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*‘Honour your history to create your future.’*

*‘The fineness of grain and brightness of colour’*

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## Agate Momentum Trust

Agate is a precious stone, known for its brightness of grain and fineness of colour, traits that the Agate Momentum Trust bring to the local community.

The meaning of this name for the Multi-Academy Trust currently comprising of Hallsville and Scott Wilkie Primary Schools runs deeper still. Agate Street, a lost road in the vicinity of where Hallsville now stands was bombed out of existence during an air raid on 10 September 1940 which left as many as 400 dead and unaccounted for. The Street and those lives lost are memorialised in the name of the academy, instilling an intrinsic sense of heritage and community in the MAT’s foundations.

The need for a name that was about more than any individual head teachers, trustees or CEOs but that served the long-standing needs of the local community as well as the school was at the heart of the decision. In the foundations of the Agate Momentum Trust is a past heritage brought to life to inform a bright promising future.

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## Appointment of Head Teacher at Hallsville Primary

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## *Welcome from the Trust Leader*

*Agate Momentum Trust's Vision:*

*'Striving to provide a world class education to create world class citizens'*

A message from Keri Edge - Chief Executive Officer

*The Agate Momentum Trust was founded by the knowledge that schools that work well together create even better schools for their staff and pupils.*

*Hallsville and Scott Wilkie have worked collaboratively together for the past 8 years with both schools benefiting greatly from the experience. The Agate Momentum Trust wants to strengthen and extend their work by offering their support to a wider learning community. The Trust plans to offer greater development and leadership opportunities to its staff as it grows.*

*The Trust Board is made up of local people with the right professional experience who have served the local community well over an extended period. The Board know how to build and sustain successful schools and understand the needs of the community.*

*The aim of the Agate Momentum Trust is to serve the needs of the local community by providing a continuously improving outward looking education to its pupils.*

*For 20 years I have served this community aiming to provide the pupils with a world class education. Communities like Canning Town and Custom House need an outstanding education to thrive in. The Agate Momentum Trust will ensure we continue to serve the needs of our community the way we know and see fit so all pupils in the Trust go on to fulfil their true potential.*

*Hallsville and Scott Wilkie are both top performing primary schools. In the Times newspaper Hallsville was named as one of the 250 top primary schools in the country on its 2016 academic results. In February 2018 Scott Wilkie received a letter from Nick Gibb, MP, congratulating the staff and the pupils on their Key Stage 2 results from 2017 which put the school in the top 2% of schools in England in terms of the progress made between Key Stage 1 and Key Stage 2. In autumn 2018 Scott Wilkie were awarded a Schools for Success award by the Mayor of London, Sadiq Khan*



# Hallsville

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## Primary School

**Hallsville Primary School** is a top performing primary school situated in Canning Town. The school is a founding member of the 'Agate Momentum Trust'. The Trust aspires to provide its pupils with a world class education. Senior leaders have researched and implemented the latest most effective practices from around the UK and across the globe in order to provide the children in the Trust with a broad, balanced and ambitious curriculum that puts the child at the heart of their curriculum and learning.

Hallsville serves the needs of its diverse and rich community by providing a continuously improving and outward looking school. Families in Canning Town, east London, deserve the best start to their education so they go on to become great learners and citizens of the future.

We strive for excellence in all areas:

- Excellence based on a commitment to empowering all the children and young people in our care.
- Excellence, whatever the challenges, in developing leaders of the future regardless of age, ethnicity, gender, sexual orientation, background.
- Excellence derived from the riches brought by diverse families and communities living in a vibrant, global city.
- Excellence in achievement for all, resulting from children receiving an education matching world class outcomes.
- Excellence in the design of a forward thinking, innovative, curriculum.
- Excellence in a pedagogical approach to teaching firmly embedded in and informed by research



Please write your supporting statement in line with the Headteachers standards.

## Section 1: Headteachers' standards

### Section 1: Ethics and professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

## Section 2: Headteachers' standards

### 1. School culture

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

### 2. Teaching

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

### 3. Curriculum and assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

### 4. Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

### 5. Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

### 6. Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development

- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

## **7. Organisational management**

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

## **8. Continuous school improvement**

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

## **9. Working in partnership**

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

## **10. Governance and accountability**

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationships with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties