



## Early Years Educator

*(Early Years Practitioner, including Nursery and Reception)*

Application Pack



*Limitless learning; infinite possibilities*



# Contents

Letter from Catherine Paine, Chief Executive Officer.....	3
Letter from Aaron Wanford, Headteacher, Green Ridge Primary Academy.....	4
Our Cornerstones and Touchstones.....	5
The role.....	6
The application .....	7
The application process and timetable.....	7
Safeguarding, Safer Recruitment and Data Protection .....	8
Job Description .....	9
Early Years Educator .....	9
Person Specification.....	14
Early Years Educator.....	14

# Letter from Catherine Paine, Chief Executive Officer

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.

Employees 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.

Catherine Paine

Chief Executive Officer, REAch2 Academy Trust

# Letter from Aaron Wanford, Headteacher, Green Ridge Primary Academy

Dear Candidate,

I am delighted that you have expressed interest in the post of Early Years Educator at our new academy.

## Overview

Do you enjoy working with children? Do you have the skills to support their learning and development? Have you got a 'can-do' approach and outlook? At Green Ridge Primary Academy, we are looking for Early Years Educators who will work as part of our support staff team, across our Early Years provision, to support children in their learning and development, including those children with Special Educational Needs and for whom English may be an additional language. We are looking for someone who is up for getting stuck into all aspects of academy life!



## About us

Green Ridge Academy is a new primary school built on Berryfields, which opened in September 2017 in temporary accommodation on the site of the permanent building. The permanent school building opened in September 2018. In September 2023, the academy will be two-form entry from Nursery through to Year Six, taking children from aged 2-11, with two bulge classes in YR and Y1 as we continue our preparations to become a 3-form entry school. Whilst the school currently has the capacity for over 450 children, this is an exciting time at Green Ridge, as we continue to grow our site is being expanded with the additional capacity so that by September 2024, our building will be able to accommodate over 650 children. Exciting!

The academy is now looking to appoint additional staff to meet the needs of the children within the academy's nursery in its brand-new building. You will be part of the team which has the unique opportunity to build and grow the school from its infancy. There is no doubt about it, setting up the academy from scratch will take vision, dedication, and hard work, but being part of that exciting and rare journey will be very rewarding to see the academy take shape over the next few years. To see more information about the school, including design plans of the school, please visit our website [www.greenridgeacademy.co.uk](http://www.greenridgeacademy.co.uk)

Aaron Wanford

Headteacher, Green Ridge Primary Academy

# Our Cornerstones and Touchstones

REAch2 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

## About the role

As a member of the academy's support staff team, you will be responsible for supporting the development of children's knowledge, understanding and skills across all areas of learning. This may be supporting children on a one-to-one basis, supporting small groups or delivering interventions and additional support to children as needed. Initially this will be within the 2/3-year-old Nursery class and the role also includes supervising children during break and lunchtimes and before/after school sessions in line with your shift pattern and as necessary.

## What we're looking for:

We welcome applications from candidates with experience from educational or other relevant childcare backgrounds. The successful candidate will be expected to hold (or be working towards) a minimum of a full and relevant Level 2 or 3 qualification in Early Years Education in line with DfE guidelines on ratios across the provision.

The successful candidate will have:

- A full & relevant Level 2 or 3 qualification (working towards will be considered)
- The motivation and passion to achieve the very best for the children in our care and be relentless in the pursuit of excellence
- A good understanding of the Early Years Foundation Stage
- The ability to work independently as well as part of a wider team
- The ability to work on initiative
- A 'can-do' approach to all aspects of academy life
- A willingness to undertake professional development and grow their skills
- Excellent communication skills and a good sense of humour

In return we can offer:

- A 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

# The application

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, please contact Lauren Curtis-Cross, School Business Officer at [lauren.curtis-cross@greenridgeacademy.co.uk](mailto:lauren.curtis-cross@greenridgeacademy.co.uk) or telephone 01296 326320. Completed applications should be sent via e-mail to the same e-mail address by 12 noon on **Wednesday, 17<sup>th</sup> May**. We regret that any applications received after this time and date may not be included in the short-listing process. Short-listed candidates will be invited for interviews, and we will ask you to deliver a learning activity to a small group of children, as well as a range of other tasks in addition to a formal panel interview. Please note that the academy reserves the right to interview before the closing date if suitable candidates apply, and so we encourage all applicants to apply well-before the closing date.

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](#) separately. Green Ridge Primary 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.

## The application process and timetable

<b>Application deadline:</b>	Wednesday, 17 <sup>th</sup> May 2023, 12.00pm
<b>School visits:</b>	Via pre-arranged negotiation
<b>Interviews:</b>	TBC
<b>Contract details:</b>	Permanent
<b>Working hours</b>	37 hours per week, 39 weeks per year (term time plus INSET days) Hours to be worked between 7.15am and 4.45pm (including 30 minutes unpaid lunchbreak each day)
<b>Salary:</b>	Bucks Pay Range 1b, Scale point 8 – 10, £18,985 - £19,448 per annum (Full Time Equivalent) Actual pro-rata salary approx. £16,057 - £16,448 including around 5 weeks holiday pay.
<b>Start date:</b>	Upon successful recruitment checks, and agreed with appointed candidate – likely from June onwards (or later by mutual agreement)

The candidates selected for formal interview will be informed after shortlisting and full details of the interview programme will be provided.

# Safeguarding, Safer Recruitment and Data Protection

Green Ridge Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This position is subject to an enhanced DBS Check and satisfactory written references.

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](#).



# Job Description

## Early Years Educator

### 1. JOB OUTLINE

Pay Scale/Grade:	Bucks Pay Range 1b, Scale point 8–10 (depending on skills/experience) 32.5 hours per week, Term time (38 weeks) + 5 INSET days + approx. 5 weeks holiday pay
Reports to:	Head of Learning for Early Years
Responsible for:	N/A
Liaison with:	Teaching Staff, Support Staff, Headteacher, Senior Leadership Team, Pupils, Stakeholders

#### 1 a) PURPOSE OF ROLE

- To contribute to the promotion and development of education that offers high quality learning experiences for children in the Early Years Foundation Stage.
- To work as a member of the Early Years Team to support and assist nursery/reception class teachers with the physical, emotional and educational needs of our children.
- To work under the direction of the class teacher to plan activities to encourage play and sensory stimulation. Although Early Years Educators will work under the direction of the teacher he/she will also be required to work on his/her own in small group situations away from the main class base.

#### 1 b) RESPONSIBILITIES

##### *Support for Pupils*

- To act as a keyworker for a group of children, being responsible for co-ordinating and liaising on case work issues, care plans and special needs.
- Assess the needs of children and use detailed knowledge and specialist skills to support children's learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all children.
- Support children consistently whilst recognising and responding to their individual needs
- Encourage children to interact and work co-operatively with others and engage all children in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to children in relation to progress and achievement
- Organise and manage appropriate, healthy, safe and stimulating learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate children's responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives

- Provide objective and accurate feedback and reports as required on children's achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in activities systematically and providing evidence of range and level of progress and attainment
- Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Supporting the role of parents in their children's learning and participate in meetings with parents to provide constructive feedback on children's progress/achievement etc.
- Produce lesson plans, worksheet, as supported by teaching staff etc.

### *Support for the Curriculum*

- Deliver learning activities to children within agreed system of supervision, adjusting activities according to the child's responses/needs
- Deliver local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Use ICT effectively to support learning activities and develop children's competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of children's interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

### *Support for the School*

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all children have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of our school
- Establish constructive relationships and communicate with other agencies/professionals to support the welfare, achievement and progress of the children
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting children
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Attend training courses as part of your own CPD
- Contribute to the identification and execution of appropriate out of centre learning activities which consolidate and extend work carried out in the centre.
- Supervise students on work placements.
- To undertake any other duties commensurate with the role

### *Early Years Educators in this role may also undertake some or all of the following:*

- Work with individual pupils with special educational needs
- Work with pupils for whom English is not their first language
- Assist in the development of individual development plans for pupils (such as Individual educational plans)
- Support the work of volunteers and other teaching assistants in the classroom

- Support the use of ICT in the curriculum
- Invigilate exams and tests
- Assist in escorting and supervising pupils on educational visits and out of school activities
- Select, prepare and clear away classroom materials and learning areas ensuring they are available for use, including developing and presenting displays
- Support pupils in developing and implementing their own personal and social development
- Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence
- Monitor and manage stock and supplies for the classroom.
- Provide short term cover supervision of classes
- Supervise individuals and groups of pupils in the playground and dining areas

### 1 c) EQUALITIES

Be aware of and support difference and ensure that pupils have equality of access to opportunities to learn and develop.

### 1 d) HEALTH AND SAFETY

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

### 1 e) DISCLOSURE AND BARRING CHECK

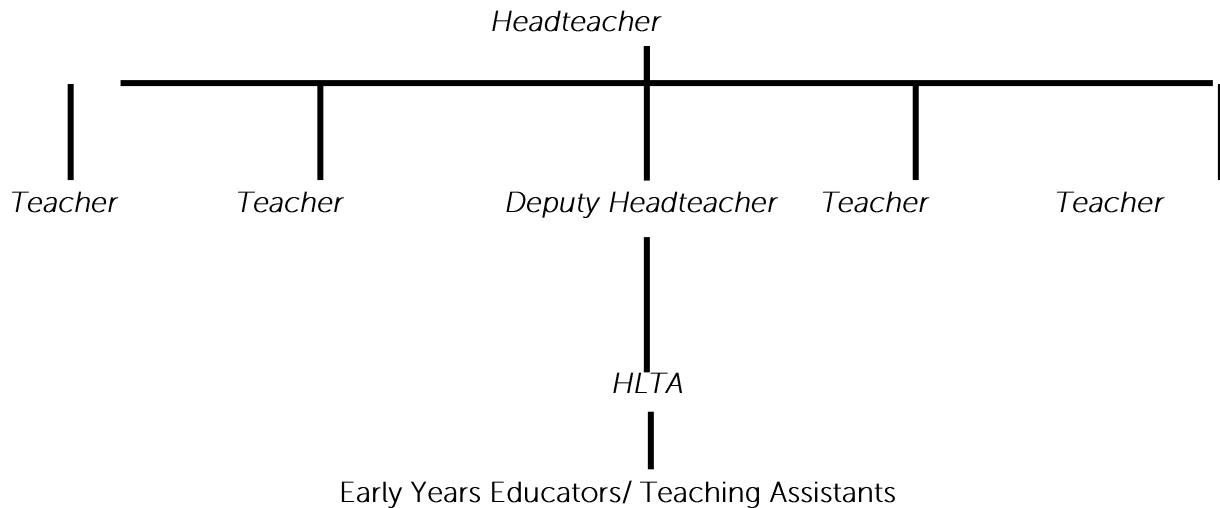
This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the DBS as part of REAch2's pre-employment checks. Please note that additional information referring to the Disclosure and barring Service is in the guidance notes to the application form. If you are invited to an interview you will receive more information.

### 1 f) 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 school's policies and practice.

## 2. ORGANISATION CHART

*PTO.*



### 3. SUPERVISION

On a day-to-day basis, the relevant Class Teacher manages the post holder, but overall management is carried out by the Head of Learning for the phase in which they work. The academy's performance management policies and practice determine the frequency of meetings.

Some supervision of other staff within Early Years may be required.

### 4. JOB CONTEXT

The jobholder is one of a team of teachers and assistants who support the learning of pupils. Flexibility by all staff is important in order to meet the varied needs of pupils.

### 5. CONTACTS

The jobholder works with teachers and pupils and is likely to have planned contact with parents or carers.

### 6. KNOWLEDGE

- Full and relevant Level 3 or greater qualification (as set out by the Department for Education)
- Intermediate knowledge of ICT
- Basic knowledge of Health, wellbeing and safety
- Awareness of keeping children safe
- Basic knowledge of First Aid
- Awareness of Data protection and confidentiality
- Understanding of the Schools ethos and values

### 7. COMPETENCIES

- Communication (written and verbal)



- Problem Solving
- Team working
- Active Listening
- Motivation

#### 8. PHYSICAL EFFORT

The job may involve lifting children after falls or accidents.

#### 9. WORKING ENVIRONMENT

The job may include clearing up blood or other bodily fluids of children after accident or sudden illness.

#### 10. JOB ENTITLEMENTS

- Access to training and staff development according to personal development needs and the needs of the school
- Annual Performance Appraisal and reviews

#### 11. 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 school's policies and practice.

#### 12. REVIEW OF DUTIES

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

## Person Specification

### Early Years Educator

Pay Scale/Grade:	Bucks Pay Range 1b, Scale point 8–10 (depending on skills/experience) 32.5 hours per week, Term time (38 weeks) + 5 INSET days + approx. 5 weeks holiday pay
Reports to:	Head of Learning for Early Years
Responsible for:	N/A
Liaison with:	Teaching Staff, Support Staff, Headteacher, Senior Leadership Team, Pupils, Stakeholders

The selection decisions will be based on the criteria outlined below. At each stage of the process, an assessment will be made by the appointment panel to determine the extent to which the criteria have been met.

When completing your covering letter and application form, you should ensure that you address each of the selection criteria stated below and provide supporting evidence of how you meet the criteria through reference to work or other relevant experience.

Factors	Essential	Desirable	Assessment Method
Qualifications	<ul style="list-style-type: none"> <li>• Full and relevant Early Years Level 2 or 3 qualification (click <a href="#">here</a> to check if yours is full and relevant)</li> <li>• Suitable Level 2 Literacy and numeracy qualifications if required as per <a href="#">DfE Guidance</a></li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of additional qualifications suitable to Early Years Educator role</li> <li>• Graduate qualification</li> </ul>	Certificates
Experience	<ul style="list-style-type: none"> <li>• Experience of working with and supporting children with a range of educational needs</li> <li>• Experience of working and supporting children of a variety of ages</li> </ul>		Application form and selection events
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Intermediate knowledge of ICT</li> <li>• Awareness of keeping children safe</li> <li>• Basic knowledge of Health and wellbeing, safety and child protection</li> <li>• Understanding of the Schools Ethos and Values</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the development of EAL learners</li> <li>• Understanding of the development of SEN learners</li> </ul>	Application form and selection events

Factors	Essential	Desirable	Assessment Method
	<ul style="list-style-type: none"> <li>• Understanding of Data Protection and confidentiality</li> <li>• Basic knowledge of First Aid</li> </ul>		
Skills and Abilities	<ul style="list-style-type: none"> <li>• Ability to solve problems and find solutions</li> <li>• Active listener</li> <li>• Good communication (written and verbal)</li> <li>• A team player</li> <li>• Highly motivated</li> <li>• Assist children on an individual basis, in small group and whole class work</li> <li>• Explain tasks simply and clearly and foster independence</li> <li>• Supervise children, and adhere to defined behaviour management policies</li> <li>• Accept and respond to authority and supervision</li> <li>• Work with guidance, but under limited supervision</li> <li>• Display work effectively, and make and maintain basis teaching resources</li> </ul>		Application form and selection events

*Note to applicants:*

*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.*

# Wellbeing Charter

*Supporting staff wellbeing and workload at Green Ridge Primary Academy*

## PRINCIPLES BEHIND OUR WORKLOAD AND WELL-BEING STRATEGY:

1. **Staff are our most precious resource.** Happy and successful staff make for happy and successful pupils.
2. **Building a positive working environment is crucial.**
3. **Create and maintain slick systems that allow leaders to lead, teacher to teach and pupils to learn.**
4. **There is too much faffing about in schools.** Work hard, smart and fast, not longer or procrastinating.
5. **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.



### The Education Staff Wellbeing Charter



Teaching

**In designing and creating this wellbeing charter and our commitments, we have drawn upon the Wellbeing Charter from the Department for Education which we have signed up to.**

We have made the following organisational commitments:

1. To prioritise staff mental health and wellbeing
2. Give staff the support they need to take responsibility for their own and other people's wellbeing
3. Give managers the tools and resources they need to support the wellbeing of those they line manage
4. Establish a clear communications policy
5. Give staff a voice in decision making
6. Drive down unnecessary workload
7. Champion flexible working and diversity
8. Create a good behaviour culture
9. Support staff to progress in their careers
10. Include a sub-strategy for protecting leader wellbeing and mental health
11. Hold ourselves accountable, including by measuring staff wellbeing

## Wellbeing (n)

**"A state of complete physical and mental health that is characterised by high-quality social relationships."**



## Teaching and learning, planning and curriculum

1. Collaborative planning (wherever possible in two-form entry year groups) enables teachers to discuss and share best practice rather than everyone busily planning the same lessons in their individual classrooms. We accept that collaborative planning will lead to less autonomy in the classroom, but the trade-off is much less work to do at home.
2. Staff within year-groups, where possible, have PPAs together to allow for collaborative planning.
3. Year-group and subject resourced are shared centrally to stop reinventing the wheel.
4. Good quality schemes of work in place for a range of subjects which means teachers don't need to spend hours deliberating on what is to be taught or a sequence but can spend time personalising and adapting plans to meet their own learners needs.
5. All subject leaders receive at least half a day's leadership release each half-term for each area they lead as a minimum; for some middle leaders, they receive an additional half a day per week, in addition to their PPA.
6. Focus on the use of a centralised challenge for all pupils, reducing workload in setting differentiated tasks, and leading to higher quality whole-class resources to help reduce planning time and support better teaching.
7. No expectation for two, three, four or more way differentiated planning. There is no need for any differentiation by task, providing that pupils have their personalised needs met.
8. The PPA allocation for teachers is often more than the requirements set out in the School Teachers' Pay and Conditions Document, which is 10% of a teacher's timetabled teaching hours.
9. There is no pressure to 'put on a show' in lessons: a culture of typicality is reinforced by no lesson gradings.
10. SLT teach to spread the load and stay firmly 'in the game'. This includes the Head.
11. The number of lesson observations per year has been reduced, with more informal methods such as pupil voice, learning walks and book-looks taking place to give an indication of the quality of education.
12. Lesson plans specify a maximum quantity that can be completed (not a target), to ensure that planning does not become overly burdensome or a waste of time.
13. No requirement to run lunch time or after school revision sessions for Year Six. Instead, we focus on what is going on in lessons and through additional catch-up intervention. If teachers choose to run lunch time or after school revision sessions in Year Six, there should not be any until at least February half term.
14. Creative timetabling with workload in mind. We try to join us PPA and other release time where we can (e.g. subject or middle leadership release) to give blocks of time together (typically a day).

## Behaviour and Pastoral Support

1. Everyone has the highest expectations of behaviour, with all staff (not just teaching staff) reinforcing those expectations.
2. A clear system of consequences/sanctions which is applied consistently so staff don't have battles with pupils. Simple and quick logging of the consequences/sanctions which is only applicable after low-level behaviour continues and is unresolved.
3. Clear and robust behaviour systems that underpins impeccable behaviour, so you are free to teach.
4. Leaders are highly visible and always available through the SLT rota. The duty rota ensures that leaders are available before school, break, lunch and after school
5. Senior Leaders overseeing the provision for children who are receiving break or lunchtime suspensions, to ease the pressure at break, lunch and after school on teachers.
6. The SLT are very visible and all staff 'own' their corridors. Staff and pupils know that they'll never walk alone.
7. The SLT run lunch duty every day so that behaviour in unstructured time does not affect the smooth running of lessons.
8. Staff do not need to do any lunch duties. If they want to do one, then we will pay them or pay for their lunch.
9. Staff who are managing emotionally challenging events with students are supported through regular check-ins and the opportunity to access supervision if required.

## Professional Development

1. Staff training on effective and ineffective feedback so that teachers are fully aware of what has the greatest impact on student progress and do not waste their time on pointless activities.
2. After school meetings and events are carefully considered. The gained time has been given to teachers to support collaborative planning, subject CPD and preparation.
3. Training for middle and senior leaders to ensure meeting time is used as productively as possible.
4. The number of line management meetings have been clarified and re-purposed.
5. Comprehensive support for ECTs, with dedicated mentors, regular meetings.
6. We ask staff for their feedback on the quality and impact of CPD.
7. We pay for education support staff to receive weekly CPD sessions, which are led by a member of the SLT and tailored to the needs of the staff and their roles.

## Assessment, feedback and reporting to parents

1. Setting home learning on Teams has substantially reduced planning and setting of tasks. It also requires minimal feedback, which can be done very efficiently.
2. Use of online packages for home learning such as spag.com or Timestables Rockstars to further reduce planning, setting and marking.
3. We have significantly reduced the number of data collections. There are only three data collections per year for all year groups (except for Early Years with baselines).
4. The whole school assessment calendar is created by the DHT to ensure the best possible timings of assessments and moderation and to avoid pinch points.
5. 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 students progress. We don't collect data just for the fun of it!
6. Tests and exams that can be self/peer marked with minimal teaching marking (age appropriate).
7. No onerous or impossible marking policy. Instead, we have a feedback policy that focuses on whole class feedback, verbal feedback and next steps. No more hours spent marking hundreds of books 'just because'.

## Communications and Meetings

1. Meetings are on the calendar from the start of term, so they can be planned for.
2. We aim for all agenda and handouts to be published in advance, so time can be spent on discussion, clarification and decision making.
3. We want meetings to focus on teaching and learning and strategy, not admin. They should finish on time and are not needless.
4. Where a meeting can be avoided (e.g. through having a quick discussion or sending a brief email), this is recommended practice.
5. We clearly identify when staff are required to attend after school events (such as PTA events), and minimise the number of staff expected.
6. 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
7. Email/Teams etiquette is promoted:
  - a. We use specific email addresses or Teams groups, not 'All Staff' email, to cut down on irrelevant emails clogging up inboxes.
  - b. Staff are not expected to answer or send emails outside standard working hours.
  - c. Staff are discouraged from reading or sending email on their phones, at least in the evenings and weekends.

## Working hard, playing hard

1. 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.
2. Minimal public displays for each year group, and minimal formal displays in classrooms. Teachers do not waste time updating displays pointlessly; where they can be updated in lessons and with working-walls, they are. A display rota is in operation to ensure staff know when displays are scheduled to be changed (three times annually).
3. Weekly admin support for all teachers (1 hour) in addition to volunteer admin support. No time wasted on routine admin tasks. Administrators in the school and Nursery are all on hand to support teachers with basic administration and finance.
4. We use Arbor and Microsoft Office to ensure that teachers are not required to collect money or reply slips unless they absolutely need to.
5. SLT champion staff workload and wellbeing.
6. Half termly wellness and well-being committee so that staff can highlight issues and concerns and we can move the school forward together, whilst working proactively to address wellness and wellbeing concerns.
7. Tea, coffee, milk and sugar is provided free in staffrooms for all staff. We have a staff room with fridges, microwave and a toaster, and plenty of comfortable seating.
8. PPA and leadership release can be taken off-site (providing that it does not interfere with any of the school's other calendar events that day).
9. Snacks are provided before pupil learning reviews and other evening events.
10. Buffet breakfasts are provided at the start of each INSET day, free to all staff.
11. Free flu jabs are offered yearly.
12. Attendance at funerals and graduations is always agreed to.
13. Flexible and supportive approach to staff taking leave for attending children's events, such as carol concerts, Christmas plays etc.
14. Termly check-in meeting with the Headteacher to talk about well-being, workload and anything else staff want to talk about! No agenda!
15. Identification of pinch points during the year and consideration of this when creating the yearly calendar.
16. Pre-planned and published calendar so that staff can plan in advance.
17. To allow teachers time to prepare lessons and resources, support staff supervise all break and lunch time duties.

18. There is no expectation for staff to answer out of hours emails and guidance has been issued to support staff in dealing with communication via email. The use of mobile phones to pick up emails is discouraged.
19. We are constantly streamlining all systems and processes, so they take less time.
20. No tick box culture – never do anything if it's not going to make a difference.
21. We regularly survey staff to get their honest opinions about how to improve.
22. A culture of peer-to-peer praise (thank you cards, letters, small acts of kindness).
23. We have a 'secret pals' scheme which encourages staff who wish to participate in giving or demonstrating small acts of kindness regularly to a nominated member of staff.
24. Regular staff social events out-of-school.
25. Seasonal events for everyone to show their less serious sides (for example, World Book Day, Christmas jumpers, staff pantomime, themed non-uniform days, etc.).
26. If something new is introduced, we strive to take something old away.
27. Open-door Senior Leadership – no concern is ever too small.
28. We provide a staff shower and lockers for support staff (teachers have lockable classroom cupboards).
29. All staff have access to "Employee Assistance" – a free phone line for information, support and counselling.
30. 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.
31. Leave is given for unavoidable medical appointments and time made up at a line manager's discretion.
32. We hold back-to-work interviews after an absence, to ensure returners are supported.
33. We ask staff regularly for their preferences on different aspects of life at Green Ridge.
34. Little Ridges nursery wrap-around sessions provided for staff.
35. We endeavour to put on school-run clubs across the week so that staff pupils can attend for free, allowing staff to have free childcare whilst they continue working. We allow staff children to come into school and stay at school before the start of the day and at the end, to ensure that staff do not feel rushed in having to leave or find alternative childcare providers and associated costs.
36. There are no prizes for looking busy or staying late - work in a way that suits you and make sure you make time for yourself and your family.