



# Chapel Street Community Primary School

*Achieving excellence and making a difference for every child*

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Headteacher: Mrs Ella Hughes

## Information about our school for applicants

We support flexible working and so part-time and flexible requests are welcome

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 on-line documents to support with recruitment are an application form, information about the role and a job description and person specification. You can also find further information on our website, which includes our most recent Ofsted Report, from 2019: <https://www.chapelstreetprimary.co.uk/ofsted>

### Safeguarding

Safeguarding is of upmost importance at Chapel Street and we have a Safeguarding Strategy, led by our Deputy Headteacher, which takes 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 application pack
- 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 respect, inclusion and growth. These are incredibly important to us and shape our provision for all pupils, staff and the wider community. We are proud of our relational approach (see attached policy) which underpins the 'Chapel Street Way'. 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.

Chapel Street Community Primary School serves a diverse and vibrant community. We are a large (three-form entry) urban primary school with many unique strengths and challenges as a result. Ofsted inspected our school in June 2019 and we received a grading of "Good". We are very proud of this achievement whilst recognising the challenging, ongoing school improvement journey still ahead of us. This has been impacted further by the recent COVID-19 pandemic and we look forward to welcoming new staff to our team, as we continue our journey of school improvement.



Currently we have 681 pupils on roll – which includes a nursery and three classes for each year group from reception to year 6. Around 60% of our children are of Pakistani heritage, 6% are White British and the rest belong to a wide range of ethnic groups. More than 35 languages are spoken in the homes of our children, with many of our pupils being multi-lingual; a large proportion of children who start in our Nursery are unable to speak English, and many children are still in the early stages of learning English. Overall, 87% of our pupils are EAL. We have high levels of mobility, including International New Arrivals. This rich cultural diversity offers us many exciting opportunities for children and staff to learn from each other – it is something we value greatly.



Levels of social and economic need are high for a significant number of our children (50% Ever6 FSM) and approximately 15% 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.

Chapel Street holds and is working towards a number external accreditations for our achievements, including:

- Primary Science Quality Mark (PSQM) – 2019
- National Safety Certification (Safety Mark) – 2019
- School Games Bronze Award – 2020
- One Education Gold Excellence in Wellbeing Award – 2020
- One Education Reading award – 2021
- Leading Parent Partnership Award – to be completed 2022
- SEND Inclusion Award - to be completed 2022



Our school provides a range of professional development experiences for all staff, to meet both individual and school priorities and aspirations. As we are a large and diverse school 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 Level 7, NPQML, NPQSL, NASENCO, Masters and other relevant professional qualifications for example in coaching and mentoring. We also support staff in pursuing opportunities related to school-to-school support and networking outside of school - including roles as SLEs, leading training for other schools, local cluster networks and partnerships with schools across Manchester.



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 the ‘Chapel Street Family’. 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 and from very diverse backgrounds.

We are currently in the process of introducing a new logo, branding and website (alongside social media channels) so please bear with us if you find some inconsistency in the images used or how the website looks whilst you access it.

### School priorities and challenges

Our school development priorities for this year are:

1. Implement foundations for excellence in all areas of school
2. Maximise time for learning
3. Develop leadership at all levels to be effective at self-evaluation, questioning, challenge and holding to account whilst role modelling a relational approach





Some of the biggest challenges we face are:

- Low baseline of attainment on entry for pupils
- Disadvantages that our pupils and community experience
- Higher than average mobility of pupils in all year groups
- Increasing attendance for all pupils – particularly in EYFS and year 1
- Impact of the Covid-19 pandemic on pupil attainment / outcomes
- Decreased numbers of pupils on roll in Nursery and Reception

### **Our site**

Whilst we are a central Manchester school we have excellent outdoor space that we are proud of – this includes on site Forest School provision, playing field and two large playgrounds in addition to a well-resourced EYFS outdoor area. We also work hard to offer excellent facilities within the school building and are especially excited to have opened a fantastic new library this year.



### **Our leadership team**

As a 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. In addition to our substantive leadership structure, we offer temporary TLRs and honorariums for teachers and TAs who lead school improvement projects.

#### Senior leaders

We have a strong, committed and hard-working Senior Leadership Team that includes Headteacher, Deputy Headteacher, EYFS / KS1 Assistant Headteacher (assessment), KS2 Assistant Headteacher (curriculum) and School Business Manager (SBM). Our senior leaders are not class based but are all experienced teachers (with the exception of our SBM) who cover classes, team teach, lead interventions and have genuine presence around school.



#### Middle leaders

Our senior leadership team works very closely with a Middle Leadership Team including EYFS, KS1, LKS2 and UKS2 Phase leads, TA manager, SENCO and Communications & Admin Manager. Our phase leads are all class based teachers who receive a TLR and half a day per week dedicated leadership time – in addition to their PPA. Our SENCO is not class based and her responsibilities also cover wider inclusion – for example EAL, behaviour and pupil mental health. Two of our middle leaders are designated as Senior Middle Leaders (TA Manager and UKS2 Phase lead).

#### Wider leadership

Our distributed model means there is a structure for leadership within all teams of staff. Our TA3s mentor class based TAs and our TA4s are line managers. We also have a lead Lunch time Organiser and Facilities Manager who leads the premises and cleaning teams.

#### Subject leadership

We have an assistant Headteacher who is strategic lead for whole school curriculum and our core subjects are led by the middle leadership team, as part of their TLRs. We have two further TLRs for subject leadership which are, 'PE, Sport Premium and Active Lifestyles' and, 'Reading including phonics and reading for pleasure'. 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.



## How we support positive wellbeing for all staff

We were very proud to achieve the One Education Gold Excellence in Wellbeing Award in recognition of our strong commitment to wellbeing for all staff. Our wellbeing strategy is led by the School Business Manager 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;
- Family friendly policies and a commitment to flexible working;
- Regular presence and support from middle and senior leaders;
- High numbers of additional support staff – including a class based TA for all classes and specialist intervention TAs;
- Designated funding for CPD and resources which can be requested through a clear and accessible system by all staff;
- Specific equipment and resources needed for roles are provided by school, for example laptops;
- Multiple staff and senior leaders trained in Mental Health First Aid;
- Regular drop-in slots available for all staff to access on site professional supervision from a qualified play therapist and leadership coaching for all middle and senior leaders;
- Multiple mechanisms available for staff consultation and feedback – which are listened to and acted on;
- Spaces that reflect our commitment to wellbeing and relationships in the way they are resourced and curated, including a creative meeting room space. We are also introducing a smaller, private wellbeing space that can be used by staff for a range of purposes including making confidential phone calls, expressing milk, injecting medication, prayer, quiet contemplation or stretching;
- Additional 'day off' per year (for all staff that have worked 12+ months) that can be taken at any time;
- 24/7/365 access to free, confidential support from an EAP service.

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

- All teachers receive above the statutory 10% PPA each week and this is facilitated collaboratively in year group teams to reduce workload for all;
- In addition to PPA, further regular non-contact time is also provided for Medium Term Planning, moderation, curriculum development and leadership tasks;
- Policies exceed union and DfE recommendations, particularly in relation to tasks such as Feedback and Assessment;
- Wide range of internal and external professional support available including full time non-class based SENCO, attendance officers, on site playtherapist (three days a week), Place 2 Be practitioner, school nursing team, speech and language, One Education etc;
- 1265 and annual overview agreed and shared 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.

Yours sincerely,



Mrs Ella Hughes  
Headteacher