



Hillside Primary School and Nursery

Staff Guarantee

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Introduction

At Hillside Primary School and Nursery, 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 research linked to Pupil Premium and the Educational Endowment Fund, we recognise that staff stability supports the progress of all pupils but especially disadvantaged pupils who may lead challenging and chaotic lifestyles.

Therefore, in order to retain staff, we invest a portion of our school budget to Professional Development and Staff Wellbeing.

Continuous Professional Development (CPD)

Definition

Continuous Professional Development (CPD) is the process of developing the skills, knowledge and experience, both formally and informally, to improve proficiency in your role and to meet the developmental needs of the school. At Hillside, we encourage staff to record what they experience, learn and then apply. We provide a physical folder or portfolio (called the “Green Folder”) for documenting your development as a professional. We also evaluate the quality and impact of professional development as part of school improvement.

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.

We acknowledge and adopt the Department for Education’s CPD standard, which states:

- Professional development should have a focus on improving and evaluating pupil outcomes.
- Professional development should be underpinned by robust evidence and expertise.
- Professional development should include collaboration and expert challenge.
- Professional development programmes have a sustainable impact

At Hillside, we also see CPD as:

- a self directed process, documented by the employee, supported by the school
- experiential
- part of an evaluative process which allows colleagues to set development goals and objectives
- formal (programmes, courses, lesson visits, visits to schools) and informal learning
- a core aspect of school improvement

What to Expect at Hillside:

- a. All staff:
 - Keep a professional development portfolio (Green File) to document their own CPD.
 - School offer of Professional Development (See Below)
 - The Active Learning Trust Core Programme (See Appendix C). This is a collection of professional development programmes for colleagues at all points of their career from NQT to Headship. Programmes would be funded by the school.
 - 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. Colleague’s are not held to account for CPD in itself.
 - Highlight CPD to their line managers/leadership team
 - All staff can raise CPD requirements with line managers/leadership team to include in their development plan for subjects and phases.

- Staff CPD is factored-in to the CPD Leaders' annual action plan, linked to school budget, and based on the school's experience of working with the Teacher Development Trust.
 - 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, including 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 by the CPD lead. The mentor will support professional development including completing the induction process.
 - 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 and Training.
- c. Support Staff - Class Based
- New staff will be allocated a mentor by the CPD lead. The mentor will support professional development including completing the induction process.
 - Staff are allocated training in line with their appraisal
 - Staff are encouraged to attend Further Education and 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, including developing subject knowledge.
- d. Graduate Interns (when appointed)
- 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 and registered body.
- NQTs will be registered with an induction body (usually the Local Authority) who will manage the probationary year. Registration is funded by the school.
- NQTs will automatically enrol on The Active Learning Trusts NQT/NQT+1 programme of professional development for early career teachers.
- NQTs will have the opportunity to start their contract in July at the end of their ITT to allow for an early and more effective induction period, provided by the school.

f. Teaching Staff

- New teaching staff will be allocated a mentor by the CPD lead. The mentor will support the colleague in their early months at Hillside and complete the induction process.
- All teaching staff are encouraged to identify their own professional needs, through self evaluation, and request support or training to address these needs.
- All teaching staff have bespoke support from the Lead Practitioner to support their developing practice following school monitoring and evaluation.
- Achievement Team Meetings and 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 experienced teaching staff (beyond NQT) are given the opportunity to become a leader beyond their classroom.
- There are opportunities to become Teacher Educators, hosting trainee teachers.

g. Middle Leaders

- Middle Leaders are offered executive coaching sessions each term to support the execution of their responsibilities and support professional development.
- Middle Leaders collaborate with Locality Cluster and Trust Hub colleagues to develop and share good practice.
- Middle Leaders are line managed and mentored by members of the Senior Leadership Team.
- Middle Leaders roles and responsibilities are quality assured by the Trust's central team.
- Middle Leaders are supported and encouraged to take part in Middle Leadership courses such as NPQSL, Leading Active Learning Advanced and Teaching Leaders.
- Regular ELT meetings provide ongoing CPD through professional debate and educational reading
- Middle Leaders, where possible, are released together to allow professional collaboration and development in the execution of their additional responsibilities.

h. Senior Leaders

- Senior Leaders are offered executive coaching sessions each term with to support the execution of their responsibilities and support professional development.
- 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 National Professional Qualifications and Future Leaders.
- 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' roles and responsibilities are quality assured by the Trust's central team.
- 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, if the staff feel this would be of benefit to their well being. 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.

The School Leadership recognises the commitment of the staff team and is mindful of their well being. The Headteacher therefore considers changing to The Schedule each term to make workload 'pinch-points' more manageable (such as no staff training during weeks where there are parents' evenings)

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

- The CPD lead will ensure all staff are provided with an induction mentor.

- All staff will be given a welcome pack on or before their first day including: a staff ID badge (indicating name, role and photograph), key fob, staff Hillside branded jacket, professional reading (related to your role), laptop and tablet (teaching staff), email account with access to Google Docs and other log-ins for online resources relevant to their role.

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 an annual staff wellbeing and workload survey which will be used to inform the Headteacher's performance management and the staff wellbeing co-ordinator's action plan.
- 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 improving staff well being and school improvement.
- All staff who choose to leave the school will complete an exit interview. Staff can choose how and to whom they wish to feedback (proforma or meeting). 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 school budget, recognising the positive impact staff retention has on the stability and, therefore, learning progress of disadvantaged pupils. The budget will be managed by the Well Being Coordinator.
- 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 may 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.
- Additional benefits are available to school staff (often offered by the Active Learning Trust) e.g. cycle to work scheme, optometry (role specific).
- All staff are welcome to join sports/fitness and wellbeing sessions run on the school site (Pilates for example)
- Pension contributions funded by the school for all staff who don't opt out of the pension scheme: = 23.68% (teachers) and 24.3% (support staff)

f. Managing Workload

- Teaching Staff will be allocated time 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 will be considered by the Well Being Coordinator and Lead Practitioners.
- 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 time for leadership responsibilities alongside middle leader colleagues.

Allocated Directed Time:

As outlined in School Teachers' Pay and Conditions teachers 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:

- Year Group Time as a team to complete duties such as moderation, collaborative planning and assessment, trips and events. Days are agreed as a Year team with Year 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
 - 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 (Group 2) 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 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);
 - mentor to support induction
 - School Google Account 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
= 30 hours and 50 mins per week
= 1202 hours and 30 mins per year

1265 hours - 1202.5 hours = 62.5 hours per year (1 hour and 39 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)

This leaves 5.5 hours per year contributing to Year Leader 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. Staff training does not occur during these weeks.

APPENDIX C

Active Learning Trust – professional development leadership programme in 19/20

