

Headteacher Recruitment Pack Supporting Information





Dear Applicant,

Thank you for your interest in the position of Headteacher at Acacias Community Primary School.

This is a key opportunity for the school, following the retirement of the current head. After 20 years of excellent leadership we are now looking for the right person to build on the school's strengths and find new ways forward, taking the team with them, to fulfil the school's commitment to continuous school improvement.

The school is rated Good by Ofsted - *'You lead a calm and welcoming school which encourages pupils to thrive. Pupils across the school are polite and well behaved. In lessons, pupils show a determination to do their best.'*

'You and the senior leadership team lead the school with skill and determination. Through clear and effective communication, you share your high aspirations for pupils with staff, governors and parents and carers. The school has continued to improve. The training you provide for the enthusiastic staff consistently improves their practice. Teachers work closely together and share their ideas to help to improve teaching and learning. As a result, pupils receive skilled teaching that systematically develops their knowledge and skills across the curriculum.' **March 2018**

This information pack has been designed to introduce you to Acacias and if you consider you could be the right person for this role, please arrange a visit to the school. Visits will take place on a Monday or Wednesday afternoon, please contact the school office to book a place on 0161 224 1598 or admin@acacias.manchester.sch.uk

Yours faithfully,

The Governing Body

School Ethos

We aim: -

- ☺ to provide our children with a broad, balanced & differentiated curriculum
- ☺ to encourage our children to achieve their potential
- ☺ to respond to the needs of each child, so that they may have the opportunity for full social, physical, moral and spiritual development
- ☺ to develop an effective partnership with parents and carers
- ☺ to ensure equal opportunities, where individuals with different needs, beliefs, disabilities, race and gender work together in harmony
- ☺ to encourage care and respect for each other and our surroundings

Our school was established in 1908 and has been a popular choice for local families since then. We moved into our current, purpose built, 2-form entry school in 2012 and have extensive grounds to the front of the school. The school building is used to celebrate a variety of art work completed by the children.



Teachers are keen to use opportunities to teach outside when possible. The green, wooded site provides lots of space to enable them to do this.



Current Data

Number on Roll - 463 (including 42 in the Nursery)

% EAL - 62.2% (21 different ethnic groups, 21 different languages)

% FSM - 25.0% (116 children, increased from 20.9% Autumn 2020)

% SEND - 12.1% (56 children)

% EHCP - 3.5% (16 children)

Attendance 20/21 95.0% Y1-6

Numbers on roll remain healthy with particular demand for KS2 places, the school, in line with other local schools, has experienced a dip in Nursery admissions with only 42 on roll at September 2021, rather than our normal admission number of 52.

Finances

	2019/20	2020/21
Income	£2,489,768	£2,555,228
Expenditure	£2,554,102	£2,584,736
In year Deficit	£64,334	£29,508
Balance carried forward	£203,717	£174,209

2019/20 expenditure included a significant investment in IT and was part of the school's long term plan to bring the cumulative surplus down to within the 8% limit set by the Local Authority to prevent clawback. The surplus at the end of 2020/21 was just below the 8% limit.

Staffing

The school has a senior management team consisting of Head, Deputy (curriculum lead), Assistant Head (finance/support services lead), 4 Key Stage Managers and an Inclusion Manager (SENCo). The Inclusion Manager and a Key Stage Manager are currently on maternity leave and temporary cover arrangements are in place.



There are currently 30 teachers employed at the school, 3 are on temporary contracts. Of these 11 staff are part time, currently 3 staff in total are on maternity/adoption leave. The staffing includes a number of specialist staff who add to the strength of the school, two members of staff are SLEs (Specialist Leaders in Education) and support other schools when requested. The school is a Smart Training School and has a number of staff trained as Smart Exemplary Educators. The specialist teachers include a SpLD trained teacher, a numbers

count trained teacher and a teacher with a background in special schools. As a result of this team (who cascade their expertise to the whole staff), the support for children with SEN is extremely strong and is recognised as a model for inclusion.

The school has 16 classes and also has a school funded SEN base (The Treehouse). The Treehouse is staffed by a teacher and two TAs and has 8 children with EHCPs or who are en route to getting an EHCP. The Treehouse only operates in the mornings for English & Maths and the children return to their main class for the afternoons with their peers. In addition, the support staff team consists of two teacher apprentices, 21 full time and 5 part time teaching assistants (including SEN support), 4 admin staff, 4 kitchen staff, 1 lunchtime organiser (TAs do the majority of the lunchtime cover) a caretaker and 3 cleaners.



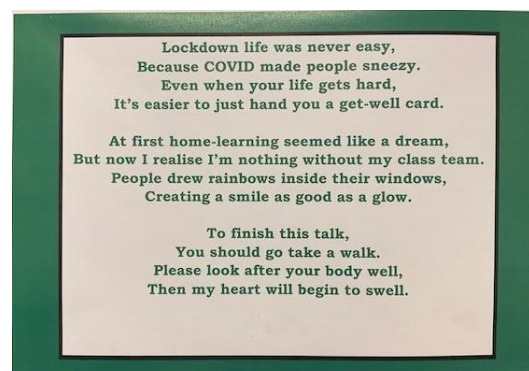
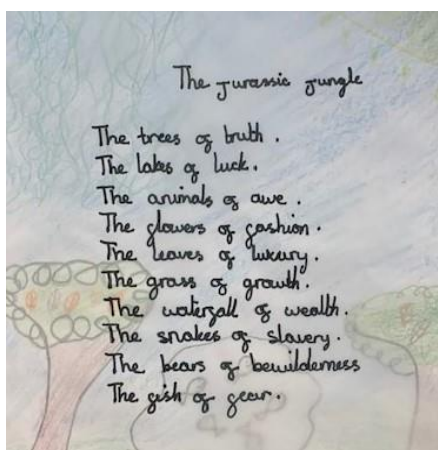
Continuous Professional Development (CPD)

The school has consistently invested in CPD to improve the expertise within school and utilises the expertise of SpLD and numbers count trained teachers to upskill both teachers and teaching assistants. Two members of the senior management have recently completed NPQ courses (One NPQSL and one NPQML). The maths lead will be training this year to be a Mastery Specialist Teacher linked to the National Centre for Excellence in Teaching Mathematics (NCETM).

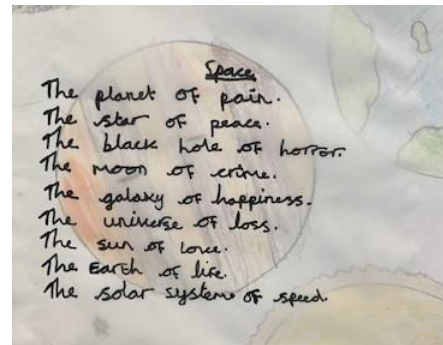
Professional development is available to all staff and a number of teaching assistants have been supported to become teachers. Additionally, an admin officer has recently completed a school business management apprenticeship and two teaching assistants have recently completed L3 TA qualifications.

Curriculum

The curriculum has been redesigned to ensure appropriate progression from EYFS to Y6 and more information can be found on the school website. Continuous provision has been extended into Y1 to support transition from EYFS.



The curriculum has been designed to link to global goals, rights respecting articles and to take account of the school's demographic whilst complying with the national curriculum. The Health & Relationships Education curriculum reflects the statutory elements only and there is ongoing consultation with parents about balancing the requirements of the Equality Act with concerns about conflicts with religious beliefs; a working party is taking this forward this term.



As part of the English curriculum, the school has followed Letters and Sounds for phonics and is currently reviewing accredited schemes to consider which to adopt (bearing in mind the school has put significant work into developing a programme of interventions with resources, linked to Letters and Sounds). English is taught using the Talk for Writing approach. Writing continues to be a focus for the school and like many schools was the subject that suffered most in lockdown.

Acacias has been part of a North West 1 Maths hub for the last two years. The mastery approach to maths and a mastery curriculum (including the concrete, pictorial, abstract approach) is embedded in the school.

The school has achieved the Rights Respecting Silver Award and is committed to embedding these principles into the whole school.



Before/After School Care

The school runs its own breakfast club on site led by teaching assistants. A private after school club collects from the school to provide after school care.

After School Clubs

The school offers a range of free after school activities for the children (pupil premium children are given priority) with a significant proportion offered by school staff (4 clubs are run by outside specialist providers). There are currently a range of sports, arts and computing clubs for children in YR-Y6.



What we like about Acacias (Pupils)

Year 1

All the teachers look after us.
We do meditation to keep ourselves calm.
The classrooms are lovely and tidy.
We have fun things to do like challenges.
We are all kind and we look after each other.
We have a computer suite.
We get to learn English and maths.
We have a lovely outdoor area.
We get to read cool stories.
We get to make lots of friends.
We learn phonics.
"It has lots of playgrounds." "Phonics"
"Lots of friends." "Everyone loves their friends"
We "learn a lot." "I like all my teachers and all my friends." "I like learning."

Year 6

Maths , English , play , science.
Great teachers
Lots of equipment/well resourced
Diverse range of students
Rights Respecting School
Support from adults
Good lessons
A nicely decorated building

LKS2

Year 4 going swimming
The teaching and the topics
The food at lunch

Year 5

It is a safe place. The teachers are kind
Good place to make new friends
We have a field and fun things to play on at breaktimes e.g. trim and challenge trail, we have four playgrounds, we have equipment at play times
The school accepts lots of different people e.g. boys and girls, children with additional needs
Teachers believe in the students and that they can do it, they always help and are always understanding
Children and teachers help each other
It's not next to the road so it is quieter
The Treehouse - there to help children with SEN so the school can help everybody
The school is big so we have lots of room
Playtime activities, especially the trim trail and challenge trail
Groups such as Pupil Parliament
We have different playgrounds for different key stages, we have a field
Computing lessons
I like having a suggestions box
We get to do science experiments

Our School

Year 2

We learn a lot.
We can make many things.
You can do lots of sports.
We do meditation every day.
You get rewarded for good behaviour.
Playtimes are fun and there's lots of equipment!
Most of the children treat each other kindly and are friendly.
Reading is a big part of our learning.
We (hope to) go on school trips

If you were appointing a Headteacher what skills/abilities would be most important to you? (Pupils)

Year 1

They should be kind and sensible to the teachers.

They should help when some children have a little blood.

Need to be excited."

They should love each other in the school.

They should be respectful and good for the job.

They should be helpful.

They must be kind.

They must look after us and keep us safe.

They must help the other teachers.

They must treat us nice.

They must have good ideas.

They must be good fun!

They must be polite.

They should have a big house and a swimming pool!

Year 2

Telling children the rules and dealing with bad behaviour.

To come in our classrooms and teach us sometimes.

To give the children treats sometimes

Year 5 (part 1)

Understanding

We'd like the new headteacher to like PE and join in with sports

Kind and not too strict but still in charge

Friendly to teachers and students

Take part in events

Fun

I'd like them to help us in our lessons

Very involved with us and joining in things like pupil parliament

I'd like them to be funny

Eco friendly

Interested in children's skills

Someone who will add things to the field

Year 5 (part 2)

Kind. smiles, funny, understanding and caring

Like children

Try and change things for the better e.g. bring back assemblies but keep us safe, make good decisions

Organised so they don't forget things

Patient and don't get annoyed easily

They care about our education

They listen to children's ideas to help the school

Make sure all the teachers and children have their rights

Making sure children are happy

Treats everybody fairly and equally

Talks and meets with us

Year 6

- smart, kind and helpful
- firm, fair
- happy
- good listener
- chatty/speaks to us
- creative
- cares for us
- respectful
- humble
- looks after us
- happy
- inspiring

LKS2

The need to be kind and fun. If they were really sporty. If they took us on trips. The funniest headteacher in the world! Carry on the You-tube channel.

Why do you like working at Acacias? (Staff)

These speech bubbles represent a selection of staff views.

Acacias is a school that promotes inclusion of children with diverse needs and I want to be involved in helping children to progress.

I like working at Acacias because the children are extremely enthusiastic in their attitudes towards their learning.

I like working at Acacias because it has family feel where everyone looks out for each other. The staff are very knowledgeable, approachable and will always offer their help. Also, I enjoy the fact that we have such a diverse community.

The school is very well managed and resourced. Pupil behaviour is a strength within the school, with lots of support put in place to meet children's needs, socially, emotionally and academically, enabling them to develop and access their learning effectively. The children are happy and enjoy coming to school. It is a very safe building, with safeguarding practises firmly established.

Constant striving to provide the best for every child to enable them to reach their potential and become well rounded individuals, as well as feeling safe and valued as part of the school community. Wealth of staff skills and good resources that enable this to happen.

Acacias is a fantastic school and benefits from outstanding practice from top to bottom to provide children with the best possible education and opportunities. It is a brilliant working environment in all aspects.

If you were appointing a Headteacher what skills/abilities would be most important to you? (Staff)- Illustrated in a wordle

