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**Deputy Headteacher**

**(EYFS/KS1/KS2)**

**Application Pack**

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# Letter from Cathie Paine, Chief Executive, REAch2 Academy Trust

Dear Candidate,

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you, then we would be delighted to receive your application.

**Cathie Paine**

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**Chief Executive, REAch2 Academy Trust**

# Letter from Sean English, Headteacher, Garden City Academy

Dear Candidate,

I am delighted that you have expressed interest in in the post of Deputy Headteacher at our new academy.

**Overview**

Are you a leader and teacher who believes in learning without limits and can demonstrate this in all that you do? Do you want the opportunity to make a real difference in the lives of children? Are you passionate that all children deserve the very best learning opportunities? If so, we would love to hear from you! We are looking for a unique leader who is up for a challenge and wants to get stuck in with all aspects of our academy life!

Due to the planned development within Garden City Academy we are now looking for expand our existing SLT to further support the development of the whole school. For this, we are seeing to recruit a new, permanent Deputy Headteacher to work alongside the Headteacher, current Deputy Headteacher and School Business Manager. This role is for a Deputy Headteacher who will have a range of responsibilities that includes: supporting with safeguarding, quality of teaching and the development of staff.

**About us**

Garden City Academy became a sponsored academy in September 2012 with REAch2. The Trust aspires to create a family of primary academies that have a strong reputation for delivering outstanding education for all pupils across the country. At GCA we aim of for every member of the school community to feel valued and respected, and that each person is treated fairly and well. We firmly believe in the importance of forming relationships between parents, carers and the school and the local community.  To achieve the best results it is vital that there is close co-operation between home and school.  We believe that working together we can help children acquire the knowledge, and develop the skills that they will need in later life.

The academy already has a highly skilled and experienced leadership team, and we’re looking for a new Deputy Headteacher to take us to the next level in our journey towards our motto of *‘Believe and Achieve’*. There is no doubt about it, leading at Garden City Academy will take vision, dedication and hard work, but being part of that exciting and rare journey will be very rewarding to see the academy develop over the next few years.

**Sean English**

**Headteacher, Garden City Academy**

# Our Cornerstones and Touchstones

Icon

Description automatically generated with medium confidenceREAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

**Inspiration** breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: [www.reach2.org](http://www.reach2.org)

# The role

**Deputy Headteacher (EYFS/KS1/KS2) at Garden City Academy**

**Context**

At GCA, we rightly pride ourselves on the high expectations we place on the academic achievements and behaviour of all children, whatever their need, as well as a broad, diverse and engaging creative curriculum which will underpin all that we do.  GCA is an inclusive setting, valuing all children’s achievements and ensuring that each child is given every opportunity to meet their full potential.  There is no doubt that GCA is an exciting place to be – for children, staff, parents, and the local community!

As a highly experienced Class Teacher and leader first and foremost, you will be passionate about ensuring the best outcomes for children and giving them every opportunity to succeed, whatever their barriers may be.  GCA is an academy where every child is respected and treated as an individual, with no limits placed on their learning – just opportunities to continually improve with a Growth Mindset approach.  We do not ‘label’ children or group them by perceived ‘ability’; instead, we give all children equal opportunities to challenge themselves through the range of tasks and activities presented to them – empowering children to take ownership and responsibility for their own learning.

**What experience might you have?**

You may be an existing Assistant or Deputy Headteacher with skills and experience to complement the leadership team at Garden City, or you may be an ambitious Senior Leader within the primary age-range who has a passion for leadership and are ready to make your mark as the Deputy Headteacher of Garden City. Whatever your background or experience, we would really like to hear from you.

Our Deputy Headteacher needs to be a highly effective classroom practitioner across the primary age range first and foremost, who is ready to lead and develop Garden City through its next phase of development. The role is non-class based to oversee all aspects of learning and teaching across the academy and lead on aspects of school improvement to drive standards. The appointed candidate will likely have responsibility as the Director of the Quality of Education throughout the academy, and as such is in a key position to be able to positively influence learning, teaching and outcomes for pupils. The ideal candidate will be a practitioner who is zealous about education and willing to drive forward learning and teaching to continually improve and secure outstanding outcomes for all pupils. There is no doubt that you will need drive and determination to join us as this crucial time in our school’s journey and build on our current curriculum strengths to uncover new possibilities.

The post of Deputy Headteacher at GCA is significant, and the appointed candidate will be coached and mentored by the Headteacher in order for them to be able to take over the operational day-to-day running of the school. Consequently, the role is a fantastic platform to develop and learn the skills required of Headship and would support a leader who is keen to undertake their NPQH, if not already, as part of their progression towards Headship.

This means that the Deputy Headteacher at Garden City must be prepared to lead the academy ably and confidently in the Headteacher’s absence, and so candidates should ensure that they feel they would have the knowledge, skills and confidence in order to do this as required. The Deputy Headteacher would work closely and alongside the Headteacher and School Business Manager, who form the Headship Leadership Team at GCA

**The Senior Leadership Team**

The academy’s Senior Leadership Team currently comprises the following:

* Headteacher – with responsibility for Leadership and Management
* Deputy Headteacher (on maternity leave)– with responsibility for Inclusion and Safeguarding
* Interim Deputy Headteacher – With responsibilities for KS1, Maths and Quality of Teaching
* Interim Deputy Headteacher – With Responsibilities for Year Six, KS2 and English
* School Business Manager – with responsibility for finance, premises, HR and health and safety

As a member of the academy’s Senior Leadership Team, you will also be responsible for the line management of some staff, which is likely to include curriculum and subject leaders. A large part of the Deputy Headteacher role includes coaching and mentoring staff and leaders across the school to ensure that the quality of education is exemplary.

As part of the Deputy Headteacher role you will also quality assure and contribute towards other key aspects of the school’s inclusion, including Pupil Premium, SEND, Attendance and Welfare, Behaviour and Vulnerable groups. Experience of leadership in these areas would be advantageous. The Deputy Headteacher role will include being the Designated Safeguarding Lead, and so experience in this role is essential as you will manage a large team of deputy designated safeguarding leaders and be accountable to the Headteacher for safeguarding across the academy.

Candidates should be aware that the leadership structure will undergo some changes to reflect the change in size of the school over the coming years. As such, the Deputy Headteacher role will continue to evolve with the academy over the coming years, and so the person appointed will need to be prepared for aspects of change and development over time.

**What we’re looking for**

We are looking for an outstanding classroom practitioner across the primary range who has leadership experience within their setting. You will be highly driven and motivated, has an eye for detail, and can work flexibly and creatively.

Ultimately, the role of the Deputy Headteacher is flexible, demanding but highly rewarding and is a pre-cursor to taking on a Headship. It is expected that the appointed candidate will have a desire to work closely with the Headteacher in preparation to support them in undertaking their National Professional Qualification for Headteacher (NPQH) in the coming years, and that the candidate will want to take increasing responsibility for the day-to-day management of the academy. A passion and enthusiasm for teaching and learning is essential, as is an up-to-date working knowledge of the curriculum requirements across Early Years to Key Stage Two. The Deputy Headteacher will need to be able to model best practice in all subjects across the primary range and be a benchmark to other teachers and leaders of a can-do approach to making things happen.

The successful candidate will have:

* The motivation to achieve the very best for the children in our care and be relentless in the pursuit of excellence
* Excellent inter-personal and leadership skills as well as the ability to inspire and challenge colleagues  
  - Proven experience as an effective good and outstanding classroom teacher
* Experience of working with children of different ages within the primary range
* Have the ability to lead aspects of school improvement and ensure that all children are given opportunities to excel
* Excellent communication skills and a good sense of humour

In return we can offer:

* A firm commitment to you and your professional development
* Friendly, supportive, enthusiastic and hardworking colleagues, staff and Governors
* A growing learning community
* Encouragement to develop new ideas and the opportunity to make a real difference
* Coaching and mentoring from the academy’s Headteacher
* The chance to be part of the largest primary only Multi Academy Trust, which offers fantastic trust wide CPD opportunities
* Vast opportunities for career progression

# The application

In applying for this post, you are required to submit:

* A completed REAch2 Academy Trust application form (found with this application pack) which refers to the Person Specification form; and
* A supporting letter of application; not to exceed two sides of A4

The person specification contains the criteria that the selection panel will use in the selection process. In addition, the panel will place considerable emphasis on your supporting letter.

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust’s online [Equality & Diversity Monitoring Form](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u) separately.

Garde City Academy has a rigorous Safeguarding policy and is committed to the welfare of every child. Consequently, all short-listed candidates will be asked for two references before interview, and these could be followed up with a verbal discussion with your referee. If successful, your enhanced DBS check will be carried out irrespective of any previous checks and a Disqualification Declaration form will also be required. Candidates will be expected to self-disclose information to us should there be any current or historical convictions, hearings or allegations. If this is relevant to you then please write to the Headteacher prior to interview about this, marking the envelope private and confidential.

We hope you will take the time to find out more about our new academy and experience our warm welcome. For further information about the role, or to arrange an informal discussion or come and take a look around with the Headteacher, please contact Lisa Glennon, School Business manager at [Lisa.Glennon@gardencityacademy.org](mailto:Lisa.Glennon@gardencityacademy.org) or telephone 01462 621800 in the first instance.

## The application process and timetable

|  |  |
| --- | --- |
| **Application deadline:** | Monday 30th January 2023, 12.00pm |
| **School visits:** | Strongly encouraged, and via pre-arranged negotiation |
| **Interviews:** | Observations of candidates in their own current settings 30th January – 1st February 2023  Tuesday, 7th February (Face-to-face interviews on-site for those candidates selected) |
| **Contract details:** | Permanent |
| **Working hours** | Full-time (part-time would be considered if another suitable candidate was able to complement the part-time working hours) |
| **Salary:** | L6-L10 (depending on experience/skills) |
| **Start date:** | 17th April 2023 or September 2023 |

The candidates selected for formal interview will be informed after shortlisting and full details of the interview programme will be provided. We expect to shortlist 31st January.

# Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that academies and academy personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all of our pupils.

We have a principle of open competition in our approach to recruitment and will seek to recruit the best applicant for the job.  The recruitment and selection process aims to ensure the identification of the person best suited to the job based on the applicant’s abilities, qualifications, experience and merit as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely, and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system after six months from notifying unsuccessful candidates, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your details will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](https://reach2.org/wp-content/uploads/2020/01/Privacy-Notice-Job-Applications.pdf).

# Job Description

**Post:**   **Deputy Headteacher**

**Salary:** **Leadership Scale L1**

**Responsible to: Headteacher**

**Core Purpose**

* To share in the leadership and management and the corporate responsibility of the school on a day-to-day basis.
* To deputise for the Headteacher in the event of his absence.
* To assist the Headteacher in determining general school policy and managing its implementation.
* To make a leading contribution to the school’s monitoring and review processes for pupils’ attainment and continuous school improvement.
* To lead the school in clearly embedding its vision, values, ethos and ambitions.
* To take responsibility for the safeguarding and welfare of children and young persons.
* To lead and line manage a group of leaders, teachers and support staff.
* To strategically lead the Quality of Education across the school, including line management of staff who work within this area.
* To be the school’s named Designated Safeguarding Lead and manage a team of deputy safeguarding leaders.

**Key Areas of Responsibility**

All teachers work within the statutory conditions of employment set out in the current School Teachers’ Pay and Conditions Document. This job description should be read in conjunction with this. The areas set out below are in addition for the Deputy Headteacher, although may not be exhaustive:

1. **Strategic direction and development of the school**

* To help to formulate the vision, aims and objectives of the school and policies for their implementation.
* To lead the school in clearly articulating its values and ethos and translating these into daily life at Garden City Academy.
* To keep up to date with current issues in teaching and learning and in school improvement and to share this with staff.
* To work in partnership with the Headteacher in the cycle of planning, implementation, review and evaluation of the School Development Plan.
* To monitor and evaluate the impact of the school’s policies, practices, targets and priorities, identifying developments needed and work with the Headteacher to achieve them.

1. **Quality of Education, Teaching and Learning**

* To be an outstanding classroom practitioner and provide an excellent role model to others as a class teacher.
* To play a major role in the development of high-quality teaching and learning throughout the school, at each key stage.
* Provide exemplary coaching and mentoring to staff and students to develop high standards of teaching and curriculum delivery.
* To seek innovative ways of sharing good practice and ensuring dialogue about teaching and learning amongst school staff.
* To ensure curricular policy development, which is focussed on continuous improvement.
* To lead a team of curriculums leaders and lead on specific curriculum areas as needed.

1. **Leadership and Management**

* To share in the leadership of the school in the Leadership Team and to bring out the potential for leadership in others.
* To challenge and support all others in developing professionally, both formally and informally.
* To work with the Headteacher on appointing staff and the performance appraisal of staff.
* To ensure own continuing professional development.
* To deal promptly and effectively with any poor performance of staff, teams or pupils.
* Responsibility for promoting and safeguarding the welfare of pupils.
* To undertake, in the absence of the Headteacher, the professional duties of the Headteacher.
* To work with the Headteacher on the organisation and day to day running of the school and on the efficient management of school resources.
* To work with the Leadership Team to present an accurate and coherent account of the school’s performance to a range of audiences, enabling them to play their part effectively.
* To be able to stimulate children and colleagues by a positive, active and supportive attitude.

1. **Pastoral Care**

* To promote self-discipline, high standards of behaviour and positive attitudes on the part of all children and to implement policies and procedures to foster them.
* Ensure that a high standard of care for all children is maintained.
* Continue to develop and maintain the ethos of the school and provide educational vision by determining the values and standards of learning, behaviour and relationships.
* Ensure effective transition and progress of children from the end of Early Years Foundation Stage to Key Stage 1, Key Stage 1 into Key Stage 2, and from the end of Year 6 into Year 7.

1. **Communication and Community Links**

* To fully support the life and work of the school.
* To develop and maintain positive and effective relationships with parents, the local community and Governors.
* To develop and maintain links with the Multi-Academy Trust, Local Authority, and Advisory and Support Services.
* To provide information and objective advice and support to the Governing Body to enable it to meet its responsibilities.
* To ensure that parents and pupils are well-informed about the curriculum, attainment and progress and are able to understand and contribute to targets for improvement.
* Ensure the school is an integral part of the local community.

1. **Equalities**

Be aware of and support difference and ensure that the school’s equalities and diversity policies are followed and championed.

1. **Health and Safety**

Be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person.

1. **Additional Information**

The jobholder is required to contribute to and support the overall aims and ethos of the school. All staff are required to participate in training and other learning activities, and in performance management and development as required by the schools’ policies and practices.

***\*\* The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.***

**Accountability**

The Deputy Headteacher is directly responsible and accountable to the Headteacher and Local Governing Body.

You will be responsible and accountable to support, line manage, and performance manage all members of the area of school you lead, and share in the corporate responsibility of the school. You will also be responsible and accountable for the Quality of Education across the school and outcomes for all pupils.

**Job Entitlements**

* Regular and dedicated non-contact time to undertake specific leadership duties.
* Access to training and staff development according to personal development needs and the needs of the school.
* Five days of high-quality whole-school INSET
* Annual Performance Appraisal and reviews

**Organisation Chart**

***Headship Team (including Headteacher, Deputy Headteacher, School Business Manager)***

***Extended Leadership Team (Curriculum Team Leaders)***

***Teaching Staff Teaching Assistants Administrative and Premises Staff***

**Supervision**

The jobholder is managed by the Headteacher and is a member of the school’s Senior Leadership Team.

The jobholder manages and leads a team of staff across an area within the academy.

**Job Context**

The Deputy Headteacher will be part of a wider senior leadership team, comprising other Assistant Headteachers for different areas of responsibility across the school.

The school welcomes teachers of high professional standard and shares the responsibility with each teacher for continual review and the development of expertise.

All teachers make a valuable contribution to the school’s development and, therefore, to the progress of all pupils. All teachers except those who are newly qualified, will have a lead responsibility for a curriculum area across the whole school and will be supported in that role by their line manager.

**Contacts**

The jobholder will work with all members of staff in the academy and have contact with parents, governors and the Academy Trust.

**Review of Duties**

The specific duties attached to any member of staff are subject to annual review and may, after discussion, be changed. The post-holder is expected to perform reasonable duties requested by the Headteacher from time to time, commensurate with experience, role and salary.

# Person Specification

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Essential (for the job)** | **DESIRABLE (for development)** |
| **Qualifications** | * Qualified Teacher Status (QTS) * Degree or equivalent | * Evidence of recent additional educational qualifications (e.g., NPQML/ NPQSL or MA) |
| **Experience** | * At least four years substantial and successful teaching experience within different phases * Leadership experience in the primary phase * Successful experience of leading one or more subject areas and other aspects of school improvement * Experience of leading a core subject area * Experience of effective involvement with parents and governors | * Experience of teaching in different phases (EYFS/KS1/KS2) * Experience of leading whole school Ofsted areas |
| **Knowledge and understanding** | * Experience of curriculum planning, implementation, assessing and recording * Involvement in the implementation of whole-school initiatives * Thorough grasp of current educational issues * Ability to analyse, understand and interpret school performance data * Understanding of the needs of children with SEN as well as those more-able learners * Understanding of the key characteristics of an effective learning environment | * Knowledge of the SEN Code of Practice (2014) |
| **Skills and Ability** | * Be able to demonstrate outstanding classroom practice and articulate what constitutes effective teaching and learning * Ability to influence the quality of teaching and learning. * Good communication skills at all levels * Ability to work effectively as part of a team of staff and governors. * Ability to inspire, lead and motivate children and staff * Good organisational and time-management skill * Demonstrate a positive and professional attitude at all times * Commitment to extra-curricular activities * Ability to delegate, monitor and support effectively | * Confident skills in ICT * Evidence of successfully mentoring or coaching teachers and ECTs * Understanding of effective budgeting and resource deployment * Experience in leading continuing professional development for staff |
| **Personal Qualities** | * Positive, caring attitude, enthusiasm and sense of humour * Humility * Resilience * Eye for detail and be able to dig into the detail! * Ability to maintain confidentiality * Commitment to personal and professional development * Excellent interpersonal skills |  |
| **Safeguarding** | * Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people * Commitment to the protection and safeguarding of children and young people * Will co-operate and work with relevant agencies to ensure the appropriate safeguarding of children * Has received Designated Safeguarding Leader training. |  |

Wellbeing Charter

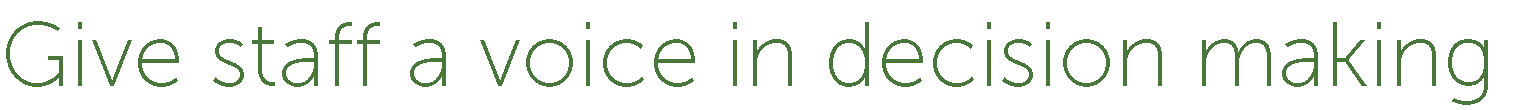
*Supporting staff wellbeing and workload at Garden City Academy*

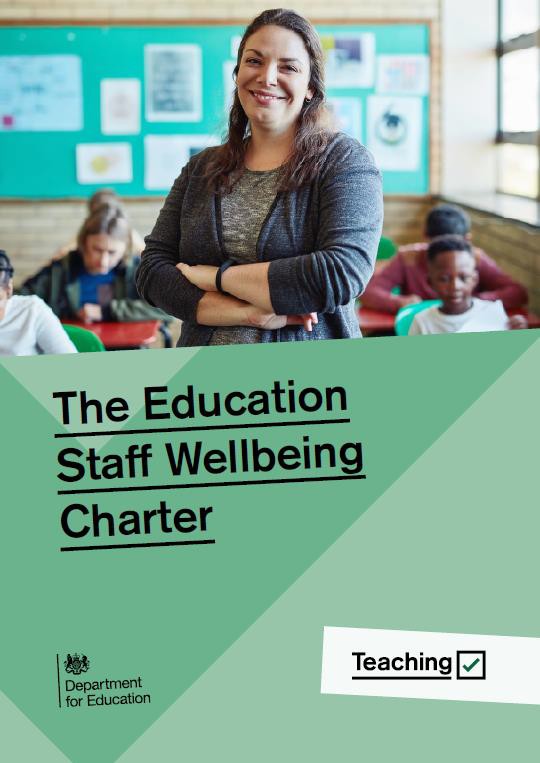
**PRINCIPLES BEHIND OUR WORKLOAD AND WELLBEING STRATEGY:**

1. Staff are our most precious resource.
2. Happy and successful staff make for happy and successful pupils.
3. Building a positive working environment for all.
4. Create and maintain streamlined systems and procedures that allow leaders to lead, teachers to teach

and pupils to learn.

1. Work hard, smart and fast, not longer or procrastinating.







**TEACHING AND LEARNING, PLANNING , CURRICULUM ASSESSMENT**

* Schemes of Work and resources are provided for teachers, but they are not prescriptive, and we are supportive of teachers who want to adapt them. We trust teachers to decide the best approaches for students in their classrooms.
* Support staff provide a reprographics service completing all bulk printing and other non-skill based duties, where sufficient notice is given.
* Detailed lesson plans are only required for English, Maths and Science. All other lessons require lesson overviews (medium term plans) to be created, detailing objectives and the outline of content only.
* All teachers and HLTAs receive a minimum of 10% PPA per week.
* TA’s who carry out interventions are given 1 hour per week for planning and preparation time
* Senior and extended Senior Leaders receive an additional 10% non-contact time per week to lead and develop their areas of leadership.
* Teachers on subject release/PPA are not expected to cover more classes for absent staff.
* Designated PPA areas across the school (PPA room, spare classrooms, Staff room after 2pm).
* Feedback and marking is agreed by the whole school with one audience only: the pupils. We never mark for anyone else (observers, parents, etc.). The majority of feedback is oral and personalised.
* Staff meetings are kept to one hour per week and there is one morning briefing. Calendar for staff meetings is shared before each half term. Advance warning of twilight sessions is given on the calendar.
* Our teaching and learning calendar is carefully planned and shared with staff before each half term to ensure transparency and not to overload staff.
* The assessment calendar is carefully planned a year in advance to avoid overloading at any one point in the year.
* Home learning: weekly reading, spellings and time tables set alongside half termly projects to reduce planning and marking.
* SLT teach in order to spread the load and stay firmly ‘in the game’. This includes the Headteacher.
* Staff are encouraged to share resource and co-create.
* Lesson plans do not have to be ‘submitted’ to leaders; they are saved on the system for access for all.
* We are careful of introducing new things – minimising work load or overloading with information.

**BEHAVIOUR AND PASTORAL SUPPORT**

Everyone has the highest expectations of behaviour, with all staff reinforcing those expectations.

* Staff are trained on using STEPS to support behaviour management across the school.
* Leaders are highly visible and always available through the SLT walkie talkies or phone lines

.

* Any internal exclusions are dealt with by SC or SLT

* Staff who are managing emotionally challenging events with students are supported through regular check-ins and the opportunity to access supervision if required.
* Safeguarding and pastoral leads are offered fortnightly meetings to discuss case loads and provide the opportunity for supervision.
* Teachers given termly wellbeing check ins – to discuss what’s on their minds

**PROFESSIONAL DEVELOPMENT**

* CPD is tailored specifically to every staff members development needs, experience and aspirations. Time is provided for staff to put new things into action and demonstrate impact.
* Targeted support is provided for staff where required.
* All staff CPD is delivered through courses, zoom calls, directed time, in-school training/support and inset days.
* CPD events include Staff Wellbeing CPD.
* Whole staff CPD is planned for the term in advance.
* Comprehensive support for ECTs, with dedicated mentors, regular meetings.
* We ask staff for feedback on the quality and impact of CPD

**COMMUNICATION AND MEETINGS**

1. Meetings are on the calendar from the start of the year & updated termly, so they can be planned for.
2. Meetings are limited to one hour. Twilights are planned in advanced and enough time given for

arrangements to be made.

1. Whole staff briefing once a week, highlighting key things for the following week. This is also displayed

in the staff room, and is sent out to all staff.

1. We want meetings to focus on teaching and learning and strategy, not admin. They should finish on

time and are not needless.

1. Where a meeting can be avoided (e.g. through having a quick discussion or sending a brief email), this

is recommended practice.

1. Email etiquette is promoted:
   * Where possible we use specific email addresses, not ‘All Staff’ email, to cut down on irrelevant emails clogging up inboxes.
   * Staff are not expected to answer emails sent outside standard working hours (5pm to 8am on weekdays and at weekends) and we encourage staff not to send emails after 7pm, but appreciate some staff prefer to send them then for their wellbeing – the main thing being responses are not expected or required.
   * Staff are discouraged from reading or sending email on their phones, at least in the evenings and weekends.
2. We promote open door leadership – no concern is ever too small, but staff are encouraged to come

solution focussed.

1. We clearly identify when staff are required to attend after school events (such as PTA events), and

minimise the number of staff expected.

1. No elephants in the room. Regular opportunities given to staff to give critical feedback to the

Headteacher about what’s going well and what is not. We talk about and acknowledge challenges and

where we can do better.

**ASSESSMENT, FEEDBACK & REPORTING TO PARENTS**

**Use of on line packages for homework such as Timestables rockstars, etc to further reduce planning, setting and marking.**

**We have significantly reduced the number of data collections, there are only three data collections per year for al year groups (except for EYFS with baselines)**

**The whole school calendar is used to ensure best possible timings.**

**The use of tests and exams that clearly indicate what pupils do and don’t know and can and can’t do in order to inform future planning and help children progress. We don’t collect data just for the fun of it.**

**Tests and exams can be self\peer marked with minimal teaching marking (age appropriate).**

**Written reports are sent to parents once per academic year and have been streamlined to ensure they are fit for purpose.**

**PERFORMANCE MANAGEMENT**

* We do not grade lesson observations (outstanding, good, etc.). All observations are a celebration of strengths developmental.
* Performance Management is tailored to whole-school, subject leadership and individual needs.
* We begin from the assumption that everyone can achieve their targets as they are aspirational and developmental.
* We discuss career plans and opportunities for development which support longer term aspirations.
* Teachers receive coaching and mentoring from the SLT as well as an appraiser, to support staff wellbeing and CPD.
* Work and planning scrutiny led by subject leaders.

**WELLBEING IMPORTANCE**

* Staff wellbeing is prioritised; we know that contented staff make for a more successful school. We are all aware of workload, consider this in any new initiatives, and regularly review how to streamline systems and processes so they take less time.
* We have a member of staff, who takes the lead on wellbeing.
* We have wellbeing ambassadors and a range of advice \support on display in the staff room.
* We promote mindfulness, finding time for yourself in our busy days. ‘I am kind to myself, I am kind to others’
* We do not expect staff to stay late after school – it is good practice to go home and spend time with family. We also accept that for some staff, working after school supports their work-life balance and others prefer taking work home to do later in the evening.
* We hold back-to-work interviews after an absence, to ensure returners feel well supported.
* Leave is given for unavoidable medical appointments and time is also given for other events/circumstances at a line manager’s discretion.
* Parents evenings are arranged over a week (three days), twice a year, and finish by 5pm.
* PPA and leadership release can be taken off site (provided it does not interfere with any of the schools other calendar events that day and SE\LG are made aware).
* Admin support – SLT/school secretary check all letters and communications to parents/carer for teachers and ensure it is sent out appropriately.
* If something new is introduced, we strive to take something old away.
* Staff room is designated for relaxing, no staff to be working in the space between **11.45am-2pm** to allow all staff time to relax and switch off , whatever time they have lunch.

**STAFF VOICE**

* We regularly survey staff to get their honest opinions about how to improve.
* We ask staff for their feedback on the quality and impact of CPD.
* We ask staff regularly for their preferences on different aspects of life at Garden City Academy
* Actions are taken as a result of staff voice on workload, preferences and CPD.
* Senior staff all have an open door policy. Staff are encouraged to come to us.
* Wellbeing Ambassadors are represented by a member of the Teaching, Teaching Assistant, Support staff and lead by a member of SLT.

**WELLBEING LITTLE EXTRAS…**

* We have a staff room with fridges, microwave and a toaster, and a range of comfortable seating areas.
* We provide a secure staffroom.
* We subsidise tea, coffee, sugar, milk and squash in the main staff room for use by all staff.
* Biscuits and treats are provided during the year, including breakfast once month for all staff
* Half termly bring and share lunch for all staff.
* All staff have access to “Employee Assistance” – a free phone line for information, support and counselling.
* We promote a culture of peer-to-peer praise through thank you, cards, and small acts of kindness.
* We have a monthly wellbeing calendar which is updated with events over the course of the year, including things like, Dress up Friday, feel good week, Bake off’s .
* We make use of the “Gift of Giving” to enable staff to take an hour or two to see their own children in performances, or access occasions which are normally impossible due to working in a school.
* Attendance at funerals and graduations always agreed.
* Wellbeing ambassadors who act as a spokesperson for their profession to highlight any issues and concerns to help move the school forward together, whilst working proactively to address wellness and wellbeing concerns.
* Wellbeing Ambassadors and Lead who meet termly to discuss and agree actions going forward to promote wellbeing.
* Where possible, maximum of two break-time duty per week for each teacher.
* Buffet breakfast provided for all staff at INSET days
* Free flu jabs offered to those who do not automatically qualify for free one’s
* Termly organised social events out of school
* Seasonal events for everyone to show their less serious side, eg, World Book day, Christmas jumper, themed non uniformed day, dress up Fridays!
* Every member of staff, regardless of hours they work, is entitled to a well-being day each year for them to use as they wish