**St James C of E Primary School**

**Required from September 2021**

**Teaching Assistant Level 4 PPA and Class Cover**

**Fixed Term to 31st August 2022**

**Are you passionate about helping every child succeed and improve their life chances?**

**Are you prepared to work collaboratively for the benefit of all children?**

**Will you offer children the opportunity to flourish and shine by doing what it takes, no matter what their starting point or social challenges?**

**If so, St James CE Primary School would love to hear from you!**

Visits to the school are welcomed but appointments must be made in advance; at this time we can only host individual appointments before or after school. Please contact Mrs Williamson the Senior Administrator at the St James school office on 01204 572587.

The schools of The Bolton & Farnworth Church of England Primary Multi Academy Trust aim to offer:

* A high quality, inclusive and distinctive education with excellent learning opportunities.
* A caring and nurturing environment based on our Christian values, recognising the uniqueness of each child.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The post is subject to child protection screening, including an enhanced disclosure from the Disclosure and Barring Service, and also past employment checks. References will be sought prior to interview. We are an equal opportunities employer.

To apply please complete the online application form or, in the event of difficulty, please email [digglek@boltonandfarnworthceprimarymultiacademytrust.co.uk](mailto:digglek@boltonandfarnworthceprimarymultiacademytrust.co.uk)

Please return all application forms to head office

Mrs Diggle HR Officer

Bolton and Farnworth Multi Academy Trust

Rupert Street

Bolton

BL3 6PY

Closing date: Friday 9th July 2021 12 noon.

****Welcome to The Bolton and Farnworth Church of England Primary Multi Academy Trust

Chief Executive, Jill Pilling

A very warm welcome from The Bolton & Farnworth Church of England Primary Multi Academy Trust. I am deeply proud of our schools, where each individual is welcomed, respected and loved. Our Trust was established on 1st August 2016. Our schools are happy, thriving environments, where learning and individual successes are celebrated through our Trust values of faith, hope, love, trust and service.

I passionately believe that each of our schools, whilst maintaining their distinct character, community and identity, has greatly benefitted from the ethos of collaboration and support that we provide as a Trust. The schools in our Trust are: Bishop Bridgeman Church of England Primary School; St James Church of England Primary School and St Maxentius Church of England Primary School. They are situated in Bolton, each taking a role in their local clusters of schools. We are part of St James’s Teaching School Alliance and have very strong link with Manchester Diocese.

Curriculum development is key for providing excellent learning opportunities that enable our children to flourish. Staff from our schools work together to shape the curriculum, sharing good practice and tailoring experiences to meet the needs of individual school communities. We are committed to providing high quality training opportunities for all staff to ensure the very best quality of teaching and learning for every child within our Trust. I am delighted that all our schools are in line with, or exceed, national standards, due to the combination of high quality teaching and learning, an engaging curriculum and a shared vision.

Our committed Trustees work closely with the immensely supportive Local Governing Boards and parents to determine the unique direction of each school, to make a difference in their local community.

**Great people……**

We aim to recruit outstanding people who have the right attitude. If you are passionate about seeing children succeed, we would love to hear from you! For our part, we will provide excellent development opportunities, leadership training and the time to develop all of this so that you can be the best you can be.

Recruiting the right teachers and staff helps us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to articulate clearly our vision, values and expectations when putting together information for applicants.

We aim to recruit staff who:

* are excited by their role and by the prospect of working with young people, even those who are less well motivated.
* love the processes of learning and teaching and are keen to continually develop their own skills.
* recognise that working with children can be a demanding job, but react positively to those demands with resilience.
* wish to make a real difference in the lives of others.
* will subscribe to the ethos of the Trust and ‘go above and beyond’ in terms of time and commitment to get the very best from our children.
* are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

**CPD and training**

Continual Professional Development is seen as a priority at all our schools. It is vital that staff have the time to further develop themselves and to stay abreast of changes within education, developing pedagogy and practice through innovative processes which are research-based. We have a wide range of strategy groups that meet regularly, including Year2/6 and EYFS, SEND, Personal Development and Welfare, DSL, Curriculum and many more. These groups provide staff with support, sharing of knowledge and skills, and a platform to develop leadership skills.

**Bolton & Farnworth Church of England Primary Multi Academy Trust**

**Vision statement**

Bolton & Farnworth Church of England Primary Multi Academy Trust is committed to improving the life chances of all children. We aim to develop a family of outstanding academies where world-class leaders and teachers put children at the heart of all they do.

**Values and Ethos**

Bolton & Farnworth Church of England Primary Multi Academy Trust is founded in the values of Faith, Hope, Love, Trust and Service, firmly rooted in the Christian faith.

Bolton & Farnworth Church of England Primary Multi Academy Trust has been established within the Diocese of Manchester. The Trust is working to support all of its member academies and to develop the culture of mutual support and development. In the Diocesan context, each school remains part of the broader family of schools. The commitment to developing a high quality curriculum, delivered by highly trained staff, quality-first teaching and sharing of expertise is at the heart of the Trust’s vision and development.

**Aims and Objectives**

1. To enable autonomous outstanding academies within the Trust framework. We will achieve this by:

\* ensuring rapid progress to outstanding for all schools.

\* retaining and developing the Christian distinctiveness and character of each academy.

\* welcoming all schools into the Trust and securing excellent outcomes for all schools.

\* providing stability and strength in governance and leadership.

\* encouraging innovation and sound decision-making.

\* building capacity and resilience.

2. To be recognised as a Trust with outstanding learning opportunities. We will achieve this by:

\* raising aspirations to secure high levels of academic achievement.

\* providing a wide range of memorable learning opportunities.

\* ensuring equality of opportunity within a safe nurturing environment.

3. To maintain and develop rigorous Trust-wide school improvement programmes to support staff and Governors in raising achievement. We will achieve this by:

\* ensuring effective Governance together with ambitious and determined leadership.

securing the best outcomes for our academy communities.

\* valuing committed, reflective, positive staff who challenge themselves to be creative

and take risks, enabling outstanding performance.

\* developing leadership capacity within the Trust.

\* providing continual professional development and promoting a well-resourced, high- quality environment.

4. Every school in the Trust becomes the school of choice for parents, staff and Governors:

\* each academy is recognised as a centre of learning excellence, disseminating best

practice within and across the Trust.

\* become the employer of choice.

\* successful engagement with parents/ carers and the local community to support pupil

progress, well-being and achievement.

5. To establish a financial foundation to enable the Trust to fulfil its vision.

6. To promote the Trust’s core values at all times.

Mrs Jill Pilling CEO

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***Bolton & Farnworth Church of England Primary Multi Academy Trust is founded in the values of Faith, Hope, Love, Trust and Service firmly rooted in the Christian faith.***

Dear Applicant

Thank you for your interest in our current vacancy here at St James CE Primary School.

We want to create an environment where *everyone* matters and *everyone* is involved in continuing to move the school forward. If you can work collaboratively, are emotionally intelligent and resilient, then St James is a fantastic place to be.

We were judged as Good with Outstanding features May 2019 by Ofsted and Good by SIAMs Inspection January 2017. We are forward-thinking with high aspirations for all. We are not complacent and constantly aim to improve all aspects of our work.

You will find further information about the school on our school website. We hope that you will find the details informative and of interest to you.  If there is anything else you would like to know, please contact me.

If you have not been contacted within ten days of the closing date, please assume your application has been unsuccessful.  Whatever the outcome, we thank you for the interest shown.

Yours sincerely

L Belfield

**Lisa Belfield**

**Principal**

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**Teaching Assistant Level 4 PPA and Class Cover**

**Salary:** Grade F (point 17-23)

**Required From:** September 2021

**Part Time:** 32.5 hrs per week (Term Time +5)

Fixed Term until 31st August 2022

The Governors of St James CE Primary School invite applications for the above post from suitably qualified, experienced professionals. The person appointed will work for 32.5 hours/week (Monday to Friday) and will be expected to plan, deliver and cover PPA sessions for teachers; predominately across KS1 and LKS2.

We are looking for someone who:

* Is an excellent practitioner with high expectations of children’s achievements and standards in all areas of school life;
* Has the skills and knowledge to deliver lessons throughout the school from KS1-KS2.
* Is energetic and enthusiastic;
* Is keen to join our hardworking, committed and friendly team;
* Would be sympathetic to the values of a church school;
* Has the ability to form excellent partnerships within our school family and wider community groups.

In return we can offer a school with:

* Well behaved, friendly and motivated children who love to learn;
* A friendly and skilled staff;
* Commitment to the professional development of staff;
* A welcoming, caring atmosphere where everyone is valued.

Application packs are available from the Greater Jobs website and completed applications should be returned to Mrs Kirsty Diggle (Finance/HR Officer) at Bolton and Farnworth CE Primary Multi-Academy Trust.

Email: [digglek@boltonandfarnworthceprimarymultiacademytrust.co.uk](mailto:digglek@boltonandfarnworthceprimarymultiacademytrust.co.uk)

Post to head office: Bishop Bridgeman CE Primary School, Rupert Street, Great Lever, Bolton BL3 6PY

Closing date: **Friday 9th July 2021 12 noon**

Observations/Interviews: **TBA Week Beginning 12th July 2021**

# Job Description

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| --- | --- |
| Job Details | |
| **School Name** | St James CE Primary School |
| **Job Title** | Teaching Assistant Level 4 |
| **Grade** | Grade F |
| **Primary Purpose of Job** | To contribute to the development and wellbeing of children and young people |
| **Responsible to** | Line Manager/ Head Teacher |
| **Responsible for** | N/A |
| **Principal Responsibilities** | To support the development, learning and progress of children and young people  To take responsibility for individuals, small groups or whole classes when the teacher is not present  To use area(s) of expertise and knowledge to advance learning |

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| Main Duties | |
|  | Have high expectations of children and young people with a commitment to helping them fulfil their potential through planning, monitoring and delivering teaching and learning activities |
|  | Establish fair, respectful, trusting, supportive and constructive relationships with children and young people |
|  | Help to keep children safe, including maintaining a safe environment, dealing with accidents, supporting safeguarding. |
|  | Demonstrate the positive values, attitudes and behaviour expected from children and young people |
|  | Communicate effectively and sensitively with children, young people, colleagues, parents and carers |
|  | Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people |
|  | Demonstrate a commitment to collaborative and cooperative working with colleagues |
|  | Improve own knowledge and practice including responding to advice and feedback |
|  | Contribute to effective personalised provision by taking practical account of diversity |
|  | Use area(s) of expertise to contribute to the planning and preparation of learning activities, including own role in learning activities |
|  | Plan and prepare for lessons that you will deliver, with the appropriate planning time provided. |

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|  | Devise clearly structured activities that interest and motivate learners and advance their learning |
|  | Plan how the inclusion of children and young people in learning activities will be supported |
|  | Contribute to the selection and preparation of resources suitable for children and young people’s interests and abilities |
|  | Monitor learners’ responses to activities and modify the approach accordingly |
|  | Monitor learners’ progress in order to provide focused support and feedback |
|  | Support the evaluation of learners’ progress using a range of assessment techniques |
|  | Contribute to maintaining and analysing records of learners’ progress |
|  | Use effective strategies to promote positive behaviour |
|  | Recognise and respond appropriately to situations that challenge equality of opportunity |
|  | Use ICT skills to advance learning |
|  | Advance learning when working with individuals, small groups, and whole classes without the presence of the assigned teacher |
|  | Organise and manage learning activities in ways which keep learners safe |
|  | Direct the work, where relevant, of other adults in support learning |

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| Additional people management and development duties as appropriate | |
|  | Develop and maintain working relationships with other practitioners |
|  | Provide leadership for your team |
|  | Allocate and check work in your team |
|  | Lead and motivate volunteers |
|  | Provide learning opportunities for colleagues |
|  | Support learners by mentoring in the workplace |

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated, at the discretion of the Head Teacher and to meet the needs of the school.

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| Version Control | |
| **Job Description prepared by:** | School’s HR |
| **Job Description updated:** |  |

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| Person Specification |

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| Job Details | |
| **School Name** | **St James CE Primary School** |
| **Job Title** | Teaching Assistant Level 4 |
| **Grade** | Grade F |

## Stage One

The minimum essential requirements for the above post are as follows. Please try to show in your application form, how best you meet these requirements. Disabled candidates are guaranteed an interview if they meet the essential criteria.

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| --- | --- | --- |
| Skills and Knowledge | | Method of Assessment |
|  | Ability to plan, monitor, support delivery and deliver teaching and learning activities. | Application Form / Interview |
|  | Ability to set and promote high standards of behaviour and handle potentially difficult situations | Application Form / Interview |
|  | Ability to engage children and young people and increase participation in activities through appropriate differentiation, taking into account diverse and individual needs of learners | Application Form / Interview |
|  | Ability to model and demonstrate positive attitudes and behaviours and to utilise a range of activities to practise and reinforce social and emotional skills | Application Form / Interview |
|  | Ability to adapt communication styles to needs and situations, and to establish effective communication processes with teachers, colleagues, parents and carers. | Application Form / Interview |
|  | Ability to engage parents and carers and maximise their involvement in meeting children’s needs in relation to attainment, well-being or personal development | Application Form / Interview |
|  | Ability to work effectively as part of a team, supporting colleagues and professionals from external agencies | Application Form / Interview |
|  | Ability to reflect on own performance, agree development needs and evaluate learning achieved, as well as plan and evaluate improvement of knowledge in area of expertise | Application Form / Interview |
|  | Ability to reflect pupils’ age and developmental needs in selecting and supporting planning and the design of teaching strategies and materials and review materials according to progress | Application Form / Interview |
|  | Ability to provide appropriate/graduated methods of support for children and young people with SEN | Application Form / Interview |

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|  | Ability to provide clear and constructive feedback | Application Form / Interview |
|  | Ability to take action to ensure safe and proper use of resources and to intervene where necessary to ensure safe learning | Application Form / Interview |
|  | Excellent numeracy and literacy skills | Application Form / Interview |
|  | Understanding of key factors affecting children and young people’s learning and progress | Application Form / Interview |
|  | Have sufficient understanding of area of expertise to support the development, learning and progress of children and young people | Application Form / Interview |
|  | Knowledge of how to use ICT to support professional activities | Application Form / Interview |
|  | Knowledge of how statutory and non-statutory frameworks and the school curriculum relates to the age and ability ranges of the learners being supported | Application Form / Interview |
|  | Understanding of the main features of the SEN Code of Practice and current disabilities legislation to support learners in accessing the curriculum | Application Form / Interview |
|  | Knowledge and understanding of how frameworks that support the development and well-being of children and young people impact on practice, including safeguarding, Child Protection and Health & Safety | Application Form / Interview |
|  | Awareness of safeguarding principles and safe working practices | Application Form / Interview |
|  | Displays commitment to the protection and safeguarding of children and young people. | Application Form / Interview |
|  | Knowledge and understanding of national benchmarks for achievement and links to planning of work. | Application Form / Interview |
|  | Knowledge and understanding of how engagement and interest in learning can be maximised. | Application Form / Interview |
|  | Knowledge and experience of the practical application of the numeracy and literacy strategies | Application Form / Interview |
|  | Knowledge and understanding of strategies to monitor learner progress and of the range of records used for learners | Application Form / Interview |
|  | Knowledge and understanding of strategies to monitor learner progress and of the range of records used for learners | Application Form / Interview |
|  | Competencies Please note the school’s competencies, which are considered to be essential for all roles, are in the attached Core Competencies document. | Interview |

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| Experience, Qualifications and Training | | Method of Assessment |
|  | Relevant experience of working with children in an educational setting across EYFS-Year 6 | Application Form / Interview |
|  | Holder of an NVQ Level 3, BTEC Level 3 **or equivalent** in Teaching Assistant or Supporting Teaching and Learning, or holder of, or willing to work towards, the higher level teaching assistant accreditation | Application Form / Certificate |
|  | Holder of GCSE Mathematics and English qualification Grades A-C or 9-4 or the equivalent | Application Form / Certificate |
|  | Experience of planning and delivering learning activities to classes of pupils in the absence of the assigned teacher | Application Form / Certificate |

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| Work Related Circumstances | | Method of Assessment |
|  | To attend staff training days, twilight training sessions and relevant out of hours training and events. | Interview |
|  | This post is subject to an enhanced disclosure and a barred list check from the Disclosure and Barring Service. | Application Form / Certificate |

## Stage Two

This will only be used in the event of a large number of applicants meeting the minimum essential requirements. Please try to show in your application form, how best you meet these requirements.

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| Skills and Knowledge | | Method of Assessment |
|  | Ability to use area(s) of expertise to lead and advance learning | Application Form / Interview |
|  | Ability to use ICT to engage learners, including selecting appropriate tools and sources of information | Application Form / Interview |
|  | Ability to draw on area of expertise to impact on the learning of a whole class | Application Form / Interview |
|  | Knowledge and understanding of strategies to support learners with English as an Additional Language | Application Form / Interview |
|  | Knowledge and understanding of how to support children newly arrived in the UK | Application Form / Interview |
|  | Knowledge and understanding of how to carry out risk assessments with regards to relevant learning activities | Application Form / Interview |
|  | Knowledge and understanding of how to direct the work of other adults to support learning | Application Form / Interview |

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| Version Control | |
| **Person Specification prepared by:** | School’s HR/L Belfield |
| **Person Specification updated:** | 16.07.20 by L Belfield |

**Core Competencies**

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

**Developing Self and Others**

Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

**Civil Contingencies**

Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

**Equality and Diversity**

Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer’s race, religion, gender, sexuality, disability or age.

**Customer Care**

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

**Health and Safety**

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

**Data Protection and Confidentiality**

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

**Fluency Duty**

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

**Working Hours**

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

**Safeguarding**

This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.

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**How to apply**

We hope that you have enjoyed reading about the Bolton & Farnworth Church of England Primary Multi Academy Trust and our school and that you will feel able to apply for this post.

Please complete the **online** **application form.** Please do not send CVs or open references as part of your application, as these will not be considered.

It is important that you provide a complete employment history from when you left full-time education. If the application form is not fully completed or has unexplained gaps in your employment history, your application will not be considered. Copies of your qualifications will be required at the interview stage; please do not send these with your application.

Please let us have both the supporting letter and the application form by the closing date of Friday 9th July 2021 at 12pm as we will not be able to consider applications received after that.

In accordance with the Data Protection Act, the details provided in the application form will be used for selection and interview procedures, and for employment records if your application is successful.

If you are disabled, please give details of how we can ensure that you are offered a fair selection and interview process or if you would prefer, please contact HR Manager at the school to discuss any requirements

Successful candidates will be asked to provide, prior to taking up the appointment, documentary evidence (including National Insurance number) showing their entitlement to work in the UK. We will also carry out an enhanced DBS and declaration of health check. References will also be required in line with Keeping Children Safe in Education 2019.



Bishop Bridgeman is a special place where “we work, we play, we care and we pray…”

At Bishop Bridgeman, we aim to inspire minds. The primary years are the most important in a child’s life and are certainly the most exciting. The sense of wonder and discovery children experience as they start their learning journey here is a privilege to observe and to be a part of.

The school is a friendly, happy place, buzzing with activity and positive energy. The atmosphere within school is very supportive and purposeful, which is what underpins our pupils’ successes and enables them to find their unique talents and strengths.

Our staff are committed to developing in each pupil a love of learning and developing the skills and values to support their all-round development. This allows them to make a positive contribution to the school community and become responsible members of society.

Providing our children with the very best education possible is our primary aim. Staff provide our children with exciting opportunities, enabling them to grow into confident young people. Giving them the life skills to succeed in whatever they choose to do makes me proud, of not only our children, but the staff who go over and beyond to make Bishop Bridgeman a special place.

The school works closely with a dedicated team of governors and executive leaders, as well as parents, who challenge and support the school to be the best it can be. Bishop Bridgeman is an Academy within the Bolton and Farnworth Church of England Multi Academy Trust. We work as part of a family of schools to raise standards and to enable children to achieve and surpass their potential. Together we ensure children are given the educational opportunity of a lifetime.

Applications would be welcomed from anyone who feels they can add to this wonderful team. The warmth and welcome which you feel at being part of a special school and Trust, is tangible.

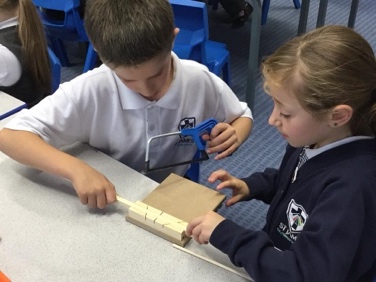
Mrs Hafsha Hafeji

Principal



My name is Lisa Belfield and I am the very proud Principal of our special ‘St James Family’. Each day is an absolute pleasure, working with the staff and parents who are committed to make a difference to the lives of the pupils with whom we work. Our children are nurtured through the Christian values of respect, peace, love, forgiveness, honesty and hope. As a result, our pupils are kind, caring and polite; visitors always feel a warm welcome when they walk through our front door. The children of St James are utterly delightful, with exemplary behaviour and a real credit to the school and their families.

St James is situated in a very vulnerable catchment area, with above-average pupil premium and SEND figures. However, this does not stop our pupils from achieving what we set out for them, nor does it stop us as practitioners believing that our children CAN DO. I am very lucky to serve a staff who work incredibly hard to ensure the children in our care receive the very best that we can offer them. We are big advocates that ‘team work makes the dream work’ and we ensure that we are there to support, challenge and motivate each other. Staff new to school, or on supply, always comment on how helpful and friendly the staff team of St James are. We are always eager to grow our workforce with like-minded individuals, who have a passion to make a difference. Our children deserve a great education, with great professionals to ensure we achieve this.

Working within the Bolton and Farnworth Church of England Primary Multi-Academy Trust has opened many doors for school improvement and networking. Staff at St James have benefited from many CPD opportunities for training and sharing best practice. Strong and supportive relationships across staff flourish within our MAT. The impact for the children is also positive, with the opportunity to visit other schools in contrasting environments and to work on joined-up projects.



Thank you for considering our school and MAT to either start or further your career in education. I look forward to hearing from you.



**St Maxentius Church of England Primary School**

Bolton and Farnworth C of E Primary Multi Academy trust

St. Maxentius CE Primary School is a one-form entry school which sits at the heart of the community in Bradshaw (Bolton). The school was originally situated in the stone-built house that is now known as the “Old Post Office” in 1806 and then moved to the (now derelict) building, next to St. Maxentius Church, which was subsequently converted to a restaurant called “The Old School House”. The current building was built in 1966. Its original design was around an open courtyard, however, our children would find it difficult to imagine that the corridors and cloakrooms were open to all weather conditions! Many improvements and adaptations have been made over the years and our school is now a warm, friendly and inviting place for all, not just because of the building, but because of the people within its walls.

Links between St. Maxentius School and Church are strong, as are links with other churches in the local area. We constantly strive to involve as many people as possible in the work and life of the school. Our children are courageous advocates, who want to support and help others less fortunate than themselves so our Christian values support their goals.

At. St Maxentius School, every aspect of our work is based on the parable of the Lost Sheep (Matthew 18:12–14) which we interpret as an insistence that all children and staff, no matter who they are or what their needs are, will achieve to their best in every aspect of school life and no-one will be left behind because everyone matters.

Our Curriculum, which lies at the heart of what we do, is designed to support our pupils’ development of Knowledge, Skills and Vocabulary in relation to all areas of school life. We constantly provide enhancement opportunities to engage our pupils, using Memorable Experiences to bring each topic to life and work to provide experiences which bring learning to life. We strive to develop cultural capital in our pupils so they can go out into the world, confident and able to converse and debate with people from a range of cultures and with similar or different beliefs. The learning culture within our school is built around the Christian Values which help to make our school a place where our pupils are ‘Believing and Achieving Together’.

At St Maxentius, the curriculum is designed to: engage learners; build on prior learning; provide relevant learning experiences; inspire a love of reading across a range of genres; allow the children to develop a range of skills; support the development of resilience and inspire creative, critical thinkers.

Although we are constantly evaluating every aspect of our school and aiming high, we go about this with a sense of fun. We believe that, if we have a school of happy adults and children, we can achieve more. Wellbeing is top of the agenda, mainly because we firmly believe Jesus’ teaching that we should treat others as we would like to be treated but, also, because we agree with Maslov’s findings in his hierarchy of need that to fulfill self-actualisation, all other needs have to be met first. Therefore, we need to ensure the wellbeing of every person in the school to create resourceful and innovative pupils and adults.

At St Maxentius School, we have a history of successfully inducting NQTs and for supporting more-experienced teachers through leadership pathways. Our commitment is to high quality professional development for teachers and other staff at any stage of their career. This doesn’t happen by chance. We employ a range of staff who are competent coaches and mentors and we use a team approach to development, so every player within the team has the opportunity to shine.

St. Maxentius is a school which has been judged as ‘good’ by Ofsted but is judged as far, far better than that by the people who are involved in our day to day lives!