



Your Future Career at Cyril Jackson Primary School

Candidate Information Pack

Inspiring minds through opportunity

Our Vision:
*Inspiring minds
through opportunity*

Our Purpose:

To provide a safe and stimulating environment where pupils encounter challenging and creative learning.

Each member of the school community is motivated to be an active citizen and life-long learner.

All pupils will be equipped with a variety of skills and knowledge to meet and fill their aspiration.

Our Goals:

Personal Development

To ensure that pupils are fully active citizens within the school community.

Behaviours & Attitudes

To ensure that pupils are reflective, analytical and active independent learners.

Leadership & Management

To ensure teachers' subject knowledge and pedagogy builds and develops over time, translating into improvements in the teaching of the curriculum.

Quality of Education

To ensure that all pupils achieve highly in order to fulfill interests and aspirations for the future and meet their creative potential.

Early Years

To ensure that pupils acquire a wide vocabulary, communicate effectively and acquire a knowledge of phonics, giving them the foundations for future learning.

Our Values:



VISION AND VALUES



Why I work at Cyril Jackson

It is my pleasure to introduce you to Cyril Jackson and what your future could look like at an exceptional school that is an integral part of University Schools Trust, a collaborative driven Multi-Academy Trust with schools in multiple London boroughs.

I am product of this Borough, having grown up and been educated at St Paul's Way School, where I experienced an outstanding education, so it is a true honour to help the future generations. It motivates me to make sure pupils have the same chance to thrive, equipped with the skills to fulfil their aspirations and be our future leaders, active global citizens and life-long learners.

My strong sense of social justice and dedication to social equity is shared by everyone at Cyril Jackson. Regardless of the role you are seeking, we know that we can only fulfil our vision of inspiring minds through opportunity as a collective. This clarity of purpose is what unites us.

By joining our team you will be welcomed into a family of conscientious and rigorous people who are committed to enhancing the lives of the community we serve. Belonging to a unified and shared purpose and understood direction of travel sets unwavering high expectations of ourselves and of each other.

We are committed to providing staff with a platform to succeed

It is crucial that you have the resources to achieve these expectations. We are committed to providing staff with a platform to succeed. From our embedded, positive workplace culture through to our bespoke Continuous Professional Learning and Development Programme, everything is in place for you to take ownership of your role and flourish. This empowerment is the hallmark of a career at Cyril Jackson.

This brochure gives you an insight into life at Cyril Jackson, but to truly understand what it means to be a part of this school I welcome you to come and experience it firsthand. I endeavour to provide a tour to all prospective candidates so that you have a chance to find out more in a less formal setting than an interview. This is an opportunity to build relationships, and ultimately the secret to Cyril Jackson's success is purposeful and respectful relationships that are built on honesty, challenge and shared passion.

What I hope is clear from reading this is that to ensure your experience is a successful one we have three key pledges:

1. Clarity of purpose
2. Clear communication
3. Consistency in routines and expectations

I very much look forward to meeting you and welcoming you to the Cyril Jackson family.

Hodo Dirir
Headteacher



Welcome to University Schools Trust

I am proud to introduce you to University Schools Trust, a group of incredible schools providing an excellent education that is derived from exceptional teaching and learning.

We were founded on the premise of transformation through partnership

We began as a unique partnership of six world-leading universities and other sector-leading bodies, supporting our shared vision of inclusive, high-quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

Collaboration has always been at the heart of providing transformational experiences. Whether it's our incredible partners, school to school partnership groups, staff CPD opportunities or working alongside our dedicated parents, we learn from one another to improve the life chances of every child in our care.

We believe in innovation and improvement

The UST School of Education, our innovative centre of excellence supports the development of our curriculum, teaching and learning principles and

wider school improvement. Our university links enable us to co-commission and participate in research to stretch our knowledge of what works and why, and our culture of open collaborative partnership encourages staff to share and learn with other education professionals.

Pride in our staff

We pride ourselves on being inclusive, welcoming anyone who wishes to join UST. Support or teaching staff, whether you are new to the profession or looking to further an existing career, we want to work with you if you are determined, passionate and committed to supporting every child at UST.

I look forward to welcoming you to UST. It truly is an environment in which you can flourish, where hard work is rewarded.

Kind regards,
Gillian Kemp
Trust Leader





Our culture

Our workplace culture statement brings together what it means to work in this school. We want people to enjoy working here because they appreciate that it is a place where our voices are heard, differences are valued and celebrated and we can ask for help and know that they would get it.

We regularly talk about the presumption of good intent. Our team is built on trust because we believe in empathising with one another and working collaboratively to focus on our goals where people might have circumstances that are preventing them. This means that we trust each other to work to the best of our ability with the resources and information we have. At its core, this is about believing that we're all doing the best we can.

Our approach has four key principles:



Belonging
Acceptance
Inclusion
Shared Values
Shared Purpose



Collegial relationships
Respect
Civility
Trust



Recognition & appreciation
Acknowledge
Celebrate
Empower



Psychological safety
Ask questions
Admit mistakes
Take risks

This approach sees staff invest in the school because they know they see how their role fits into the bigger picture. They are motivated to be proactive in making a difference, rather than simply waiting for direction.

“Collaborating builds strong relationships and a sense of togetherness, which is easily achieved because of our workplace culture.” **Amina**

STAFF PROFILE: AMINA

I am deeply proud of the career I have been able to build at Cyril Jackson. I joined as a midday meals supervisor, before taking additional roles as the librarian and carrying out interventions. From there I became a teaching assistant supporting pupils with complex needs.



The school has presented development opportunities and I have seized them. It has allowed me to work closely with our community, supporting them to help pupils to overcome the barriers they are facing. Doing this work has not just shaped my work, but my life too.

This understanding of purpose is nurtured by the school. Leaders want us to succeed, individually and as a collective, so they give us a platform to learn from one another. Collaborating builds strong relationships and a sense of togetherness, which is easily achieved because of our workplace culture.

This culture is based on trust and respect which provides a psychologically safe environment for us all to work in. As a creative person this is important because I want to try new things. I am not afraid if they do not work because we learn from mistakes and this is how we are continuously innovating.

STAFF PROFILE: JOY

I have been at the school since 2006, starting as a teaching assistant before becoming a higher level teaching assistant. In 2022 progressed to become the office manager.



I love my role because you get to meet so many people. Seeing the school from a different perspective means I can readily see how everyone's role fits into making it run effectively and efficiently.

A collective culture is what drives this success. Defining culture is difficult, but we have been supported through a series of workshops organised by UST. These brought together all staff and we were able to focus on what it means to be a member of the team.

To me, doing this work with colleagues cemented that it is important to all of us that we are approachable and respectful of one another. We are a team that embraces our diversity, using this as an opportunity to learn from one another.

Every day I am reminded that we are team of individuals who share a passion to keep the standards that this school is known for. We are fortunate to be led by people who will not ask you to do anything they would not do themselves. That's the type of culture that we all believe in and want to be a part of.



Our workplace culture statement

At Cyril Jackson Primary School we are committed to creating a positive workplace culture where everyone belongs and feels respected, recognised and appreciated.

We work together to build a safe environment where every team member can contribute, seek support and flourish.



Community & belonging

Community is the essence of Cyril Jackson. It is the reason we do what we do. Understanding and responding to the needs of our people – whether staff, pupils or families – is crucial to our success.

As a staff body we work tirelessly on building relationships that allow us to trust one another implicitly. Politeness, friendliness and being welcoming are all non-negotiables in our interactions.

We treat everyone fairly and with equity, show an interest in each other's lives and accept everyone's views, lifestyle choices and culture.

This ethos extends to our parents and pupils. We understand the barriers that they face and work collaboratively to remove them.

When we talk about inspiring minds through opportunity, we do so by going above and beyond. On top of running a weekly food bank, we offer a range of therapeutic services to support the school community, utilising internal and external resources.

These initiatives were staff driven and are indicative of the fact that we want to give them the opportunity to shine in ways that are important to them. By tapping into their talent and passion we are a more cohesive unit.

"Being able to give our pupils and their families the same wonderful experiences that I had is a constant motivation for me." Rasma



STAFF PROFILE: ASH

As the art and DT specialist I am in a unique position where I work with all pupils in the school. I can see their progress over a longer period of time and build lasting relationships.

I have been at Cyril Jackson for a while and could not be more pleased. From day one everyone made me feel welcome. We have a brilliant community ethos, where anyone will help you if you need it.

The modular is also open for parents and the community. I work with those who need a safe space to express themselves without judgment. Many have experienced trauma and the weekly workshops help them to overcome this. Seeing their confidence blossom has been amazing. We know that their wellbeing is important if they are to help their children.

This will to serve our whole community runs throughout the school. Our leadership team will always remove barriers and facilitate opportunities for us to do more. I have been given the opportunity to work with DT teachers in one of UST's secondary schools and then the autonomy to implement what I have learned. This is indicative of the collaboration and support you can expect at Cyril Jackson.



STAFF PROFILE: RASMA

I have lived in the local community for over 35 years. I attended Cyril Jackson myself and now my children have followed in my footsteps. I have vivid memories of my first day, being overwhelmed by how amazing the school was. This is where I grew up, now where I work and where my children are educated; Cyril Jackson is my second home.



I started working here in October 2012 as a volunteer before becoming a teaching assistant and a midday meals supervisor. I'm very appreciative that the school has been understanding of my flexible working requirements to accommodate family life.

Being able to give our pupils and their families the same wonderful experiences that I had is a constant motivation for me. The work I do makes me feel like I am making a real difference. As a part of this community I share their values and feel a real bond with them.

This connection to the community is echoed throughout the team. Everyone is very much aligned in a desire to ensure that our families receive the experience that they deserve.

The foundation of this unity is a respect for each other's values and choices. We are 100% non-judgmental when it comes to what you believe, how you dress and the traditions that you hold. Everyone has an opinion, but we respect differences when they arise.

Building lifelong careers

Our CPD curriculum

Our approach to CPD (continuous professional development and learning), inspired by Zoe and Mark Enser's The CPD Curriculum (2021), is based on the notion that CPD for staff should reflect similar principles that underpin curriculum design for pupils.

Staff should be recipients of a carefully designed, high-quality training programme based on our school priorities. Like curriculum design, whole school CPD is planned for the academic year, with clear outcomes in mind. The key principles are as follows:

Intent: Our end goal: achieving our school priorities

Implementation: The organisation of the CPD programme and its delivery

Impact: Reviewing and evaluating the CPD programme and its impact on outcomes for pupils



Our CPD vision

1. We believe everyone is entitled to professional development and growth
2. We invest in a rich and high-quality CPD offer that is driven by the school improvement plan
3. We value personal development for all staff and facilitate bespoke CPD opportunities
4. We actively tap into the diverse and rich talents of staff and celebrate best practice
5. We foster a culture of open dialogue that enables staff to apply their skill set and talents, contributing to the Cyril Jackson community.

Our CPD approach is evidence-based with sessions carefully planned, incorporating the recommendations from the Education Endowment Foundation's guidance report on Effective Professional Development. Training considerations take into account the whole staff body and are not simply focused on teaching and learning.

Individual CPD sessions follow Kolb's Experiential Learning Cycle (see diagram left), whereby time is allocated for staff to put theory and research into practice. We ensure that staff have time to reflect on the quality of learning and tell us how to improve it in the future.

"Our CPD sessions are meticulously planned so that we do not waste a chance to learn something that will have a positive impact." Julie

STAFF PROFILE: MARYUM

Before becoming deputy headteacher I was SENDCO and then assistant headteacher, firstly in charge of inclusion and then CPD. During this time the school supported my studies with UCL and this is where I discovered a real passion for professional development.

The key to my progression has been the level of independence. At every stage I was empowered to take ownership of my role. The school showed me I was capable of a lot more than I thought possible.

As a school we seek to identify talents within staff and then help them to create something special. Inspiring lives is what we set out to do for our pupils, but it is equally true for staff too.

From experience I can say that working in this school has allowed me to be my true authentic self. I am a natural introvert, but my confidence has been elevated so that I am not self-conscious. This is how to tap into people's true potential.

The school achieves this by providing constructive feedback and the space for self-reflection. This is supplemented by investment in courses, access to external networks UST's coaching programme.



STAFF PROFILE: JULIE

My association with Cyril Jackson goes back almost 40 years to when my children attended the school. People saw potential in me when I was a volunteer and I joined as a member of staff in 1999. I have not looked back since.



I taught myself sign language and the school put me on a course to be a teaching assistant. I then spent some time as a nursery nurse before the chance to become the SEND group leader presented itself and I gladly accepted.

I was never supported adequately when I was a child and so I now feel passionate and determined to ensure my pupils have the best infrastructure possible to succeed. This drive is shared by everyone. Staff come to work they want the best for every child.

The school's approach to training typifies this work ethic. Our CPD sessions are meticulously planned so that we do not waste a chance to learn something that will have a positive impact.

Whether it's external courses or the sessions we do at school, our learning is determined by what is useful for us. Whole school activities are made relevant to everyone in the room, and otherwise we receive bespoke teaching that is readily applicable to our day to day roles.



Welcoming new staff

Starting in a new workplace can be a daunting experience for anyone. We want everyone who joins Cyril Jackson to feel part of the team and so we have a member of the senior leadership team who is specifically tasked with induction and mentoring.

Their role is to make sure you understand more about the school, your role and ways of working, as well as to ensure you have opportunities to meet new colleagues, learn from them and hit the ground running.

Induction best practice

Working with the UST HR team, your induction begins before your first day. Between them and your line manager we will make sure that your working area is set up and any necessary adjustments made, all technology is functioning and a personalised welcome pack is ready for your arrival.

The personal touch

Human connection is important for all of us. That's why every new joiner is assigned a mentor. There is no expectation on how often you meet because we know that everyone is different, but we want you know that the option is there.

When you first start you will be given a tour of the school, signposted to key things like bathrooms and the canteen and introduced to key members of staff. We will also arrange for you to have lunch with other members of the team.

Systems and processes

One of the best things about being part of the Trust is that we have access to incredible systems, however, we appreciate that as a new starter this can be a lot to take in. You will have training on all the key ones and booklets are available to help you navigate your way through. The team are always on hand to support as well.

“Cyril Jackson is a brilliant example of what teaching can be. The cohesion makes it simple for a new member of staff to find their feet seamlessly.” Jessica



STAFF PROFILE: INGRIDA

As the school's HR Lead, I am in the privileged position of getting to know all of my colleagues well. I work alongside them to make sure we create an environment that allows everyone to flourish.

When I first started people made me feel part of the family straight away. I am motivated to recreate this feeling for every new starter because nothing is more powerful than feeling like you belong somewhere.

I think this is the case whether you are new to the school or you have been here a long time. Whichever end of the spectrum you are one, we are blessed with leaders and peers who recognise our needs and celebrate our successes.

I see this personally as someone whose role is based around perfecting policies and procedures that allow others to do their job effectively. I may not be in the classroom, but that does not devalue my importance within the whole team. My achievements are praised in the same way as everyone else's.

The school prioritises recognition because we are all uplifted when we hear about the accomplishments happening around the school. I value everyone's efforts because I see what they give for our community and I am safe in the knowledge that this is reciprocated.



STAFF PROFILE: JESSICA

This is my first year working as a Year 5 teacher at the school and I can wholeheartedly say it has been a pleasure to be here.

Cyril Jackson is a brilliant example of what teaching can be. The cohesion of the whole operation makes it simple for a new member of staff to find their feet seamlessly.

Joining a new workplace is scary, but everyone was incredibly welcoming. Just from walking around the school you immediately experience the uplifting atmosphere and this positivity is contagious.

As a new member of staff you are given extra planning time, so although expectations are high I have never felt unsupported in matching them. And there is no stigma about asking for help. In fact it is actively encouraged. I can honestly say that I have never felt alone since the moment I walked through the door.

Beyond my colleagues themselves, the planning that is done for you is extraordinary. I was worried this may limit my creativity, but there is complete flexibility to teach in my own style. The balance between structure and individuality is perfect.

This structure is the foundation for an ideal work-life balance. I used to work on the weekends, but I have not done that once since I joined Cyril Jackson because you just do not need to.



Clear communication

"The single biggest problem in communication is the illusion that it has taken place."

Good communication is the bedrock of Cyril Jackson's success, allowing us to collaborate effectively and efficiently towards achieving our goals. For us, there are six key pillars of communication that enable us to be a high performing team:

1. Professional Development Plan

Our PDP is the roadmap for all staff. It provides strategic direction, setting out precisely where expectations sit in the calendar. We know exactly when and what we need to do at all points in the year so there are no surprises.

2. Transparent Strategy

Clarity of direction and purpose is paramount. Our clearly articulated whole school strategy has been devised through evidence-based decision making, and is built on systems and processes which allow staff to work towards achieving our shared vision.

3. Staff Voice

The school's culture establishes clear pathways for staff to communicate, both formally and informally. This has a direct impact on our strategic approach.

4. Regular Check-ins

There are numerous mechanisms implemented across the school to ensure that we are touching base, formally and informally, to ensure that we share how we feel with one another. Our communication is based on active listening, which allows us to understand the other person fully, rather than listening to respond.

5. Psychological Safety

This is the foundation for teamwork; it allows us to speak openly, challenge and set ambitious goals and not worry about mistakes. We are open to giving and being given constructive feedback, listening to and encouraging others' ideas and sharing our knowledge and skills.

6. Respectful Dialogue

We demonstrate respect for one another by being conscious of our words, tone of voice, body language and facial expressions, speaking to others as we would like to be spoken to. We make expectations clear, meet deadlines and communicate when we are unable to do so.

"I could not recommend a career here more. Regardless of your background, if you work hard and do your best then you will be welcomed into this family." Mandy

STAFF PROFILE: MANDY

Cyril Jackson is a real family affair for me. I have worked here alongside my mum for the last 30 years. All of my children attended the school and now my grandchildren have followed in their footsteps.



I started working as a cleaner and, thanks to the school supporting my development, I am now also the senior midday meal supervisor. I adore my job because of the people I work with, pupils' smiling faces and the chance to see them blossom.

You can feel pride in the school run through everyone associated with it. This means the world to me and I could not be happier to share this experience with a team who enjoy each other's company and rely on one another as much as we do.

At the heart of our success is communication. Without this we would not share a common purpose and the fabric of the school would tear apart. Clear objectives and expectations mean we always know where we stand.

Leaders do not simply instruct. We are given a voice because they know that we understand our roles best. Living and breathing it every day means we see what needs to be adapted to match pupils' changing needs.

I could not recommend a career at Cyril Jackson more. Regardless of your background, if you work hard and do your best then you will be welcomed into this family.





University
Schools Trust
A transformational education