

WILLOW TREE ACADEMY



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Mr A. Trueman – Chair of Trustees

Mrs J.K. Fearnley – Chief Executive Officer

Information about our school for applicants

Dear Colleague,

Thank you for expressing an interest in a vacancy at our school – we are delighted you are considering joining our team. I hope you find all the information you need in this pack but if not and you have questions, please get in touch and we'll be happy to help.

Our other online documents to support with recruitment are an application form, a job description and person specification. You can also find further information on our website, which includes our most recent Ofsted Report, from 2021: <https://greasbroughprimary.com/ofsted-report/>

Safeguarding

Safeguarding is of utmost importance at Greasbrough Primary and we have a dedicated Safeguarding Team, who take us from compliance to a culture of excellence. Our commitment to safeguarding is evident in all elements of our practice and provision and is central to our recruitment processes, which exceed the requirements outlined in Keeping Children Safe in Education including:

- At least one member of the panel trained in Safer Recruitment – usually the whole panel are;
- Sharing our Child Protection and Safeguarding policy with you in our induction pack;
- Online checks of publicly available information for shortlisted candidates;
- The interview process will assess your suitability to work with children and ensure you have the right knowledge, skills, attitudes and behaviours to meet the high standards we expect for safeguarding;
- Any offers of employment are subject to satisfactory completion of all required vetting checks;
- Safeguarding and Child Protection are an integral part of our induction process for all new staff.

About Our School

Our school values are passion, positivity, aspiration, commitment and tenacity. These are incredibly important to us and shape our provision for all pupils, staff and the wider community. Visitors to our school comment on the warm, welcoming environment and nurturing relationships. Our commitment to wellbeing, equality and improvement is strong and can be seen through our actions at all levels across school. Greasbrough Primary School serves a diverse and vibrant community. We are a small (one and a half-form entry) primary school with many unique strengths and challenges as a result. Ofsted inspected our school in October 2021 and we received a grading of “Good” with elements of Outstanding. We are very proud of this achievement whilst recognising the challenging, ongoing school improvement journey still ahead of us. We look forward to welcoming new staff to our team, as we continue our journey of school improvement.

Currently we have 272 pupils on roll – which includes a two year old provision and nursery and one/two classes for each year group from reception to year 6. The vast majority of pupils (76%) are of White British heritage, 24% are BME this is a vast increase on previous years, very few (11%) speak English as an additional language, however this is again an increase on previous years. White British children are the prime vulnerable group in our school and within Rotherham, one of the most deprived areas in Europe. The school's deprivation index is in the 80th percentile and a good indicator of the needs of our pupils; the context of the school continues to be a challenge, reflecting the many barriers to learning our children come to school with and the complex issues within the community we support. Speech and Language acquisition, and by association cognitive development, is one of the main barriers to pupil achievement on entry.

Levels of social and economic need are high for a significant number of our children (28% Ever6 FSM) and approximately 24% of our pupils have diagnosed Special or Additional Needs. We are actively inclusive – for pupils and staff – and are committed to continually improving our offer for equality, inclusion and diversity.

Our school and academy provides a range of professional development experiences for all staff, to meet both individual and school priorities and aspirations. As we are a small and diverse school and academy there are many in-house opportunities for professional growth and development as well as those that arise through our collaborative approach to school improvement and strong relationships with other agencies and professionals. We have also supported a number of staff in achieving leadership qualifications ranging from Level 3 to NPQML, NPQSL, NASENCO and other relevant professional qualifications. We also support staff in pursuing opportunities related to school-to-school support and networking outside of school - including leading training for other schools, local learning community networks and training for ECTs.

We have an incredibly supportive and effective governing body and an inclusive, warm and welcoming team of staff – from our teachers and TAs through to admin, premises, cleaning and lunch time staff. Staff tell us that they feel able to ask for help when needed and value working as part of Greasbrough Primary School. We are all very proud to work here and committed to our children and community - we work hard and it can be challenging at times but we care deeply and support each other. Our children are the highlight of our school and there is something very special about them all. Similarly, our parents / carers and wider community are respectful, positive about school

School priorities and challenges

Our school development priorities for this year are:

1. Improving outcomes in Maths
2. Improving outcomes in English
3. Continue to develop a curriculum that ensures a profound primary experience for all our pupils
4. Inclusion and Behaviour
5. Early Years

Some of the biggest challenges we face are:

- Low baseline of attainment on entry for pupils
- Disadvantages that our pupils and community experience
- Increasing attendance for all pupils – particularly in EYFS and year 1
- Continued impact of the Covid-19 pandemic on pupil attainment / outcomes

Our leadership team

As Headteacher I am passionate about developing leadership at all levels and in recent years we have created a successful distributed leadership model for our school – for teachers, TAs and wider support staff. This model supports with the smooth running of school, our school improvement journey, succession planning and providing personal and professional development opportunities for all.

Senior leaders

We have a strong, committed and hard-working Senior Leadership Team that includes Headteacher, Deputy Headteacher, one Teaching and Learning Responsibility (TLR) and our Behaviour for Learning Leader.

Middle leaders

Our senior leadership team works very closely with a range of talented leaders across school including our admin team, PE & Sport Premium Lead and subject co-ordinators.

Wider leadership

Our distributed model means there is a structure for leadership within all teams of staff. Our HLTAs mentor class-based TAs. We also have a lead Lunchtime Organiser and Site Manager who leads the premises and cleaning teams.

Subject leadership

We have a Deputy Headteacher who is strategic lead for whole school curriculum and our core subjects are led by experienced teachers. All teachers are part of a specific subject leadership team and many are subject co-ordinators for foundation subjects.

Pupil leadership

This is an area of leadership that we are keen to develop further, building on our active School Council and Head Pupils currently in place. We have also Willow Tree Warriors (Internet Safety), Ground Force Team (School Grounds), Junior Librarians, Well being Ambassadors in place.

How we support positive wellbeing for all staff

We were very proud of our strong commitment to wellbeing for all staff. Our wellbeing strategy is led by a senior leader and supported by a very strong Wellbeing Team which is representative of all staff. Some examples of how we support positive wellbeing are:

- Policies and procedures that pay due care to workload and wellbeing in line with best practice;
- Regular presence and support from middle and senior leaders;
- Specific equipment and resources needed for roles are provided by school, for example laptops;
- Senior leaders trained in Mental Health First Aid;
- Multiple mechanisms available for staff consultation and feedback – which are listened to and acted on;
- Spaces that reflect our commitment to wellbeing and relationships, including a positive staff room space.
- 24/7/365 access to free, confidential support from an counselling service;

Some examples of how we support positive wellbeing for teachers, in addition to the above is:

- All teachers receive the statutory 10% PPA each week and this is facilitated collaboratively in year group teams to reduce workload for all;

- We don't undertake formal or graded lesson observations and instead have developed a peer-support approach following the TOAP programme;
- 1265 and annual overview agreed in summer term before new academic year with careful consideration of when key events and deadlines will take place – part-time staff are provided with bespoke 1265 overviews to take account of their reduced working hours.

If you are excited by this post and by the opportunity to work in a really special school, then I look forward to receiving your completed application.

J. Cook

J Cook
Head Teacher