



## INFORMATION FOR APPLICANTS

**POSITION:** Higher Level Teaching Assistant

**CONTRACT:** Part Time (20 hours per week – 8.30am-12.30pm Monday-Friday),  
Permanent, Term Time Only

**SALARY:** Grade F (£9,940 - £10,644: actual salary)

**START DATE:** September 2022 or as soon as possible afterwards

Kirk Fenton Primary School

Main Street

Church Fenton

LS24 9RF

Tel: 01937 557228

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



June 2022

Dear Colleague

Thank you very much for taking an interest in the post of HLTA at Kirk Fenton CE Primary School. We are looking to appoint 2 outstanding classroom practitioners to join our school.

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;
- 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 HLTA, then you should:

- pay particular attention to the following whilst assembling your application:
  - Job description and person specification for the role of class teacher
  - 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	Thursday 23 <sup>rd</sup> June
Closing time/date for applications	Noon on Thursday 7 <sup>th</sup> July
Interviews	Monday 11 <sup>th</sup> July

## Appendices

<b>1</b>	The School Vision
<b>2</b>	The School Improvement Plan Summary
<b>3</b>	Job Description and Person Specification for the role of HLTA
<b>4</b>	The School Development Plan 2021-2022

## **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 fulfill 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"> <li>● Physically and mentally healthy</li> <li>● Informed risk takers, problem solvers and critical thinkers</li> <li>● Articulate communicators</li> <li>● Reflective, resilient and able to self-regulate</li> </ul>	<ul style="list-style-type: none"> <li>● Tolerant and respectful of others: different people, places and cultures</li> <li>● Responsible, aware and engaged citizens: locally, nationally and globally</li> <li>● Able to develop appropriate and successful relationships</li> </ul>	<ul style="list-style-type: none"> <li>● Develop mathematical fluency and essential literacy skills</li> <li>● Be taught a broad, rich and age appropriate programme of study in every subject</li> <li>● Stimulating and exciting learning experiences both within and beyond the 'classroom'</li> <li>● Opportunities to take part in sport, performance and other creative activities</li> <li>● Careers education and guidance</li> </ul>

### **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](http://www.yorkshire.com)

[www.inspireleadteach.co.uk](http://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'.

**STAR Multi-Academy Trust**  
**Kirk Fenton CE Primary School**

***JOB DESCRIPTION***

<b><u>POST:</u></b>	<b><u>Higher Level Teaching Assistant (HLTA)</u></b>
<b><u>GRADE:</u></b>	<b><u>Grade F</u></b>
<b><u>RESPONSIBLE TO:</u></b>	<b><u>Headteacher / Senior Leadership Team/</u></b>
<b><u>STAFF MANAGED:</u></b>	<b><u>None</u></b>
<b><u>POST REF:</u></b>	<b><u>JOB FAMILY: 7</u></b>
<b><u>JOB PURPOSE:</u></b>	<p>To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.</p> <p>To advance pupils' learning in a range of classroom settings, including working with individual pupils or groups and whole classes where the assigned teacher is not present, e.g. PPA time or covering short term absence. Activities involve planning, preparing and delivering learning lessons as well as monitoring pupils, assessing, recording and reporting on pupils' achievement, progress and development, under the direction of the class/subject teacher.</p>
<b><u>JOB CONTEXT:</u></b>	<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>
<b>ACCOUNTABILITIES / MAIN RESPONSIBILITIES</b>	
<b>Supporting Learning &amp; Development</b>	<ul style="list-style-type: none"> <li>• Cover short term teacher absence and communicate pupil work as planned by the classroom teacher and manage pupil behaviour</li> <li>• Within an agreed system of supervision, plan teaching and learning objectives, prepare and deliver learning activities and evaluate and adjust lessons/work plans according to pupil responses/needs</li> <li>• Monitor, record and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives</li> <li>• Interact with pupils in ways that support the development of their ability to think and learn, and work independently</li> <li>• Support the development and implementation of appropriate behaviour management strategies, to anticipate and manage behaviour constructively, promoting self-control and independence</li> <li>• Support pupils in their social and emotional wellbeing, and develop and implement related social, health and physical programmes</li> </ul>

	<ul style="list-style-type: none"> <li>• Take account of the effects of different parenting approaches, background and routines, and be involved in home school liaison</li> <li>• Encourage and motivate pupils to promote independence and resilience and increase self-esteem</li> <li>• Participate in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc.</li> <li>• Accompany or act as a group leader on educational visits, and other activities outside of the classroom, supervising the pupils</li> <li>• Provide supervision during breaks as required</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Establish constructive and respectful relationships with parents/carers, exchange appropriate information, facilitate their support for their child's attendance, access and learning and support home to school and community links.</li> <li>• Play an appropriate part in establishing effective relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils</li> </ul>
<b>Sharing Information</b>	<ul style="list-style-type: none"> <li>• Provide objective and accurate feedback and reports on pupil attainment, progress and other matters, ensuring the availability of appropriate evidence</li> <li>• Participate in meetings with other staff, external professionals, and parents, regarding pupils, in a support capacity to the teacher, who will normally lead on such matters</li> <li>• Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality</li> <li>• Participate in staff meetings</li> <li>• Share information about pupils with teachers and other professionals as required</li> </ul>
<b>Safeguarding and Promoting the Welfare of Children/Young People</b>	<ul style="list-style-type: none"> <li>• Assist pupils with personal hygiene, and welfare, including physical and medical needs, whilst encouraging independence</li> <li>• Be responsible for promoting and safeguarding the welfare of pupils that you are responsible for and come into contact with, reporting concerns as appropriate</li> </ul>
<b>Administration/Other</b>	<ul style="list-style-type: none"> <li>• Organise and manage an appropriate learning environment and resources</li> <li>• Co-ordinate the activities of students entering the school for the purpose of work experience/ work placements</li> <li>• Support the use of ICT to advance pupils' learning and use common ICT tools for own and pupils' learning</li> <li>• Assist with administrative support e.g. dealing with correspondence, compilation/ analysis, reporting on attendance, exclusions etc., making phone calls</li> <li>• Supervise and provide access arrangements for pupils sitting internal and external examinations, ensuring that examinations comply with Examination Board Regulations</li> </ul>

	<ul style="list-style-type: none"> <li>• Under the guidance and supervision of a class teacher be responsible for marking the register or being a form tutor</li> <li>• Participate in training and appraisal</li> </ul>
<u>Data Protection</u>	<ul style="list-style-type: none"> <li>• To comply with the STAR MAT's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality</li> </ul>
<b>Health &amp; Safety</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Work with colleagues and others to maintain health, safety and welfare within the working environment</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>• Promote inclusion and acceptance of all pupils</li> <li>• Ensure services are delivered in accordance with the aims of the equality Policy Statement</li> <li>• Develop own and team members understanding of equality issues</li> </ul>
<u>Flexibility</u>	<ul style="list-style-type: none"> <li>• STAR MAT provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with STAR MAT Policies and Procedures</li> </ul>
<u>Customer Service</u>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>
Date of Issue:	June 2022

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.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the STAR MAT and school's policies, and supporting documentation in respect of these issues.

**PERSON SPECIFICATION**

**JOB TITLE: General Teaching Assistant**

<b>Essential upon appointment</b>	<b>Desirable on appointment</b>
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• An awareness of child/young person's development and learning</li> <li>• An understanding that children/Young people have differing needs</li> </ul>	<ul style="list-style-type: none"> <li>• Good understanding of child development and learning processes</li> <li>• Knowledge of Behaviour management techniques</li> <li>• Knowledge of Child Protection and Health &amp; Safety policies and procedures</li> <li>• Knowledge of inclusive practice</li> </ul>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Experience appropriate to working with children in an learning environment</li> </ul>	<ul style="list-style-type: none"> <li>• Recent relevant experience of supporting learning in a primary school</li> </ul>
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Relevant NVQ Level 2 qualification or equivalent</li> <li>• GCSE equivalent or above in English and maths</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant NVQ level 3</li> <li>• Appropriate first aid training (Dependent on the school's needs - insert as appropriate)</li> </ul>
<p><b>Occupational Skills</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Good reading, writing and numeracy Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Basic ICT Skills</li> </ul>
<p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Demonstrable interpersonal skills.</li> <li>• Ability to work successfully in a team.</li> <li>• Confidentiality</li> <li>• Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> </ul>
<p><b>Other Requirements</b></p> <ul style="list-style-type: none"> <li>• Enhanced DBS Clearance</li> <li>• To be committed to the school's policies and ethos</li> <li>• To be committed to Continuing Professional Development</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> </ul>	

<ul style="list-style-type: none"><li>• Emotional resilience in working with challenging behaviours and attitudes</li><li>• Ability to use authority and maintaining discipline</li><li>• An empathy for equality &amp; diversity</li><li>• The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post</li></ul>	
--	--

NB – Assessment criteria for recruitment will be notified separately.

Appendix 4: School Development Plan (remove if not applicable)



**School Development Plan 2021 - 2022**

**Living Life in all its Fullness**

**Our 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*

**Raising standards for ALL children will be achieved through this School Improvement Plan.**

In line with our vision, it is our intention to direct our energies towards a single common goal; **to raise outcomes for pupils.**

This document should be read in conjunction with the summary SEF and SIAMS SEF, along with records of adviser visits and reviews, and peer reviews, which provide self-evaluation context and rationale for the priorities.

Our main aim this year is to engage in a period of catch up and recovery following the COVID pandemic as well as to continue to **raise outcomes for pupils.** This is in response to the continuing need to raise attainment and more specifically, progress data for pupils between key stages.

*This year we must recognise the impact that the Covid-19 pandemic has had on the education of our pupils in 2020 and 2021. Our key priority for 2021/22 will be based on recovery and closing any gaps that have opened over this time.*

Our key priorities for this year aim to standardise a high performing structure across the school leading to raised performance of both staff and pupils in all year groups. The key priorities are:

- 1. To ensure that our curriculum, teaching and learning deliver opportunities for recovery post Covid-19 and build onward resilience for all.**
- 2. To develop the quality of teaching, learning and assessment - Teachers and Leaders at all levels are supported in optimising the effectiveness of their own and colleagues' classroom practice especially in Maths and the Foundation subjects**
- 3. To ensure leadership and accountability is developed at all levels through raising standards of subject leadership, especially in the foundation subjects, so that there is a clear impact on subject development and a raise in standards across the school in these areas.**
- 4. To develop our school as a Church School**

**ACTION PLAN FOR KEY PRIORITY 1: To ensure that our curriculum, teaching and learning deliver opportunities for recovery post Covid-19 and build onward resilience for all.**

Part One of the teacher standards:

Part two of the teacher standards: Teachers should have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.

- **Link Governors: Helen Darnton**

Success Criteria:

- Transition back into school is managed so that it is inclusive for all and reduces Covid risk as much as possible and contingency plans are in place for individual, bubble and whole school lockdowns and communicated to staff and parents.
- Pupils are supported to develop resilience, independence and social skills
- Curriculum design is in place to support a reduction in anxiety and promote rapid recovery both academically and pastorally (Pupil wellbeing)
- Engagement in classroom and home learning (where required) is high and non-covid absence remains low (pupil wellbeing)
- Staff wellbeing remains a priority and is good.

Actions to address the priority:

- 1.1 Full communication with parents and staff re Risk assessments and contingency plans etc prior to returning to school
- 1.2 Whole school Thrive training for staff
- 1.3 Extracurricular activities to support pupils' development of resilience, independence & social skills
- 1.4 Staff to lead extracurricular clubs to support social skills
- 1.5 Introduction of refreshed curriculum following Covid bubbles and new classes
- 1.6 Monitor attendance for patterns re Covid or other reasons
- 1.7 Staff wellbeing is monitored and appropriate action taken

**ACTION PLAN FOR KEY PRIORITY 2: To develop the quality of teaching, learning and assessment - Teachers and Leaders at all levels are supported in optimising the effectiveness of their own and colleagues' classroom practice especially in Maths and the Foundation subjects**

Links to teacher standard 1: Set high expectations which inspire, motivate and challenge pupils and Teacher standard 2: Promote good progress and outcomes by pupils

- **Link Governors: Rev. Paulie**

Success Criteria (milestones)

- Outcomes/ attainment at GLD in reading, writing and maths are at or above national averages
- Outcomes/ attainment at KS1 & 2 in reading, writing and maths are at or above national averages
- Outcomes at Phonics screening test at or above national averages
- Outcomes at Y4 Multiplication Test are at or above national
- Use of formative and summative assessment is timely and accurate.

Actions to address this priority:

- 2.1 KS leads to create action plans to improve outcomes at their Key Stage. Monitor implementation of action plan & evaluate impact against pupil outcomes
- 2.2 Maths action plan in place and monitored by SLT with a focus on closing gaps in maths caused by lockdowns
- 2.3 Regular analysis of data, monitoring of interventions for impact & challenging under performance
- 2.4 Continue to monitor and evaluate the progress and attainment of pupils with SEND and/or Pupil Premium holding teachers to account as required.
- 2.5 Teachers understand and use FFT targets to measure progress across each year group and key stage.

2.6 New teachers receive specific CPD for Jane Considine English and Phonics tracking

2.7 School investigates the Geography Green Flag Award

**ACTION PLAN FOR KEY PRIORITY 3: To ensure leadership is developed at all levels through raising the standards of subject leadership, especially in the foundation subjects, so that there is a clear impact on subject development and a raise in standards across the school in these subjects.**

Links to Teacher standard

- **Link Governors: Carole Middleton**

Success Criteria (milestones):

- Subject leaders are supported to develop their subject throughout school through action planning, resourcing, monitoring teaching and learning and evaluating their subject area effectively.
- Work in books is good quality and shows progress
- Subject Leaders are confident in their own subject knowledge and act as a reference for other staff.
- Subject leaders have a whole school view of their subject.

Actions to address this priority:

3.1 All subjects have an action plan in place

3.2 Subject Leads have support to carry out their action plans

3.3 Subject Leads to receive subject specific CPD as required.

**ACTION PLAN FOR KEY PRIORITY 4: To develop our school as a church school**

Links to Teacher standard

- **Link Governors: Shari Williams, Rev. Paulie**

Success Criteria (milestones):

- Teachers, parents and pupils recognise and value Kirk Fenton as a church school

- Achievement of Global Neighbours Bronze Award and starting on Silver Award
- Y5 and Y1 complete Archbishop's Young Leaders Awards successfully
- Active and effective Christian Ethos Committee in place (Adults and pupils)
- RE teaching and learning remains good or better

Actions to address this priority:

4.1 Raise the profile of KF as a church school

4.2 Achieve Global Neighbours awards

4.3 Establish an active and effective Christian Ethos Committee