



# WILLAND SCHOOL

## Class teacher Information Pack



*Learning for Life*



Willand School  
full time Class Teacher  
Information Pack

**Year group: either Reception/ KS1**

**Appointment to commence: 1<sup>st</sup> September 2025**

**Application closing date: 30<sup>th</sup> April 2025**

**Interviews: 6<sup>th</sup> May 2025**

**Pay scale: MPS 1-4**

I am delighted to introduce you to Willand School. We are a large village primary school with nearly 400 pupils aged 4 to 11 on roll, located a few miles north of Cullompton.

Our school site is modern, spacious and benefits from well-equipped classrooms; a hall used for PE, lunches and assemblies; two playgrounds; an environmental area; and a large level playing field.

I am proud to lead a team of dedicated and enthusiastic staff, who through their daily work demonstrate commitment to our school vision; '**Learning for Life**'. They offer a broad and balanced curriculum, offering a wide range of learning experiences both in and out of the classroom. We have high expectations and provide learning environments which are attractive, stimulating and fully demonstrate our commitment to providing the best we can for our pupils.

The staff seek to provide a safe, happy and caring atmosphere in which the children can enjoy their school life and develop into **Successful Learners, Confident Individuals and Responsible Citizens** who proudly go out into our local community.

We recognise the importance of each and every child, celebrating their unique talents and skills. We are honoured to be a part of their journey through life.

If you would like to visit our wonderful school, please contact the school office to arrange an appointment; I would love to show you around.

Naomi Tottle  
Headteacher



**Introduction to the school**

Willand School is a welcoming school with a strong ethos of and purposeful learning. It is pleasantly situated in the Willand in the Culm Valley with a population of over 3,500. Willand is a small, old village which has expanded rapidly in years to become a dormitory settlement on the M5 corridor.

care, respect  
village of  
residents.  
the last thirty

Willand School is a maintained, community school with 400 children on roll. The school currently has two form entry and a PAN of 60. There are an above national average number of SEN pupils and the

number of EHCPs is increasing and is currently standing at 16 children. Although the Ever 6 FSM is below national average, the high employment of part time/shift low wage earners has disqualified entitlement to free school meals which has resulted in hidden deprivation. A minority of children have English as an additional language largely as a result of employment within the community; their home languages are Polish, Portuguese, Lithuanian and Romanian. It is therefore a very mixed catchment.

We are a feeder school for both Cullompton Community College and Uffculme School.

### Key School Data

Age Range	4-11
Number on roll	400
Last Ofsted	January 2024 Good in all areas
% of children with PP	13.1% (NA 23.5%)
% of children with SEND	19.6% (NA 15.3%) EHCP 4.2% (NA 2.3%)
% of children with EAL	4.4% (NA 21.2%)

### School Building

The original building dates from 1948. The school has been extended in recent years. There are eleven classrooms in three extensions and three classrooms in the original building, all of which are interconnected. We are therefore fortunate to have modern, well maintained, spacious accommodation to provide a stimulating learning environment for the children.

The school will receive S106 funding from the new housing development to potentially create an additional studio/classroom space on the site of the old internal, garden. The staff and new headteacher are currently working on plans and ideas for this project.

### Introduction to the local area

The school is at the centre of the village and has four possible entrances for the children who are located on every side. It is adjacent to the village hall, the pharmacy and parish field. Willand Pre-school is situated on the school site and provides Out of Hours care and holiday clubs for parents.

The nearest towns are Cullompton and Tiverton. The children travel to Tiverton for their swimming lessons.

### Vision, values and aims

A child's education begins from the moment they enter the world. As teachers we join parents as partners in a process which they have already begun. We believe that a good school is an extension of home, building upon the care and values that parents provide.

Our shared vision is that Willand School will be a safe, happy, inclusive environment with high expectations and standards in which **all** children can become:

Successful learners- who enjoy learning, make progress and achieve.

Confident individuals- who are able to live safe, healthy and fulfilling lives.

Responsible citizens -who make a positive contribution to society.

This vision is underpinned by our commitment to our core values which are of great importance to us:

Equality

Respect

Trust

Honesty

Resilience

Tolerance

Effort

### **Curriculum and Learning Across the school.**

At Willand School we offer a curriculum which is broad and balanced and promotes a positive attitude to life-long learning. It builds on the knowledge, conceptual understanding and skills of all children, whatever their starting points, as they progress through each Key Stage in readiness for their next stage of education.

The knowledge of our children and the semi-rural community in which they live has shaped our curriculum, providing equality of opportunities to counter relative disadvantage/different starting points and meeting the needs of **all** our learners. Our curriculum has high expectations to combine transferable skills, demonstrate a breadth of vocabulary and develop strong cross-curricular links. The inviting learning environment stimulates and engages quality thinking and reasoning.

We offer a range of lunchtime and after school clubs, plus a range of additional curriculum events which further extend our children's learning opportunities.

We believe our children possess unique talents, skills and qualities. As such, they have the right to succeed, the right to recognise their own strengths and the right to develop who they are in a respectful and nurturing environment. Our school ethos is firmly rooted in our values with learning for life being the foundation of everything we do.

### **Our Curriculum Rationale**

To develop pupils as successful learners, confident individuals and responsible citizens, our curriculum:

- Has an uncompromising focus on the development and application of reading, writing and mathematics skills
- Balances academic success with wider attributes such as creativity, responsibility, resilience, confidence, independence & working collaboratively, as well as physical development, well-being and mental health supporting the development of the whole child.
- Plays a major role in developing our children's love and passion for learning using Hooks and Celebrations as motivational tools.

- Develops the ability to think independently and communicate clearly.
- Promotes our Core Values
- Develops resilience that promotes a Growth Mindset which is highly supportive to the children as learners: providing them with valuable tools for the future.
- Celebrates equity and diversity supporting the pupils' spiritual, moral, social, and cultural development.
- Enables our children to develop an understanding of the wider world, their place within it and how they will make a positive difference.
- Develops an appreciation of human creativity and achievement.
- Values children's voices and individual contributions and offers a range of opportunities to develop their sense of responsibility or leadership e.g. Schools Council; the Eco Committee; Playground Leaders; PE Leaders; Librarians; Digital Leaders and through responsibilities given in their class.

In order to empower excellence in children, we believe that we need to work in partnership with parents and the community to achieve this. Parents, stakeholders and community members are invited regularly into our school to celebrate the children's work.

### **Curriculum Implementation**

Our curriculum balances the national expectations and an all-encompassing range of experiences allowing our children to flourish. Our whole school curriculum map ensures that the curriculum has sufficient depth and coverage of knowledge in all subjects and ensures pupils' progression in knowledge and skills. Where possible, a thematic approach is used so that different subjects support and re-enforce one another and give coherence to the overall learning process.

Curriculum content includes the areas specified in the National Curriculum, providing a base for an education that ensures continuity and progression. Assessment is used to shape future learning. We seek to ensure that children can use their newly developed knowledge, skills, attitudes and abilities independently and every child is encouraged to apply themselves enthusiastically to their learning to achieve their full potential.

We plan learning experiences for our children which are engaging and, where possible, set in a real-life context, giving them the opportunity to participate in a range of enrichment activities. Our aim is that this learning should be stimulating and meaningful, contributing not only to their academic and physical progress but their spiritual, moral, social and cultural development.

Clear strategic and multi-level planning allows the curriculum to be dynamic and adapt to the context of the school and children's needs with Assessment for Learning being used to adapt teaching and learning to the needs of the children. Age related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child.

### **Curriculum Impact**

Our **whole school team** strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps.

It is the **class teachers** and **teaching assistants'** responsibility to ensure that classroom practice and subject delivery matches our strategic intentions. Senior leaders check implementation & review the

curriculum using triangulated monitoring throughout the year to gauge the impact of the curriculum design.

**Subject Leaders** monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development.

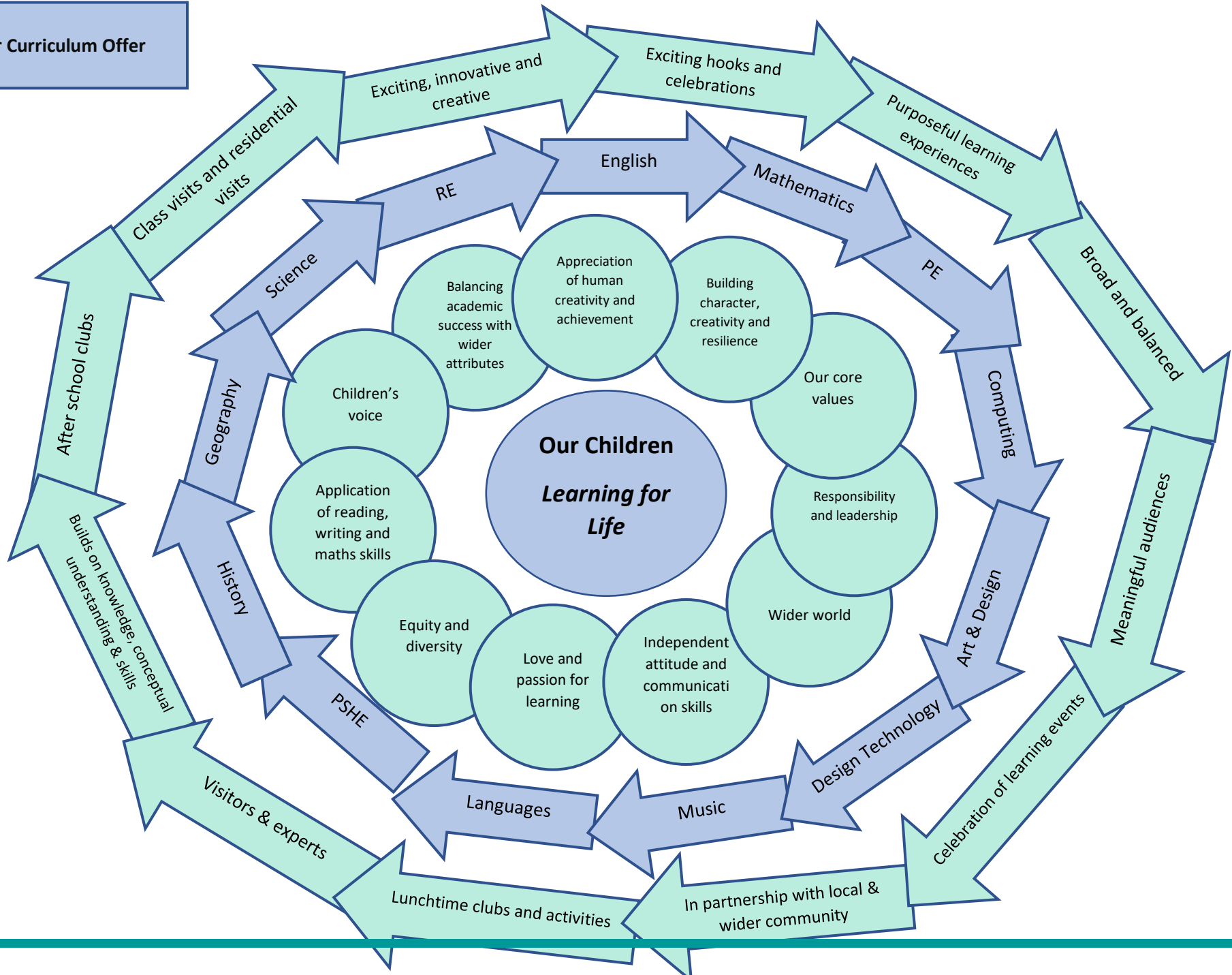
**Senior Leaders** check implementation and review the curriculum using triangulated monitoring throughout the year to gauge the impact of our curriculum model.

**Subject Leaders** and **Senior Leaders** will collectively carry out performance analysis, which is linked to this triangulated monitoring, measuring performance against individual and school targets which are reviewed regularly.

**Governors**, as part of their overall school scrutiny, monitor curriculum progress and impact via Headteacher Reports and their link Portfolio Visits.



**Our Curriculum Offer**



**Our Children**  
*Learning for Life*

Balancing academic success with wider attributes

Appreciation of human creativity and achievement

Building character, creativity and resilience

Children's voice

Our core values

Application of reading, writing and maths skills

Responsibility and leadership

Equity and diversity

Wider world

Love and passion for learning

Independent attitude and communication skills

History

Geography

Science

RE

English

Mathematics

PE

Computing

Art & Design

Design Technology

Music

Languages

PSHE

After school clubs

Class visits and residential visits

Exciting, innovative and creative

Exciting hooks and celebrations

Purposeful learning experiences

Broad and balanced

Meaningful audiences

Celebration of learning events

In partnership with local & wider community

Lunchtime clubs and activities

Visitors & experts

Builds on knowledge, conceptual understanding & skills

## **Staffing Structure**

We have a highly dedicated, professional team of staff. The Senior Management Team is made up of the Deputy Headteacher, SENCo, KS1 Leader, Lower KS2 Leader, Upper Key Stage Leader, Pupil Premium Champion and Headteacher.

There are twenty-three teachers, including the Headteacher, Deputy Headteacher and SENCo.

There are over twenty Teaching Assistants, as well as supporting children in class they also have responsibilities for First Aid, Safeguarding, Early Help, ELSA, Attachment Based Mentoring, Speech and Language and Phonics groups.

The school has a Business Manager who leads a team of three Administrative Officers, including a receptionist.

The kitchen is run by the school and has a Kitchen Manager and two assistant cooks. The menu is extensive!

## **Pupil Voice**

The children are organised into four houses: Cornwall, Devon, Dorset and Somerset. These houses are used for sporting events and sometimes for other activities like collaborative DT projects.

There is a long tradition of an effective School Council at Willand. Children are democratically elected each year to represent their class. The council decides on which charities to support and how to spend their small budget. They have worked with the local council to run surveys regarding improvements to the village and the naming of new roads. They have effected change by introducing a fish tank, changes to the tuck shop and how they use the small budget the Governors give them each year. The Chair and Vice Chair are also invited to the final Governor's Meeting each year to report back on their work and the views of the children on the work of the school for the academic year, so the Governors hear directly from the children.

There is also an Eco-Council with representatives from classes who are currently working towards their Green Flag Award and are helping the school to become more sustainable.

## **Pastoral Care**

Willand School recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils and expects all staff, governors and volunteers to share this commitment. It is at the heart of everything we do.

The Deputy Head is the Designated Safeguarding Lead, supported by three Deputy Safeguarding Leads: the Headteacher, the SENCo and another senior member of the teaching staff. There is also Early Help Co-ordinator for Safeguarding and for SEND.

We have a team of people who also support the children's welfare and support families. Emotional Support teachers (originally trained in THRIVE), Attachment Based Mentors and ELSA TAs are spread across the school.



## **Governing Body**

The school has a full Governing Body with a mixture of experienced Governors and those who have more recently joined who are parent Governors and Co-opted Governors.

The Governors are supportive but also take their role as critical friend seriously providing appropriate challenge when required.

## **Community Links**

The school has a very hard working and supportive Parents, Teachers, Friends Association (PTFA) who organise a range of events during the year. They have provided several items of equipment in school. There is also a tradition of parental involvement, and several parents help in the school in a variety of ways.

It works closely with Willand Pre-School and other local Early Years providers. There is also a Children's Centre in Cullompton.

The school also liaises well with the Parish Council who are always very supportive and involve the children in their decision making.

## **Looking Forward**

Due to one of our reception teachers leaving we require someone to teach join our team, we are open to finding the best person possible therefore we are being flexible with regards to this person teaching in Reception or Key Stage One.

We need:

- An experienced, inspirational, dedicated and forward-thinking classroom practitioner
- passionate about developing high quality teaching and learning.
- able to assess, plan and deliver excellent lessons that ensure high levels of learning for all.
- able to close any prior gaps in learning, whilst helping students to make significant progress in new learning.
- committed to raising standards.
- creative, enthusiastic and committed to active learning
- good communication and organisational skills

You will:

- demonstrate excellent planning, communication and organisational skills.
- have experience of teaching in Reception/ Key Stage 1
- be able to enthuse and motivate all students
- have incredibly high expectations
- be an excellent team player
- believe that all students are capable of success.
- have an excellent knowledge and experience of EYFS and or KS1 curriculum
- ability to act on advice and openness to innovation and improving own practice.
- understanding of safeguarding issues and promoting the welfare of children and young people.
- understanding of behaviour management techniques and of the relationship between teaching and behaviour

Willand School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All employees are expected to undergo Disclosure and Barring and employment checks. Online checks may also be undertaken of shortlisted candidates.

A copy of the school's Safeguarding and Child Protection policy can be found by following this link:

[Policies – Willand School](#)