



INFORMATION FOR APPLICANTS

POSITION: GTA with MSA

CONTRACT: Permanent TTO + Training Days

GTA Grade C, point 2-4 salary range £15,358 to £15,919 32.5hrs

MSA Grade B salary is £1,154 2.5hrs

START DATE: January 2023

Kirk Fenton Primary School

Main Street

Church Fenton

LS24 9RF

Tel: 01937 557228

Website: <https://kf.starmat.uk/>



November 2022

Dear Colleague

Thank you very much for taking an interest in the post of TA TTO plus training days and MSA TTO at Kirk Fenton CE Primary School. This contract is to start in January 2023 initially working in our EYFS class.

We are keen to receive applications from candidates who:

- Have a passion for creating a rich and exciting learning environment and a curriculum that is relevant, exciting and fun;
- Have a level 2 CACHE certificate in supporting teaching and learning in the EYFS.
- Are committed to ensuring all pupils make sustained and accelerated progress to reach their true potential;
- Have high expectations for attainment and achievement;
- Demonstrate high levels of skills in written and oral communication – with pupils, staff, parents and external agencies;
- Show a willingness to work beyond the school site, within our local community and with a wide range of partners.

In return, we can offer you the opportunity to work in an environment with a wonderful ethos, with pupils who display impeccable behaviour and are highly motivated in wanting to be 'the best they can be'. You will have the opportunity to become an integral part of a committed team where your own professional development will be given a high priority.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

I would like to thank you again for your interest in the post. If you are excited by this opportunity, I look forward to receiving your application.

Yours faithfully

Mrs Karen Williams
Headteacher

THE APPLICATION PROCESS

If you wish to apply for the post of class teacher, then you should:

- pay particular attention to the following whilst assembling your application:
 - Job description and person specification for the role of GTA and MSA
 - School Outcomes
 - The school website <https://kf.starmat.uk/>
 - THE STAR MAT website <https://web.starmat.uk/>
- Fully complete the online application form <https://bit.ly/STARSupportApp>, ensuring all details are accurate and all declarations are signed. Please ensure you include details of two professional referees with one being your current employer (with an email address for each). Do not enclose additional CVs.
- Your supporting statement should be no more than the equivalent to two sides of A4 Size 11 font), addressing the following:
How your experience to date best fits you to the requirements of the following sections of the person specification:
 - Experience
 - Skills and knowledge – generic
 - Skills and knowledge – special to the role

Remember when addressing the above, *less is sometimes more*.

Timeline for the selection process

Post advertised	Wednesday 16th November 22
Closing time/date for applications	Noon on Thursday 1 st December 22
Interviews	Wednesday 7 th December 22

Appendices

1	The School Vision
2	The School Improvement Plan Summary
3	Job Description and Person Specification for the role of TA and MSA
4	The School Development Plan 2022-2023

About the School

Our school motto is: 'Let your light shine'. We believe that everyone has special skills and talents and here at our school we strive to provide every opportunity for every child to be the best they can be and truly grow in confidence and character.

Our school is an exciting and inspirational place to be and our curriculum is important to us. Engaging, creative, and varied, it is enhanced with exciting theme days and weeks, visits and visitors, which create memorable experiences and help children develop a love of learning.

We aim to ensure that learning is fun, purposeful and challenging and recognise that the journey we make together provides us with a sense of pride and success, as much as the outcomes.

We have high expectations in all we do; behaviour, presentation, personal and academic progress, and we work hard to fulfil our ambitions. Whether working together in lessons, putting on amazing productions, or taking part in clubs and sporting events, team work is important to us.

At our school you will find a community of people – children, staff, governors and parents -who are respectful and supportive of each other. We know that working hard together helps us to achieve our goals and provides us all with amazing and enjoyable moments along the way.

Curriculum Outline

We believe that children's experiences at primary school create the foundations for life. Here at Kirk Fenton Primary School, we encourage our children to make the most of every day and each experience.

We endeavour to provide a curriculum that enables our children to grow in knowledge and skills – while making happy memories along the way.

Our children are given the opportunity to nurture a sense of self-worth, confidence and responsibility and our school is built on the foundations of thankfulness, forgiveness, perseverance and respect for all.

Using the National Curriculum as a base to offer a breadth of learning, the curriculum at Kirk Fenton is tailored to provide our children with knowledge and skills which are progressive – both over the year and throughout their time at the school.

This allows all our children to embed their learning and to demonstrate what they know and remember.

Our curriculum is ambitious: we strive to attain consistently high standards in all subjects. Children's depth of knowledge and understanding is developed in individual subjects which are linked through common themes. These are built upon over time.

Our approaches to teaching allow the children to develop inquisitive and questioning minds, alongside a love of learning and a passion to know more.

We want our children: to have a love of learning; to appreciate the arts; to be good sportsmen and women; and to develop a keen understanding of the world around them.

We believe it is important that our children have a clear understanding of themselves and their place

in the world. This includes understanding the past in order to be responsible citizens in the future, as well as developing respect and tolerance for others. We hold the Global Neighbours Bronze award and global citizenship is a key part of our ethos.

Our sense of community and togetherness is essential to all we do. A number of whole-school events and theme days contribute to uniting our school and helping to promote a shared sense of responsibility, togetherness and fun. We encourage our children to be courageous advocates for those who are poor or where the recognise injustice.

At Kirk Fenton Primary School, we are constantly seeking opportunities for our children to develop and shine. We are a Church of England School and our faith underpins everything that we set out to achieve.

Extra-Curricular Opportunities

We offer a variety of extra-curricular clubs, which run before and after school. They are changed on a termly basis and include:

Dodgeball
Capoeira
Dance
Cooking
Eco School
Jam Club

Ofsted

In our OFSTED visit in January 2015, the school was awarded an 'Good' grading in all areas of the current OFSTED framework.

OFSTED acknowledged that "teaching is consistently good" and "pupils achieve well and make good progress from their starting points". Please see our website for links to the full report.

<https://kf.starmat.uk/about-us/school-reports/>

The STAR Multi-Academy Trust (MAT)

We are very proud that Kirk Fenton Primary School is a member of the STAR Multi-Academy Trust which was established on 1 July 2018.

Our Schools

- Appleton Roebuck Primary
- Brayton CE Primary
- Kellington Primary
- South Milford Primary
- Monk Fryston CE Primary
- Riverside Primary
- Saxton CE Primary
- Sherburn High School
- Sherburn Hungate Primary
- South Milford Primary
- Tadcaster Grammar School

Our Mission

To develop outstanding education in all our schools, which will enable every young person to flourish and realise their full potential.

Our Aims

We will:

- Ensure that our children achieve the best possible outcomes
- Develop the whole child; personally, culturally and spiritually
- Be inclusive; have a particular commitment to our most vulnerable children · Teach our children to live well together and to make wise choices
- Ensure that our children are safe from harm
- Work to ensure that our schools are enjoyable places for children to learn.

Our Core Principles

We:

- Expect our schools to actively support each other and to share best practice for the benefit of all
- Are committed to providing services that will keep our schools compliant, financially robust and continuously improving.
- Want all of our schools to retain and celebrate their distinctive identity.

We are:

- Open, honest, fair and straightforward
- Receptive to change and challenge
- Pioneering and outward facing
- Trusting, respectful and supportive of each other
- Prepared to listen to advice
- Empowering of others.

We want our pupils and students to have a consistently excellent school experience and to achieve strong outcomes. The culture of our Trust is very much one where our schools retain their own distinctiveness. Our Headteachers remain empowered to make decisions about what happens in

their schools but, in addition, benefit from high levels of collaboration and sharing of best practice. As a Trust we aim to provide greater opportunities for recruiting new staff, to retain our existing staff, facilitate leadership development and enhance staff professional development. At a time of reduced funding in schools, our partnership strives to achieve 'better value' and financial stability by providing business support which allows schools greater capacity to develop the curriculum and to support pupils and students. As a Trust of over 4000 pupils and students, and 11 schools, we have access to the School Condition Allocation (SCA) which enables us to access significant capital funding for our school buildings. This amounted to £1.2m for 2019-2020.

All STAR MAT partner schools offer their pupils and students the following opportunities to develop:

Themselves to become:	Their ability to interact with others and contribute positively to society to become:	The knowledge and skills which will equip them for life, with an entitlement to:
<ul style="list-style-type: none"> ● Physically and mentally healthy ● Informed risk takers, problem solvers and critical thinkers ● Articulate communicators ● Reflective, resilient and able to self-regulate 	<ul style="list-style-type: none"> ● Tolerant and respectful of others: different people, places and cultures ● Responsible, aware and engaged citizens: locally, nationally and globally ● Able to develop appropriate and successful relationships 	<ul style="list-style-type: none"> ● Develop mathematical fluency and essential literacy skills ● Be taught a broad, rich and age appropriate programme of study in every subject ● Stimulating and exciting learning experiences both within and beyond the 'classroom' ● Opportunities to take part in sport, performance and other creative activities ● Careers education and guidance

Living and working in North Yorkshire

Within the county of North Yorkshire are the Yorkshire Dales and North York Moors National Parks, three Areas of Outstanding Natural Beauty, the Pennines and a stunning coastline around Scarborough and Whitby. The area hosted the opening stages of the Tour de France in 2014, and due to its success, has created the Tour de Yorkshire with global recognition, which will be contested for the fifth time over three days in 2019. There are ruined castles and abbeys, serene gardens, unique breweries, thrilling rides and industrial heritage. Something for everyone!

For outdoor enthusiasts North Yorkshire has plenty to offer. From the hard gritstone of Almscliff and Brimham Rocks to the limestone of Malham, Gordale and Kilnsey climbing venues are in abundance. The Yorkshire Dales is a premier area for caving while for mountain biking there are the bridleways of the Dales and North York Moors as well as the renowned trail centre at Dalby Forest. Further afield, the Lake District and the fells, crags and coast of Northumberland are all easily accessible for days and weekends away. There are a small number of sailing clubs on reservoirs around the county and fantastic, if chilly, surfspot venues and sea kayaking on the east coast.

While the county is rightly known for its wide open spaces, it also incorporates attractive market towns

including Malton, Helmsley, Northallerton and Skipton - judged the best place to live in Britain by the Sunday Times in 2014 - the traditional seaside towns of Whitby and Scarborough, the Spa town of Harrogate, as well as the ancient city of York, the most visited city outside of London. With a wide range of shopping, leisure and cultural facilities as well as excellent schools, universities, road and rail links, there really is everything to offer you and your family as a place to work, live and enjoy.

Travelling further afield we have convenient connectivity, with close proximity to metropolitan cities of Leeds and Newcastle and a journey time of under two hours by rail from York to London. We border the Lake District, Lancashire, County Durham, and Yorkshire & Humber regions with all they have to offer.

Useful Links:

www.yorkshire.com

www.inspireleadteach.co.uk

Appendix 1: The School Vision

Kirk Fenton Primary School is *Rooted in Christian belief, our vision for every member of this school community is to feel valued and respected, regardless of age, gender, sexuality, race, faith, belief or ability. Through developing a love of learning, each individual will have the opportunity to reach their full potential and aspire to become the person they were born to be.*

We make sure all our children reach their highest academic potential by delivering an engaging curriculum that offers inspirational and exciting learning experiences along with opportunities to shine in a wide variety of areas.

Our school is at the heart of our village and the children are the next generation of this thriving community. In order to be the best they can be, and to equip them for life in the wider world, we enable our children to develop the right attitude to learning. We encourage them to develop their talents and take a sense of pride in all their achievements.

Our school is a safe, happy and nurturing place in which children show tolerance and respect for all. The children, staff, governors and parents create a supportive and united community. We believe working together helps us achieve our common goals, providing us with fantastic outcomes and enjoyable moments along the way.

That's why our motto is 'Let your light shine'.

Appendix 3 : Job Description

JOB DESCRIPTION - GTA

POST:	General Teaching Assistant (GTA)
GRADE:	Grade C
RESPONSIBLE TO:	Head Teacher / Senior Advanced Teaching Assistant / Higher Level Teaching Assistant/ SENCO/Inclusion Manager
STAFF MANAGED:	None
POST REF:	JOB FAMILY: 7
JOB PURPOSE:	To work with teachers to support teaching and learning by working with individuals or small groups of pupils under the direction of teaching staff, and may be responsible for some learning activities within the overall teaching plan. May work in the classroom or appropriate location within the school, with access to support and guidance as required.
JOB CONTEXT:	<p>This school is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.</p> <p>An ability to fulfil all spoken aspects of the role with confidence through the medium of English.</p>
ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Supporting Learning & Development	<ul style="list-style-type: none"> • Support pre planned learning/behaviour activities as directed by the teacher • Using agreed structured observation as directed by the class teacher to feedback on learning, behaviour, participation and achievement, to support the planning and evaluation of the learning process in respect of groups and individual students • Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning • Assist teachers in the implementation of appropriate behaviour management and teaching & learning strategies • Support pupils in their social and emotional wellbeing, in implementing related programmes, including social, health and physical needs • Assist in escorting and supervising pupils on educational visits and out of school activities • Undertake break supervision as required

Communication	<ul style="list-style-type: none"> • Under the general direction of the teacher participate in establishing and maintaining effective relationships with pupils, parents/carers and with other agencies/professionals • Communicate effectively with all pupils, families, carers and other agencies / professionals
Sharing information	<ul style="list-style-type: none"> • Share information confidentially about pupils with teachers and other professional as required • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality • Participate in staff meetings
Safeguarding and Promoting the Welfare of Children/Young People	<ul style="list-style-type: none"> • Carry out tasks associated with pupils' personal hygiene, (including personal intimate care) and welfare, including physical and medical needs, whilst encouraging independence • Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate
Administration/Other	<ul style="list-style-type: none"> • Prepare classroom materials and learning areas, and undertake minor clerical duties e.g. photocopying and displaying pupils work • Support the use of ICT and adhere to relevant policies • Supervise and provide access arrangements for pupils sitting internal and external examinations and tests as required, ensuring that examinations comply with the Examination Board Regulations • Participate in appraisal, training and other learning activities
Health & Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure • Work with colleagues and others to maintain health, safety and welfare within the working environment
Data Protection	<ul style="list-style-type: none"> • To comply with the STAR MAT's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality
Equalities	<ul style="list-style-type: none"> • Promote inclusion and acceptance of all pupils • Within own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values
Customer Service	<ul style="list-style-type: none"> • The STAR MAT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment • The STAR MAT requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values
Date of Issue:	

JOB DESCRIPTION - MIDDAY SUPERVISORY ASSISTANT

ACCOUNTABILITIES/MAIN RESPONSIBILITIES

Effective Communication and engagement with children, young people, their families and carers	<ul style="list-style-type: none">• Communicate effectively with all children, young people, families and carers.• Provide support and encouragement to children and young people.• Know that communication is a two-way process• Resolve minor disputes between pupils.
Child and young person development	<ul style="list-style-type: none">• Assist in the implementation of appropriate behaviour management strategies.• Participate in relevant training as appropriate to build on your skills and knowledge.• Observe a child or young person's behaviour, understand its context, and notice any unexpected changes and report any inappropriate behaviour to the correct member of staff.• Knowledge of special educational needs.
Safeguarding and promoting the welfare of the child	<ul style="list-style-type: none">• Supervise the playground area, playing fields, cloakrooms and classrooms etc during the lunchtime break.• Establish rapport and respectful, trusting relationships

	<p>with children, young people and those caring for them.</p> <ul style="list-style-type: none"> • Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with. • Report any concerns about pupil welfare to the appropriate member of staff in a confidential manner. • Deal with minor first aid incidents; follow appropriate procedures for recording and reporting.
Supporting transitions	Understand your own role and its limits, and the importance of providing care or support.
Multi-agency working	Work in a team context – forging and sustaining relationships across agencies and respecting the contribution of others working with children, young people and families.
Sharing information	<ul style="list-style-type: none"> • Be aware of and comply with policies and procedures relating to child protection, confidentiality, health, safety and security. • Be aware of own (and others') professional boundaries.
Other	<ul style="list-style-type: none"> • Participate in the school's performance management scheme. • Assist with the removal of food and equipment once pupils have eaten their lunch. • Participate in training and other learning activities and performance development as required. • Attend staff meetings and training days by agreement with the Headteacher.
Health & Safety	Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure

Equalities	<ul style="list-style-type: none"> • Ensure services are delivered in accordance with the aims of the equality Policy Statement • Develop own understanding of equality issues
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This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of the Trust and School organisation and may change either as your contract changes or as the organisation of the Trust or School is changed. Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the Trust and School's policies, procedures and ethos.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

The STAR MAT is committed to equality and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed.

Appendix 3: Person specification

GENERAL TEACHING ASSISTANT

Essential upon appointment	Desirable on appointment
Knowledge <ul style="list-style-type: none"> • An awareness of child/young person's development and learning • An understanding that children/Young people have differing needs 	<ul style="list-style-type: none"> • Good understanding of child development and learning processes • Knowledge of Behaviour management techniques • Knowledge of Child Protection and Health & Safety policies and procedures • Knowledge of inclusive practice
Experience <ul style="list-style-type: none"> • Experience appropriate to working with children in an learning environment 	
Qualifications <ul style="list-style-type: none"> • Relevant NVQ Level 2 qualification or equivalent 	<ul style="list-style-type: none"> • Relevant NVQ level 3 • Appropriate first aid training (Dependent on the school's needs - insert as appropriate)
Occupational Skills <ul style="list-style-type: none"> • Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers • Good reading, writing and numeracy Skills 	<ul style="list-style-type: none"> • Basic ICT Skills
Personal Qualities <ul style="list-style-type: none"> • Demonstrable interpersonal skills. • Ability to work successfully in a team. • Confidentiality • Flexibility 	<ul style="list-style-type: none"> • Creativity
Other Requirements <ul style="list-style-type: none"> • Enhanced DBS Clearance • To be committed to the school's policies and ethos • To be committed to Continuing Professional Development • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Ability to use authority and maintaining discipline • An empathy for equality & diversity 	

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| <ul style="list-style-type: none">• The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post | |
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Person Specification



MSA

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSMENT
Qualifications and Experience			
Experience appropriate to working with children.	X		2 & 4
Supervisory Experience (For Band 5 post)		X	2 & 4
Appropriate first aid training or willingness to undertake training	X		2 & 5
Awareness of health and hygiene issues	X		2 & 4
Skills & Knowledge			
Good written and verbal communication skills. Behaviour management. (This criteria may be essential for secondary or larger primary schools)	X	X	2, 3 & 4
Judgemental skills	X		2 & 4
Personal Qualities			
Demonstrable interpersonal skills.	X		2 & 4
Ability to work successfully in a team.	X		2 & 4
Confidentiality.	X		2 & 4
Initiative		X	2 & 4

<p>Other Requirements</p> <p>To be committed to the school's policies and ethos.</p> <p>To be committed to Continual Professional Development.</p> <p>Motivation to work with children and young people.</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</p> <p>Emotional resilience in working with challenging behaviours; and, attitudes to use authority and maintaining discipline.</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>		<p>2 & 4</p> <p>2 & 4</p> <p>2 & 4</p> <p>2 & 4</p> <p>2 & 4</p>
<p>Equal opportunities</p> <p>To assist in ensuring that the STAR MAT equalities policies are considered within the school's working practices in terms of both employment and service delivery</p>	<p>X</p>		<p>2 & 4</p>

1. Test prior to shortlisting (i.e. all applicants)
2. From application form
3. Test after shortlisting
4. Probing at interview
5. Documentary Evidence
6. OTHER (Please specify)

Appendix 4: School Development Plan

	School Development Plan Summary: 2022/23 Kirk Fenton CE Primary School	
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School Vision

Rooted in Christian belief, our vision for every member of this school community is to feel valued and respected, regardless of age, gender identity, sexuality, race, faith, belief or ability. Through developing a love of learning, each individual will have the opportunity to reach their full potential and aspire to become the person they were born to be.

Let your light shine before others, that they may see your good deeds and glorify your Father in Heaven. Matthew 5:14-16

Priority 1:

Links to Trust Strategic Plan:

Resourcing:

Rationale

Over time outcomes at KS2 have improved and stabilised whereas outcomes at EYFS and KS1 have remained just below national mainly due to writing outcomes. This now needs to be addressed with more vigour and closer scrutiny so that we are giving our pupils the best chance of

	reaching their full potential from the start, particularly disadvantaged pupils who struggle from day 1.						
Focus: Outcomes	Action	Person Responsible	Start Date	Finish Date	Resourcing	Monitoring: Person/method	Success Criteria
To improve outcomes in writing at EYFS and KS1 for all pupils and groups.	To work with SIP to develop the EYFS environment and curriculum to better support outcomes in writing	EYFS teachers/HT /DHT/SIP	Sept 22	Review at Easter 23	Cost of updating provision, staff CPD, release time for staff to work with SIP	HT/DHT	EYFS provision is fit for purpose and writing outcomes are improved
	To improve phonics outcomes of disadvantaged pupils across EYFS and KS1 through early identification and intervention as a priority	HT/ CTs/ TAs	Sept 22	May 23	N/A	HT/DHT	Disadvantaged pupils make accelerated progress across EYFS & KS1 so that they don't fall behind peers and meet Y1 phonics standard
	To improve attendance of disadvantaged pupils in EYFS & KS1	HT/ CTs	Sept 22	July 23	N/A	HT/DHT	Attendance in EYFS and KS1 is above national with no persistent absence.
Priority 2:							

Links to Trust Strategic Plan:

Resourcing:

Rationale	A review of teaching and learning at the end of 2021/22 showed that inconsistencies had crept back in across year groups and key stages leading to standards and non-negotiables not being met. This makes it harder for consecutive teachers to set standards and fill gaps. Attendance on the EEF Supporting Recovery CPD highlighted a way of rectifying this and raising standards and consistency in teaching and learning.						
Focus: Teaching and Learning	Action	Person Responsible	Start Date	Finish Date	Resourcing	Monitoring: Person/method	Success Criteria
To develop consistent high quality teaching (HQT) in line with identified best practice (EEF) and reviewed school level expectations.	To develop standards of teaching and consistency through a structured, regular and consolidated CPD programme for all teachers based on the EEF Recovery CPD programme	HT/DHT	Sept 2022	July 2022	In-house CPD Time for monitoring and feedback	HT/DHT Observation, work scrutiny, records of CPD, support from SIP	Teaching is consistent across school and always good or above and learning is consolidated leading to stronger outcomes in all areas.

Priority 3:

Links to Trust Strategic Plan:

Resourcing:							
Rationale	<p>The DfE has re-validated its phonics providers and this was an area which we had identified as needing improvement across school if outcomes are to improve. We have therefore invested heavily in the Little Wandle scheme.</p> <p>Following outcomes across school at the end of 2022, it was clear that the JC Write Stuff had certainly improved pupils' vocabulary and sentence structure but wasn't enough to improve spelling and grammar choices so this is a focus this year.</p> <p>Following excellent CPD from WRM we now need to consolidate our maths teaching and planning so that no child is left behind using the resources and principles gained from WRM. Our own research has shown that we have a significant number of pupils who may be struggling with maths anxiety who could be supported using the CPA approach.</p>						
Focus: Curriculum	Action	Person Responsible	Start Date	Finish Date	Resourcing	Monitoring: Person/method	Success Criteria
<p>To launch, implement, monitor and review Little Wandle Phonics scheme across school and Spelling Shed across KS1 & 2</p> <p>To ensure maths teaching follows the Concrete - pictorial - abstract approach and is planned from the bottom up so that no learner is left behind.</p>	To launch, implement and monitor teaching of phonics through the Little Wandle scheme across school but especially in EYFS & KS1	DHT/HT	Sept 22	Review Jan 23	Resources in place, release time as reqd.	HT/DHT Observation, data tracking,	Outcomes in phonics improve across EYFS and KS1 including impact at KS2 for those pupils still needing additional teaching
	To implement use of Spelling Shed spelling scheme & non-negotiable curriculum time for spelling across classes	DHT	Sept 22	Review Jan 23	N/A	DHT Observation, data tracking, work scrutiny, marking and feedback	Spelling teaching follows a more phonic approach leading to improved spelling and therefore improved writing outcomes.
	To ensure that maths is planned from 'the bottom up' so that each child covers the	HT/DHT	Sept 22	Review Jan	N/A	HT/DHT	Outcomes and confidence in maths

	same objective using the CPA approach			23		Lesson observation, planning, work scrutiny, data tracking	are improved
<p>Priority 4:</p> <p><i>Links to Trust Strategic Plan:</i></p> <p><i>Resourcing:</i></p>							
Rationale	Pastoral support and wellbeing have always been strong across Kirk Fenton but with external services reducing we are taking on more and different roles in order to support our families and staff						
Focus: Pastoral and Wellbeing	Action	Person Responsible	Start Date	Finish Date	Resourcing	Monitoring: Person/method	Success Criteria
To develop the role of the Learning Mentor and Inclusion Lead to support pupils and families across school so that pupils feel safe and able to achieve at school	To develop the role of the Learning Mentor (SBa) to support Early Help in liaising with pupils and families including identifying need and completing initial assessments in school and to become the Deputy Designated Safeguarding Lead (DDSL)	HT/LM	Sept 22	July 23	CPD for DDSL role Release time for meetings with staff	HT Observation, supervision, pupil and parent feedback	LM feels confident in her role and pupils and parents report positive pastoral support
	To develop the role of the Inclusion Lead (EB) to support a wider range of pupils -	HT/IL	Sept 22	July 23	CPD to support role	HT Observation,	IL feels confident with role and is

	Disadvantaged, EAL, SEND etc				Release tie to meet with teachers	data tracking & outcomes, pupil and parent feedback	having an impact on outcomes for different pupil groups.
	To achieve the School Wellbeing Charter for staff	HT/SMHL	Sept 22	Feb 23	N/A	HT Certification	School achieves the Wellbeing Charter
<p>Priority 5:</p> <p><i>Links to Trust Strategic Plan:</i></p> <p><i>Resourcing:</i></p>							
Rationale	<p>With a new leadership structure in place this year, it will take time for roles and responsibilities to be established and to work well. Two new staff are joining the school in key year groups so it is important that they are inducted quickly and consistently into school life so that standards and expectations are clear to all. We made a good start on improving subject leadership last year and this now needs to be strengthened and embedded so that these leaders become more consistent across school but able to be effective in their role which may differ from others.</p>						
Focus: Staff Development	Action	Person Responsible	Start Date	Finish Date	Resourcing	Monitoring: Person/method	Success Criteria
To establish the new Leadership structure	To develop roles and responsibilities and embed new leadership structure	HT/DHT/IL	Sept22	July 23	N/A	SLT/ LGB Discussion minutes, observation	Roles, responsibilities and clear working practices are embedded and staff know who does
To induct new starters							

To continue to develop Subject Leads							what.
	To induct new starters	DHT	Sept 22	Feb 23	N/A	SLT Observation, NQT reports, minutes	New starters have a clear understanding of policies, behaviours and expectations whilst being supported to take their place in the school.
	To continue to support subject leads in becoming more confident in their own subject and more effective at monitoring, self evaluation and action planning for their subject.	DHT/SLs	Sept 22	July 23	Release time as reqd	DHT/HT Observation, discussion, outcomes	Subject Leads are able to articulate current standards in their subject, monitor and make a clear impact towards improving standards in their subject.
<p>Priority 6:</p> <p><i>Links to Trust Strategic Plan:</i></p> <p><i>Resourcing:</i></p>							
Rationale	As a church school we have additional standards to achieve under the SIAMs inspection schedule. Whilst we remain a 'good' school, there is always more to be achieved						
Focus:	Action	Person	Start Date	Finish Date	Resourcing	Monitoring:	Success Criteria

Church School		Responsible				Person/method	
To continue to meet the standards of a 'good' school under the SIAMs schedule whilst striving to improve as a church school	To develop our Christian distinctiveness through our vision, our school environment, our pupils and staff and collective worship.	HT	Sept 2022	July 23	Funds to develop the school environment	Christian Ethos Committee and Junior Committee Feedback from parents and pupils, support from Diocesan advisor	Kirk Fenton continues to be a 'good' school with some excellent features under the SIAMs schedule
	To gain the Global Neighbours Silver Award through courageous advocacy	SLT	Sept 22	ongoing	N/A	SLT Observation, pupil and parent feedback, community feedback Global Neighbours award	Achievement of Silver Award

Success Criteria and Key Performance Indicator tracking

Key
In place
On target
Underway
Not achieved

Area	Success criteria and KPI	Responsibility	Dec– progress/milestones	Mar– progress/milestones	July– progress/milestones
Success criteria from SDP					
Priority 1:	To improve outcomes in writing at EYFS and KS1 for all pupils and groups.	SLT			
Priority 2:	To develop consistent high quality teaching (HQT) in line with identified best practice (EEF) and reviewed school level expectations.	HT/DHT			
Priority 3:	<p>To launch, implement, monitor and review Little Wandle Phonics scheme across school and Spelling Shed across KS1 & 2</p> <p>To ensure maths teaching follows the Concrete - pictorial - abstract approach and is planned from the bottom up so that no learner is left behind.</p>	HT/DHT			

Priority 4:	To develop the role of the Learning Mentor and Inclusion Lead to support pupils and families across school so that pupils feel safe and able to achieve at school	HT/LM/IL			
Priority 5:	To establish the new Leadership structure To induct new starters To continue to develop Subject Leads	HT/DHT DHT DHT			
Priority 6:	To continue to meet the standards of a 'good' school under the SIAMs schedule whilst striving to improve as a church school	HT			
General KPI					
General KPI:					

