



Drapers' Maylands  
Primary School



# Teacher Survival Guide

Growing Together...

"I would recommend working at this school to any teacher. I would say: 'You will never have experienced a school like this before. We are a close knit team that enjoy working together and you will constantly learn new skills. No one is just left to do the job, you will be able to follow your interests and encouraged to set your goals high.'"

**Teaching Assistant Laura Phillips divides her time between both reception classes at Drapers' Maylands Primary School, working alongside the teachers. She is also currently training to be a Higher Level Teaching Assistant.**





# Drapers' Multi-Academy Trust

Drapers' Multi-Academy Trust was founded in 2014. The Trust aims to deliver first class education to all educational institutions they are involved in, whilst creating opportunities for all pupils and students to succeed. The Drapers' Multi-Academy Trust is sponsored by The Drapers' Company and Queen Mary University of London.

All academies that are a part of the Trust are governed by one trust and a single board of directors. The directors are responsible on decisions relating to each academy such as the curriculum and staffing. Drapers' Multi-Academy Trust has taken the decision to create a local governing body for each of its academies.

Innovative and child-centred

## Trudy Spillane Principal, says...

I'm very pleased to be welcoming you to teach at our wonderful new school.

### Partnership

I am very proud of the fantastic progress children achieve each year at our school, but I'm prouder still of the positive partnership between children, parents and staff that makes this possible. I believe that children's achievement is founded on an understanding that we all do our best when we feel safe and happy, and when we feel valued.

### Innovate curriculum

We are an innovative school, constantly looking to improve our child-centered teaching. You need to be equally innovative to work here! Our curriculum is not only designed to prepare children for the next steps on their educational journey, but more importantly to develop life-long skills to be successful adults. Our school is evolving every week and you will be part of that rapid growth...and will help fuel that growth with new and exciting ideas!

### Learning opportunities

We aim to ensure that learning is active and enjoyable. You will work to generate a wealth of positive learning opportunities for the children in your class.

### Rewarding

Working as a teacher in this fantastic school is fun, challenging, rewarding and the best job in the world! I'm sure you will feel the same as me about Drapers' Maylands Primary School.

### Raise expectations

We aim to raise aspiration beyond expectations for our children, families and the wider community. Lots of our children will transfer to Drapers' Academy, and then on to Queen Mary University, where they are offered many exciting opportunities, including a wide variety of an opportunity to attend the prestigious Queen Mary University. Our sponsors, The Drapers' Company, give generously to ensure that we can offer our pupils a range of enrichment opportunities throughout their education at Maylands. It is our intention that the pupils of Maylands will have the same opportunities for extra-curricular interests as those who are from more fortunate communities.

### Welcome

Lastly, I know you will enjoy teaching in our school and I look forward to working with you, and getting to know you!

# What makes us so different to other schools?

## Emma Sarkis, Teacher, says...

### School Mealtimes

Talking and listening with the children at lunchtimes is a pleasant and enjoyable experience. Sitting with the children has shown the influence the staff has had in eating with them in the dining hall. The children are well mannered and organised, showing they have developed fundamental life skills that they can apply at home.

### Restorative practices

Restorative practices enable the children to self-regulate allowing them to carry out daily activities independently. It has led to the children being happier, more cooperative and productive, and more likely to make positive changes when those in positions of authority do things with them, rather than to them or for them.

### Why Maylands is a lovely place to work.

I was made to feel part of the DMPS family from the moment I stepped through the door. The dynamic and energetic setting and curriculum lends itself to fun filled and adventurous learning. The children cannot wait to start their day and show a true thirst for knowledge. It has been a true privilege to work such a dedicated team and the wonderful children, thank you.

## Pauline Goodfellow, Office Manager, says...

My previous roles were working in the City of London as Head of Human Resources in various Law firms. Joining Drapers' Maylands last August as Office Manager was a complete career change for me and I was very excited to be on board and join the rest of the team at the very beginning of this journey.

### Exceptional

Drapers' Maylands is an exceptional Primary School. All of the staff are enthusiastic and totally dedicated to making sure the children receive an outstanding education in a friendly and calm environment whilst maintaining a high level of professionalism. The staff integrate well with the children, parents and each other.

### Diverse role

My role is very diverse and every day brings a different challenge and a different set of tasks to deal with. I am in constant contact with staff, parents and the children on a daily basis. Staff meet up regularly for meetings and also socially. It is very much a team environment and if one of us is missing for one reason or another they are sorely missed.

### Help each other

We all appreciate the fact that we cannot do this job alone and therefore we all help each other as much as we can to maintain the high standards that we are looking to achieve. We are shortly coming up to the end of our first year and what an exciting year it has been. I am proud to be able to say that I have been fully involved from day one on this adventure. It really has been a marvellous experience and I am looking forward to the coming year.

### Respect, Trust, Determination and Tolerance

Our children and staff are encouraged to enact our core values of Respect, Trust, Determination and Tolerance on a daily basis and this approach is what makes our school a very special place for the children to learn and for the staff to work in. A haven of calmness, good manners and fun makes Drapers' Maylands Primary School a delight for everyone who comes to visit us, a real treat and a wonderful experience.

## Tracey Isles, Learning Mentor, says...

I establish relationships with parents and families. It is important to us that our setting is welcoming and caring to all so that the needs of each individual child can be met. I also work regularly with children about self-esteem and feelings. Our vulnerable children are nurtured in this way because their well-being is important to us. My job starts first thing in the morning, and at the end of the each school day, meeting and greeting parent and their children. My Learning Mentor's responsibilities also includes the following:

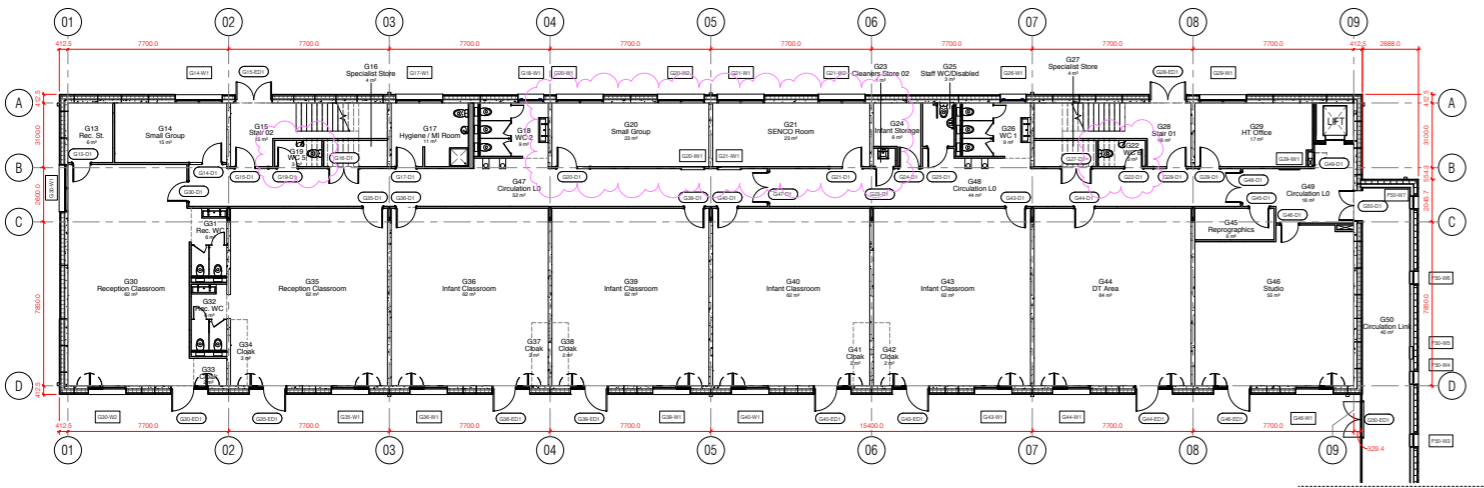
1. Liaising with staff to identify learners who would benefit from mentoring.
2. Liaising with relevant professionals and individual.
3. Documenting agreed action plans for learners.
4. Visiting parents at their home to discuss, and resolve, issues and problems.
5. Provide the support required to help overcome barriers to learning, so learners can achieve their full potential.

Pauline Goodfellow

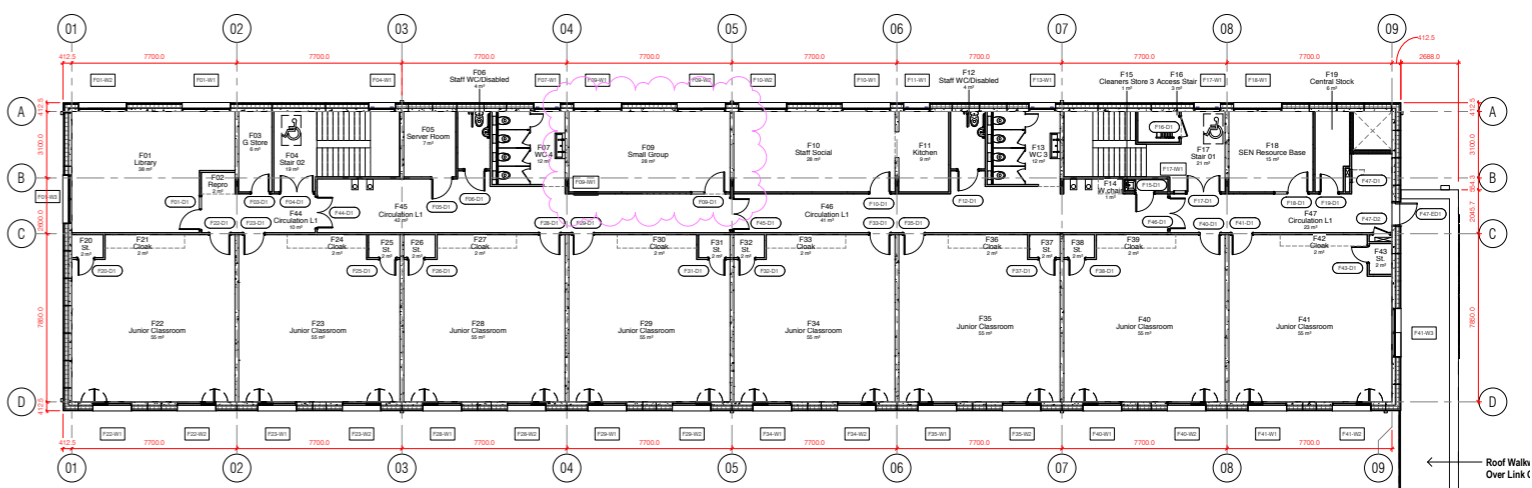
Emma Sarkis

Tracey Isles

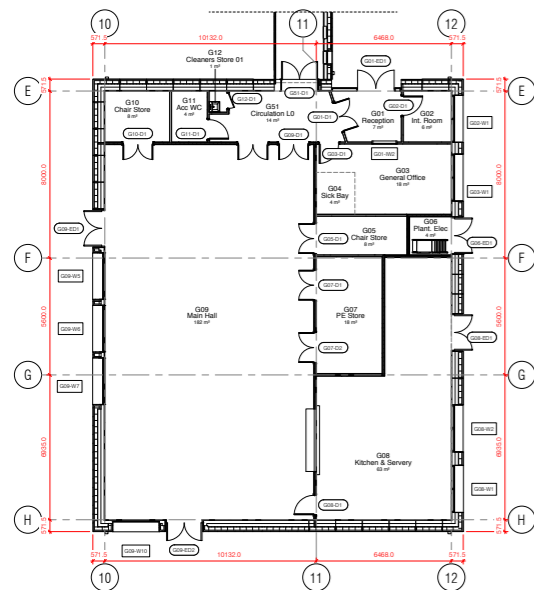
Our new school building



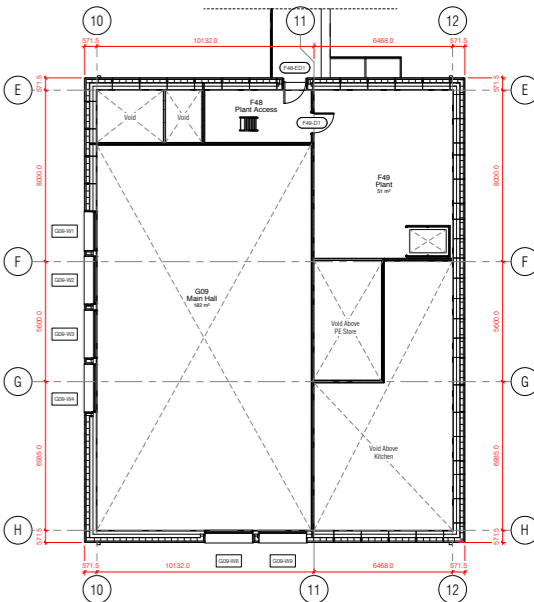
Level 00 Floor Plan - Teaching Block  
1 : 100



Level 01 Floor Plan - Teaching Block  
1 : 100



Level 00 Floor Plan - Hall Block  
1 : 100



Level 01 Floor Plan - Hall Block  
1 : 100



# Best Practice at Drapers' Maylands

## School Vision and Ethos

Drapers' Maylands Primary School is a place where children are at the heart of all that we do. Through excellent teaching and exciting activities, children are able to access a rich and stimulating curriculum which feeds a love of learning. Children are encouraged to have a keen spirit of enquiry about both people and places, challenge themselves and to be confident about themselves as learners.

The learning community of Drapers' Maylands Primary School has a shared vision that every child deserves to enjoy school, be valued for their contributions to the school environment and be successful. Our core values are:

- Respect
- Trust
- Determination
- Tolerance

## Key skills

Our focus is on the key skills of literacy, mathematical understanding, scientific enquiry and information technology so that children are equipped with skills for life. Through our theme-based curriculum topics, children are able to find out about the world and the past, make contributions and develop ownership of their learning. Visitors, parents and carers are able to be part of children's learning through planned activities and regular celebrations of topics.

The learning environment at our school is well designed and equipped with an emphasis on the needs of future learners. It is our aim that Drapers' Maylands Primary School will offer the most up-to-date technology resources and endeavour to equip children with technology skills relevant to their generation.



# Best Practice at Drapers' Maylands

## Learning environment

High expectations for behaviour and the delivery of outstanding provision enable us to create a calm and purposeful learning environment where diversity is celebrated and learning is valued. Our school values ensure that children are confident individuals, respectful of themselves, others and the learning environment, responsible members of the school community, resilient learners, and demonstrate tolerance for challenge and difference.

Our aims are:

- To nurture the enquiring minds of children so that education is engaging and fun.
- To ensure that high expectations are maintained through excellent teaching and learning.
- To create a happy and safe environment where difference and similarity are equally valued.
- To plan for the future, ensuring the children of our school are able to be confident and successful adults.
- To be ahead of other schools in ensuring that our new building, resources and planning allows our children have opportunities for contemporary learning.

## Behaviour for learning

We actively foster the development of positive behaviour and attitudes in pupils, towards themselves and all others, enabling them to become effective self-regulating citizens of their school community, and, in the long term, of the adult world. The focus of the environment is learning, not behaviour. To be successful, consistency and clarity are essential parts of our Behaviour for learning procedures.

## Practice

All members of staff and parents serve as role models to our children, living the shared values routinely. This is a key responsibility, as it is the most powerful teaching tool of all. Our staff should maintain high expectations for good behaviour, apply the school policy consistently, and set an example of calm, polite and friendly relationships.

## Restorative Practices

To create a calm and pleasant environment, our pupils must learn self-control, mutual respect and tolerance. A restorative system allows adults to help the children establish these skills, prevent bullying and increase moral responsibility.

## Learning Outside the Classroom (LOtC)

### Charter mark

We aim to achieve the Charter mark for LOtC.

### What is LOtC?

Learning Outside the Classroom is the use of places other than the classroom for teaching and learning. It is about getting children and young people out and about, providing them with challenging, exciting and different experiences to help them learn.

### 'Places'

The 'places' where learning happens can have a significant effect on how a young person engages with a subject or an idea. Learning outside the classroom can happen at almost any time and almost anywhere – outdoors or indoors: in the school grounds, on the high street, in the local park, in museums and art galleries, on mountain tops and rivers, in Britain's remote places, or elsewhere in the world.

As an essential way of learning it should not be restricted to the summer or as an 'add-on' after examinations.

### National curriculum

The 2014 national curriculum for science states that, at Key Stage 1, *"Most of the learning about science should be done through the use of first-hand practical experiences."*

At Key Stage 2, *"Pupils should use the local environment throughout the year to identify and study plants and animals in their habitat; and how the habitat changes throughout the year."*

The geography and history curricula also contain references to fieldwork and local studies, all of which point to the importance of LOtC.

### Powerful

Learning outside the classroom should be built into planning for **all** learners, **every** week and **all** year round. It is a powerful tool that is proven to raise attainment, bolster social, emotional and personal development and contributes to the health and well-being of children and young people.



## Teacher says...

### Lysette has got off to a flying start in the new and exciting environment of Drapers' Maylands Primary School

Newly qualified teacher Lysette Stepaniuk takes one of the Reception classes and is the Reading Leader at Drapers' Maylands Primary School. She also leads on Forest School, an important part of the curriculum at the new school.

#### Good start

Lysette's first year teaching has been a wonderful experience. She says: "It has been fantastic starting at a school right at the beginning with its first intake of children. It opened in September with just two reception classes and all the resources were brand new and up to date. I started working here in July, building on the foundations of the school, then the rest of the team joined in September. We climbed the O2 in London as a team building exercise and we now have real team spirit."

#### Laying foundations

"In the mornings after we have welcomed the children and taken the register we have a Read Write Inc phonics session, which is the systematic approach to reading and writing we use. We teach Mathematics skills through Little Big Maths and give the children the opportunity to apply their skills through play. We are preparing the children with the skills they need to move on to Key Stage One next year," Lysette says.

#### Learning outdoors

"I lead on Forest School and am currently studying for my level three qualification in it. Forest School goes hand in hand with the ethos of the school by encouraging the children to be independent, confident and self-regulating. We have a forest that we can walk to in about ten minutes and go in groups of 12 supervised by members of staff and parent helpers. We look at the changes that take place during the different seasons and play games and encourage the children to use their imaginations. We enable children to learn through independent exploration and planned activities such as identification, shelter building and the use of tools."

#### Language support

"One third of the first intake of children have English as an additional language so it has been an extra challenge communicating with those children and their parents. We provide the children with EAL interventions, where they play games in small groups, to reinforce English words, such as colours and animals," Lysette says.

#### Celebrating diversity

"We encourage the children to talk about their different cultures and when there is a festival, such as Diwali, we have an assembly about it and then do activities in the classroom. Sometimes parents will come in to talk about their cultures and some of the Hindu children brought in pictures of their Diwali celebrations at home to show us."

#### Seeing progress

"The highlight of the year has been seeing how the children have progressed. Starting right at the beginning has enabled me to watch the first intake of children develop their skills," Lysette says. "I would definitely recommend the school to other teachers. We will have a purpose built new building next year and there will be many opportunities for professional development. Any teacher who is dedicated would be welcomed and given a lot of support by the team."



Lysette Stepaniuk

## Teacher says...

### Laura loves her new role providing exciting learning opportunities for the children at Drapers' Maylands Primary School

Teaching Assistant Laura Phillips divides her time between both reception classes at Drapers' Maylands Primary School, working alongside the teachers. She is also currently training to be a Higher Level Teaching Assistant.

#### Fun learning

Laura has enjoyed every day of her first year as a Teaching Assistant at Drapers' Maylands. She says: "The children love coming to school and arrive every day with big smiles on their faces. I have never been in a school like it before. Everything is new and dynamic and we are constantly adapting the teaching to make it fun for the children and keep them excited about learning."

#### Next stage

Laura is grateful to have been given the opportunity of working at Drapers' Maylands after spending several years working as a Key Person and SEN coordinator in nurseries and pre-schools. "It has been really interesting seeing the next stage of development after the children leave nursery and start school. I feel very fortunate to have been given the job and opportunity to further develop my career," she says.

#### Enjoying phonics

Laura's favourite part of the day is delivering phonics lessons because the children enjoy it so much. "They get quite excited about which sound they are going to learn each day. We deliver the lesson in small groups, using silent signals throughout for the children to follow, ensuring a calm and relaxed lesson. We start off by saying the sound and drawing the pictures to illustrate the sounds. We make the lessons fast and upbeat so that it is fun, which helps them remain focused and learn. Many of the children are reading well now and taking their phonics books home with them to share with their family."

#### Developing skills

The highlight for Laura has been seeing how far the children have come since they started at the school in September. She says: "It has been amazing to see the progress they have made. They are lovely, polite, young people who have developed many new skills."

#### Team spirit

"I also love the way the whole team are involved in everything. We are all consulted during discussions about the school and the children's learning and everyone's ideas are valued and taken on board. As we all know the children very well, we have ideas about how to deliver something effectively. If we find a particular aspect of the role interesting, the Principal ensures that we have the opportunity to develop that interest further. She is very encouraging and supportive and will either give us the chance to go on courses or will deliver training after school to help us progress," Laura says.

#### Development opportunities

"I would recommend working at this school to any teacher. I would say: 'You will never have experienced a school like this before. We are a close knit team that enjoy working together and you will constantly learn new skills. No one is just left to do the job, you will be able to follow your interests and encouraged to set your goals high.'"



Laura Phillips

## Term Dates 2016 - 2017

● ● ● ● Autumn

Thursday 1 September 2016 – Monday 19 December 2016

• • • • Spring

Tuesday 3 January 2017 – Friday 31 March 2017

● ● ● ● Summer

Tuesday 18 April 2017 – Friday 21 July 2017

## ● ● ● ● Half Term Dates

## Autumn Half term

Monday 24 October 2016 – Friday 28 October 2016

## Spring Half Term

## Summer Half Term

Monday 29 May – Friday 2 June 2017

## • • • • Inset Days

Thursday 1 September 2016

Friday 2 September 2016

Monday 19 December 2016

Friday 10 February 2017

Friday 26 May 2017



## Notes

[illegible]

[illegible]

POST TITLE:
REFERENCE NUMBER:
CLOSING DATE:

Mr/Mrs/Ms/Miss:		Are you applying for a job share? Yes / No	
Surname/Last Name:		First Names:	
Address:		Telephone Number (Home):	
		Telephone Number (Business):	
		Telephone Number (Mobile):	
		Email:	
Post Code:		N.I. No:	DfE No:
Where did you see or hear of this job?			

(Please name any institute or professional body in full, rather than using initials)

Where attained	Subjects / Qualifications	Year	Grade

Course subject and provider	Length of course	Year

JOB APPLICATION FORM

POST TITLE:
REFERENCE NUMBER:
CLOSING DATE:

1. Personal details

Mr/Mrs/Ms/Miss:	Are you applying for a job share? Yes / No	
Surname/Last Name:	First Names:	
Address:	Telephone Number (Home):	
	Telephone Number (Business):	
	Telephone Number (Mobile):	
	Email:	
Post Code:	N.I. No:	DfE No:
Where did you see or hear of this job?		

2. Educational / Technical / Professional Qualifications

(Please name any institute or professional body in full, rather than using initials)

Where attained	Subjects / Qualifications	Year	Grade

3. Details of relevant training courses

Course subject and provider	Length of course	Year

JOB APPLICATION FORM

4. Employment history

Please give details of all jobs held including part time and unpaid work, starting with your present / last employer.

Employer (Name & Full Address)	Jobs held and main duties	From	To	Salary/ Grade	Reason for leaving

5. Relevant Knowledge, Experience & Skills

Tear here

JOB APPLICATION FORM

Please tell us how your knowledge, experience and skills meet the job requirements described in the person specification. (Do not leave this page blank)

6. Final Section

Do you hold a current driving licence? Yes / No

Is it a Full / Provisional / LGV / PCV licence?

If you are a person with a disability is there anything we need to know in order to offer you a fair selection interview?

For example, please let us know if you need wheelchair access, a sign language interpreter, etc.

All candidates for employment must state in writing whether they are the parent, grandparent, partner, child, step-child, adopted child, grandchild, brother, sister, uncle, aunt, nephew or niece of an existing Governor or employee of Drapers' Multi-Academy Trust.

Are you related to an existing Governor or employee as described above? Yes / No

If yes, please provide the following details:

Surname/Last Name:	First Names:
Address:	Relationship:

JOB APPLICATION FORM

Please indicate two people who can provide references, one of whom **must** be your present/last employer:

Name:	Name:
Address:	Address:
Tel. No.	Tel. No.
E-mail:	E-mail:
Occupation:	Occupation:
Please note references will be taken up prior to interview for all shortlisted candidates.	Please note references will be taken up prior to interview for all shortlisted candidates.

Are there any restrictions to your residence in the UK which might affect your right to take up employment with the Academy? Yes / No

If Yes, please provide details:

If you are successful in your application, would you require a work permit prior to taking up employment? Yes / No

Please state the number of days you have been absent from work due to sickness in the past 24 months:	
How many periods of absence does this represent?	

Please note, a successful candidate will be required to complete a medical questionnaire and may be asked to attend a medical examination.

**Applicants should note that failure to declare any restrictions to employment or the need for a work permit could lead to termination of service.**

I declare that the information I have given is accurate and true

Signed:	Date:
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Please return your completed application form to: Ms Trudy Spillane  
Drapers' Maylands Primary School

Equal Opportunities Monitoring

To help us check that we are employing people fairly, please mark the appropriate sections below.

Female	Male	Date of Birth
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Do you consider your ethnic origin to be:

White	Mixed	Black																						
<table><tr><td>British</td><td></td></tr><tr><td>Irish</td><td></td></tr><tr><td>Any other white background</td><td></td></tr></table>	British		Irish		Any other white background		<table><tr><td>White and Black Caribbean</td><td></td></tr><tr><td>White and Black African</td><td></td></tr><tr><td>White and Asian</td><td></td></tr><tr><td>Any other mixed background</td><td></td></tr></table>	White and Black Caribbean		White and Black African		White and Asian		Any other mixed background		<table><tr><td>Black British</td><td></td></tr><tr><td>Caribbean</td><td></td></tr><tr><td>African</td><td></td></tr><tr><td>Any other black background</td><td></td></tr></table>	Black British		Caribbean		African		Any other black background	
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Asian	Any other ethnic group																				
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Indian																					
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Bangladeshi																					
Any other Asian Background																					
Chinese / Vietnamese																					
Cypriot Greek																					
Cypriot Turkish																					
Cypriot Other																					
Any other ethnic group																					

Do you consider yourself to have a disability:

Yes / No

If yes, please state nature of disability:

**The Disability Discrimination Act defines disability as**  
  
**“A physical or mental impairment which has a substantial and long-term effect on the person’s ability to carry out normal day-to-day activities”**



"When Kacie-Leigh was due to start school we'd just moved into the area and didn't know much about the local schools. I read that there was going to be a new school starting and when I went to look round I fell in love with it. I was inspired by the staff and the hopes they had for the children. They spoke with real passion about what they wanted the children to achieve and have lived up to what they said." **Kerry and Chris Cooper live in Harold Hill with their three children, Charlie-George, aged ten, Kacie-Leigh, aged five, and Isabelle-Mai, aged three.**



Kerry Cooper

"I like the way the staff keep the parents informed about what their children are doing at school. They send out a regular newsletter to keep the parents up to date and every couple of weeks they have the parents in early to show them the children's work and let them know how they are getting on. They send a personal book home with each child every evening and write updates in it and you can write questions in it for the child to take back to the teacher the next day." **Assia Koleci lives with her son, Ryan, aged five, in Harold Hill in Havering.**



Assia Koleci

"I like that staff treat the children with respect and take their concerns seriously. The atmosphere of respect has had a positive effect on the children and they are all rooting for one another. At a recent event to celebrate the children's artwork one of them received a star of the day award. All the other children were really pleased and congratulated the winner. There is a real sense of camaraderie." **Carla and James Colasanti live in Harold Wood in Havering with their daughter, Sophie, aged five.**



Carla Colasanti



**Drapers' Maylands  
Primary School**

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