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| **Staff Role** | **Before Re-Opening** | **First Week** | **First Month** | **First Term** | **End of First Year** |
| **Headteacher** | Monitor staff well-being and support in cases of illness or bereavement. Consider developing a mentoring system across school where all staff have a colleague to talk to about welfare Headteacher and all line managers access and read the Line Managers’ Resource free to download from Mental Health First Aid England websiteBefore school opens review staffing and impact of findings on capacity to openReview performance management cycles to establish which members of staff need extra supportReview current advice for performance management given by Government, DFE and unions Put in place additional support such as continued mentoring/release time for any NQTS due to complete in July (RQTs in September) Put in place support for new NQTs starting in September who completed teacher training in July (bearing in mind absence of final school placement) Take advice from training providers and NQT Appropriate BodyReview first aider training in school and where necessary book staff on training. Physical Health [statutory] and Mental Health [recommended]Plan induction of newly appointed staff including allocating a mentor Review DSL staff training and ensure training is in placeReview progress of SDP and evaluate SEFShare SEF and SDP with staff and GovernorsEnsure that there are strategies in place for **all** members of staff to reach out for support and professional development as and when needed | Chair of Governors visit school for a short time to check on Headteacher wellbeing and offer support where appropriate Meet with all senior leaders to review their wellbeingArrange a staff meeting for all to support staff well-being Utilising trained Adult Mental Health First Aiders or Instructor for Adult MHFAKeep in contact with School Improvement AdviserEnsure all RQTs, NQTS and trainees are aware of support and know who is supporting themInduction of newly appointed staff is in place and according to school induction policyReview behaviour over the week and identify whether any whole school training/support is needed such as;* Specific training from the SEND team
* Review/refresh of STEPs if school uses this approach
* Refresh of behaviour expectations for all staff
 | Develop cycle for Headteacher performance management for coming yearLiaise with office staff to ensure training is booked for statutory roles – DSL First Aid inc MHFA, and training specific to children at schoolReview plan for any underperforming teachersMeet with staff to review their wellbeingMeet with cluster heads for wellbeing supportArrange to be booked on training where available and agreedCheck in with newly appointed staff Check in with RQT and NQTs’ mentors to ensure good support package is in place. Refer to NQT induction evaluation tool for key requirements (available in the resources section of NQT Manager website)Review staff work/ projects completed in breakMeet with adviserConsider accessing well-being support or training to benefit whole school community | In line with National and Union guidance carry out performance management for teachers, TAs and non-teaching staff Meet with all staff to review their wellbeing and their CPD needsBook Mental Health First Aid training for all staff and governors | HTAR and PM cycle re-established and new objectives setCPD cycle re-establishedAll staff including NQTs / RQTs report they are supported wellThere are effective strategies in place to support the performance and professional development of all staff |
| **Governors** | Governors, through Chair of Governors, support Headteacher if a member of staff or community is ill or diesRevisit SEF and SDP to ensure matches current needs of schoolIf newly appointed Headteacher, ensure induction is planned including allocating a mentor and consideration of the New to Headship in Cambridgeshire Programme |  | Develop cycle for Headteacher performance management for coming year. Regard given to the Headteachers well beingDiscuss and consider specific training and support for Headteacher and senior leaders linked to well beingGovernors monitor induction of the new Headteacher if new to postLink governors to meet and check in with newly appointed staff | HTAR cycle re-established and new objectives setChair of Governors - review staffing with Headteacher to ensure all teachers are meeting teachers Standards and where not discuss support in placeChair of Governors to monitor the Headteacher’s well- being and work life balanceReview SDP and SEFBook Adult Mental Health First Aid training for a range of staff and Governors | Complete Headteacher performance managementRatify pay structure following performance management review |
| **Senior Leaders** | Review personal training needs and make Headteacher aware of any needsSupport Headteacher reviewing SEF and SDPReview subject leadership action plansReview personal training needs and make SLT / Office Manager/ Headteacher aware of any needs | Meet with allocated staff to review their wellbeingEnsure all RQTs, NQTS and trainees are aware of support and know who is supporting them | Ensure that support for RQT and NQTs is strongReview staff work/ projects completed in breakMeet with staff to review their wellbeingCheck in with RQT and NQTs’ mentors to ensure good support package is in place. Refer to NQT induction evaluation tool for key requirements (available in the resources section of NQT Manager website) | Meet with staff to review their wellbeing and CPD needs | Complete performance management for allocated staff |
| **Middle Leaders inc SENCo** | Subject leaders to review timescales on subject CPD plans for teachers and TA’s to ensure that the focus remains on re-establishing the school community to begin with | SENCo meets with TAs to ensure key children are supported  | Review subject leadership action plans and identify key priorities for CPD | Consider National and Union guidance - carry out performance management for TAs | Complete performance management for allocated staffSubject leaders to identify CPD needs aligning to the reviewed curriculum planning  |
| **Class teachers** | Inform HT/senior leaders of any well-being issues or change in family circumstances including * Increased anxiety
* Bereavement
* Loss of income from partner/spouse
* Difficult relationships
* Child care issues etc
 | RQTS and NQTs know who is supporting and there is a structured plan of supportEnsure time is made to support TAs and other adults working in class | Review planning to support children’s learning ensuring that appropriate challenge and support is in placeDiscuss plans with TAs to ensure matched to all pupils needsLiaise with SENDCo regarding needs of pupils in class to ensure planning is strong and supports pupils emotional wellbeing and learning | Report progress children have made to parents | Complete end of year reporting to parents |
| **Teaching Assistants** | Inform HT/senior leaders of any well-being issues or change in family circumstances including * Increased anxiety
* Bereavement
* Loss of income from partner/spouse
* Difficult relationships
* Child care issues etc
 | TAs to consider any new training needs as a result of children returning to school with specific issues e.g.;* Managing anxiety
* Managing attachment disorders
 | Liaise with class teachers/SENCO to discuss any identified training needs |  |  |
| **Other roles inc****Admin** | Review APDR for key children and relate to personnel and development needsReview personal training needs and make SLT / Office Manager/ Headteacher aware of any needsReview personal training needs and make SLT / Office Manager/ Headteacher aware of any needs | TAs meet with SENDco to review support for each key child | Attend performance management meetings |  | Complete performance management for allocated non-teaching staff |
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