



Sherwell Valley Primary School

Deputy Headteacher Recruitment Information

Welcome to Sherwell Valley Primary School

Welcome to Sherwell Valley Primary School and thank you for finding out more about the deputy Headship in our amazing school. Sherwell Valley is a very large and vibrant place where children enjoy learning and teachers love to teach them. We are a happy school that prides itself on providing outstanding learning opportunities for all of our children. We believe strongly that children learn best when they are nurtured and supported in being the most confident that they can be.

The role of Deputy Headteacher is an absolutely crucial one and finding a strong leader to help move our school forward is of vital importance to us. Our new Deputy Head will be joining us at a time where we are looking towards creating an even brighter future for the fabulous children in our care. We acknowledge that now, more than ever, our school needs to adapt and grow. The impact of the pandemic, along with changes to our local demographic, mean that we need to make positive changes so that we can continue to meet the needs of our children in the best possible way.

If you are passionate about inclusive practice; resilient; hard working, and a problem-solver with a positive outlook then this could be the right role for you. We also need a Deputy Head that has considerable experience and feels confident playing an active role in the operational leadership of the school as well as supporting the strategic development of education at Sherwell Valley.

I hope that you find the following information informative and that it gives you a taste of all that our school has to offer.

Best wishes,

A handwritten signature in black ink, appearing to read 'J Keller'.

Jayne Keller
Headteacher



Our vision

At Sherwell Valley we have three clear vision statements for our children. These are:

- Our children have a love of learning and an aspiration to be the best they can be.
- Our children feel valued, safe, accepted, respected and confident. That they treat others well.
- Our children are ready for the next stage of their development and are given the very best of chances to go on and achieve. That they leave Sherwell Valley Primary School being able to read, write and are numerate.

Everything that we do within our school and the community is aimed at ensuring that these vision statements are realised for every single one of our precious children. We refer back to these statements often and they create the backbone to the assemblies that we plan and the curriculum that we deliver. Our vision statements also act as a catalyst for the huge range of extra-curricular and pastoral opportunities that we provide for our pupils.



The Governors

We have a full governing board that is supportive, loyal and proactive. The Governors come from a diverse background with a range of experience and skills to support the Headteacher and the school. We operate a co-chair model and have governors assigned to oversee finance, safeguarding, SEND and Health and Safety. Governors also play an active role in overseeing the quality of education by taking part in subject reviews focusing on the quality of curriculum being received by our children.

Organisation

Each of our year groups has approximately 90 pupils in them and where spaces do arise they tend to be quickly filled by a child on our waiting list. Each year group is then split into three classes and is overseen by a year leader who is one of our UPS staff. These classes are mixed in terms of gender, ability and other social factors. At the end of each academic year, staff review these groupings and may decide to alter the class groupings for the next year. This is done to ensure that classes remain

fairly balanced and so that the most positive outcomes for all children are prioritised.

Nursery

We also have a nursery setting which caters each day for about 50 children each day aged two, three and four. Children in our nursery have access to an exciting outdoor space as well as two indoor spaces enabling staff to be creative when planning for each individual child's needs. Every nursery child has a key worker who is the first contact for parents and who really gets to know that child. The nursery is overseen by a qualified teacher who is also on hand for any concerns or questions that parents may have.

School Hours

Our school gates open at 8.40 and children walk up to their classes with their friends and classmates. The normal school day timings are:

8.50	Registration
3.25	School Finishes

Children also have a morning break of 20 minutes and a lunch break that is an hour in length. These are staggered in order to maximise the use of our playground spaces and in order to ensure that children are able to eat in one of our two halls

At school pick up time parents are able to come on the school site to collect their children. This time offers parents the opportunity to meet with their child's class teacher and ask any questions that they might have.

Members of the SLT play an active role in meeting and greeting parents each day and we all try to be present, whenever possible, for gate duty.

Care Bears

We provide a childcare service from 7.45-8.45am and 3:25-6:00pm each day. This service is very popular among those children attending. Our before and after school provision is also open to Nursery aged children.



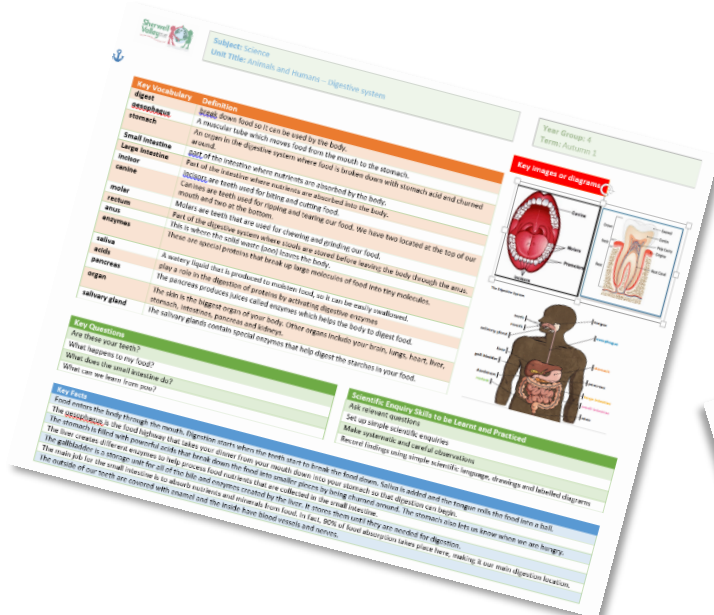


Curriculum

Over the last three years we have been working incredibly hard to update and enhance the curriculum that all of our children at Sherwell Valley receive. Our curriculum is based on the National Curriculum for England and we have been systematically reviewing the impact of the work that we have been doing in each of the subject areas.

Having previously had a topic based approach, we now tend to teach each curriculum subject discretely and in sequenced in a way that enables children to know more and remember more.

Our planning documents clearly identify the curriculum outcomes that we expect in all subject areas. Planning then ensures that subject knowledge is carefully broken down into component parts and these are revisited so that pupils can retain and develop their understanding. Each unit of work is supported by a **knowledge organiser** which sets out the fundamental knowledge and vocabulary which the children will learn. The knowledge organisers are shared with parents and frequently referred to during lessons.



In addition to the National Curriculum document we also currently use a number of published planning resources to aid us in the delivery of specific subjects:

Phonics teaching for the children in Early Years and Key Stage One is based on the Read Write Inc programme which provides planning and resources for the systematic teaching of letters and their sounds. In addition to our daily phonics sessions in school, children also have scheme published books that they bring home to read to parents and carers each evening. The books are matched exactly to the sounds that the children have been taught in school so that the children can become increasingly fluent readers.

The teaching of **writing** across the school is supported by the 'Power of Reading' materials which use high quality texts to aid children in their development of good level written communication. We also ensure that the children have a wide variety of opportunities to write for purpose in subjects across the curriculum.

Teachers use White Rose materials to plan **Maths** lessons. They also use various other resources and apparatus (manipulatives) to support children in mastering mathematical concepts.

In addition we also base teaching in PE, music, RE and PSHE on published schemes.

FOSV

There is a very active and helpful PTA at Sherwell Valley and they are known as FOSV (Friends of Sherwell Valley). This association raises much-needed funds for the school and assists in the organisation of school events. School staff are encouraged to be as supportive as possible of FOSV and there will be an expectation that the Deputy Head is in attendance at major events organised by them.

Children's Progress

We assess reading, writing and maths half termly and input this information into Insight. Year leaders then work with their teams to analyse the data and create focus groups for additional intervention. We are a PiXL school and used their assessment tasks and therapies to support gap filling and catch up. We also assess writing once each year using Comparative Judgement.

Foundation subjects are assessed each term and again this information is inputted into Insight. Although this is not yet embedded, Curriculum Champions are starting to look at this data and highlight areas for further development.

Homework

Home learning is regularly provided to support the child's learning at school. Children will be expected to learn tables and to read their set book or read for pleasure at home. There are other online learning platforms that the school uses including DoodleMaths and DoodleSpell.

Visits and Residential Trips

We believe that having first hand experiences really brings children's learning to life and our program of trips and residential has been designed with this in mind. These trips and residentials are subject to change but have, in the past, included staying at Pixies' Holt on Dartmoor, in major cities such as London and Bristol and going on adventure based residentials by the coast.

Extra-Curricular Activities

We really value the wider opportunities that we are able to offer our pupils and work hard to give all children a chance to join a range of extra-curricular clubs, either at lunchtime or after school. Each half term a list of clubs is published and children are able to sign up for those that most interest them. Places at our clubs fill up fast and so please be aware that not all children who apply are likely to get a place in every club that they would like to join.



Children's leadership opportunities

We know that our children are future leaders. In order to help prepare them for the leadership roles that they may one day have, we provide them with a range of leadership opportunities in school. Some examples are:

- Being a School Prefect. Year 6 children are invited to apply each September. They carry out a range of tasks including sharing information about the school with new parents or children, speaking to parents at school meetings, sitting in on important meetings including Governors or Senior Team meetings, liaising with teachers and Office Staff, contributing to the school website and newsletter, supporting younger children at lunchtimes.
- Being a school councillor. The School Council meets regularly to share the views of the children.
- Being a Head Prefect. The children elect a Head Prefect and Deputy Head Prefect for each house.
- Being a Digital Leader. Digital Leaders support the development and delivery of computing across the school and are particularly mindful of helping children to stay safe whilst online.

Many children also take on responsibilities which help adults with the smooth running of the school such as setting up for lessons; delivering post; setting up for assembly, and keeping resources tidy.

School Council

We operate a very successful School Council. Each class (Y2 – Y6) elects one child to serve for the year on the School Council.

The discussions and actions at Council Meetings ensure that the views of the pupils are taken into consideration on issues of school development and resourcing. The school council also helps us to teach the children about modern British values and the importance of our democratic system.



Communication

Our school works well because of the partnership between parents, children and the school. All parents have direct communication with their child's teacher through our online messaging apps, Tapestry and Dojo. These apps enable us to share photos and information about your child's time in school. They also enable you to let us know any relevant information or to ask any questions that you might have.

On a wider basis, we actively listen to the views of parents and children and take these into account when planning for school improvement. Regular surveys, both general and specific, are used to assist with this. We also take great care to listen to feedback through day to day conversations with children, parents and carers. School leaders are on duty every day to provide opportunities for these conversations to take place and there is very much an open door policy across the school.

The School Newsletter is published every Friday and we also regularly update our website with current information and news about developments.

Pastoral Support

The mental health and well-being of our children and their families is something that we take very seriously at Sherwell Valley. We have a number of staff who are trained to work with children and families in this area and, in addition to this, we also directly teach the children strategies to cope with their emotions in designated lessons.



The Burrow

At Sherwell Valley we are incredibly fortunate to have a nurture unit called The Burrow. The unit is staffed by experienced practitioners who work with a small and consistent group of children each morning. They provide these children with a wealth of activities that enable them to increase their readiness for successfully accessing the business of the mainstream classroom environment. Speech and language activities, role play, cookery, forest school, craft, drama and other hands-on tasks enable the children in The Burrow to increase their confidence whilst also keeping up with the objectives being covered in their class.

Placements in The Burrow tend to last for a term and the children who attend each morning spend each afternoon back in their classroom. This supports them in making a smooth transition back into class full time once the intervention has come to an end.

Child Protection and Safeguarding

Keeping children safe is a fundamental part of what we do at Sherwell Valley. We have a safeguarding team made up of several leaders and support staff who are formally trained in dealing with child protection issues. Claire Jones is our Designated Safeguarding Lead (DSL) and oversees provision in this area. In addition, all staff members and volunteers working in school are given training in what to do if they have concerns about a child. Adults working with children all undergo DBS and other professional checks as appropriate.



Specific Needs or Disabilities

Sherwell Valley Primary School is an inclusive school and we work tremendously hard to meet the individual needs of our pupils. Within the school we have clear systems to aid us in identifying, and

then planning for, the educational needs that individual children may have. Our Special Educational Needs Coordinator is Hannah Sennett and she supports and assists teachers and teaching assistants in providing the best possible learning opportunities for children on our SEND register. She also liaises with external agencies in order that we utilise their support and advice when dealing with the more complex needs experienced by some of our children.



Living and Working in Torbay

Torbay is a cosmopolitan conurbation made up of three towns – Torquay, Paignton and Brixham – and a number of other small settlements. It is physically centred on and looks down upon Tor Bay itself which acts both as a focus for the community and also a unifying feature. The three towns have their separate characters and unique selling points. The towns are virtually contiguous settlements and each has its own harbour. There is a thin border of countryside between the built up area and the Borough boundary much of which is an area of outstanding natural beauty or an area of great landscape value with much of the coastline protected as a green fringe.

Torbay is one of the most successful tourist resorts in the country with probably the largest number of staying visitors of any of the resorts. Its base population is 129,700 (2001 census) but its summertime resident population rises to well over 200,000 for the peak summer weeks. Marketed as the English Riviera, visitors enjoy the warm climate, beaches and beautiful scenery.

While presenting a prosperous façade to the visitor and indeed to many residents, there are still significant areas of deprivation and the economy is largely a low wage economy with relatively high unemployment. Most of its industry is tourism or service based but there has been a significant increase in manufacturing.

Travel

The Bay enjoys rail links via nearby Newton Abbot to London and to the Midlands, the North and Scotland.

Road connections via the A380 provide access to the M5 and the UK motorway network

Housing

There is a variety of housing available within Torbay and the surrounding districts of Teignbridge and South Hams.

School Contact Information

<i>Head Teacher</i>	Mrs Jayne Keller
<i>SENDCo</i>	Mrs Hannah Sennett
<i>Designated Safeguarding Lead</i>	Mrs Claire Jones
<i>School Address</i>	Sherwell Valley Primary School Hawkins Avenue Chelston Torquay. TQ2 6ES
<i>Telephone</i>	01803 613296
<i>E.mail</i>	admin@svps1.com
<i>Website address</i>	www.sherwell-valley-primary.torbay.sch.uk
<i>School Status</i>	Local Authority Maintained Primary School for pupils aged 2-11. Roll 632 + Nursery

