admin@stocklandprimary.org.uk