

IPLCN School Direct Profile 2017 - 2018

Why train with us?

Marland Hill Community Primary School is a larger than average primary school, that has achieved 'outstanding' in its last two inspections. The school has a range of awards and accreditations, including the Healthy Schools Status, and the Gold Artsmark Award.

Marland Hill is part of a very strong, successful network of 11 schools who work together on a wide range of levels, including: offering bespoke training for staff across the 11 schools; opportunities to visit and work alongside colleagues from a network school; and the chance for children to meet and work together, both in a curricular and extra-curricular capacity.

Additionally, Marland Hill has a resource base which supports pupils with hearing impairments located within school. Currently, the pupils who attend this unit spend a combination of their time in mainstream classes alongside their peers, and in the Hearing Impaired Resource Base partaking in specialist teaching delivered by a teacher of the deaf, or a specially trained teaching assistant.

We can offer trainees the opportunity to observe and take part in exciting, creative teaching experiences. Trainees will receive high quality support and mentoring, and gain experience across the primary spectrum, and in different settings. There will also be the opportunity to get support from specialist staff in, for example, Early Years, special educational needs, assessment, safeguarding and attendance.

Welcome to Marland Hill!

View [Welcome to Marland Hill!](#) information on training provider's website.

Our Children

The staff, parents and governors of Marland Hill strive to provide a wide range of opportunities for the children, many of whom come from a deprived background. Opportunities include: School Council, Head Girl and Boy, extra-curricular clubs, an outdoor education for all year groups across school [which includes kayaking, team building and forest school], and competitive sports opportunities.

Our children enjoy coming to school. They are happy, well behaved and polite, and have an infectious enthusiasm to acquire new information. They are incredibly welcoming, and have a delightful, inquisitive nature.

Structure of the school

Marland Hill is a two form entry school, with classes from Nursery through to year 6. Teachers work in partnership to plan and resource lessons, and are well supported by a large, highly skilled team of teaching assistants.

The school was redesigned and rebuilt in 2006 to an exceptionally high standard, and still now benefits from high quality daily maintenance.

Resources

The school is very generously resourced, and in summer 2015 huge investment was made in a number of key areas. The Early Years Unit [Reception and Nursery] was redeveloped to create a large teaching area for 4 classes, each equipped with its own interactive

whiteboard, and learning zones designed to meet the requirements of the Development Matters curriculum. A new reading scheme was also bought, with the intention of raising the profile of reading across school and developing a love of reading in the children. We now have a very well equipped reading resource station with a huge range of reading books to cater for all abilities, and all age groups.

Curriculum

At Marland Hill we strive to provide an exciting, creative curriculum, built on a strong foundation of English and Maths. We base our learning on the guidelines set out in the New Curriculum. To enhance the learning opportunities for children we also hold themed weeks across the year. These may involve a world studies, art, or design and technology focus. Please see our website for further information on this.

<http://www.marlandhillprimary.co.uk/curriculum-information>

IPLCN Network Overview

View [IPLCN Network Overview](#) information on training provider's website.

IPLCN Network

At Marland Hill we have strong links with the 11 schools that form part of our network, some of which will be providing our School Direct opportunity alongside us. Students who train with us will be offered opportunities in some of these schools to provide an even wider experience in different settings. Please see the following links to find out more about each of these schools.

Belfield Community Primary School

Belfield Community School is a larger than average primary school. We had a very successful OFSTED in 2016 and I would invite you to read the report.

Belfield is part of a very strong, successful network of 11 schools who work together on a wide range of levels, including: offering bespoke training for staff across the 11 schools; opportunities to visit and work alongside colleagues from a network school; and the chance for children to meet and work together, both in a curricular and extra-curricular capacity.

We at Belfield pride ourselves on being fully inclusive and welcome all from our vibrant community. Although we are situated in an area of high deprivation we see our school as an oasis of calm. We strive to ensure all our pupils get excellent teaching and exciting opportunities. We serve a mixed community with 80% of our intake having English as an additional language. One claim to fame is fantastic walking, recently mentioned in Paul Dix's latest book.

We can offer trainees the opportunity to observe and take part in exciting, creative teaching experiences. Trainees will receive high quality support and mentoring, and gain experience across the primary spectrum, and in different settings. There will also be the opportunity to get support from specialist staff in, for example, Early Years, special educational needs, language support assistants, a bespoke assessment system, safeguarding and attendance and excellent behaviour management. If you want to learn to thrive as a teacher in a welcoming, challenging and exciting environment Belfield is the place to be.

Our Children

Many come from deprived backgrounds and the majority have English as an additional language.

Our children are enthusiastic keen to learn even though they can often struggle. We've developed a bespoke assessment system to match the needs of our particular school and have developed excellent systems of positive behaviour management. Our children are enthusiastic; happy in school and have a love of learning. We have an active school council and eco ninjas group.

Structure of the school

The school is organised in teams. Foundation Stage, Key stage One, Lower Key stage 2 and Upper Key stage two. Each team is led by an experienced teacher. The teachers have PPA together so that they can plan and share ideas. We have smaller than average class sizes and a wonderful team of teaching assistants. The HT, DHT and Business Manager make up the Senior management team.

The school has close links with an onsite Children's Centre and the site also houses a community library.

Curriculum

At Belfield we strive to provide an exciting, creative curriculum, built on a strong foundation of literacy and numeracy. We base our learning on the guidelines set out in the New Curriculum. To enhance the learning opportunities for children we also hold themed weeks across the year. All teachers are members of a curriculum team to support the sharing of good practice.

IPLCN Network

At Belfield we have strong links with the 10 schools that form part of our network, some of which will be providing our School Direct opportunity alongside us. Students who train with us will be offered opportunities in some of these schools to provide an even wider experience in different settings. Please see the following links to find out more about each of these schools.

Stanley Road Community Primary School

View [Stanley Road Community Primary School](#) information on training provider's website.

Stanley Road is a larger than average Primary School, located in Chadderton, Oldham.

Stanley Road has a high proportion of children with English as an additional language, and there are currently 23 different languages spoken across school.

Trainees will receive high quality support and mentoring from our Lead Practitioners for Assessment, Teaching and Learning, SEND, Behaviour and Safeguarding.

Our school motto is:

Dream it, Believe it, Achieve it...

Be the best that you can be!

This drives our aim to develop the resilience and aspirations of those within our community' encouraging all stakeholders to aim high and become lifelong learners.

Stanley Road have a highly effective vulnerable children's team and are very successful at managing challenging behaviour, ensuring children are in the right place to learn. We have Lead Practitioners for Assessment, SEN, Teaching and Learning and Behaviour, who are able to support trainees in these areas across both key stages. Assessment is a strength of the school, including assessment of Foundation subjects.

Our curriculum has been developed with the introduction of our 'Dream It, Believe It, Achieve It' enrichment weeks and is bespoke to the needs of our children.

The teaching of English is centred around the study of high quality books and there is a deliberate focus on developing and applying reading and writing skills.

Maths teaching is a particular strength with outcomes for progress in the top 5% nationally for the past 3 years.

Hamer Community Primary School

View [Hamer Community Primary School](#) information on training provider's website.

Welcome to Hamer

Hamer Community Primary School is a larger than average primary school (one and a half form entry), that has been consistently graded as 'good' in its OFSTED inspections. We are co-located with Springside Special school and together we form the Springside with Hamer Learning Community; a community that puts the children at the very centre of all that we do.

As well as enjoying productive relationships with our co-located school, Hamer is part of a very strong, successful network of 11 schools who work together on a wide range of levels. Benefits from membership can be seen by both staff and children alike. Membership ensures that staff are afforded: access to high quality training at all levels and opportunities to meet with colleagues to discuss current issues, moderate work and organise collaborative projects led by current need. Children benefit from meeting and working together through things such as: Community Cohesion, dance and music festivals and inter school sports competitions. As a group of schools we very much take the view that we have responsibility for ALL of our children and are therefore keen to improve the educational experiences of all children within the group and beyond.

Care, Challenge and Fun

This is our school motto and underpins all that we do at Hamer.

- We have a very strong pastoral team in place who care for our children and families, ensuring needs are met and potential barriers to learning reduced.
- Whilst there is, through necessity, a strong emphasis on basic skills at Hamer, over the last two years we have developed a new and exciting curriculum; one that stretches and challenges all learners. We hold theme weeks across the year to provide further enrichment opportunities and offer posts in school for: School Councillors, Head Boy and Girl, Community Cohesion Ambassadors, Reading Partners, Maths Ambassadors and Passport Pals.
- Above all, we try to have fun with our learning as we believe that we all function at our best when we enjoy what we are doing. This extends to the variety of extra-curricular clubs that we offer and that are so well attended.

What can we offer?

We can offer trainees the opportunity to observe and take part in exciting, creative teaching experiences. Trainees will receive high quality support and mentoring from experienced staff, and will have the opportunity to work as part of a team, planning and resourcing lessons alongside other colleagues within their units.

They will also work with some amazing children, who are eager to learn and love coming to school, and their families. We also offer modern facilities, having undergone a rebuild in 2008, and well equipped classrooms.

Greenbank Primary School

View [Greenbank Primary School](#) information on training provider's website.

Welcome to Greenbank

Our children

Greenbank is a very inclusive school, we welcome children from many different backgrounds and we also have a high level of transient pupils. We strive to ensure all our children have access to excellent teaching and many exciting opportunities. Our children are happy, well-behaved and polite. Our very knowledgeable Pastoral Team ensure the needs of children and their families are met and any barriers to learning are reduced due to planned provision and support from mentors including work in our THINc Room. Our recent OFSTED (January 2017) graded Greenbank as a 'good school'. We are a caring and friendly school that puts children at the centre of all its actions.

Structure of the school

Greenbank Primary School is a larger than average primary school in Rochdale. We are a two form entry school with classes from Nursery to Year 6. We currently have an admission of 60 pupils per year group however in Reception and Year 5 we have an admission of 90 pupils.

In each year group our highly skilled teachers and teaching assistants work in partnership to support teaching and learning in small groups. Teachers and teaching assistants have weekly joint planning meetings and attend staff meetings together in order for year groups to be run smoothly and be very effective.

We can offer trainees the opportunity to observe and take part in exciting, creative teaching experiences. Trainees will receive high quality support and mentoring and gain experience across the primary spectrum, and in different settings. There will also be the opportunity to get support from specialist staff in, for example, Early Years, SEND, Assessment, Safeguarding, Pastoral and LOTC.

Curriculum

At Greenbank we provide an exciting, creative curriculum that is taught through half termly themes using a question based approach. Our curriculum is seen as a strength and this was validated in our OFSTED inspection. Our school also has a passion for using the outside as an extension to our classrooms. Children across the school have experience of kayaking, climbing, archery, geocaching, orienteering, sailing and horse riding. We also have Forest School sessions and our own bespoke GOAL project sessions for more vulnerable children. The experiences of learning outside the classroom make all aspects of the curriculum exciting, memorable and inspirational for all our children. The curriculum enhances children's understanding and contributes to children's personal, social and emotional development. As part of our approach to engage children in learning and raise attainment we endeavour to either take children out of school as frequently as possible or invite visitors into school to enhance learning. In 2016 we were awarded the LOTC Mark award (silver) for Outdoor Learning.

We use an online assessment system called Frog Progress to track learning based on Assertive Mentoring objectives and our own bespoke curriculum. This system allows us to individually track children's attainment and progress as well as store evidence including videos, photos and written information in all subjects including foundation subjects. Parents have access to their child's online system to help support their children at home.

IPLCN Network

At Greenbank we have strong links with 11 schools that form part of our network, some of which will be providing our School Direct opportunity alongside us. Students who train with us will be offered opportunities in some of these schools to provide an even wider experience in different settings. We look forward to working with you!

Moorhouse Primary School

View [Moorhouse Primary School](#) information on training provider's website.

Why train with us?

Moorhouse is currently a one form entry school with a full time Nursery Class. There are plans to expand this popular school. Moorhouse is part of a very strong, successful network of 11 schools – IPLCN who work together on a wide range of levels, including: offering bespoke training for staff across the 11 schools; opportunities to visit and work alongside colleagues from a network school; and the chance for children to meet and work together, both in a curricular and extra-curricular capacity.

Moorhouse provides wide experiences for pupils including Forest School. We work closely with Hollingworth Academy, where a large proportion of our pupils transition in Y6.

We can offer trainees the opportunity to observe and take part in exciting, creative teaching experiences. Trainees will receive high quality support and mentoring, and gain experience across the primary spectrum, and in different settings. There will also be the opportunity to get support from specialist staff in, for example, Early Years, special educational needs, assessment, safeguarding and attendance. We have a dedicated Think Room (Therapeutic Inclusion) to support the social and emotional needs of our pupils. In addition to this we have experienced staff delivering Webster Stratton Dinosaur School provision for our younger pupils. We are very experienced in providing support to SEND pupils and pupils who need support in managing their feelings.

What we are looking for

Are you...

...friendly, approachable and enthusiastic? Are you passionate about working with children and helping them to fulfill their potential? Are you a good team player, committed and hard working? If you feel that you fulfill these criteria, then we would love to meet you. The schools in our network strive to give our children the best opportunities possible, recognising the individual needs of each child, whilst equipping them with the skills they will need to be successful young people and adults.

Experience

Successful candidates will be expected to have experience at a practical level across the full primary school spectrum, and be able to talk comprehensively about these experiences.

Selection

Candidates will be expected to complete the official UCAS application form.

Successful candidates who are shortlisted will then be expected to go through a further selection process. This will include an observation, a presentation, and then a panel interview.

Candidates will be asked to carry out a short activity with a small number of children, with an English or a Maths focus. This will be observed by members of the interview panel.

Candidates will be asked to give a short presentation of approximately 10 minutes, with a teaching and learning focus, to members of the interview panel.

Candidates will finally take part in an interview with the panel, comprising approximately 10 questions, which will focus on experience, understanding of teaching and learning, awareness of the differing needs of children, and safeguarding.

Potential applicants are more than welcome to contact the school to arrange a visit, or to ask any further questions.

Accommodation

N/A

Child Care Facilities

N/A

Disability Access

Marland Hill is fully accessible to visitors in a wheelchair, or with mobility difficulties. There is a lift between the 2 floors, with refuge points upstairs in case of emergency. There are also disabled toilets upstairs and downstairs, and shower facilities.

As our school has specialist provision for hearing impaired children, all classrooms are equipped with a Soundfield system, which enables hearing aid systems to be connected to technology in the classroom to facilitate access to discussions in the classroom, or the interactive whiteboard. There are also flashing lights in each room throughout school to signal if the fire alarm is sounding.

Public Transport

Marland Hill is fully accessible by public transport: there are nearby links with the Metrolink, train and bus services. The motorway is also only a 5-minute drive from school.

Student Life

N/A

Study Facilities

N/A

Where to Find Us

Marland Hill is situated approximately 5 minutes from Rochdale town centre, 15 minutes from Oldham town centre, and 15 minutes from Bury town centre. The M62 and M66 motorways are also accessible locally.