



ROUNDHAY SCHOOL  
All-through education from 4 to 18

Ofsted  
Outstanding  
School

# Job Application Pack

## KS1 TEACHER

www.roundhayschool.org.uk

0113 3931200

info@roundhayschool.com

Gledhow Lane, LS8 1ND



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# Job Application Pack

For the Position of

## KS1 Teacher

*Primary – Permanent*

*Full Time – MPS/UPR + possible Recruitment and retention may be available for a suitably experienced and outstanding candidate willing to take on extra responsibilities – Start asap*

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 16<sup>th</sup> October 2017** to:

[headteacher@roundhayschool.com](mailto:headteacher@roundhayschool.com)

For our Ofsted Report:

[http://www.roundhayschool.org.uk/our\\_school/ofsted/](http://www.roundhayschool.org.uk/our_school/ofsted/)

To view our prospectuses:

[http://www.roundhayschool.org.uk/our\\_school/prospectus/](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](mailto:primary@roundhayschool.com)

[www.roundhayschool.org.uk](http://www.roundhayschool.org.uk)

25 September 2017

Dear Prospective Applicant,

Thank you for expressing an interest in becoming a teaching member of staff at our Primary Campus. 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. The role is to support teaching in Y2 so that pupils make accelerated progress and reach their full potential. Our Primary phase is growing gradually with an intake of 60 Reception pupils each year, taking us to Year 5 from September 2017. We are striving for excellence on a daily basis so that children are ready and fit for their future. We work hard as a team to ensure that all staff and pupils feel happy, valued and listened to.

The successful candidate will:

- Be hard-working, positive and enthusiastic with a passion for striving for excellence
- Set high expectations which nurture, inspire, motivate and challenge all pupils
- 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 and see our school website for more information. If you would like to visit the school to find out more, please email [primary@roundhayschool.com](mailto:primary@roundhayschool.com) or telephone 0113 3931207.

With very kind regards,

Mrs. Kelly Wood  
**Head of Teaching and Learning**  
**Primary Campus**



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

**HEADTEACHER**  
Neil Clephan OBE

**ASSOCIATE HEADTEACHER**  
Lorraine Bowman

**ASSOCIATE DEPUTY HEADTEACHER**  
Jenny Hogarth

**INTERIM PRIMARY LEADER**  
Angela Ronicle

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# ROUNDHAY SCHOOL

*All-through education from 4 to 18*

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

September 2017

Dear Prospective Applicant

## WELCOME

Thank you for expressing an interest in the **KS1 Teacher** 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. All staff are 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.

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

Matthew Partington  
Headteacher

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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](http://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 and Ofsted 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. 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 school's 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 Apple Mac 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, residential, 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 and supporting its staff with appropriate training. 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

## KS1 CLASS TEACHER

*Permanent – Full Time – MPS/UPR + possible Recruitment and retention may be available for a suitably experienced and outstanding candidate willing to take on extra responsibilities – Start asap*

### Accountable to

Head of Teaching & Learning

### Introductory Statement

The responsibilities and professional duties of the post are to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and the Teachers' Standards Document.

### Purpose of the Role

To enable all pupils to achieve high standards of learning and well-being.

### Main duties

#### 1. Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.

#### 2. Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Plan teaching to build on pupils' capabilities and prior knowledge
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **4. Plan and teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- Knowledge and understanding of strategies to teach phonics and early reading.

#### **5. Adapt teaching to respond to the strengths and needs of all pupils**

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use
- Evaluate distinctive teaching approaches to engage and support them.

#### **6. Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### **7. Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's
- Behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **8. Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being.
- To work flexibly and positively across departments and job roles to ensure the very best provision for our students.
- The job description and allocation of particular responsibilities may be amended through appropriate consultation from time to time.

# Person Specification

## KS1 CLASS TEACHER

*Permanent – Full Time – MPS/UPR + possible Recruitment and retention may be available for a suitably experienced and outstanding candidate willing to take on extra responsibilities – Start asap*

REQUIREMENT	Essential/Desirable
<b>1. Qualifications</b>	
1.1 QTS	Essential
1.2 Honours Degree	Desirable
<b>2. Professional Development</b>	
2.1 Knowledge of current educational practice and issues	Essential
2.2 Evidence of continuing professional development	Essential
<b>3. Skills</b>	
3.1 High level of written, oral and communication skills	Essential
3.2 Ability to communicate effectively orally and in writing to a range of audiences	Essential
3.3 High level of organisational and planning skills	Essential
3.4 An excellent classroom practitioner	Essential
3.5 Work effectively as part of a team, relating well to colleagues, pupils and parents	Essential
3.6 Ability to demonstrate a commitment to equality of opportunity for all pupils	Essential
3.7 Ability to investigate, solve problems and make decisions	Essential
3.8 Management of people and resources	Essential
3.9 Able to use own initiative and motivate others	Essential
3.10 Ability to demonstrate high level ICT skills in personal and educational situations	Essential
3.11 Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them	Essential
3.12 Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure	Essential
3.13 Able to offer expertise in a specific subject or area	Essential
3.14 Ability to teach across primary age range	Desirable



<b>4. Knowledge and Understanding</b>		
<b>4.1</b>	Knowledge of the National Curriculum 2014 and child development	Essential
<b>4.2</b>	Effective use of ICT to support learning	Essential
<b>4.3</b>	Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress	Essential
<b>4.4</b>	Full working knowledge of relevant policies/codes of practice/legislation	Essential
<b>4.5</b>	Knowledge of all phases of primary education	Desirable
<b>4.6</b>	The implications of the Code of Practice for Special Educational Needs for teaching and learning	Desirable
<b>5. Leadership</b>		
<b>5.1</b>	As the lead professional in the classroom show an ability to advise and support other staff	Essential
<b>5.2</b>	Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support; devolving responsibilities and delegating tasks where appropriate	Essential
<b>5.3</b>	Plan, allocate, support and evaluate work undertaken by other staff in the classroom	Essential
<b>5.4</b>	Lead professional development through example and support	Desirable
<b>6. Disposition and Attitude</b>		
<b>6.1</b>	Total commitment to raising the achievement of all pupils	Essential
<b>6.2</b>	Positive and optimistic attitude towards School Improvement and Inclusion	Essential
<b>6.3</b>	Open-minded and receptive to new ideas, approaches and challenges	Essential
<b>6.4</b>	Places high priority on effective team working and works easily and comfortably in a team environment	Essential
<b>6.5</b>	Commitment to an involvement in extra-curricular activities	Essential
<b>6.6</b>	Evidence of sharing in and contributing to the corporate life of the school	Essential
<b>7. Other Conditions</b>		
<b>7.1</b>	School operates a no smoking policy	Essential
<b>7.2</b>	Agreement to the Governing Body undertaking an Enhanced Disclosure and Barring Services Check	Essential

*Roundhay School is committed to safeguarding and promoting the welfare of its pupils and expects 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 wider leadership including two TLR post holders (EYFS Leader and Parent Partnership Leader). Currently we have classes from Reception to Year 5 but from September 2018 we will be adding two Y6 classes as our current Year 5s 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.