



## Hillside Primary School

### Staff Guarantee 2016-17

#### Contents:

Staff Professional Development Guarantee

Staff Wellbeing Guarantee

CPD and Induction Leader: Charlotte Jewell  
(Deputy Headteacher)

Well Being Working Party coordinator: Lee Abbott  
(Headteacher)

## **Introduction**

At Hillside Primary School our School Values are:

**Respect and Politeness**

**Honesty and Trust**

**Learning and Achievement**

**Security and Happiness**

**Inclusion and Fairness**

**Resilience and Independence**

When we developed these values with the school community, we included the views of pupils, parents and staff. Therefore, the values extend beyond the experience of children to the staff who help them learn.

This Staff Guarantee outlines what staff can expect in terms of support as employees of Hillside Primary School to: Continue to Learn and Achieve (Professional Development) and Be Secure and Happy in their professional role (Well-Being).

### **Rationale**

We believe that staff who are happy, secure and supported to develop as professionals will commit to Hillside Primary School and create a stable, challenging, motivating learning environment.

### **Funding**

Following advice in our Pupil Premium Review (Sept 2015) we recognise that staff stability supports the progress of all pupils but especially disadvantaged pupils who may lead challenging lifestyles.

Therefore, in order to retain staff, we invest a portion of Pupil Premium funding to our Professional Development budget (plus revenue allocation) and Staff Wellbeing package.

## **Continuous Professional Development (CPD)**

### **Definition**

Continuous Professional Development (CPD) is the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It's a record of what you experience, learn and then apply. The term is used to mean a physical folder or portfolio (at Hillside called the "Green Folder") documenting your development as a professional.

CPD at Hillside helps you manage your own development on an ongoing basis. Its function is to help you record, review and reflect on what you learn. It is not a tick box documenting the training required for your role - it is broader than that. Development is often informal and has wider applications giving you the tools to develop competencies, skills and knowledge. It can also widen your range of transferable skills like leadership and managing projects.

The Key Features of CPD at Hillside are:

- it is a self directed process, documented by the employee, supported by the school
- it is self-directed: driven by you, not your employer
- it focuses on learning from experience, reflective learning and review
- it helps you set development goals and objectives
- it includes both formal and informal learning.

### **What to Expect at Hillside:**

- a. All staff:
  - Keep a professional development portfolio (Green File) to document their own CPD.
  - Highlight CPD in their appraisal and probationary period  
All staff are encouraged to self evaluate their performance against their job description and professional standards each year. Should areas for development be identified in a needs evaluation, appraisees can include the CPD required in their appraisal or probationary plan.
  - Highlight CPD to their line managers/leadership team  
All staff can raise CPD with line managers/leadership team to include in their development plan for subjects and phases. This CPD can be factored-in to school development.
  - Leading Active Learning  
All staff have the option of registering interest in the Leading Active Learning scheme, run by The Active Learning Trust. This programme develops professional practice and leadership skills relevant to all roles in the school setting. The programme would be funded by the school.
  - Will have allocated cover time for professional development.
  - Further Education  
All staff are entitled to request further education and training beyond that offered by the school, for example: Foundation Degree, Masters Level Study. Each request would be considered by the Governing Body on its own merit considering:

- Impact on school improvement
  - Available budget (The school will consider part funding for study up to £1000 per year plus release time)
  - Staff would be asked to repay the amount invested in further education if the member of staff was to leave the school within one year of completing the course or if the member of staff withdraws from study.
- b. Support Staff - Non-class Based
- New staff will be allocated a mentor who will support professional development (completing the induction process and setting up and monitoring the Support Staff / Teacher development plan in the first instance)
  - Staff are offered the opportunity to shadow and develop their understanding of the different roles carried out by non-class based support staff within their area eg working alongside colleagues carry out different roles within the school office.
  - Staff are allocated training in line with their appraisal.
  - Staff are encouraged to attend Further Education Training.
- c. Support Staff - Class Based
- New staff will be allocated a mentor who will support professional development (completing the induction process and setting up and monitoring the Support Staff / Teacher development plan in the first instance)
  - Staff are allocated training in line with their appraisal
  - Staff are encouraged to attend Further Education Training.
  - Opportunities are provided for class based support staff to work alongside colleagues from other schools.
  - Support staff are offered a range of opportunities to develop their skill set working in a range of key stages and supporting 1:1 and whole class.
  - In school training is provided to meet the needs of individuals and groups.
- d. Graduate Interns
- As part of the Local Authority's GI programme, organised by School's Choice, GIs will have a programme of training sessions developing professional practice which they are encouraged to attend, based on their own CPD needs and interests. The programme is funded by the school.
  - In school training will be as with Class Based Support Staff (above)
  - During the Summer term the school will do their best, in consultation with the GI, to provide a range of experiences in a variety of classes.
- e. Newly Qualified Teachers
- NQTs will be allocated a mentor who will support NQT professional development
  - The mentor will work alongside the NQT to complete the induction process.
  - NQTs will have 10% professional development time (non-contact from class) to improve their teaching practice. This is in addition to the 10% PPA for all teachers.
  - Mentors and NQTs will be allocated meeting time during the NQTs professional development time.

- Mentors and NQTs will agree priority actions for NQT time which will improve the NQT's teaching. This may include: observations of colleagues, visits to other schools, action research, attending training sessions. Actions, timescales, expected (measurable) outcomes and impacts will be recorded on a half termly action plan to be shared with the Lead Practitioner.
- NQTs will be registered with an induction body (usually the Local Authority) who will manage the probationary year and provide additional training. Registration is funded by the school.
- NQTs will have the opportunity to start their contract in July at the end of their programme of study to allow for an early and more effective induction period.

f. Teaching Staff

- New staff will be allocated a mentor who will support professional development (completing the induction process and setting up and monitoring the Support Staff / Teacher development plan in the first instance)
- All teaching staff are encouraged to identify individual needs and request support or training to address these needs.
- All teaching staff have access to bespoke support from the Lead Practitioner to support their developing practice.
- Termly Pupil Progress Reviews, with senior colleagues, support the development of teaching practice.
- Teaching staff have access to a professional library and regularly have relevant educational reading shared with them.
- All teaching staff are given the opportunity to become a subject leader, supported and mentored by the Deputy Headteacher.
- There are opportunities to become Teacher Educators, hosting trainee teachers.

g. Middle Leaders

- Middle Leaders will be offered coaching sessions with the Trust's Hub Lead Adviser.
- Middle Leaders collaborate with Cluster and Hub colleagues to develop and share good practice.
- Middle Leaders are mentored and developed by the Headteacher.
- Middle Leaders are supported by an external adviser to develop their understanding of good progress linked to Ofsted descriptors.
- Middle Leaders are supported and encouraged to take part in Middle Leadership courses such as NPQSL and Teaching Leaders.
- Regular ELT meetings provide ongoing CPD through professional debate and educational reading
- Middle Leaders are released together to allow professional collaboration and development.

h. Senior Leaders

- Senior Leaders will be offered coaching sessions with an external adviser.
- Senior Leaders will be offered training to develop their coaching skills.
- Senior Leaders are supported and encouraged to take part in senior leadership development programmes such as: NPQH, NPQSL.

- Regular SLT meetings provide ongoing CPD through professional debate, educational reading and strategic planning
- Senior leaders meet regularly with Hub and Trust leaders to develop understanding of current educational issues and consider how best practice can be implemented in their setting.
- Senior leaders are encouraged to network with other colleagues in the Trust and beyond to develop their practice and form further collaborative professional partnerships.

### **Staff Wellbeing Package**

The Headteacher will ensure there is an established working party comprising volunteer representatives from the staff body. The working party will meet on at least a half termly basis to consider impact of actions taken and a plan of action based on staff feedback.

#### **a. Socials and Community**

- Each year, members of the working party will volunteer to produce an overview of staff social events. These will include: shared lunches (whole staff and phases), end of term meals, Friday take-away, Secret Santa etc.
- The Working Party will establish staff wellbeing events throughout the year such as: fitness sessions, annual Workplace Challenge, book groups, staff and pupil performances etc.
- The working party will establish a staff fund each year. This fund, **from voluntary contributions (i.e. not school budget)**, will be used to purchase gifts for colleagues (birthdays, bereavements and leaving). Any money left over at the end of the year will be used for an end of year event.
- Team responsibilities - All staff have a team ethic so ensure they contribute to staff room rotas (dishwasher, tidying staff room etc)
- A staff family tree showing: staff photos, names, roles and interests will be displayed at the school entrance and updated by members of the working party each term.

#### **b. Support and Induction**

- All new staff will be allocated a staff 'buddy' (in addition to a mentor). Buddies are colleagues who will be a supportive 'friend' to new colleagues.
- All NQTS and staff new to their role (e.g. new leaders, LSAs) will be allocated a mentor who will give support, advice and guidance to improve the newly appointed member of staff in their role. The mentor may also be the line manager.
- NQTS will be offered the opportunity to start their contract in July (once their Programme of Study finishes) to allow for an early induction.
- All staff will have an induction programme (Appendix A) which will include: role specific guidance, safeguarding, behaviour management, School Safe and health and safety training before they start in their new roles.
- All staff will be given a welcome pack on or before their first day including: a staff badge (indicating name, role and photograph), key fob, staff Hillside branded jacket, professional reading (related to your role), laptop and tablet (teaching staff); buddy

i.e. a named colleague within the school who will be a support in the early days at Hillside; email address and online resource log-ins; staff pigeon hole.

c. Staff voice

- All staff are welcome to contribute to the staff well being package as a member of the working party.
- The Headteacher will ensure there is a twice annual staff survey which will be used to inform the Headteacher's performance management and the staff wellbeing working party's actions. (This document was produced in response to staff feedback)
- Staff feedback will be gathered informally, by members of the working party, throughout the year.
- A "Staff Feedback" box will be placed in the staff room to help gather regular feedback and ideas for school improvement.
- All staff who choose to leave the school will complete an exit interview. Staff can choose who to feedback to. This is reviewed by the Headteacher to inform school and staff development.

d. Recognition

- We value the effort and commitment of our staff to the learning community of Hillside. Therefore, we recognise this wherever possible, formally and informally.
- 'Making a Difference' announcements (WOWs) will be made in the weekly staff briefing.
- Staff Achievements will be displayed in the staff room.
- All staff will remember the Hillside Musts and will be encouraging and polite to colleagues at all times. Smiles and simple 'Please' and 'Thank you' go a very long way.

e. Budget and Benefits

- The Headteacher will allocate a budget for the wellbeing of staff from the Pupil Premium, recognising the positive impact staff retention has on the stability and, therefore, learning progress of disadvantaged pupils. The budget will be managed by the working party.
- The budget will be allocated based on what staff tell us will benefit their well being, for example: tea, coffee and milk will be provided; a staff professional library will be established in the staff room.
- The school subscribes to the Local Authority's Teacher Recruitment Services (TRS) and will ensure any benefits (including relocation advice) are shared with new members of staff.
- All staff have access to the Employee Assistance Programme (EAP) funded by the school. The EAP offers a range of advice, counselling and support services.
- All staff have access to Occupational Health funded by the school. Staff can access the service via the Headteacher or Business Manager; usually (but not exclusively) following an illness or period of absence.
- All staff are encouraged to join a Professional Union. The school funds facilities time and training for school based union representatives in order to best support

colleagues. Details of the Trust's Relationship with Unions can be found on the school website.

- All staff have the opportunity to access support and advice from Place2Be, funded by the school. Place2Be's 'Place2Think' offers staff advice and support on how best to manage the challenges of their role.
- All staff will be offered a flu jab each year; funded by the school.
- All staff's children will be permitted 'spare' log-ins for online games and resources (such as Bug Club) funded by the school.
- Additional benefits are available to school staff (often offered by the Active Learning Trust) e.g. cycle to work scheme, optometry (role specific), childcare vouchers.
- All staff are welcome to join sports/fitness sessions run by the school's Sports Coach.
- Pension contributions funded by the school for all staff who don't opt out of the pension scheme: Teachers 16.48% of annual salary, Support staff (LGPS) 22.60% of annual salary

#### f. Managing Workload

- Teaching Staff will be allocated a day in lieu for full annual report writing each year.
- Teaching Staff will be allotted comfort break times during parents' evenings.
- Staff will be given a day in lieu for every ten, one hour, extra curricular sessions they run.
- Staff will be given a day in lieu for any additional duties in recognition of their time and commitment. An example would be a residential with pupils or holiday clubs.
- The Headteacher ensures that staff voice informs of any excessive bureaucracy that may be streamlined to greater impact on pupil progress.
- Resource packages which will reduce workload and impact pupil progress (such as Twinkl) will be considered by the working party.
- ELT are asked to adhere to an email protocol to reduce email traffic to staff.
- Volunteers are encouraged at Hillside and they are helpful in impacting pupil progress (when well deployed by the teacher) while reducing staff workload. All volunteers must be inducted using the Volunteer Procedure.
- All staff are entitled to a statutory lunch break. If any members of staff have a duty (which is included in a rota) outside their contracted hours, they are entitled to a duty meal funded by the school.
- A member of the Admin Team is allocated time to support teachers in reproducing resources in advance of lessons and for photocopying. A request form must be completed by the teacher and submitted to the office.
- Teaching Staff will be allocated a day every two weeks (in addition to NQT release if an NQT) for Planning, Preparation and Assessment (PPA). This time will be in school alongside year group colleagues to support the PPA process.
- ELT are allocated a day every two weeks for leadership responsibilities alongside middle leader colleagues. ELT meetings (with clear agendas and minutes) are within this time

#### Allocated Directed Time:

As outlined in School Teachers' Pay and Conditions full time teachers are employed to be available for work on 195 days in any school year, of which 190 of those



days the teacher is required to teach pupils and perform other duties and five days in which the teacher may be required to perform other duties. As such a teacher is required to teach and perform other duties for 1265 hours (directed time) each year allocated reasonably throughout the year. In addition, a teacher is required to work “such reasonable additional hours as may be needed to enable the effective discharge of their professional duties”. This would include:

- Phase Time as a phase team to complete duties such as moderation, collaborative marking/assessment (max 1 hour per week). Days are agreed as a phase team with Phase Leaders.
- Optional professional workshops offered to improve professional practice.
- Parent Information/Share sessions (infrequent and supporting pupil progress and teacher appraisal - always on The Schedule)

At Hillside, we give high regard to the need for staff to be able to achieve a satisfactory balance between the time required to discharge their professional duties and the time required to pursue personal interests outside work. To this end, we present a clear outline of the commitment required of teaching staff (Appendix B)

#### APPENDIX A - Staff Induction Package

- On appointment, new staff will:
  - a. Receive an employment pack (confirmation of employment letter, bank detail form, email addresses etc.)
  - b. Meet with an admin officer to complete a DBS check
  - c. Complete a medical questionnaire
  - d. Receive a contract letter from Education Personnel Management Ltd (within two months)
  - e. The new appointee will be sent: job description for signing and safeguarding induction pack for pre-reading and signing. This must be completed before first day and presented on induction
- Prior to or on their first day, new staff will have:
  - a. Health and Safety induction led by the Senior Site Manager to review, for example: local procedures, manual handling, emergency procedures, working at height.
  - b. Safeguarding Induction led by a Designated Senior Lead for Safeguarding covering: Acceptable Use Policy for IT; Child Protection Procedures; PREVENT; e-safety; whistleblowing, first aid and medical procedures.
  - c. Professional Induction led by line manager/s. This will include:
    - a tour of the school and introduction to staff;
    - a review of the Staff Handbook;
    - meet mentor, buddy and the team with whom you will be working;
    - shadow the role;
    - professional tutoring (role specific and school generic)
  - d. All staff will be given a welcome pack on or before their first day including:
    - a staff badge (indicating name, role and photograph);
    - key fob
    - staff Hillside branded jacket,

- professional reading (related to your role),
- lap-top and tablet (teaching staff);
- buddy i.e. a named colleague within the school who will be a support in the early days at Hillside;
- mentor (if new to role);
- email address and online resource log-ins;
- staff pigeon hole.

## APPENDIX B - Teachers' Directed Time

### Time Budget Outline

All teachers, not paid on the Leadership Pay Spine, can refer to this time budget calendar which details how the 1265 hours of time specified in their contract for reasonable direction by the Headteacher will be allocated. Notwithstanding that a teacher is also required to work "such reasonable additional hours as may be needed to enable the effective discharge of their professional duties".

School Day    8.10am Meet with Class Based Support Staff  
                     3.20pm Pupils to be sent home and supervised to clubs  
                     1 hour for lunch  
                     = 31 hours and 10mins per week  
                     = 1184 hours and 30 mins per year

1265 hours - 1184.5 hours = 80.5 hours per year (2 hours and 6 minutes per week) to be directed.

Staff Training    Usually Wednesdays from 3.30pm-5pm  
                          (10 minutes 'buffer time' between 3.20pm and 3.30pm)  
                          = 1.5 hours per week

(Note - some statutory training requires longer sessions such as Group 2 Safeguarding training which requires 2.5 hours every three years)

Staff Briefing    Usually Fridays from 8.10am - 8.30pm  
                          = 20 minutes per week

This leaves 10 minutes per week contributing to Phase Time.

A **calendar of meetings, responsibilities and events** is published in advance of the start of each term, known as **THE SCHEDULE**. This enables staff with carer responsibilities to manage their time effectively. Once published, these days are not changed other than in exceptional circumstances.

Parent consultations (parents' evenings) are on The Schedule and occur twice a year supporting pupil progress and teacher appraisal. Staff training, briefings and training do not occur during these weeks.