



Five Rivers
Multi Academy Trust



Tinsley Meadows Primary Academy



Five Rivers
Multi Academy Trust



Abbeyfield Primary Academy



Our Vision and Values

Five Rivers Multi-Academy Trust is a close knit community of schools, providing a hub from which opportunities can be created and choices provided for all of our children. We believe all of our children deserve the very best education. We strive to enable them to lead well rounded and successful lives.

We provide a local forum for the provision of the highest standards of pupil outcomes and well-being. This provision is influenced and guided by national and global developments in education.

We are a financially sustainable local Trust, serving the Sheffield City Region and operating in areas of social challenge.

Through our commitment to equality, dignity, and respect, we develop confident, positive citizens of the wider world through adherence to the United Nations Convention on the Rights of the Child, and to British values;

We take pride in our local communities and celebrate our differences in faith, culture, religion and identity.



Our Values:

- A 'WHOLE CHILD' FOCUS
- SUCCESS FOR ALL
- A CENTRE OF DISTINCTION IN TEACHING AND LEADERSHIP



Vision and Values (continued)

A 'whole child' focus where

- every child can feel safe and secure, able to overcome emotional barriers and express their worries and concerns;
- partnerships with businesses, universities and independent schools allow us to raise our children's aspirations and outcomes;
- parents, families and carers are central to our academies' developments.

Success for all where

- all pupils are challenged to reach their full potential regardless of their background, culture and life experiences;
- each and every child receives individual, personalised support to become an autonomous, enthusiastic learner ready to achieve our unapologetically high expectations in relation to behaviour, attendance and attitudes to learning;
- our mastery approach to learning enables our children to grow in confidence and independence.

A Centre of Distinction in Teaching and Leadership in which

- we are committed to lifelong learning and professional development, to succession and sustainability and the development of leaders of the future;
- evidence-based research, intelligent use of data, collaborative learning and system leadership underpin our strategies for success;
- our strategies for teaching new arrivals and children who are new to English are world-class and we have extensive experience and expertise in this area;
- our trustees provide the right level of challenge and support and foster a culture of accountability across the whole trust, ensuring that our academies are governed effectively to secure the very best outcomes and continued improvement.

Our Vision and Values:

- A 'WHOLE CHILD' FOCUS
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Abbeyfield Primary Academy

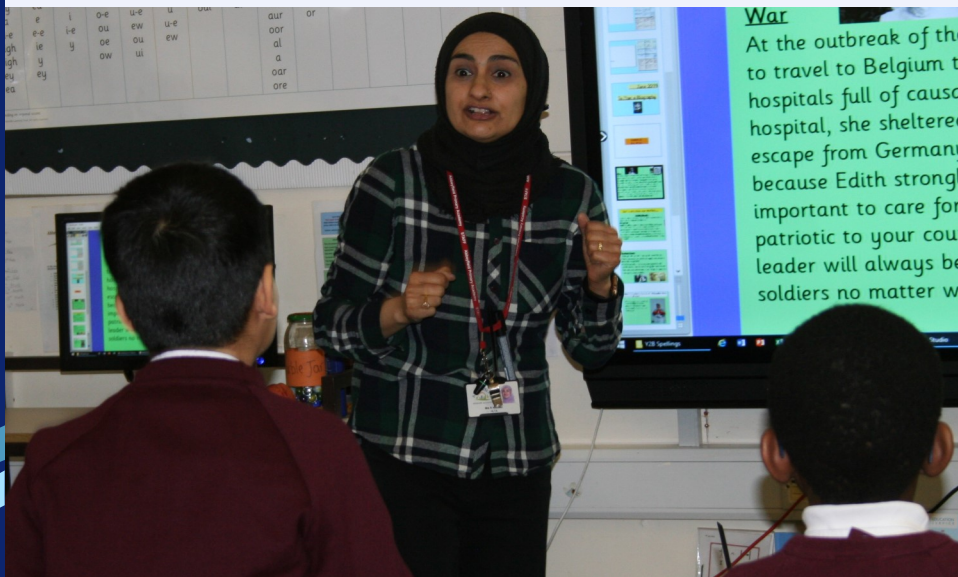
Our School Community

The school is located in an area of significant disadvantage in the North of Sheffield. We aim to meet the holistic needs of the whole child and provide for our children's social, and emotional needs to ensure that all children are ready to learn. The school operates a Community Hub which supports families experiencing financial hardship with uniform, toiletries and food. Vulnerable children and families are well-supported by our highly skilled pastoral and teaching team.

We also have a high proportion of pupils with English as an Additional Language, including some children who are International New Arrivals. We believe in these children and through our Language Acquisition class we help them achieve. Our children have specialist provision in the mornings and join their peers in the afternoons.

The School Site

The school site is split across four buildings. We also have a well-established Forest Schools provision and 6 separate playground areas. Visits to the school are warmly welcomed. Call 0114 242 0109.



Our Vision and Values:

- To recognise and celebrate diversity
- To inspire a love of learning and to have fun
- To provide a relevant, innovative curriculum for all children
- Nurture children's confidence and creativity
- For children to value others and themselves
- To foster a sense of belonging to a global community
- To create and develop sustainable links between the school and community
- For children to operate as independent learners and thinkers

The Abbeyfield way: respectful, ambitious, happy and safe



Abbeyfield Primary Academy (continued)

Pupil Premium & the Poverty Pledge

Pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential and, at Abbeyfield, we endeavour to provide the support, provision and guidance they need to help them overcome these barriers.

Our Poverty Pledge aims to ensure that when organising events which involve money (such as fairs, bake sales) all children feel included and able to take part without having to worry about money.

We run a well-stocked Community Hub which acts as a food and clothing bank and benefits from community and local business donations. Families experiencing hardship receive regular donations and support.

Breakfast club provision is in place to ensure that all pupils have access to a warm breakfast. Temporary arrangements are in place this year due to the pandemic, but it is hoped to resume our full varied breakfast club from September 2022.

We have two catch-up tutors who target specific pupil premium pupils to narrow the gap particularly in early reading skills and in Maths. They also run group sessions for pupil premium pupils who have the potential to achieve greater depth.



Our Community Hub

- Number on Roll - 432
- 48% Pupil Premium
- 8 member pastoral team
- 2 catch-up tutors

Our Poverty Pledge

- We won't add extra stress to families who worry about money
- We don't organise dressing up days or non-uniform days
- We give careful consideration to costs for educational visits and trips
- We use a ticket system for events so that children without much money can take part

The Abbeyfield way: respectful, ambitious, happy and safe



Abbeyfield Primary Academy (continued)

SEND

We have a high proportion of pupils with SEND, including 10 children with Education & Health Care Plan.

We support these children in a variety of ways to ensure that all children can reach their full potential. Social, Emotional Needs are targeted with interventions such as: forest schools, social skills groups, Lego therapy and art therapy. We support pupils to develop their emotional regulation skills with a whole school approach using the Zones of Regulation programme as well as targeted support from therapists for CBT and Boxhall Profiling.

We have a well-established bespoke provision for pupils with high SEND needs. We use the Birmingham toolkit to assess children's needs, plan provision and track progress.

EAL

A large proportion of our pupils who have English as an additional language are in the early stages of their language acquisition. We have a well-established Intensive Language Acquisition class which provides intensive language support in the mornings. Across the school we use a range of resources such as communicate in print and Clicker. Our curriculum is geared towards vocabulary learning and development.



Our School Community

- 2 form entry Primary Academy
- Number on Roll - 432
- 39 place Nursery 3+
- 21 Teachers
6 Curric. Specialists / HLTAs
20 TAs & Pastoral Staff
19 Lunchtime & Premises Staff
5 Admin staff
- 66% English as an Additional Language
- 29% pupils with SEND

The Abbeyfield way: respectful, ambitious, happy and safe



Abbeyfield Primary Academy (continued)

Curriculum

We offer a broad and diverse curriculum to meet the needs of all our pupils. Since the introduction of the 2014 national curriculum, we have engaged with a range of research to develop the curriculum we offer. The teaching team, led by the SLT and the FRMAT, have co-constructed detailed schemes of work, which ensure that each year group have knowledge-rich, well-resourced programmes. The teachers plan in teams, to develop well planned and resourced lessons which reduce individual teacher workload and improve the quality of the lessons for all children. All our schemes of work ensure pupils' progress in knowledge and skills and offer oracy-rich experiences.

Reading is a high priority across the school and we support and promote reading for pleasure. We use the Little Wandle (Letters and Sounds) phonics scheme to develop early reading skills and we have a range of reading strategies such as: Reciprocal Reading, Cracking Comprehension and Rising Starts Vocabulary.

We follow a Talk for Writing approach and strongly believe that if the children can't say it they can't write it. Contextualised grammar is taught throughout each writing unit. We plan opportunities for children to write for a purpose in all subjects across the curriculum.



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The Abbeyfield way: respectful, ambitious, happy and safe



The Workforce Charter

Five Rivers Multi Academy Trust is committed to being an employer of choice with a reputation for taking care of its colleagues and being 'a great place to work'.

FRMAT believes wholeheartedly that our success is as a result of the high calibre of our entire workforce. Our team is made up of those who teach and those who give essential support to our teachers so that they can focus on teaching our children to the highest of standards.

We insist that our leaders do everything they can to guard against high stakes accountability and create a culture that supports colleagues and protects them from unnecessary demands. We are committed to creating an environment where the conditions are right and our colleagues are happy to be held to account. We achieve this through the embedding of our ethical principles which include:

- upholding the Trust's reputation, values and beliefs at all times;
- proactively promoting the positives of the community we serve and actively challenge any prejudice or negative assumptions;
- develop colleagues through encouragement, coaching, CPD and providing opportunities to create a no-blame culture where mistakes are learned-from. This means developing a culture whereby staff feel they can freely suggest, discuss, challenge, question and be heard.

Our Workforce charter aims to:

- embed EQUALITY, DIVERSITY and INCLUSION
- promote a REDUCTION IN WORKLOAD and ENHANCE WELLBEING
- embed ETHICAL PRINCIPLES and a SUPPORTIVE CULTURE
- promote PROFESSIONAL DEVELOPMENT Instead of performance management



The Workforce Charter (continued)

Reduction in Workload and Enhancing Wellbeing

FRMAT believes wholeheartedly that our success is as a result of the high calibre of our entire workforce. Our team is made up of those who teach and those who give essential support to our teachers so that they can focus on teaching our children to the highest of standards.

Our workforce is the jewel in our crown and the reason our children succeed we believe. We are committed to improving wellbeing even further through the reduction of workload.

Professional Development instead of performance management

We are passionate about professional development rather than performance management. This important shift is crucial in order to support our commitment to being an employer of choice. We are committed to implementing a nurturing and holistic approach to staff development whereby learning, research and self-reflection is at the centre and everyone is committed to improving their practice. As such we have de-coupled our pay policy from performance and therefore there is an assumption that increments will usually be awarded annually.

Equality, Diversity and Inclusion

We do not believe our team is a homogenous group; we recognise our people are individuals with differing needs, characteristics and behaviours. This is why equality and equity form the basis of every policy, every procedure and every practice. We are committed to protecting all characteristics under the Equality Act 2010 and the Public Sector Equality Duty.

As an organisation, we are taking particular action to tackle discrimination and promote equality of opportunity for People of Colour and other Minority Ethnic groups across the Trust.

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- promote PROFESSIONAL DEVELOPMENT instead of performance management

The Children's Charter (EYFS)

We pledge that every child in the Five Rivers Multi Academy Trust will, during their early years education, have an opportunity to... :



1. Go on a mini beast hunt.
2. Splash in puddles.
3. Jump in a pile of autumn leaves.
4. Go to the beach, build a sandcastle and paddle in the sea.
5. Ride on a train or tram.
6. Walk alongside a canal, river or stream.
7. Bake or cook with a grown-up.
8. Go on a number hunt in the local area.
9. Go on a word and letter hunt in the local area.
10. Build a snowman.
11. Plant, grow and eat fruit or vegetables.
12. Go pond dipping or rock pooling.
13. Visit a farm and see/stroke the animals.
14. Feed the birds.
15. Visit a library.
16. Watch caterpillars turn into butterflies.
17. Watch eggs hatch and care for chicks.
18. Make a wormery.
19. Take part in a performance.
20. Build a den.
21. Dress up in fancy dress.

The Children's Charter (KS1&2)

We pledge that every child in the Five Rivers Multi Academy Trust will, during their education, have an opportunity to... :



1. Regularly attend an academy after school club.
2. Take part in an academy sporting, cultural or educational event.
3. Engage with new experiences/try new things.
4. Listen to inspirational speakers to raise aspirations and ambitions for the future.
5. Take part in a celebration for another faith/culture that is different from their own.
6. Take part in a formal presentation to an audience.
7. Hold a position of responsibility in our school.
8. Be involved in an experience involving other countries
9. Be actively involved in a community experience (parents could help too).
10. Take part in a fundraising event.
11. Meet children from other schools.
12. Develop a social conscience, caring about what happens to other people, trying to make a positive contribution to society.
13. Build caring and effective relationships - be a good friend, care about other children and get on well with adults.
14. Lead a team or group.
15. Design/build something as part of a team.
16. Visit an art gallery and use the experience to create your own painting.
17. Take part in a debate - share views in a formal situation.
18. Learn about budgeting your own money.

All our staff are expected to:

- be familiar with and committed to the guidance in *Keeping Children Safe in Education*.
- be passionate about safeguarding children
- be committed to the use of positive behaviour strategies to achieve a culture that promotes fairness, respect and consideration towards others

Please read our *Safeguarding Policy* prior to interview. The Safeguarding policy can be found on our website.



Keeping Children Safe

The trust is committed to safeguarding and promoting the welfare and safety of children and expect all staff to share this commitment. We recognise that everyone who comes into contact with children and their families has an important role to play in safeguarding. Our staff work effectively with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

We have in place clear policies, systems and strategies that ensure the safeguarding and welfare of pupils especially those relating to child protection, behaviour, bullying, safe recruitment of staff, health and safety, harassment and discrimination. All those who work within the Trust, including Trust Directors and Trustees, put the safeguarding of pupils as our highest priority to ensure that all children are free to learn without worry or fear or harm.

When applying, you must provide a full employment and education history, including periods of unemployment, with dates (to the nearest month) and the names and addresses of previous employers.

The trust reserves the right to contact the present employer and any previous employer. Employers will be asked about disciplinary offences, including those which have expired.

The trust will only offer appointments if the above checks are satisfactory.



The Abbeyfield way: respectful, ambitious, happy and safe

The successful candidate will be required to complete an enhanced Disclosure Barring Service from in line with Section 115 of the Police Act 1997.

The school will also check whether you have been barred from working with children prior to interview. It is a criminal offence to apply for a position at our school if you have been barred from working with children.



Pre-Recruitment Checks

The post for which you are applying is exempt under the Rehabilitation of Offenders Act, so all criminal convictions must be declared, with dates. Failure to do so will disqualify you from appointment, and if appointed, may render you liable to immediate dismissal without notice.

If you are shortlisted you will be sent a self-declaration form to complete and return to the Headteacher by email: headteacher@abbeyfield.sheffield.sch.uk. The information you disclose (if any) will be read and considered by the Headteacher and we may meet with you prior to interview to discuss any information you disclose.

If successful in the selection process you will be required to undergo an enhanced check carried out by the Disclosure Barring Service to identify that you are a suitable person to work with children. Further checks will be made at regular intervals thereafter.

An individual barred from working with children through any of the various means available is guilty of an offence if he or she knowingly applies for or accepts any work in a regulated position, i.e. working with children. (Criminal Justice and Court Services Act 2000). In the event that our checks reveal an offence has been committed, it will be reported immediately to the Police.

The trust will only offer appointments if all checks are satisfactory.



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If shortlisted you must bring with you to interview original documents from either list A or list B.

List A

acceptable documents to establish a continuous statutory excuse

List B

acceptable documents to establish a time-limited statutory excuse

Immigration Act 2016



Immigration Act 2016

Working illegally is a criminal offence. Illegal workers face having their wages seized. They may also be prosecuted and can be imprisoned for up to six months.

The Immigration Act 2016 made it an offence to work illegally in the UK. A person commits this offence if they are subject to immigration control, and they work when they are disqualified from working by reason of their immigration status. The offence applies when they know, or have reasonable cause to believe, that they are disqualified from working.

'Disqualified from working by reason of their immigration status' means that they: have not been granted leave to enter or remain in the UK; or their leave to enter or remain in the UK is invalid, has ceased to have effect (whether by reason of curtailment, revocation, cancellation, passage of time, or otherwise), or is subject to a condition preventing the person from doing work of that kind.

The offence carries a maximum penalty of six months' imprisonment and/or an unlimited fine in England and Wales and six months' imprisonment and/or a fine of the statutory maximum in Scotland and Northern Ireland. Wages gained from illegal working may be seized as the proceeds of crime and assets may be confiscated.

If shortlisted you must bring with you to interview original documents from either list A or list B.



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