



Errington Primary School

Application Pack
Head Teacher

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Please note that a word version of the Application Form, Equal Opportunities Form and Safeguarding and Safer Recruitment Form are available at www.tvc.ac.uk or can be requested from Sharon Boyes, HR Officer at HR@tvc.ac.uk.

Head Teacher – Errington Primary School



Tees Valley Collaborative Trust established in November 2017, is a Multi Academy Trust based in the North East of England. www.tvc.ac.uk currently comprising of Prior Pursglove and Stockton Sixth Form College and Errington Primary School.

Errington Primary School is a “Good” Ofsted rated school based in Marske by the Sea, with approximately 240 children ranging from nursery to Year 6. The school also has a 9 place base (‘The Haven’) for pupils with social, emotional and mental health issues, commissioned by Redcar and Cleveland Borough Council, with whom the Trust works closely.

Building on what is already a very strong and successful school, the Board of Trustees are seeking to appoint an inspirational Head Teacher for Errington Primary School who has a clear vision, strong leadership skills and the dedication to build upon the achievements of the school.

This post offers opportunity for an experienced Head Teacher looking to broaden their experience within an innovative educational establishment or for an experienced Deputy or Assistant Head Teacher looking for their first substantive headship.

The successful candidate will:

- have a proven track record as an outstanding practitioner
- have the highest expectations, and the ability to inspire, challenge and encourage staff to achieve the best outcomes for all pupils
- have the ability and ambition to continue to raise standards

As a relatively new Multi Academy Trust (MAT), formed in 2017, we are in a growth phase and actively seeking additional primary schools to join us. We are therefore able to offer a career development opportunity for the right candidate to be responsible for driving the primary phase of our growing MAT, the responsibility for which would be reflected in the starting salary.

Visits to the school are welcomed and we would be delighted to show you around. If you wish to discuss the role informally, or arrange a visit, please contact Sharon Boyes, HR Officer at HR@tvc.ac.uk or 01287 280800 for further information.

Salary: L13 to L18 (£53,742 - £60,755 per annum)

Closing Date: noon on Monday 7th October

Shortlisting Thursday 10th October

Interview Dates: Thursday 17th and Friday 18th October

Start Date: 1st January 2020, or as soon as possible thereafter

The application pack can be downloaded from www.tvc.ac.uk or requested from Sharon Boyes, HR Officer at HR@tvc.ac.uk. CVs will not be accepted.

Tees Valley Collaborative Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

As this post involves direct contact with, or unsupervised responsibility for, children or vulnerable adults the successful candidate will be required to undertake a Disclosure and Barring Service check before taking up the position. Additional checks will include; identity checks, qualification checks and employment checks, including the investigation of any gaps between jobs and two satisfactory references.

TEES VALLEY COLLABORATIVE TRUST

Church Walk

Guisborough

TS14 6BU

Tel: 01287 280800

Email: HR@tvc.ac.uk



School Information

We are a welcoming, friendly school who are proud of our successes and the achievements of all children in our care. Our children enjoy their learning through an innovative and creative curriculum and we provide many opportunities for excellent progress to occur. We strive to meet the needs of all children and ensure we have a warm, happy environment in which children can experience new learning, feeling confident and safe.

We are an average sized primary school of 248 pupils including nursery, which is growing rapidly as our journey continues. Our last Ofsted (April 16) demonstrated our strengths as a good school and recent reviews have shown further improvements.

Number on Roll: 222

Number in Nursery: 26 place (am) and (pm)

SEND: 30%

Pupil Premium: 22%

Free School Meals: 15%



In November 2018 we became part of Tees Valley Collaborative Trust (TVCT). This has enhanced the growth and development of the school with further opportunities for learning, collaboration and staff and pupil development. TVCT is at the beginning of an exciting journey and has great understanding of pupil needs and specialist provision.

Errington is an inclusive school and we pride ourselves on how we integrate, support, and nurture children with specific needs. We feel that children come to school to learn, develop skills for life and experience exciting opportunities to make them confident in applying themselves and achieve more.

We have strong links with the local community and have become a very well-respected establishment for education. A great achievement for our school is our strong welcoming ethos, which we promote continuously. All visitors in school comment on the happy atmosphere, interaction and involvement of children in their learning. Our children are stimulated, enthused and motivated by a high standard of teaching and learning from nursery through to year 6. As a school we encourage parents and carers to be involved in the learning of our children at all stages and offer support and displays of work so that they can feel a part of our community.

Our Local Governing Body and Senior Management Team have a strong capacity to support the school and its continued development. All members of staff are passionate and committed to the vision of the school and enhancing teaching and learning to help children succeed and have confidence.

The Local Governing Body is seeking to appoint a candidate who displays enthusiasm with high expectations and is able to continue to drive the school towards outstanding in all measures.

Stan Glover
Chair of the Local Governing Body

School Mission and Value



Errington Primary strives to meet the needs of all children in our care. Learning to us is about children feeling enjoyment and confidence so that they experience greater opportunities and take a natural ownership to discover, challenge and be creative in all aspects of their learning. We aim to engage and capture the interest of children through our inspiring curriculum, which enhances key skills of development and has a strong emphasis on the international, social, emotional and physical attributes.

Errington aims to:

- Help all children reach their full potential and raise standards through meeting needs. Offering an inspiring and motivational curriculum, which children enjoy, are challenged and can experience enriched inclusive opportunities.
- Ensure children have self-confidence and independence in learning and can apply key skills in literacy, mathematics and other subjects.
- Have children who care and consider others, developing strong social and emotional values and a clear sense of people's ways of life and beliefs
- Create an environment of equal opportunity where children can enjoy and have personalised programs of support to offer success and involvement from parents and the community.



Dear Prospective Candidates

I am delighted that you have shown an interest in our vacancy for a new Head Teacher at Errington Primary School. The school converted to academy status in November 2018 and was the first primary school to join the Tees Valley Collaborative Trust, which also comprises a two-site sixth form college: Prior Pursglove and Stockton Sixth Form College.

Leading a successful primary school within our Trust is clearly a somewhat unusual proposition and will attract candidates who think differently and see opportunities in unexpected places! During this first year of working in partnership the school and the college have already reaped a range of benefits where sixth formers have worked alongside primary pupils on art projects and sponsored walks, primary pupils have used the college's science labs for practical sessions, attended the Christmas musical theatre production and participated in the college's WW1 centenary memorial service to name but a few.



We seek to appoint a dynamic forward-thinking individual who is open to embracing new projects which are in tune with our Mission and Values and which will enhance the provision and experiences for the young people in our communities. Two such schemes developed in partnership this year have been the development of a nine pupil base for children experiencing acute anxiety and phobias and a private day nursery which will run, with the support of Errington Primary School, from our Prior Pursglove College site in Guisborough.

Our Trust is now seeking to attract further converter primary schools to join us and we see this appointment as pivotal to driving that process forward, with the successful post-holder hopefully leading a Primary Hub of schools in the future.

I hope you will be excited by the prospect of leading a wonderful primary school and working within an ambitious, inclusive Trust and I look forward to receiving your application.

Yours faithfully

A handwritten signature in blue ink that reads "Joanna Bailey". The signature is written in a cursive, flowing style.

Joanna Bailey
Chief Executive Officer

Our Vision

Tees Valley Collaborative Trust believes that increased collaboration across the educational phases will benefit all learners throughout their educational journey. The Trust exists to promote and facilitate collaboration between schools and the college to our mutual benefit.

The partners in our Trust accept a shared accountability for all our learners and focus on ensuring positive outcomes and progression, particularly at transition points across the key stages.

Aspiring to become an all-through provision, our innovative approach seeks to promote ambition, aspiration and provide security and the keys to success for our young people for their future and the benefit of the region.

Our Aim

Our Trust will engender a love of learning through an exceptional quality of education provision in which every learner is inspired and supported to fulfil their potential, enhancing their personal development and benefitting their community.

We will recruit and retain teachers, support staff and managers of the highest quality by investing in their professional development through training and progression opportunities. Our schools and colleges will offer a friendly caring environment with high expectations, aspirations and supporting the highest levels of achievement.

Our Trust will work through partnership with employers, community groups and other agencies to make the Tees Valley a great place to live, learn and work.



Job Description - Head Teacher of Errington Primary School



Work Location: Errington Primary School

Reports To: Chief Executive Officer

Salary Range: L13 to L18 (£53,742 - £60,755 per annum)

As Head Teacher, you will provide effective leadership for Errington Primary School, securing success and continuous improvement across the school and ensuring high quality education for all pupils and the highest standards of learning and achievement in accordance with statutory requirements.

You will be based at the Errington Primary School site.

Aims and Purpose of the job:

- Responsibility for the leadership, internal organisation, management and the daily control of the school.
- To provide the vision and the professional leadership through the school's self-evaluation process, feedback from Ofsted monitoring outcomes and other monitoring mechanisms.
- Responsibility for ensuring sustained high quality education for all of the school's pupils and to continue to raise standards of achievement.
- To provide an environment in which staff and pupils are encouraged to achieve their full potential and to perform at the highest level possible
- To manage the resources and buildings so as to promote and secure the achievement of both pupils and staff

Responsibilities and Duties

Leadership and Accountability

1. Work closely with the Chief Executive Officer and Local Governing Body to secure a positive working relationship and to ensure that all parties are able to fully contribute to the developments required in the school and in the Trust as a whole.
2. Establish and implement a strategic plan that inspires and motivates all stakeholders, which ensures pupils achieve high standards and develop in all aspects of their education and reflects the needs of the school and its community.
3. Create and communicate shared values and translate the vision of the Trust into clear objectives that promote and sustain school improvement.
4. Ensure that the school has a system for the collection and analysis of performance data to promote school improvement.
5. Present a coherent and accurate record of the school's performance in a form appropriate to a range of audiences.
6. Ensure staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation through performance management.

7. Ensure that parents and pupils are well informed about curriculum attainment and progress and are able to understand targets for improvement.

Leading Teaching and Learning

1. To ensure that a system for monitoring and developing the quality assurance of teaching and learning is in place and that recording and evidence is available to the appropriate monitoring groups.
2. Ensure the school focuses on pupils' achievement, using data and benchmarks to monitor progress in every child's learning, meeting the requirements of the school's Improvement Plan.
3. Have oversight of the curriculum, pastoral care and administration of the school, all of which should be appropriate to the pupil's experience, interests and aptitudes.
4. Ensure a culture that supports and facilitates pupil engagement in, and ownership of, their own learning.
5. Implement strategies to secure high standards of behaviour and attendance.
6. Monitor, evaluate and review classroom practice and promote improvement strategies, challenging underperformance and ensuring corrective action.

Partnerships and External Relationships

1. Establish strong working relationships, both across the school and Trust wide.
2. Co-operate and work with relevant agencies and partners to ensure the well-being of children
3. Ensure learning experiences for pupils are linked and integrated with the wider community.
4. Build a school culture and curriculum that takes account of the richness and diversity of the school community.
5. Create and promote positive strategies for challenging all forms of prejudice and harassment
6. Promote the concept of lifelong learning and family engagement with learning through partnership
7. Manage effective relationships with all stakeholders and partners.

Resource Management

1. Work with the Chief Financial Officer and the School Business Manager to advise the Local Governing Body and Trust on the formulation of the annual budget in order to ensure that the school secures its objectives and satisfies legal requirements.
2. Plan, manage and monitor the curriculum within the agreed budget, setting appropriate priorities for expenditure, allocating funds and ensuring effective administration control.
3. Work with the Trust to recruit, induct and develop high quality staff within safer recruitment guidelines.

4. Manage effectively the deployment, appraisal, performance and development of all staff.
5. Manage and monitor use of resources in order to secure the quality of education and pupil's achievement.
6. Ensure best value deployment and use of human, financial and material resources.
7. Manage accommodation to ensure that it meets the needs of pupils, the curriculum and health and safety regulations.
8. Regularly evaluate and report on the allocation of roles, responsibilities, finance and resources to ensure these underpin the best possible learning environment and highest standards.

Safeguarding

1. Take responsibility for ensuring that all staff understand and follow safeguarding policies.
2. Ensure that all teaching and support staff are fully inducted in and made aware of the school safeguarding procedures,
3. Be responsible for monitoring that all policies and procedures are followed by all teaching and support staff.
4. Ensure that the designated lead for child protection is given the appropriate resources to carry out the duties of that role effectively.

This appointment is subject to the current conditions of service for Head Teachers contained in the School Teachers; Pay and Conditions document and other current education and employment legislation.

This job description sets out the main responsibilities for the postholder, but is not intended to be an exhaustive list. Specific duties may change from time to time without changing the general nature of the post and the postholder is expected to be flexible in the range of responsibilities they undertake commensurate with the responsibility and salary.

Overall accountability is to be met in accordance with the provisions of the School Teacher's Pay and Conditions Document and within the range of teachers' duties set out in that document, and the National Standards for Head Teachers.

Person Specification - Head Teacher of Errington Primary School



Education and Training

To be assessed from the initial application	Essential/ Desirable
Qualified Teacher Status	Essential
National Professional Qualification of Headship (NPQH), or equivalent qualification	Desirable
Evidence of continuing professional development (including management training)	Essential
SENCO qualification, or willingness to work towards	Essential
LLE/NLE accreditation	Desirable

Leadership & Management

To be assessed from the initial application and/or pre-interview assessment and interview	Essential/ Desirable
Clear strategic thinking with the ability to lead the development and implementation of strategic plans	Essential
The ability to provide vision for the school, with strong and inspirational positive leadership to enable the school to achieve and maintain outstanding provision for learners	Essential
Excellent communication and interpersonal skills, with the ability to influence and negotiate in a variety of situations	Essential
The ability to inspire and motivate colleagues in order that they can achieve their highest potential	Essential
The judgement and ability to identify and take advantage of opportunities to the maximum benefit of the school and the Trust, its learners and stakeholders	Essential
Resilience, with the ability to respond appropriately to conflicting demands and time pressures	Essential

Experience

To be assessed from the initial application and/or pre-interview assessment and interview	Essential/ Desirable
Substantial experience in a leadership and management role, incorporating strategic and operational management skills	Essential
A successful track record in establishing and maintaining effective relationships with staff, governors and external organisations	Essential
Successful direct experience of delivering quality improvement strategies, including raising the levels of pupil achievement and improving results. Experience of introducing and managing whole-school initiatives in the field of Teaching & Learning	Essential
Experience of managing resources and funding effectively and ensuring best value	Essential
Experience of developing curriculum continuity and progression between Early Years, KS1 and KS2	Essential
Experience of working with/managing arrangements for pupils with additional needs	Essential

Developing and managing partnership and learning between schools	Desirable
A track record of working successfully with local stakeholders, employers and the wider community	Desirable
Experience of diversification of income stream and of securing successful funding bids	Desirable

Knowledge

To be assessed from the initial application and/or pre-interview assessment and interview	Essential/Desirable
Detailed knowledge of the current Ofsted framework; what constitutes a 'Good' school, how to support a school to become 'outstanding' and how this can be interpreted into practical development plans	Essential
Deep and detailed knowledge and clear understanding of educational legislation, the statutory framework for education, new innovation and developments	Essential
Detailed knowledge and understanding of the primary phase of education, including tracking and monitoring pupil progress	Essential
A comprehensive understanding of the statutory and compliance framework, including safeguarding and its importance within the school environment	Essential
Knowledge of successful strategies for raising pupil's achievement and models of teaching and learning	Essential
How to interpret financial information and set an effective and sustainable budget	Essential
Depth of understanding of how people perform to the best of their ability and the knowledge and drive to help them achieve this	Essential
Able to delegate effectively to achieve outcomes and provide development opportunities for staff	Essential
Commitment to safeguarding and equality and diversity	Essential
Models of attendance and behaviour management	Desirable
Experience of being the designated Safeguarding Lead for a school	Desirable

Attitudes and Beliefs

To be assessed from the initial application and/or pre-interview assessment and interview	Essential/Desirable
A passion for teaching and learning with a commitment to excellence for learners at all levels and to enabling them to achieve their full potential	Essential
Has a strong vision for the future success of the school and the Trust	Essential
Commitment to the personal and professional development of colleagues	Essential
Integrity and openness in communications and actions	Essential

Guidance on completing your application



Please ensure you have read the Trust Privacy Notice before completing your application form

We only accept applications made on our official application form and accompanied by the Equal Opportunities Form and Safer Recruitment Form.

You should complete all sections in black ink or electronically. We will use this form to help us decide your suitability for the post, so please make sure it is accurate and complete. Partially completed forms will not be considered.

Application Form: Clearly identify which post you are applying for.

Disabled Persons Job Applications: Wherever possible we will make reasonable adjustments to ensure that disabled applicants are not disadvantaged in our recruitment and selection process. Please provide information on any access requirements you may have, or reasonable adjustments you would like us to consider, should you be invited for an interview for this post. Please provide this information in your accompanying statement.

Previous Employment: Please ensure you provide a continuous record of employment/training/voluntary or unpaid work. You should start with the most recent and include reasons for any gaps in your employment history.

Supporting Statement: You should complete the supporting statement section describing how you meet the requirements detailed in the job description and person specification.

Last Three Years Results (Teaching vacancies only): You should complete the requested information for all classes taught in the last three years. For teachers with less than three years' experience, please provide all available data.

References: You should provide details of two people who are prepared to act as referees for you. Your first referee should be your current or most recent employer (for teachers, this should be the Principal). Your second reference should be someone who knows you in a professional capacity. Please indicate the relationship of the referee to you e.g. line manager, supervisor, etc. Referees will be contacted for applicants shortlisted to attend for interview unless stated otherwise. Please note that references from family members will not be accepted.

Safeguarding: We are committed to safeguarding and promoting the welfare of our students and expect all staff to share this commitment. The successful applicant will be required to undergo a Disclosure and Barring Service (DBS) criminal record check and to undertake child protection training should they not already have recently done so. The post is exempt from the Rehabilitation of Offenders Act (1974). If you have any convictions, cautions, reprimands or final warnings from the Courts or Police, you must declare them. This can be done separately from the Application Form in a sealed envelope, marked confidential, for the attention of the HR Officer. Any such information will not necessarily prevent you from being considered for the post.

Please return the completed application form and accompanying letter to **Sharon Boyes, HR Officer at HR@tvc.ac.uk** by the closing date.

APPLICATION FORM



We will only use the information you provide to process your application and to produce anonymised monitoring statistics. For more information about how we use your information, please read our Privacy Notice.

I confirm I have read and understood the Privacy Notice

Please complete all sections in black ink or electronically
 Applicants are required to complete all parts of this application form, CVs are not acceptable

Post applied for:	Official Use Only: Post Reference: Applicant Number:
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Part A: Personal Information

Title: Dr / Mr / Mrs / Miss / Ms Other (please specify)	Forenames(s):	Surname:
Home address:	Correspondence address: (if different)	
Home telephone: Mobile number: Work telephone: May we contact you at work? Yes/No	E-mail address: May we contact you by e-mail? Yes/No Do you hold a current driving licence? Yes/No	
Where did you hear about this post?		

Part B: Present or last employment

Present or most recent employer, nature of business and address	Dates (month & year)		Position held and nature of duties
	From	To	
Current / most recent salary:			
Period of notice required / When could you commence duties if appointed?			
Reason for leaving this position?			

Part C: Work History

Give details of your previous work history beginning with the most recent post

Dates (from/to)	Name & address of employer	Position held	Summary of main duties	Grade & Salary

Please use additional sheet if required

Part D: Other Experience

Include any unpaid/voluntary work and please account for any gaps in employment

Dates (from/to)	Name & address of employer	Position held	Summary of main duties

Please use additional sheet if required

Part E: Education and Training

Secondary Schools / Colleges	Dates		Qualifications obtained	Date	Grade
	From	To			
Further / Higher education establishment	Dates		Course Title	Results (including class of degree)	
	From	To			
Professional training / qualifications, with dates and levels attained:					
Other recent training / courses attended relevant to this post, with dates:					

Part G: Supporting Statement

Please describe briefly how your skills and experience meet the requirements of the job description or provide an accompanying letter.

Part H: References

You should provide details of two people who are prepared to act as referees for you. Your first referee should be your current or most recent employer (for teachers, this should be the Principal). Your second reference should be someone who knows you in a professional capacity. Please indicate the relationship of the referee to you e.g. line manager, supervisor, etc. Referees will be contacted for applicants shortlisted to attend for interview. Please note that references from family members will not be accepted.

Present or most recent employer

Name and Title:

Position held:

Telephone:

E-mail:

Address:

Post Code:

Other referee

Name and Title:

Position held:

Telephone:

E-mail:

Address:

Post Code:

May we approach your present employer for a reference before interview?

Yes

No

Part I: Declaration

- You are required to sign the declaration below certifying that all the information you have provided is accurate.
- The college may wish to check any of the details you have provided.
- Providing false or misleading information or deliberately concealing any relevant facts may disqualify you from appointment or, if appointed, may result in dismissal.

I declare that the information on this form is correct and I have omitted nothing that, to the best of my knowledge, might affect this application. I am not disqualified from working with children.

Signature:

Date:

When completed please return to: Sharon Boyes, HR Officer @ HR@tvc.ac.uk

This application form is available in other formats. Please contact the college for further details.

Only short listed candidates will be notified of the outcome of their applications; if you have not heard within four weeks of the closing date you should assume that your application has been unsuccessful on this occasion.

Equal Opportunities Monitoring Form



We wish to ensure that all applicants are treated equally whatever their sex, age, disability, race, colour of ethnic origin. To do this we need to gather information from you (as listed below). Your answers will be treated confidentially and will not affect your job applications. This sheet will be treated separately from all other information you provide in support of your application. **Applicants are required to complete all parts of this monitoring form**

Age Group (please tick as appropriate)											
Under 25	<input type="checkbox"/>	25-34	<input type="checkbox"/>	35-44	<input type="checkbox"/>	45-54	<input type="checkbox"/>	55-64	<input type="checkbox"/>	65+	<input type="checkbox"/>

Ethnic Background																							
WHITE				MIXED				ASIAN OR ASIAN BRITISH															
British	<input type="checkbox"/>	White and Black Caribbean	<input type="checkbox"/>	Indian	<input type="checkbox"/>	Irish	<input type="checkbox"/>	Pakistani	<input type="checkbox"/>	Other White	<input type="checkbox"/>	White and Black African	<input type="checkbox"/>	Bangladeshi	<input type="checkbox"/>	White – Other European	<input type="checkbox"/>	White and Asian	<input type="checkbox"/>	Other Asian	<input type="checkbox"/>	Other Mixed	<input type="checkbox"/>
BLACK OR BLACK BRITISH				CHINESE OR OTHER ETHNIC GROUP																			
Caribbean	<input type="checkbox"/>	Chinese	<input type="checkbox"/>	Any Other – Arab	<input type="checkbox"/>	African	<input type="checkbox"/>	Any other – Gypsy, Traveller, Roma	<input type="checkbox"/>	Any Other	<input type="checkbox"/>	Other	<input type="checkbox"/>										

Gender	
Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

I am	
Transgender	<input type="checkbox"/>
Not transgender	<input type="checkbox"/>

Disability	
Disabled*	<input type="checkbox"/>
Not Disabled	<input type="checkbox"/>

* A disability is defined in the Single Equality Act 2010 as a physical or mental impairment which has substantial and long term effects on your ability to carry out normal day to day activities.

Sexual Orientation	
Bisexual	<input type="checkbox"/>
Heterosexual	<input type="checkbox"/>
Lesbian or Gay	<input type="checkbox"/>
Other	<input type="checkbox"/>

Religion or Belief			
Christian	<input type="checkbox"/>	Muslim	<input type="checkbox"/>
Buddhist	<input type="checkbox"/>	Sikh	<input type="checkbox"/>
Hindu	<input type="checkbox"/>	None	<input type="checkbox"/>
Jewish	<input type="checkbox"/>	Other	<input type="checkbox"/>

We will only use the information you provide to produce anonymised monitoring statistics. For more information about how we use your information, please read our Privacy Notice.

I confirm I have read and understood the Privacy Notice

Office Use Only	Application Ref:		Application Number:	
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Safeguarding and Safer Recruitment Information, including Declaration of Criminal Record

Monitoring under Safeguarding Children and Safer Recruitment in Education

The following information is required in order that the College can carry out initial checks prior to shortlisting.

Failure to complete and return this form will VOID any application for employment:

Post Applied For:	<input type="text"/>
Current First Name:	<input type="text"/>
Current Surname:	<input type="text"/>
All Former Names:	<input type="text"/>
Date of Birth:	<input type="text"/>
National Insurance No.:	<input type="text"/>
Teachers Reference Number:	<input type="text"/>

Do you require a work permit? YES <input type="checkbox"/> NO <input type="checkbox"/>	If yes, do you hold one? YES <input type="checkbox"/> NO <input type="checkbox"/>
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Declaration of Criminal Record

Because of the sensitive nature of the duties the postholder will be expected to undertake, you are required to disclose details of any criminal record.

Only relevant convictions and other information will be taken into account so disclosure need not necessarily be a bar to obtaining this position. If you have declared a criminal record and we believe this to have a bearing on the requirements of the post, we will discuss the matter with you at the interview.

It is also an offence for people convicted of offences, as detailed in the Protection of Children Act 1999 and the Criminal Justice and Court Services Act 2000, to apply for work with young people.

Have you ever been convicted by the courts or cautioned, reprimanded or given a final warning by the police? (Note: that the post you have applied for is excepted from the Rehabilitation of Offenders Act 1974, which means that all convictions, cautions, reprimands and final warnings on your criminal record must be disclosed).	
Yes (see below) <input type="checkbox"/>	No <input type="checkbox"/>
If you have answered yes, please give details of offences, penalties and dates:	

Are you aware of any police enquiries undertaken following allegations made against you, which may have a bearing on your suitability for this post?	
Yes (see below) <input type="checkbox"/>	No <input type="checkbox"/>
If you have answered yes, please give details:	

Are you barred from working with children, young people or vulnerable adults by the Independent Safeguarding Authority or any other agency or subject to sanctions imposed by a regulatory body?	
Yes <input type="checkbox"/>	No <input type="checkbox"/>
If you have answered yes, please give details:	

Signed:	Date:
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Errington Primary School

Prospectus



“

Behaviour is good. Pupils are not afraid to make mistakes because of the school's 'can do' approach and are encouraged to have high expectations. Staff manage behaviour extremely well.” Ofsted 2016



Welcome to Errington Primary School

We are a welcoming, friendly school who are proud of the success and achievement of all children in our care. Our children enjoy their learning through an innovative and creative curriculum and we provide many opportunities for excellent progress to occur. We strive to meet the needs of all children and ensure we have a warm, happy environment in which children can experience new learning, feeling confident and safe.

We feel that children come to school to learn, develop skills for life and experience exciting opportunities to make them confident in applying themselves and achieve more.

We are proud of our community, parents and governors and feel a great achievement of our school is our strong welcoming ethos, which we promote continuously. We have close links to home, school and the surrounding area. All visitors in school comment on the happy atmosphere, interaction and involvement of children in their learning. Our children are stimulated, enthused and motivated by a high standard of teaching and learning from nursery through to Year 6.

Everyone is welcome and invited to events in school from open days, special events through the year, lunches, learning mornings and afternoons. As a school we encourage people to be involved in the learning of our children at all stages and offer support and displays of work so that people feel a part of our community.

We keep people informed through newsletters, webpages, exhibited work and displays and encourage parents to offer suggestions and open discussions about school, progress in school and further opportunities to move forward.

Every child is unique at Errington Primary and brings something special to our school, which we develop and enhance so that everyone succeeds and has the confidence to shine.



Errington Aims To:

We aim to help all children reach their full potential and raise standards through meeting their needs. We offer an inspiring and motivational curriculum which children enjoy, are challenged by and they experience enriched inclusive opportunities.

We aim to ensure children have self-confidence and independence in learning and can apply key skills in literacy, mathematics and other subjects.

We aim to have children who care and consider others, developing strong social and emotional values and a clear sense of people's ways of life and beliefs.

We aim to create an ethos of positive behaviours where children can flourish in self-confidence and can deal with or provide solutions to challenges and changes they may come across in life.

We aim to create an environment of equal opportunity where children can enjoy and have personalised programs of support to offer success and involvement from parents and the community.

Mission Statement

Errington Primary strives to meet the needs of all children in our care. Learning to us is about children feeling enjoyment and confidence so that they experience greater opportunities and take a natural ownership to discover, challenge and be creative in all aspects of their learning. We aim to engage and capture the interest of children through our inspiring curriculum, which enhances key skills of development and has a strong emphasis on the international, social, emotional and physical attributes.

Parents said in Ofsted June 2016 *'All staff work very hard to make learning, exciting and engaging. They are doing a fantastic job.'*

Value Statement

The ethos of our school is based on care, trust and honesty. The key values we hold are the consideration and feelings of others, respecting each other and a high appreciation and expectation of what we have around us.

Nursery

The nursery is a 26 place nursery morning and afternoon.

We operate an enriched environment where children develop through a play based curriculum to acquire skills to become successful learners. Objectives are linked to early learning goals.

Reception

We operate an enriched environment where children develop through a play based curriculum to acquire skills to become successful learners. Objectives are linked to early learning goals. Children work towards objectives in a well-resourced environment with experienced staff.

Teaching and Learning in Key Stage 1 and Key Stage 2

We teach the full national curriculum and more through an enhanced curriculum approach.

Our curriculum provides a broad range to enrich learning opportunities, incorporating innovative and engaging activities that give pupils powerful experiences relevant to everyday life.

It offers a whole school learning philosophy that engages children with a huge range of cross-curricular thematic projects. We believe that writing, spoken language and reading is at the heart of this curriculum and learning at Errington. Children are engaged and enjoy their learning every day.

We take care as a school to enrich learning through first hand experiences.

Educational visits, visitors and entry points make subjects become more vibrant and bring them to life. Learning should be a memorable experience which deepens at every opportunity. We believe that teaching should be varied to meet the needs of all children with learning styles. Our inside learning is as powerful as our outdoor learning and mirrors all expectations.

We monitor and assess every stage of learning to make sure that children are given opportunities to close gaps of learning and supported when required. Positive challenge is an integral part of our learning; we strive to move forward at each stage with unlimited learning as our goal.

Achievements of all children are valued and celebrated throughout the year in both personal success and academic success. Parents play a great part of our learning environment and are informed regularly of progress, through learning afternoons, progress meetings, parent evenings, annual reports and informal meetings.

“

The school's work to promote pupils' personal development and welfare is good. The school is a warm and welcoming place.” Ofsted 2016

“

Pupils have a love for their school and say they feel safe and happy because they like the adults who always help and listen to what they have to say.” Ofsted 2016







Foundations of Learning

At Errington we believe that every child has a right to a wonderful environment of learning and education. We are committed to developing skills for life. We are investing in pupils and people and provide children with opportunities to develop high levels of independence, provide children with a voice and enable them to make a difference.

The school has enriched surroundings and outdoor provision to further develop aspects of learning.

Errington is well equipped and has a rolling program of modernisation and improvement. Our children have access to the most up to date technology and are able to offer a wide range of opportunities for extra curricular activities.



Pupils' safety is paramount. Rigorous systems are in place to keep pupils as safe as possible."

Ofsted 2016

Extra Curricular Activities

We have a wide range of activities from music, creative and sport. Teaching staff offer clubs during lunchtime and after school. We also have outside providers, which together offer a full balanced programme of events.

Homework

Homework is provided to enhance and consolidate skills, allowing children to gain confidence in applying skills outside of school.

Homework tasks are explained to children before being sent home or on explanation sheets. If a child is absent we do offer homework clubs and time to discuss activities with the children and parents. We try to balance homework with other activities children may participate in outside of school.

Research shows that practising skills and parental support promotes a good attitude and high attainment in children.

Parents and the Community

Errington values working with parents, carers and the community and believes that this creates a supportive, nurturing environment in which children learn, achieve and flourish.

Behaviour Policy

At Errington we have high expectations of behaviour and attitudes to learning. We use a positive, assertive mentoring approach to develop self-discipline and ownership of actions. It is expected that parents fully support the efforts of the school to maintain these standards. Our children are often complimented on their good behaviour when in school, out on visits and in the community.

Governors

The governing body is extremely supportive of the school and participates in all aspects of school development and events. Full governing body meetings take place each term and we invite children to present their work and discuss learning opportunities with governors once a term.

There is a governing body page on the school website and vacancies are advertised in the school newsletter.

www.erringtonprimary.co.uk



The school's strong, caring ethos effectively supports pupils' personal development and well-being.

Ofsted 2016

Times of the sessions are:

Nursery

Morning..... 8.30am - 11.30am

Afternoon..... 12.15pm - 3.15pm

Doors are open from 8.30am/12.15pm. Children must be brought into nursery by an adult and collected by an adult at 11.30am/3.15pm. If you are unable to collect your child on time, then please inform the school office. Any other adult bringing or collecting your child must be introduced to the staff at nursery.

Reception

Morning..... 8.55am - 12 noon

(break through the morning for 20 minutes)

Lunch..... 12 - 1pm

Afternoon..... 1pm - 3pm

Key Stage 1

Morning..... 8.55am - 12.10pm

(break through the morning for 20 minutes)

Lunch..... 12.10pm - 1pm

Afternoon..... 1pm - 3pm

Key Stage 2

Morning..... 8.55am - 12.15pm

(break through the morning for 20 minutes)

Lunch..... 12.15pm - 1pm

Afternoon..... 1pm - 3pm

Doors will be open from 8.45am every morning.

If you are unable to collect your child at 3pm please inform the school office.

Please inform school if someone different is coming to collect your child.

We would prefer that children are accompanied by an adult to and from school until they are Year 6.



After School Activities

Additional sports and creative activities are provided as after school sessions, ranging from hockey, gymnastics, dance, football, ICT, play leaders, art and many more. These are organised each term and children commit to the term.

Some of these activities are free but if outside agencies are commissioned to provide the service then they have a small cost which is discussed when advertising the event.

Breakfast Club

We have a breakfast club open from 7.30am - 8.55am every morning.

Attendance

Attendance is a legal requirement for all children. At Errington we feel that it is so important for your child's education to be at school as often as able. Please could you help keep our attendance figures at a high level and try to have your child in school everyday.

If your child is going to be absent through illness please contact the school office from 8am. You will be asked the reason for your child's illness which will be recorded. If your child does not arrive at school and we have no record of absence then the office staff will contact you for a reason of absence. If you have an appointment for your child, please could you inform the office and with evidence of the appointment e.g. hospital card, dental card etc.





School Meals

We pride ourselves in delivering healthy, nutritious meals with the help of Mellors Catering Services. They offer a wide range of choice for the children and as a school we feel that we cater for all dietary requirements. We like to involve parents as much as possible and offer parent lunches during the terms and for key events such as Christmas.

Menus are provided in advance and we can adapt and amend if required. Further information can be found at the school office for costs, free school meal forms or additional information.



The curriculum, including the early years, motivates learning and sustains pupils' interests well."

Ofsted 2016



Parent Mail

Attention all parents!

Communicating with you is an important part of what we do. Making sure you get the correct information about activities, events and school news that really matters is something we care about.

As you know, the school uses ParentMail, a service used by over 6,000 schools, nurseries and children's clubs to communicate to parents.



School Council

At Errington we have a dedicated and enthusiastic school council. Our children have supported school in many ways.

They have supported during interviews and asked candidates key questions.

They have;

- Designed our school logo
- Contacted local companies for benches on our school grounds
- Managed to negotiate for our school boat
- Contacted companies to purchase playground signs
- They are always working to help others and improve our school.



MARVELLOUSME

Get wonderful news about your child's learning and success.

MarvellousMe is an exciting app that tells you about the wonderful things that your child is learning, and pings you when they've been praised for good work or a great character skill.

It makes you smile, feel proud, and inspires better home learning support and encouragement.

Term dates & holidays

The list of term dates are sent at the beginning of each academic year. We provide key dates and events for each term in advance and all information can be found on our webpage.

www.erringtonprimary.co.uk

If your child has to be away during term time, then this can only be authorised by the head teacher, if the evidence shows that time away from school is deemed as exceptional circumstances.

You can only do this if:

- you make an application to the head teacher in advance (as a parent the child normally lives with)
- there are exceptional circumstances
- your child has good attendance above 90%

It is up to the head teacher how many days your child can be away from school if leave is granted.

We expect all children to be present during assessment weeks in school. Please see webpage for details.

SATS week for Year 6 - May

Phonics week for Year 1 - June

School will inform you at the beginning of the academic year of other key assessment times in school.

Uniform

All children are expected to wear full school uniform at all times. It can be bought quite cheaply from Elizabeth's Embroidery or by a supplier of your choice.

Nursery children only, may wear tracksuit bottoms during the day as long as they are navy blue for the ease of changing.

Girls

- Grey skirt, pinafore dress, trousers
No JEANS
- Light Blue Polo Shirt/blouse
- Burgundy jumper/cardigan/fleece sweatshirt, Year 6 children wear a navy blue jumper/sweater
- Plain black tights/Plain socks - white
- Black shoes or boots - flat NO HEELS or TRAINERS
- Burgundy CAPS in summer term if needed only to be worn outside

Boys

- Grey trousers or shorts No JEANS
- Light Blue Polo Shirt/shirt
- Blue Polo shirts in summer term only when jumpers are not worn
- Burgundy jumper/cardigan/fleece sweatshirt, Year 6 children wear a navy blue jumper/sweater
- Plain socks white
- Black shoes or boots NO TRAINERS
- Burgundy CAPS in summer term if needed only to be worn outside

PE Indoor (all children)

- White T-Shirt
- Or Colour of house group
- Black shorts

GAMES - Outdoor (all children)

- Joggers
- White T-Shirt
- Or Colour of house group
- Sweatshirt

Jewellery

At Errington we currently allow children to wear small plain stud type earrings (provided that they are removed for PE sessions at school) and a watch. No other jewellery at all should be worn or is permitted.

NB. Please have ears pierced at the beginning of summer holidays only to allow your child's ears to heal and avoid disruption to PE sessions which carry a legal obligation.

Children wearing jewellery not permitted in school will be asked to remove the item.

Communications

We communicate through a weekly Parent Mail newsletter, letters, webpage www.erringtonprimary.co.uk, texting and discussions on entry and exit to school. It is extremely important that you feel you can ask questions and have responses to your questions.

Safety

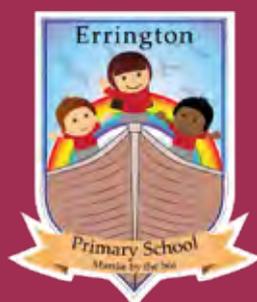
We take safety extremely seriously in all aspects. Our school ensures that everything is in place for the day to day health and safety of your child, including visits, trips and after school clubs.

We have an up to date health and safety policy on the school webpage. It contains details of what the school is responsible for, e.g. school trips as well as what they should do to look after your child.

School makes sure that children aged between 5 and 7 are not taught in classes of more than 30 pupils.

We teach children about their own personal safety and have age appropriate lessons on issues such as road safety, internet safety, drugs and medicines, stranger danger, playing safely, dealing with conflicts and keeping each other safe. Children in year 6 do have sessions on sexual education, delivered by school staff and nurses.





Errington Primary School

Windy Hill Lane, Marske-by-Sea, Redcar and Cleveland, TS11 7BL

T: 01642 482002 E: office@tvc.ac.uk

www.erringtonprimary.co.uk



If you require any further information please do not hesitate to contact our school. We will be more than happy to answer any questions you have and share our wonderful learning environment with you.

Phone: 01642 482002

Email: office@tvc.ac.uk



Errington Nursery

At Errington Nursery we provide a warm, nurturing and engaging learning environment for your child to start their journey in education. We provide children with the resources and equipment they need in order to develop their thinking, understanding and exploration skills. We work closely with families to ensure that the care and opportunities we provide are right for each individual.

Our outdoor learning environment is an exciting place where children can learn and explore. We have a safe and secure area where children can access the same valuable learning opportunities outside as they can inside.

We realise that choosing the right nursery for your child is one of the most important and difficult decisions you will make.

At Errington Nursery, we believe that the best way for children to learn is through play and exploration. Each day we provide a range of engaging and exciting learning opportunities through carefully planned areas of provision and activities. We include a balance of adult led and child initiated activities, so your child will be able to choose what they play with, the pace at which they do so and whether they play independently or with others.

Adults are highly skilled in supporting your child's learning, understanding and social development through play and questioning. We are a nurturing team who want every child to be engaged and happy in our nursery.



Admissions

Parents wishing to apply for a nursery place for their child should contact the school to collect an application form. Forms should be returned to the school office and will be kept on file until a place becomes available for your child. We usually admit children to our nursery during the term that they turn 3. We will contact you previous to this to invite you into school to have a meeting, see our environment and arrange a home visit. This also gives you an opportunity to meet staff and ask any questions you may have.

We have 26 places in our morning nursery and 26 places in our afternoon nursery.

Curriculum

Children in the nursery follow the Foundation Stage Curriculum. The curriculum underpins all future learning by developing children's:

- **personal, social and emotional well-being**
- **positive attitudes towards their learning**
- **social skills**
- **attention and listening skills**
- **language and communication**
- **reading and writing**
- **mathematics**
- **knowledge and understanding of the world**
- **physical development**
- **creative development**

When children enter the nursery, our staff assess what they know, understand and can do and plan future activities and adapt the learning environment according to children's development and needs.



Parent partnerships

We know that the best way for children to learn and develop is when school and home work as a partnership. We understand that if we work closely with parents and carers we will provide the best opportunities and outcomes for children. We will keep you updated with your child's progress and will invite you to share your child's learning journal where we document their learning experiences.

We provide opportunities throughout the year when you can come and join your child in the setting for special events.