



# **Priory Non-Teaching Support Staff 'Shop of Support'**

Prepared/Updated : September 2019

Review Frequency : Annually

Next Review Due : October 2020

## PRIORY SUPPORT STAFF 'SHOP OF SUPPORT'

### SUPPORT AVAILABLE FOR ALL SUPPORT STAFF AT PRIORY

This document outlines the **type** of collaborative support on offer for **all staff** at Priory, **you**, to complement **your** CPD, as well as our PM, appraisal or capability processes.

This 'shop of support' is not an exhaustive list. It will evolve year on year and throughout the year. It will be specific in some cases to certain individuals, but is nevertheless listed within this document to provide concrete examples of the type of support available to **you** as an individual, as and when **you** might need or want it.

It will allow **you** to **initiate** conversations (please don't wait for colleagues to approach you) with colleagues about what needs to improve, what will move **you** from good to great, but importantly, **how** that might be achieved.

#### Why should I need support?

- **All staff** at Priory will always be assessed initially against each element of the employee's Job Description. Minimum expectations are that *'you are accountable for achieving the highest possible standards in work and conduct. Where you act with honesty and integrity; keep your knowledge and skills up-to-date and are self-critical; where you forge positive professional relationships; and work in the best interests of all pupils.'*
- Because **you** must support the best academic and pastoral progress of **all** our pupils.
- **You** must be willing therefore to reflect on **your** practice, year on year, to **avoid complacency** and change, evolve or tweak the way **you** do things so **your** practice is continuously honed and improved to achieve this.
- Because, *'what got you here, will not necessarily get you there'* – **you** must break any mind-set that chain **you** to certain ways of doing things and to doing things the way **you** have always done them.
- Because the highest form of accountability is **your** own professional accountability for the quality of **your** work and to the pupils/staff who **you** support.
- Because **you** must be an agent of **your** own accountability - committed to **your** own professional learning – improving **your** pedagogical skills, accessing and using best evidence, innovating, evaluating and improving learning.
- Because **you** must ultimately take ownership and accountability of **yourself** for the work **you** provide at Priory.

## What will Priory aim to do?

- **Recognise that work is a huge part of our lives, and that our lives can affect our work.** Therefore, help address this '**lifestyle balance**' by providing '**professional support**' that enables us to be the best we can be in our work as well as '**personal support**' that focus on our welfare and well-being.
- Recognise that developing the quality of support staff, TA's, leaders and teachers, is one of the most important jobs in the school and make it the starting point that professional learning can always be better.
- Ensure there is sufficient investment in professional learning for **you**, and that developing professionalism is a key strategic priority.
- Remove obstacles and create the conditions that will allow **you** to develop.
- Support **you** to work collaboratively to evolve, to cultivate peer learning within school and between schools and to encourage innovation.
- Support **you** to plan and evaluate **your** work with colleagues, observing and learning from each other and sharing what works within or across groups of schools.
- Support **you** to access, where necessary and at the right times, relevant support as listed in this document.
- If necessary, prioritise support in the following order. Those staff following:
  - Formal capability
  - Informal capability
  - Appraisal
  - Staff not following appraisal or capability procedures.

## 'PROFESSIONAL SUPPORT' AVAILABLE FOR ALL SUPPORT STAFF AT PRIORY

- Support to progress through payment scales where applicable.
- Opportunity to work alongside other staff in their roles for further experience, 'upskilling' and/or succession planning.
- Support (financial or otherwise) to undertake a **Masters Degree** related to Education or **other associated qualifications** related to your work. Please note, it may not be possible to accommodate all requests, therefore the following process should be followed:
  - Staff to indicate an interest in the first instance to their line manager (preferably the June prior to commencement of the course)
  - Discuss how the qualification might impact on them:
    - Personally
    - Department/other colleagues
    - Whole school
  - Complete our brief application form covering:
    - Expression of interest
    - Summary/Explanation of the intended qualification
    - Cost
    - Summary/Explanation of which of the following criteria the course will meet and how:
      - Whole school, **School Improvement Key Objectives** for that academic year
      - Other whole school practice/processes
      - Department/other colleagues
      - Personally
  - If necessary, priority will be given to those qualifications that support the above criteria in that order.
  - Terms and conditions may apply to justify any financial or otherwise support offered (please see Cheryl Barker for further information)
- Support within Priory from **other colleagues** – e.g. Teaching staff, Support staff, T&L team, ELT lead, TLR Postholders, Intern (Pupil Premium/Boy's Champion), SLE's, Lead Practitioners
- Support from **SLT** in:
  - Leadership, Appraisal, Performance Management – **ME**
  - T&L, DP – **LCO**
  - Data and all pupil outcomes & Curriculum – **NG**
  - Pastoral, Behaviour for Learning – **DC**

- DP & Boys progress – **PM** (Leadership Intern)
- New/continued support from staff in **another school/s**.
- **Visiting** other staff from other school/s – observing their work, leadership discussions, moderation etc.
- **Regular meetings** with SLT, line managers (co-ordinator).
- **Observations** of other colleague/s/department/s - including those at other schools, and other colleagues at Priory.
- Support from our **Teaching School Alliances** (Preston TSA, Endeavour Learning Trust TSA (ELTSA), Red Rose TSA) – in relation to aspects of your work where applicable.
- **SIP** support.
- **Independent associate advice** where applicable.

## 'PERSONAL SUPPORT' AVAILABLE FOR ALL STAFF AT PRIORY

- Collectively, as a staff, help ourselves and help each other address our **'lifestyle balance'**.
- Recognise the signs in ourselves and our colleagues when the demands (professional and/or personal) on you/your colleague outstrip your/their belief in your/their ability to cope with them and:
  - Let others know/talk to colleagues
  - Discuss possible short-term solutions
  - Discuss possible longer-term solutions
  - Focus in addition, on what is going well – the positive.
- Support the Health and Safety Executive's (HSE) 'Go Home Healthy' programme, so that we take health risks as seriously as safety ones, particularly the prevention of work-related stress.
  - The [Talking Toolkit](#) is a downloadable free resource, which gives staff in school templates for simple, practical conversations about work issues which can be causes of stress, if they are not managed properly. The toolkit has six templates for six different conversations to be held between

school leaders, line managers and staff. Each conversation is shaped around an area which, if not properly managed, is associated with poor health, lower productivity and increased sickness absence.

- A culture where open and honest discussions with SLT/your line manager regarding your thoughts and ideas on how we might improve our welfare as staff are welcome.
- A culture where open and honest discussions with colleagues, who may wish to discuss their own particular circumstances, will be facilitated as a viable alternative to capability. Please see Mr Eastham (or line manager in the first instance), should you wish to engage in a without prejudice and protected conversation – an ‘off the record’ conversation to discuss your own particular situation.
- Open discussion with Headteacher regarding ‘**special leave**’ if required.
- ‘**Healthy leaders**’ course followed with our external associate.
- **Tea and coffee** available at the start of staff briefings in the staff room.
- **Staff socials** – BBQ’s/meals out/Christmas meal etc.
- Levels of support that may need to be considered to assist in reducing any workplace stress that may have a detrimental impact on future health and attendance i.e. **Occupational Health Referrals, Counselling sessions, Health Risk Assessments, Education Support Partnership, ASCL Wellbeing Zone** etc.
- **Pre-order lunch service**
- Access to the **Digital Healthy Schools** platform for staff
- **Staff Welfare activities at reduced rates** – please see those items marked in yellow in the staff calendar i.e. Yoga, Zumba classes etc.
- ‘**Listening Tree**’ support – a forum to allow staff to review and reflect on their practice.
- **Results day** – continental breakfast provided for staff coming in on results day to see how our pupils have done.
- **Free NHS Health Checks/Flu Jabs for eligible staff including:**
  - *Blood pressure and pulse*
  - *Total / HDL cholesterol test*
  - *Height, weight, BMI and waist measurement*
  - *Lifestyle assessment of risk factors*
  - *A calculation of your risk of developing heart disease or stroke in the next 10 years.*
  - *Advice and information on how to reduce your risk.*

