

Shobnall Primary School Recruitment Pack

2019/20



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Shobnall
Primary

Happy with Shobnall School tell us about it...
to know"
Shobnall School...
know"

Welcome

TO JOHN TAYLOR MULTI ACADEMY TRUST

Dear Applicant

Thank you for your interest in a position within John Taylor Multi-Academy Trust. I hope that the information in this recruitment pack is valuable in furnishing you with the detail to assist you in your application and, more importantly, helping to develop your understanding of what it means to work within the JTMAT community and its family of schools.

Our mission statement within JTMAT is simple, and pre-dates the Trust itself, emanating from the founder school, John Taylor High. It is a statement of intent, and a commitment that we carry through all our work:

“We believe in the power of education to improve lives – and the world.”

Schools within the Trust are staffed with colleagues – teaching and support – who share this belief, and are supported by governors and trustees who underpin it. The outcomes of our children are testament to it also. By the term “outcomes”, we know that this transcends raw data measures (although it does include them) to reflect the true concept of education as “what survives after what has been learned has been forgotten.” Our schools therefore value educational trips and visits, performances and events, and the interaction of children and adults beyond the formality of the timetable. We believe that this sets us apart.

In all that we do individually and collectively, we endeavour to display six key attributes that will enable us to be successful. They are:

- Our commitment to ensure learning is at the heart of all we do: Keeping “the main thing, the main thing” – prioritising our people, time, energy and funding to the improvement of the educational experience – both formal and informal – we provide.
- A passion for excellence: Only comparing ourselves with the best. When finding it, seeking to match and then surpass it.
- Restlessness and curiosity: Looking for opportunity to be involved and to learn from new experiences.
- Courage to innovate: Leading change – in teaching and learning, curriculum development, organisational structures.
- Tenacity and resilience: Holding to our mission in times of turbulence, and remaining resolute until we achieve what we set out to do.
- Collegiality: Listening to others, sharing with others, learning from others.

We want all of the children and young people in our schools to exhibit these qualities also.

I hope that you find the information enclosed useful in your considerations. Much more can be found on our website at www.jtmat.co.uk. Should you share our vision and choose to apply for this position, I wish you every success.

With best wishes.



Mike Donoghue, CEO



‘We believe in the power of education to improve lives – and the world’

This statement is at the heart of the John Taylor story. It is a compelling story, and one which we hope you will wish to experience. We are driven to ensure that our community can realise its true potential through learning.

This is our mission. To that end, we provide the experiences, resources, structures and systems to enable all to engage, all to progress, all to achieve. Through the opportunities that our Multi-Academy Trust offers, we extend our mission beyond the school in which it originated.

What makes us successful?

Our commitment to ensure learning is at the heart of all we do.

Keeping “the main thing, the main thing” – prioritising our people, time, energy and funding to the improvement of the educational experience – both formal and informal – we provide.

A passion for excellence

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Restlessness and curiosity

Looking for opportunity to be involved and to learn from new experiences.

Courage to innovate

Leading change – in teaching and learning, curriculum development, organisational structures.

Tenacity and resilience

Holding to our mission in times of turbulence and remaining resolute until we achieve what we set out to do.

Collegiality

Listening to others, sharing with others, learning from others



Information about the Trust

JTMAT was established in 2014 with John Taylor High School as its first school. In 2015 our family of schools grew to include Kingsmead School in Hednesford, followed by Thomas Russell Infants School and Yoxall St Peter's C of E Primary School in Spring 2016. We were joined by Rykneld Primary School in November 2017 and Shobnall Primary School, The Mosely Academy and Winshill Village Primary and Nursery School joined in Summer 2018. In September 2018 we opened John Taylor Free School in Tatenhill and further extended our Trust with the inclusion of All Saints C of E and Needwood C of E Primary Schools on 1 December 2018 and Walton on Trent C of E Primary and Nursery School on 1 January 2019. Each school has its own Local Governing Body which reports to the Trust Board. In addition to the above, the Trust is the DfE appointed sponsor for a new 1 form entry Primary and Nursery school at Fradley Park in Lichfield which will open in September 2022.

JTMAT is led by Chief Executive Officer, Mike Donoghue who was appointed Headteacher at John Taylor High School in January 2010 and designated a National Leader of Education in March 2013. He oversaw the first change to 'converter' academy status of an 'outstanding' school in Staffordshire in November 2010 and worked alongside other professional colleagues towards John Taylor's designation as a National Teaching School, again one of the first in Staffordshire. In 2014, Mike was elected to the inaugural Headteachers Board for the Regional School Commissioner (West Midlands) and was subsequently re-elected in September 2017 to serve a second, three-year tenure. He is a trained Pupil Premium Reviewer, a member of the Department for Education's Secondary Headteacher Reference Group and in January 2019 was elected Regional Lead (West Midlands) for the Teaching School Council.

Mike is supported in leading and managing the Trust by a Chief Operating Officer and central Trust team who bring specialisms in the areas of HR, Finance, ICT, Governance and School Improvement.

Each school within the Trust has its own headteacher or head of school supported by skilled professionals who deliver their best every day, making a positive impact on the young people we are privileged to educate.

JTMAT Schools

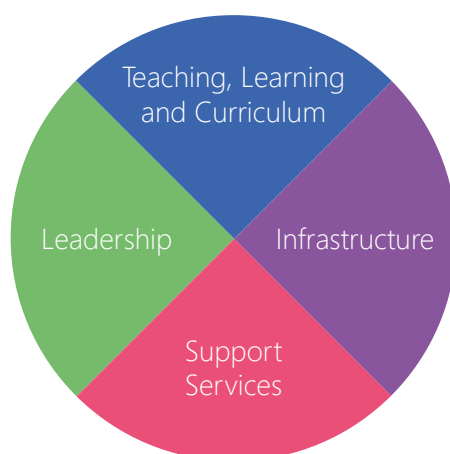


JTMAT Objectives

Our commitment to developing provision, improving learning and achieving greater outcomes within and across our schools is set out in the core objectives for the Trust:

- Children are well-prepared for the next stage in their lives through experiencing the best learning opportunities through exceptional teaching and support, and access to high quality resources and provision in and beyond the classroom.
- Children achieve more, and make better progress, by attending a JTMAT academy than would otherwise be expected. We add value.
- Our academies are full, and always oversubscribed as a result of their popularity, reputation and success.
- Our academies are staffed with high-performing professionals, exhibiting passion and taking pride in their work, in a context of effective support and challenge.
- Accommodation and premises are safe, well-maintained, and with facilities that are constantly improving.
- Infrastructure is both effective and efficient, underpinned by sound financial management practices whereby value for money is always given due regard.
- Management systems are coherent and cohesive, and staffed by colleagues who are innovative, adaptable, and capable of absorbing new initiatives.
- Our academies, and the Multi-Academy Trust, are held in the highest regard by others within and beyond the education sector, and our work and its impact is validated by external accreditation and inspection.

The Trust's strategic plan supports achievement of these objectives under three key areas:



Key performance indicators and milestones will enable the Trust to robustly monitor and review progress ensuring growth and development.

National Forest Teaching School

The National Forest Teaching School is a local alliance of secondary, primary and special schools spanning a wide geographical area from Derby and Burton on Trent through to Lichfield and Sutton Coldfield. Our schools operate in a variety of different contexts but share a common belief in the power of collaboration to bring about continuous school improvement in our local area. Located at the lead school, John Taylor High School, improving outcomes for young people in our local area is at the heart of our work. We do this through the three main areas below.

School to School Support	Our Primary and Secondary School Direct Programmes are well established and we are proud of our track record in training our own teachers for employment in the local area. In 2015 John Taylor High School became a SCITT (a School Centred Initial Teacher Training provider), adding further opportunities for aspiring teachers to enter the profession. We are also an accredited Appropriate Body for NQTs.
Professional Development	Our vision is that teachers are supported at all stages of their careers. To support succession planning it is equally important for us to grow our own leaders and we offer professional development opportunities for all, from NQTs and RQTs through to Middle Leaders and Aspirant Headteachers. As a Teaching School we also periodically secure funding to engage in exciting research and development projects.
Initial Teacher Training	Within our alliance we have a National Leader of Education, a National Leader of Governance and a number of Specialist Leaders of Education who support us with our school to school support work. Accreditation as an SLE is an opportunity available to teachers across the alliance and beyond who have an area of expertise and a proven track record in supporting, mentoring or coaching others. As a Teaching School we also can secure funding to support other schools where there is an identified need.

As a National College Lead School for CPD we deliver the Outstanding Teacher Programme, Improving Teacher Programme and National Professional Qualification in Middle Leadership programmes to teachers across the region. Our Teaching School affords staff in our partner schools numerous opportunities, whether that be participating in exciting research and development projects, involvement in training the next generation of teachers, being an SLE and supporting other schools or being able to study for a Masters-level qualification. The opportunities are limitless.

Our work is best explained through our mission: “Learn, Teach, Grow, Share.” Learning is at the heart of what we do, and we work with hundreds of professionals in schools annually as they learn new classroom practice, ways of working positively with children and young people, and approaches to enable them to lead others purposefully and effectively. As a National Teaching School, we know that the development of teaching – from aspiring teachers to outstanding classroom specialist leaders in education – is what will make the greatest difference to the educational provision and outcomes of children in our region.

JTMAT

Terms and Conditions of Employment Overview

The following information highlights key aspects of the Trust's terms and conditions of employment. Full terms and conditions are set out in the Employment Contract. Shortlisted candidates will be given the opportunity to ask questions about terms and conditions of employment at their formal interview.

SALARY

Teaching staff

Salary and the general terms and conditions of employment are those contained in the current School Teachers' Pay & Conditions Document and Conditions of Service for School Teachers' in England and Wales (Burgundy Book) as applied by, adopted or amended and subject to the decisions made from time to time by the Trust relating to the employment of Trust employees.

SUPPORT STAFF

The general terms and conditions of your employment are those negotiated nationally by the National Joint Council of Local Government (The Green Book) as applied by, adopted or amended and subject to the decisions made from time to time by the Trust relating to the employment of Trust employees.

In addition, the Trust has adopted local agreements with recognised Trade Unions. These are set out in various documents, which form the Trust's Employee Handbook.

PENSION SCHEMES

The Trust offers membership of the Teachers' Pension Scheme for teaching staff and the Local Government Pension Scheme (LGPS) for support staff.

WORKING TIME

The School Teachers Pay & Conditions Document does not set specific working weeks for members of the leadership group and those on the pay range for leading practitioners. You will be required to be available for duty at reasonable times to undertake the professional duties assigned in accordance with the Document.

A teacher employed full-time must be available for work for 195 days, 190 days during term time and 5 days during school closure periods and must be available to work for 1265 hours to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work.

Support Staff contracts will be based on a full-time equivalent of either 32.5 or 37 hours per week (pro-rata for part-time staff) and payable whole year or term time only, as appropriate to the role.

WORK LOCATION

You may be required to work on a temporary or permanent basis at other academies within the Trust and within reasonable commuting distance of your home as the Trust may require from time to time.

PROBATIONARY PERIOD

Support staff who are newly appointed to the Trust are subject to a satisfactory probationary period of 6 months before they are confirmed in post as a Trust employee. Any staff within their probationary period are entitled to 1 month's notice on either side.

CONTINUOUS EMPLOYMENT

Under employment law, various employee rights are dependent on the period of continuous employment worked such as the calculation of annual leave entitlement, sick pay and maternity pay. At JTMAT, continuous employment for this purpose starts on the earlier of the following dates:

- a) the date of appointment; or
- b) the start of your continuous employment in a previous post with a local authority or associated employer under the Redundancy Payments (Local Government Modification Orders).

You should also note that if you are dismissed on grounds of redundancy, your redundancy payment will be calculated by reference to your continuous employment with all local authorities and associated employers under the Redundancy Payments (Local Government Modification Orders).

Any redundancy payment due will be calculated using the statutory provisions applicable at the point of dismissal.

ACTIVITIES OUTSIDE NORMAL WORKING HOURS

Any outside employment, either paid or unpaid, must not in the view of the Trust conflict with or react detrimentally to the Trust's interests or in any way weaken public confidence in the conduct of the Trust's business.

DATA PROTECTION

The organisation will comply with the provisions of relevant UK data protection legislation. Job applicants can view the relevant Privacy Notice in the Privacy Centre on the JTMAT website.

Welcome to Shobnall Primary School

I would like to welcome you to Shobnall Primary School. We strive to provide a happy, successful and busy primary school where we place significant emphasis on raising expectations and aspirations.

As a school, we take great pride in the fact that we place children at the centre of all we do. We focus on both their academic and personal development and ensure that they see, and strive to reach, their full potential in both.

We endeavour to create a positive ethos by celebrating the achievements of all, children and staff alike. We provide a safe, secure learning environment and our children are taught to respect and value their peers and adults.

The standards and expectations we have at Shobnall Primary School are extremely high.

We are proud of our school community and our involvement within the JTMAT. We like to work in partnership with our parents to inspire the children to believe in themselves and to be the very best they can be.

We encourage our parents to provide support for both their children and our school and as such, involve them as much as possible in school life. We recognise that parents are a vital part of the whole team who all work towards promoting the child's learning and their overall wellbeing.

The Headteacher, and the Senior Leadership team, have a very positive working relationship with their local governing body and, through the provision of high quality information, and by readily accepting challenge, there is a relationship of mutual trust, respect and confidence between them and the Governors.

The school adopts an 'open door' policy encouraging parents and other stakeholders to share in celebrations and also raise any concerns.

Parents, staff, governors and all other stakeholders are actively encouraged to take every opportunity to take part in the life of school and its wider role within the community.

We believe that 'Happy Children are Inspired Learners'.

Yours sincerely

Mrs M. Dixon
Chair of Local Governing Body



Vision, Aims and Values

OUR VISION

Our vision is to be an excellent school, where outstanding practice, equality and well-being are at the heart of all that we do – our school has happy children who are inspired learners. We endeavour to ensure that our young people are fully prepared for life in the 21st century.

RATIONALE

At the heart of our vision is the desire to provide our children with the best experiences and outcomes, so outstanding practice is a key aspect of our work. Our vision promotes excellent teaching and learning to ensure that outcomes are the best that they can possibly be for our pupils.

Education for us is not just about embedding the fundamental skills of English and Maths in children, although these skills are essential in the world today. Education is also about preparing pupils fully for life in the 21st century, so our vision encompasses the whole child and one which nurtures and develops all talents through a rich and varied curriculum. Our curriculum allows pupils to be imaginative and creative and provides them with memorable experiences to positively impact on their well-being.

Our school is dynamic, harmonious and values-led. The values underpinning our vision support our children in being happy and self-confident individuals, with strong morals and a 'can do' attitude. We encourage all stakeholders to encourage our pupils to respect the rights of others, aspire for success, aim for excellence and achieve their full potential as a vision we can all live.

MISSION STATEMENT

Happy Children, Inspired Learners

AIMS AND VALUES

At Shobnall Primary School, we aim to:

- Ensure our pupils are highly confident, effective communicators who hold well balanced views and opinions
- Create a curriculum that is broad, balanced, relevant, inclusive and differentiated: that is challenging, active and involving for all children and which awakens in them a love of learning and encourages them to be independent learners
- Designed learning opportunities to encourage all children to achieve excellence within their ability
- Celebrates all children's achievements and identify and support any difficulties that children may be encountering
- Celebrates and respect everyone's individual identity and promote equality of opportunity for all
- Provides constant opportunities for children to develop their sense of self-worth and self-confidence and actively encourage their development socially, morally, culturally and spiritually so that they meet the challenges and opportunities of adolescence and adult life in today's ever changing 21st century society
- Have full liaison and communication with other schools, within and outside the John Taylor Multi Academy Trust

As a member of the John Taylor Multi Academy Trust, Shobnall Primary School is committed to upholding and promoting the core values and objectives for The Trust. It is the responsibility of all employed and associated with the organization to work towards the achievement of these objectives:

- Children are well-prepared for the next stage in their lives through experiencing the best learning opportunities, teaching and support, and access to high quality resources and provision in and beyond the classroom
- Children achieve more, and make better progress, by attending a JTMAT academy than would otherwise be expected; we add value
- Our academies are full and always oversubscribed as a result of their popularity, reputation and success
- Our academies are staffed with high-performing professionals, exhibiting passion and taking pride in their work, in a context of effective support and challenge
- Accommodation and premises are safe, well-maintained, and with facilities that are constantly improving
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- Management systems are coherent and cohesive, and staffed by colleagues who are innovative, adaptable, and capable of absorbing new initiatives
- Our academies, and the Multi-Academy Trust, are held in the highest regard by others within and beyond the education sector, and our work and its impact is validated by external accreditation and inspection



Our Curriculum

Curriculum Vision

At Shobnall Primary School, our ethos and purpose is to provide a broad and balanced curriculum for our children, with high aspirations for all.

Curricular Goals

<p>DIVERSITY</p> <p>We believe in developing pupils' understanding of British Values and celebrating our unique and diverse community.</p>	<p>DREAMS</p> <p>We promote ambition, high aspirations and foster pupils' capacity to see the possibilities within the world today.</p>	<p>DECISIONS</p> <p>We encourage our pupils to make the right choices in order to stay safe, healthy and happy.</p>
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Rationale

At Shobnall Primary School, we strive to offer exciting and unique learning opportunities guided by our curriculum drivers of Diversity, Dreams and Decisions. We encourage our pupils to make the best choices they can possibly make. We achieve this through the delivery of excellent teaching and learning that is not just about embedding the fundamental skills of English and Maths in children, although these skills are essential in the world today. Our curriculum is one which nurtures and develops all talents through a rich and varied syllabus. We allow pupils to be original, imaginative, innovative and creative, and provide them with memorable experiences to positively impact on their wellbeing.

At Shobnall Primary School, we follow the Early Years Foundation Stage Curriculum and The National Curriculum. In addition to this, we have developed a bespoke curriculum based on the Chris Quigley Essentials Curriculum, which drives the vision, aims and values of our school and serves the needs of all our community. Our curriculum is: skills-based; relevant and modern; accessible for all; and helps develop and support the vital skills taught in English and Maths.

Our Early Years Team ensure that the children's learning is based on exploration and play, which is tailored to their needs and interests. The curriculum follows the statutory guidelines set out in the EYFS Curriculum and we ensure that early reading, writing, number and phonics is incorporated into their play, developing their fine and gross motor skills.

Staff plan topics, which have a real purpose. Our topics have a cross-curricular approach, therefore learning is linked and meaningful. Appropriate progression of skills is planned for and topic-based approaches ensure appropriate knowledge is acquired and is relevant to age. Our Forest School provision places great importance on outdoor learning and enables the children to apply skills of collaboration and teamwork to the classroom and their everyday lives. This is complemented with the children reading a range of fiction, non-fiction and poetry around the theme too, as reading is given a high priority within our school. Maths is often taught discretely, however if there are links with the topic, it is incorporated alongside too.

Sport, the Arts and extra-curricular activities are given priority within our school. Such opportunities enrich the children's experiences, and enable our pupils to live the vision of being 'Happy Children, Inspired Learners'. We offer a wide range of peripatetic opportunities to encourage children to learn an instrument and join our choir. Physical Education and healthy lifestyles are taught regularly and the children have many opportunities to compete in competitions at a local and national level in a variety of sports.

We are passionate about developing the whole child, as reflected in our Social, Moral, Spiritual and Citizenship provision. Our values permeate everything we do and prepare our children adequately for life in the 21st Century. We encourage our children to take responsibility for their own learning and actions, develop their thinking and questioning skills and reflect clearly between wants and needs. None of this would be possible without our dedicated team of staff who we invest in heavily: time encouragement, support and professional development.

Subject Specific Focus

English

All aspects of the National Curriculum are taught and children participate for approximately one hour per day in English. We focus on the importance aspects of reading, writing and speaking and listening. We place great value on reading; guided reading sessions are taught throughout the week to support the key skills of comprehension and inference. We are proud of our reading resources and we actively encourage children to read frequently at home and at school.

Maths

Maths is taught in a variety of different ways and as the children progress through the school, concepts are reinforced and revisited to develop knowledge and secure understanding. Maths lessons are designed to encourage children to explore, develop and understand relationships of number, time, measure, shape and space and the appropriate language of these processes and to use the resulting skills appropriately.

Science

The children at Shobnall Primary School are encouraged to find out about their physical and natural environment. In addition, they will learn about the following:

- The characteristics of living things
- Forms of energy sources
- Changes in living things and materials
- Significant patterns.

Practical experiences are designed to promote curiosity and the need to discover more about scientific elements of our world. Children are taught to become inquisitive and independent learners and, being one of our core subjects, follows the National Curriculum requirements.

Computing

We are proud of our resources at Shobnall Primary and believe that technology offers diverse, valuable and unique resources for all of our pupils. Children have access to I pads and netbooks which are used in the majority of our curriculum and not just as a stand - alone computing session. Computing skills enable children to learn for the purpose of using and applying to many different areas such as word processing, data handling and problem solving.

History

History enables pupils to develop an understanding of our world today as well as generating a sense of identity and contributing to the pupil's knowledge of other countries and cultures. Our aim is to create a foundation for the children's understanding of the passing of time and to ensure that history sessions are delivered in a fun and imaginative way whilst linking to other learning within the curriculum.

Geography

We realise that geography is an important part of the education of all children, especially when learning about key geographical skills, the local environment, world knowledge and climate and current affairs with regards to our changing planet. Children use maps and atlases to reinforce their local and world knowledge and this enables them to describe and explain contrasting localities around us.

Art

Art provides our children with an opportunity for the development of creative and imaginative skills. Throughout the school, we encourage the use of a variety of media; ranging from painting to printing, sculpture, modelling, paper work and fabrics. Children learn about texture and colour mixing and they will develop their skills in the use of tools and resources in addition to developing an appreciation of the work of famous artists.

Design and Technology

Children enjoy the practical side of this subject and they are given the opportunity to use a variety of materials which includes; textiles, food, construction kits, wood and mouldable materials. D&T focusses on the safety aspects with the use of resources and tools. The vast majority of projects link closely to other areas of the curriculum rather than being a stand-alone subject. Design and Technology allows our children to apply skills, knowledge and understanding from other subjects and enables them to link their learning opportunities throughout the curriculum.

Music

All of our children take part in musical activities which may include singing and the use of percussion instruments, tuned percussion instruments, keyboards or even instruments designed and made by the children. Pupils are given the opportunity to compose and perform and they are encouraged to listen to and talk about a wide range of music. In addition to the music provided within the curriculum, the school also offers children the chance to join the school choir which is an excellent way to represent the school as they sing at many events, both within the school and in the local area.

Physical Education

From their first term at Shobnall Primary School, children are actively engaged in physical education both inside and out. All children follow a curriculum which is designed around the needs and skills of individuals and therefore PE lessons cover Gymnastics and Dance as well as Games. The Gym and Dance sessions focus on body strength and co-ordination but they also have a strong link to team work, communication and co-operation. Games lessons focus on a wide range of subjects, from team games to striking and fielding and athletics events.

In addition to the curriculum, we are immensely proud of the extra-curricular provision that we offer children, predominantly in Key Stage 2. The school is part of the Dove Valley Sports Association as well as East Staffs Sports and we participate in a huge number of activities and events with other schools.

Religious Education

We aim to enable our children to understand and gain knowledge of their own, and to understand and respect, other religions practised world-wide and to respect the position of people who do not hold the same beliefs. R.E is presented in a balanced way and links learning with other aspects of our taught curriculum. We aim to develop the children's attitudes of tolerance and understanding of the beliefs and customs of others, and to develop the children's knowledge, in order for them to live and work within our diverse society. R.E involves the exploration of positive attitudes and personal qualities as well as the spiritual development of children.

Personal, Social, Health and Citizenship

PSHCE aims to promote personal, social and health education across the school and is entwined with all aspects of our wider curriculum. The curriculum for PSHCE focusses on health issues, the importance of a healthy lifestyle and lifestyle choices. We educate our children on the importance of family life and relationships, social skills, emotions and other issues in terms of social interaction and personal discipline and individual responsibility.

French

The school provides every child with an opportunity of learning French as a language within Key Stage 2. Children learn the basics of greetings, food, family and general communication. We have a wide range of resources to support the delivery of this subject and place great emphasis on the delivery of French through technology to supplement learning and enhance our French provision. In addition to this, the school organises a bi-annual trip to Normandy for our Year 5 and 6 children. They will visit historical sites such as World War 1 trenches and memorials and will spend a morning at a local market where they will be required to put in to practice their French skills when buying items!

Forest Schools

Forest Schools is a Scandinavian initiative designed to encourage and inspire individuals of any age through an innovative, long term, educational approach to outdoor play and learning in a woodland environment. As a school we are very fortunate in having our own woodland area and several members of staff trained to deliver the Forest Schools programme. Forest Schools is offered to all pupils from our Early Years Foundation Stage right up to our Year 6 pupils, on a half- termly basis. Sessions are designed around the needs of the group to ensure that they are learner-led. Many sessions are designed around a theme, such as mythical creatures or nature investigators. Many areas of the National Curriculum are intrinsically covered in the Forest Schools experience without the programmes needing to be curriculum-led. Teamwork skills are developed through games and activities. Individual skills and self-esteem are heightened through activities such as shelter building, tool skills, lighting fires or environmental art, the list is endless.

Extra-Curricular Activities

We pride ourselves at Shobnall Primary School that we offer all our children opportunities to participate in a wide range of extra-curricular clubs at key points throughout the year. These clubs are sports based as well as having an academic focus and enable our children to extend their interest and build on their skills through a variety of extra – curricular activities. Our sporting clubs include: Netball, Football, Cricket, Rugby, Hockey, Table Tennis and Rounders’ and Athletics and in addition to these, the school is part of both the Dove Valley Sports Association and the East Staffs Sports Partnership where the children are given the chance to represent the school in other sports such as; swimming, archery and gymnastics to name just a few. Parents are informed of forthcoming clubs and dates in letters which are sent out three times during the year, providing details of times, dates and the member of staff running the club. Furthermore, other clubs offer other elements which are non–sports based and these include; art and craft, chess, choir, computing and ipad sessions.



Behaviour for Learning

We aim to achieve and sustain the highest standards of behaviour and discipline both within the School environment and on School visits in order to make the children's experiences of School life enjoyable, safe, secure and rewarding. This will maximise teaching and learning opportunities – raising the quality of education for all at Shobnall Primary School.

From their first day at Shobnall School children will be learning what School life is all about and that in order to make our School function as an orderly community each one of us has a role to play.

All members of staff both teaching and non-teaching will lead by example and communicate good behaviour expectations both directly and indirectly by means of effective discipline.

In order to ensure consistency and continuity in practice throughout the School a whole School code of practice has been developed. This sets out clearly the processes we have agreed to follow when promoting good behaviour and discouraging and punishing unacceptable behaviour in the different areas of School life.

Our School Code of Practice is communicated to parents and we appreciate the importance of their support when difficulties concerning behaviour. Parents are a child's first and enduring teachers. They play a crucial role in helping their children to learn. Children achieve more when schools and parents work together. Parents can help more effectively if they know what our school is trying to achieve and how they can help. The introduction of a Home School Agreement at Shobnall School provides a framework of such a partnership. The agreement clarifies what we as a school strive to achieve and sets out the role of school, parents and pupils in this vital partnership.

We believe that the use of praise and encouragement is a more effective means of communicating good behaviour expectations than that of negative comments. By fostering positive relationships between children and all staff the children will feel valued both as individuals and as part of the School community, thus promoting self-esteem, self-confidence and self-respect for others on a personal level and co-operation, consideration, courtesy and respect for others on a social level. Through this we hope the children will develop a sense of pride in themselves and in their School together with a sense of belonging.

We are committed to providing the children with a well structured and ordered School experience and believe that effective communication between all staff on matters of behaviour and discipline is essential in order to achieve this. In addition, we will review our practice regularly in departmental and whole staff meetings and amend it should the need arise.



Routines for Learning

Mealtimes

The school provides freshly prepared and cooked lunches which are available in school each day. The school lunches are prepared in accordance with the service provider and the menus are designed to be nutritionally balanced and freshly prepared on our premises by our school kitchen team. There is a choice of a meat option as well as a vegetarian one, along with jacket potatoes and a packed lunch option. Children are also welcome to bring their own packed lunches and these are to be placed on the sandwich trolley at the start of the school day, prior to entering the classroom.

Please note that free school meals are available for all children in Reception, Years 1 and 2. However, free school meals are also available for all families, inclusive of the aforementioned year groups whose families are receiving income support. Please contact the school office should you feel that your current situation fits this description.

Timetable

Infant Classes

Pupils will arrive at the main school gates where the main school reception is located. These gates will be open from 8.30am and when the first bell rings at 8.45am, a member of staff will open the main entrance to the Key Stage 1 building. If children are in either the Nursery or Reception classes, they will also arrive by this gate and will walk around the back of the building to be greeted by a member of staff on the gate of the Early Years playground.

When collecting children at the end of the day, the school gates will be open shortly after 3.00pm. Parents are welcome to come in and wait outside the Key Stage 1 building or around by the Early Years playground, ready for the bell to ring at 3.30pm. Children in our Reception class will be collected by parents waiting outside the Early Years playground. Year 1 class will be dismissed from the Key Stage 1 building door and Year 2 will use their fire door on the side of the Year 2 classroom where parents may congregate outside.

Junior Classes

The children in the Junior classes arrive at school from 8.30am and the Key Stage 2 door at the top of the ramp will be opened by a member of staff from 8.45am. This door will remain open until 8.55am and if a child arrives after this time, they will go around to the main entrance to enter the building via the office.

When dismissing the children in the junior classrooms, the teachers will send the children out of school from 3 different doors, depending on their class to reduce congestion and the risk of accidents on the ramp. The Year 3 and 4 children are dismissed from the bottom of the ramp and parents are encouraged to wait while the class teacher allocates pupils to their parents once they have identified their location on the playground.

Children in Year 5 will be dismissed by the class teacher from the fire exit at the back of the classroom and parents are encouraged to wait either under the shelter or just outside, towards the side of the field. Year 6 pupils will also be dismissed from their classroom fire exit which is located towards the rear of the upper key stage 2 block.

Application Guidance

Vacancies with JTMAT are advertised on our website www.jtmat.co.uk/vacancies

Please complete the application form in full ensuring you have provided true and accurate information.

If you are asked to provide a letter with your application form, it should be no more than 2 sides of A4 in 11 font.

Please note: CV's are not accepted. Only fully completed application forms are to be submitted for shortlisting.

Please send your application form and letter of application (if required) to the email address specified by 12 noon on the date specified in the advert. Applications received after the closing date/time will not be considered.

You may arrange a visit to the school before applying for a post or prior to interview if you are shortlisted, by contacting **the School Office** on **01283 247410**

After submitting your application

Please note if you have not received communication from JTMAT inviting you for interview within 10 working days of the closing date of the post, you can assume that you have not been shortlisted on this occasion. We thank you for your interest in our organisation and would encourage you to apply for suitable vacancies in the future.

Please note JTMAT does not provide feedback to applicants who have not been shortlisted for a post.

Safeguarding

JTMAT is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

All vacancies are subject to an enhanced criminal records check from the Disclosure and Barring Service which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions in your application form.

Please review the school's website for Safeguarding and Child Protection Policies.



Shobnall Primary School
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