



Recruitment Pack

Elm Tree Primary School





Welcome to Elm Tree Primary School

At Elm Tree we like to consider ourselves a family. A family of learners who support each other at all times. We all 'wear our school badge with pride' and we enjoy being together. We have two classes per year group - each class lead by an enthusiastic teacher who is of the highest quality and full of passion to ensure that all children are successful.

We believe very strongly that positive behaviour is essential at Elm Tree and every child plays their part towards that.





Our mission

To ensure all children leave our academies as well-educated, confident and responsible citizens, enabling them to be fully prepared for their next stage of education.

Our values



Ambition:

We always aim high

We are ambitious and have high expectations for all. We focus on effort, hard-work and provide the right support at the right time, enabling everyone to achieve their very best.



Collaboration:

We achieve more working together

We value honesty and positive relationships. We embrace new ideas and change through purposeful collaboration.



Responsibility:

We take responsibility for our own actions

We are kind, respectful to others and value differences within and beyond our local communities.

Our Trust

We are a primary-specialist multi-academy trust based in Norfolk and Suffolk. We provide our 12 schools with the assistance, tools and foundations to enable pupils and staff to grow, develop and thrive.

We give schools the highly effective central support they need, alongside the autonomy to make their own choices depending local knowledge and requirements, enabling leaders to focus on school improvement and outcomes for children.

We make no apologies in focusing all of our work on improving academic and personal outcomes for all children, regardless of background. Our central educational team and subject specialists provide robust monitoring, reviews, support and training to enable this through our curriculum and wider personal development work. Importantly, we work collaboratively with school leaders, teachers, support and admin staff to ensure improvements make a sustained impact.

www.evolutionacademytrust.org.uk



How we work

Evolution Academy Trust demonstrates a highly effective balance of standardisation, economies of scale and collaborative benefits of being in a MAT, and combines these with sensible local and contextual knowledge, the need for nuances and working positively with staff, children and our communities. Our ultimate focus is on ensuring children get a great education and strong support to meet their needs and this is mostly achieved through supporting and enabling our staff.



Our strengths

- 1. Primary school focus and specialism** – all of our expertise is within the primary age ranges, we are therefore able to ensure our collaboration, support, training and resources prioritise this important phase in children's lives. We also understand the region and local challenges very well, which ensures our approach is tailored appropriately from EYFS to KS2.
- 2. Highly effective Trustees and LGBs** – we provide business, financial, educational and local contextual knowledge to serve our children and local communities.
- 3. Strong centralised support** – we provide highly effective centralised support to our schools in areas including HR, IT, procurement, contract management, estates and finance. This is a strong feature of our primary MAT and provides both additional expertise to our schools and enables school leaders to focus on school improvement and outcomes for children.
- 4. School improvement is our priority** – we make no apologies in focusing all of our work on improving academic and personal outcomes for all children, regardless of background. Our central educational team and subject specialists provide robust monitoring, reviews, support and training to enable this through our curriculum and wider personal development work. Importantly, we work collaboratively with all school leaders to ensure improvements and sustained impact.
- 5. Staff professional development** – we provide and enable high-quality professional development for all of our staff, both centrally and locally – with a strong focus on subject knowledge and pedagogy, from a research-informed and 'sensible' lens. We have high ambitions for all children and focus on the impact in classrooms of CPD, including supporting our most vulnerable learners. We work strongly with the National College, Local Authority, Julian Teaching School and others to ensure our staff receive the very best CPD.

We focus on children and classrooms



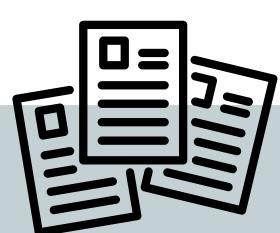
Everything we do is focused on ensuring children experience a high-quality education and develop their personal passions and interests. We see these two areas as complimentary and therefore focus strategically and operationally on enabling both.

We focus on what happens in the classroom and from headteacher CPD, to school professional training for support staff and teachers, we ensure that our focus is on improving classroom practice. Through research and consultation with our school leaders, the majority of our professional training and evaluative lens is on the five classroom concepts below.

Each headteacher places different emphasis on the concepts below and through our Head of Education, and related support from our central team, this enables our headteachers to focus on what really matters.

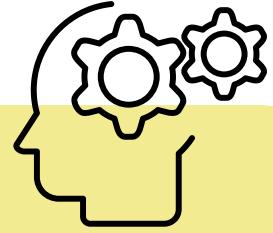
Our five classroom concepts

At Evolution Academy Trust, we believe strongly in absolute clarity within what happens in classrooms. Working with headteachers and subject leaders, we have devised five key concepts which enable impact of our curriculum to increase even further, leading to stronger outcomes for all children. Importantly, our school leaders and staff focus on the concept(s) which are most pertinent to their setting and most likely to improve the impact on children's outcomes.



Curriculum content coverage

- Is the curriculum being taught when it is supposed to be?
- Are staff familiar with the subject content prior to teaching?
- Is the focus on knowledge and skills in lessons, reflective of the curriculum intentions?
- How do leaders assure themselves that the curriculum is taught as intended?



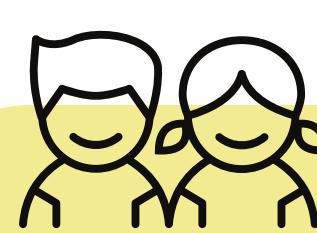
Building on prior knowledge

- How do adults support children to connect new knowledge with previous learning?
- How does subject specific knowledge develop over time?
- How do adults reduce cognitive overload in specific subjects?
- How do adults connect learning across curriculum areas?



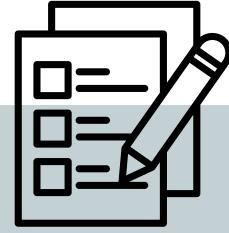
Lesson/activity design

- Do adults consider the learning, prior to designing all lesson activities?
- Can adults articulate what success looks like in the specific subject lesson?
- How are objectives broken down into smaller steps?
- Do adults model the learning process for children?
- Do adults identify misconceptions prior to making adaptations?



Adaptations

- Is there a high ambition for all children?
- Are whole-class adaptations considered as well as those for children with SEND?
- Are resources and adults deployed effectively to suit the needs of all children?
- How do lessons progress towards independent work?
- Is provision for EHCP and SEND support plans well embedded?



Assessment

- How do adults help children connect new knowledge with previous learning?
- How do adults check children's knowledge prior to moving on in lessons?
- How is assessment used to inform teaching and interventions?
- How is performance distinguished from learning?
- How do leaders ensure children can recall knowledge and skills over time?

Central Team



Dr Craig Avieson
Chief Executive Officer



Andrew Hunt
Chief Operating Officer



Katie Lawson
Head of Education



Luke Delderfield
Head of Operations



Suzanne Lightwing-Smith
Head of HR



Pete Bloomfield
School Improvement Partner



Angie Chusonis
Safeguarding and Attendance Lead



Fiona Taylor
Communications Manager



Lisa Brockett
Executive Assistant



Andrea Ryan
Governance Professional



Paul Tidman
Estates and Facilities Lead



Laura Llewellyn-Stamp
HR Advisor

Headteachers



Edward Savage
Head, Angel Road Schools



Clare Williams
Head, Coldfair Green Primary



Alex Griffiths
Head, Costessey Primary



Adele Sinclair
Head, Dell Primary



Julia Halliday
Head, Elm Tree



Kate Estlea
Head, Eaton Primary



Jo Snelling
Head, Filby Primary



Anna Catlin
Head, Nelson Infant



Gemma Hurren
Head, Poplars Primary



Corrina Peachment
Head, Wensum Junior

Working at our Trust

Our staff are dedicated, hard working professionals who deserve the very best support across the board – whether it's career development, CPD or wellbeing. We want to look after them to ensure they can give their best to our children.



"I am passionate about being part of Evolution Academy Trust as it has allowed me to develop my headship skills in a safe environment whilst being challenged in a supportive manner, being allowed to take bold decisions for the benefit of our pupils. I like that no two schools are the same – maintaining our own school identities for our local context is something that is welcomed and embraced as a Trust. The strong support we are given from the central team allows us to focus on our core goal of improving outcomes for our young people."

**Julia Halliday, Executive Headteacher,
Dell and Elm Tree Primary Schools**

"I enjoy working at Evolution Academy Trust because of its commitment to making a real difference in the lives of children. Our Trust fosters a supportive and collaborative environment that values innovation and continuous improvement in education. Working here allows me to be part of a team that genuinely cares about every student's success and well-being, while also investing in staff development and growth. The shared passion for high-quality education and community impact creates a motivating and inspiring workplace, where I feel empowered to help make positive changes each day."

**Ashley Cunningham, Deputy Head,
Poplars Community Primary School**



"I love every aspect of working in the Filby School Office because I get to interact with our children, parents, staff and the community and I am never bored!"

"I have worked at Filby since 2014 when we were one of only three schools in our Trust! For me, the best part of being in our Trust is having a supportive, responsive central team to count on as well as having opportunities to collaborate with my colleagues in other schools."

**Jo Hodge, School Business Manager,
Filby Primary School**

Benefits

Our benefits package is carefully designed with the intention of supporting all aspects of our employees' wellbeing. With a deep commitment to communication, we strongly encourage all our team members to have a voice through regular employee surveys, and we tailor our benefits around what is important to them.



Financial wellbeing

- Competitive salaries
- Generous pension schemes for both teaching and support staff
- Eligibility to join Blue Light Discount scheme



Occupational wellbeing

- Clear job roles and accountabilities
- Focus on Continuing Professional Development
- Employee networks and knowledge sharing
- Clear and honest career support



Physical wellbeing

- IPRS Musculoskeletal Injury Physiotherapy Scheme
- Cycle to Work Scheme
- Eye Care
- Occupational Health Support
- Supportive sick pay provision



Emotional wellbeing

- Generous holiday entitlement and commitment to 'protected time off'
- Employee Assistance Programme – counselling and advice line
- Headspace wellbeing app
- Strong focus on culture with a shared vision and purpose