



# Curriculum Team Leader

## Application Pack



*Limitless learning; infinite possibilities*



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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

Chief Executive, 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 Curriculum Team Leader 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 be part of a unique team to support our academy's expansion and extension project over the coming years? Are you passionate that all children deserve the very best learning opportunities? If so, we would love to hear from you! At Green Ridge Primary Academy, we are looking for Curriculum Team Leaders who will be class-based and have a class responsibility. We are looking for unique leaders who are passionate about teaching, learning and the curriculum and are up for a challenge!



Due to the re-organisation of our leadership team (see further information below), we are now seeking to recruit Curriculum Team Leaders for Green Ridge Primary Academy from September 2023. The Curriculum Team Leader (CTL) role will be class based, with dedicated leadership and release weekly to fulfil other duties. The CTL role will be a key driver in school improvement and curriculum development, as part of the academy's Extended Leadership Team and provides an ideal platform for a first leadership post for the right candidate.

## About us

Green Ridge Academy is a new primary school built on Berryfields, which opened in September 2017. 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 expand to three-form entry. This is an exciting time at Green Ridge as by September 2024, our building will be able to accommodate over 650 children. Exciting!

The academy already has a highly skilled and experienced leadership team, and we're looking for Curriculum Team Leaders to take us to the next level in our journey towards *limitless learning; infinite possibilities*. In January 2022, the academy's first Ofsted inspection graded us 'Good' overall, with 'Outstanding' for our Personal Development. There is no doubt about it, leading Green Ridge up on its next phase to 'Outstanding' 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. To see more information about the school, including design plans of the school, please visit our [website](#).

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

## Curriculum Team Leader at Green Ridge Primary Academy

### Context

At Green Ridge, 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. Green Ridge 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 Green Ridge is an exciting place to be – for children, staff, parents, and the local community! Our applications for school places each year places us in one of the most over-subscribed schools within Aylesbury, typically with over 180 applications for just 60 places. We know parents and carers want their child to join us because of the fantastic opportunities children have whilst at Green Ridge, the exceptional teaching and our commitment to being an inclusive setting for all. The academy is currently providing professional development to all staff about trauma and attachment, and we are being a 'Thrive' school, so that our guiding principles for supporting children and their behaviour is rooted in a therapeutic way, which takes into account the whole child and their experiences.

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. Green Ridge 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.

### About the role

First and foremost, as a Curriculum Team Leader, you will be a Class Teacher with excellent skills in this area. You will need to be a model practitioner for others and continually be able to demonstrate good and outstanding practice. Class Teachers at Green Ridge are line-managed by an Assistant Headteacher for their phase. Class Teachers are responsible for the day-to-day teaching and learning provision for all children in their class, including those with Special Educational Needs, English as an Additional Language, those more-able learners and those eligible for the Pupil Premium Grant. You will receive coaching and mentoring from experienced leaders in the academy to ensure that you are supported in all aspects of what you do.

The role of Curriculum Team Leader is new to Green Ridge, and we are excited to offer a TLR 2a in remuneration for taking a greater role within the leadership of the academy by either leading a team of curriculum leaders across the academy, as part of a faculty model, or by being part of the leadership team of the core subject areas. In addition to this, as the academy grows, Curriculum Team Leaders will also lead their own year-group teams, having day-to-day oversight of all staff within the year-group.

We are not looking for candidates to lead many subjects themselves; we are looking for a leader who can either strategically lead a group of curriculum leaders, to advise and support them in developing their own curriculum areas, or a leader who has the expertise to lead English or Maths across a large key stage. This will include having strategic oversight of all curriculum developments for all subjects within the faculty you lead and ensuring that the quality of education is of the highest quality for your faculty or having strategic oversight of English or Maths within a key stage, to ensure that as part of the English/Maths teams the education is consistent and highly effective, leading to strong outcomes. There will be a need for coaching and mentoring of new curriculum leaders within your faculty or other teachers teaching your core subject area, as well as those who are more experienced to bring connectivity to the faculty/subject area and its performance overall. This specific role would suit a teacher who has enough classroom teaching and curriculum leadership experience (either within EYFS, KS1 or KS2) to enable them to fulfil this role.

We are keen to develop staff such as through the National Professional Qualification programme and in-school coaching and mentoring and would really like to hear from you if you are keen to take your next step in leadership and make your mark! We would anticipate that the NPQML be undertaken in this role, if not already achieved before appointment.

You may be an existing Class Teacher who has led one or more subjects successfully, either at the same time or over a period, giving you greater experience of curriculum leadership. We are looking for new leaders with skills and experience to complement the leadership team at Green Ridge, and so whatever your background or experience, we would really like to hear from you. However, a pre-requisite for the role will be having led at least one subject previously as part of a curriculum leadership role.

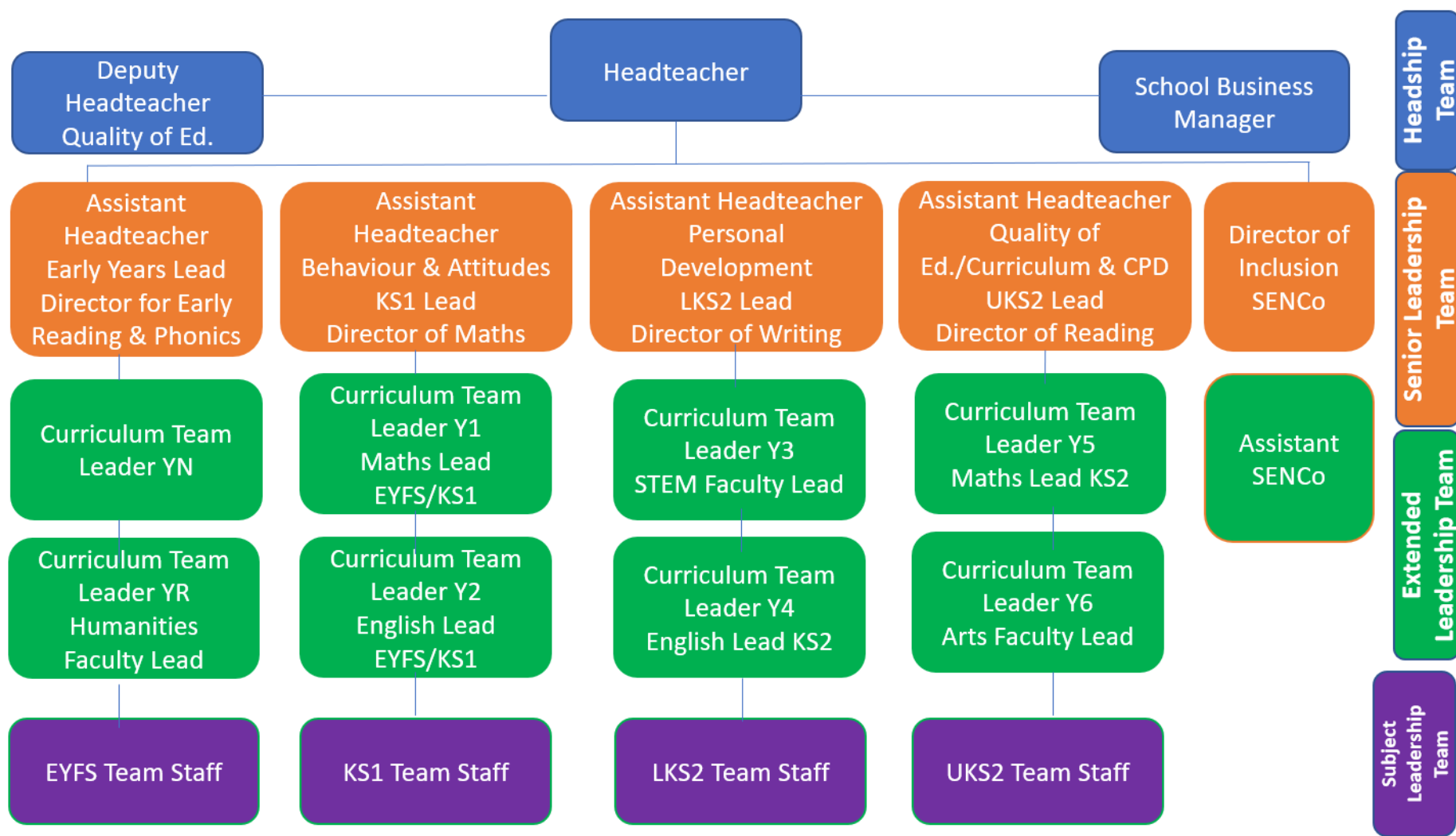
The ideal candidate will be a practitioner who is zealous about the quality of education and willing to drive forward learning and teaching in order to continually improve and secure outstanding outcomes for all pupils. There is no doubt that you will need drive and determination to join us as this crucial time in our school's journey.

The role will be classroom-based with a teaching commitment likely of at least 0.8, with leadership time given each week to fulfil the requirements of the job role. As a member of the academy's Extended Leadership Team, you will participate in the strategic leadership and management of the academy and will be responsible for the quality of education for the faculty of subjects you lead or the core subject you lead, as well as overseeing the effective management of academy resources within the faculty and the different budgets.

The position will either oversee a team of curriculum leaders across the academy and be responsible for undertaking performance appraisal for those staff you manage as necessary or be responsible for the performance of all staff within a phase for English or Maths. A large part of the Curriculum Team Leader role includes coaching and mentoring leaders across the academy within your faculty or core subject areas to ensure that the quality of leadership in each of the curriculum areas within your faculty is at least good or better.



The proposed structure for the school is as follows (for illustration only, not actual roles/titles):





### 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 flexible and creatively.

We have not yet finalised how many of the Extended Leadership Team roles we will appoint for September 2023, and this will be somewhat dependent on applicants experience at this stage. We would ask that any candidates applying clearly state which curriculum areas they feel they would be best suited to leading, based on their experience or interests. However, please note that faculties or curriculum areas cannot be guaranteed. In your application, please make it clear about which curriculum areas you have most suitability for, as well as which subject areas you have most experience of. It is anticipated that over time, Curriculum Team Leads may lead different year-groups and faculties/core subjects to develop their leadership experience, and so a willingness and openness to move between faculties is crucial. Candidates should not apply purely based on a year-group preference, as candidates will be placed according to need and the primary purpose of the Curriculum Team Leader is their work on curriculum improvement across the school.

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 Senior Leadership Team
- Fantastic trust-wide CPD opportunities
- Vast opportunities for career progression

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 Curriculum Team Leader role will continue to evolve with the academy over the coming years, and so the persons appointed will need to be prepared for aspects of change and development as pupil and staff numbers increase over time.

# 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, which should not exceed two sides of A4.

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.

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 Lauren Curtis-Cross, School Business Officer and Executive Assistant to the Headship Team at [lauren.curtis-cross@greenridgeacademy.co.uk](mailto:lauren.curtis-cross@greenridgeacademy.co.uk) or telephone 01296 326320 initially.

## The application process and timetable

Application deadline:	Monday, 22 <sup>nd</sup> May 2023, 12.00pm <i>Please be aware that we reserve the right to interview ahead of the closing date if suitable applications are received, and so we strongly advise all candidates to contact the school and visit before making an application.</i>
School visits:	Strongly encouraged, and via pre-arranged negotiation
Interviews:	Shortlisted candidates will be invited to participate in a teaching observation and panel interview w/c 22 <sup>nd</sup> May (or sooner by mutual agreement and dependent on applications received)
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:	Main Pay Scale/Upper Pay Scale +TLR 2a (£3,017)
Start date:	September 2023

## 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](#).

# Job Description

Post: Curriculum Team Leader

Salary: Main Pay Scale/Upper Pay Scale +TLR 2a

Responsible to: Assistant/Deputy Headteacher

## Main purpose of the job

- Take specific responsibility and accountability for the day-to-day management and organisation of your TLR responsibility area (Year-group Team Leadership + Curriculum responsibility)
- Be an excellent classroom practitioner
- Have an impact (for all pupils at contrasting starting points, on educational progress beyond your assigned pupils)
- Through your words and actions, role model the values and ethos of the school.
- Line manage and appraise identified staff
- Assist in the smooth running of the school at all times, including being responsible with the other members of the Extended Leadership Team for the school in the absence of the Senior Leadership Team.

## Duties and responsibilities

In addition to carrying out the duties of a class teacher as outlined in the current *School Teachers' Pay and Conditions Document*, the post holder receives a TLR2 for the role of Curriculum Team Leader and leading and / or supporting a core area of the curriculum or faculty of foundation subjects.

## Leadership and management

- Support and implement the vision and ethos of the school
- Contribute to, implement, and evaluate the success of School Development Plan relevant to your TLR area
- Ensure that the work of the team/whole school (as relevant) is inclusive, and issues are addressed in curriculum and/or pastoral management
- Ensure policies are translated into practice by the team and that you bring to the attention of SLT any which may need revisions or amendments
- Monitor and, where appropriate, take supportive action to support the well-being and workload of the team you lead.
- As appropriate contribute to the writing of self-evaluation and policy documentation.
- Promote cross curricular approaches to teaching and learning
- Be a proactive, positive, and effective member of the extended leadership team
- Be an effective role model for your team in terms of mindset, teaching and learning, behavior & Attitudes, classroom management and curriculum leadership and implementation.
- Have overall responsibility and accountability for your TLR area, where appropriate, ensuring curriculum continuity, consistency, balance, match and progression
- Lead regular meetings relevant to your TLR area, and curriculum action plans, with appropriate colleagues
- Develop, demonstrate and/or promote teaching and learning activities appropriate to full age and ability range.

### Quality of Education

- Working in collaboration with curriculum team leaders to support the implementation of a well- planned and sequential curriculum.
- Be aspirational for all pupils. Drive pupil outcomes to be in line with 'national' and 'target setting' expectations
- Within Curriculum Team Leader Meetings/Extended Leadership Team Meetings, and everyday discussion, ensure there is consistent clarity and rigor surrounding individual pupil progress.
- Curriculum Team Leaders are driving awareness of all staff's (within year group teams) understanding of Key Marginal, disadvantaged, SEN/D individual pupil progress.
- Be a champion of SEN/D pupils taking personal proactive steps to ensure needs are being met across the year group. Ensuring all processes and procedures are being adhered to and seeking advice, where appropriate.

### Behaviour and Attitudes

- Be a positive role model in our words and actions establishing a culture of incredibly high expectations.
- Manage effectively the transition of pupils to and from your year-group, and within it
- Apply policies and procedures consistently whereby pupils' behaviour and attitude is closely tracked and the tiered approach is used assiduously, when and where appropriate.
- Whole School incentives, strategies, and recordings (e.g. House Points) are applied by all staff across the year group to ensure a cross school and consistent approach.
- Zones of Regulation is part of the heartbeat of the school where the common language and underpinning rationale is consistently applied.

### Curriculum Leadership

- Be the driver of the curriculum area you are part of and an agent for change. Ensuring the successful implementation of the 'curriculum roadmap'.
- Have clarity on the sequence and progression of learning across the subject you lead / are part of which in turn ensures teachers and children can articulate prior and existing knowledge confidently.
- Due to your curriculum leadership, pupils are able to 'know more and remember more' overtime.
- Ensure the subject is successfully celebrated (in accordance with whole school strategy) both around the school and on social media platforms.

### Monitoring and assessment

- Together with the senior leadership team (SLT) of the school, contribute to, monitor and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target setting across your TLR area.
- Monitor standards including recorded work as relevant to your TLR area across the school including reviewing long and medium-term planning.

### Manage resources / Learning Environment

- Be responsible for the organisation, planning and evaluation of the school programmes as relevant to your TLR area of responsibility
- Ensure the 'Learning Environment checklists' are implemented and consistently in place.
- Manage, monitor and accurately account for any budget for your area
- Evaluate, organise and monitor the use of resources

### Year-group specific responsibilities

- To be able to give teachers guidance on strategies to improve learning and teaching in order to enable the pupils to thrive.
- To deal with the data analysis of cohorts and your respective faculty area/s.
- To lead by example in ensuring that all aspects of planning are in place in order to deliver lessons appropriate to the needs and abilities of pupils in each class in the year group to include those with additional needs e.g. pupils with special needs, EAL and those pupil premium.
- To ensure that year group teachers share planning to maximise expertise and consistency of provision for children of all abilities in the specified classes.
- Lead and co-ordinate the work of the assigned year group, being responsible for the quality of learning, pupil progress and standards.
- To monitor teaching and learning, planning, pupils' work, progress and behaviour in order to raise standards.
- Work closely with other members of ELT and SLT and curriculum leaders, to ensure that standards, achievement, actions and developments are monitored to raise the levels of achievement of pupils and staff.
- Provide written reports when required.
- Ensure that all staff in assigned year groups understand the curriculum and school policies and follow them accordingly.
- Ensure the appropriate induction of pupils into the assigned year group.
- Ensure that regular PPA meetings are held.
- Prepare progress meetings and reports as appropriate.
- Liaise with SLT and co-ordinate the deployment of staff, students and volunteers within year groups.
- To be a visible presence around the school in order to provide encouragement and support for staff and pupils, leading assemblies and contributing to the supervision of pupils during lunchtime.
- To ensure that the physical environment in the year group is attractive and that resources are used effectively to provide a stimulating learning environment.

### Staff development

- Act as a reviewer with the arrangements for the appraisal of all identified staff
- Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your area of responsibility promoting a whole school approach
- Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork
- Ensure your keep up to date with current developments in your TLR area and disseminate information as appropriate

### Other duties and responsibilities

Any other reasonable duties that the Headteacher or Deputy Headteacher may from time to time ask the postholder to perform.

### Equalities

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

### 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.

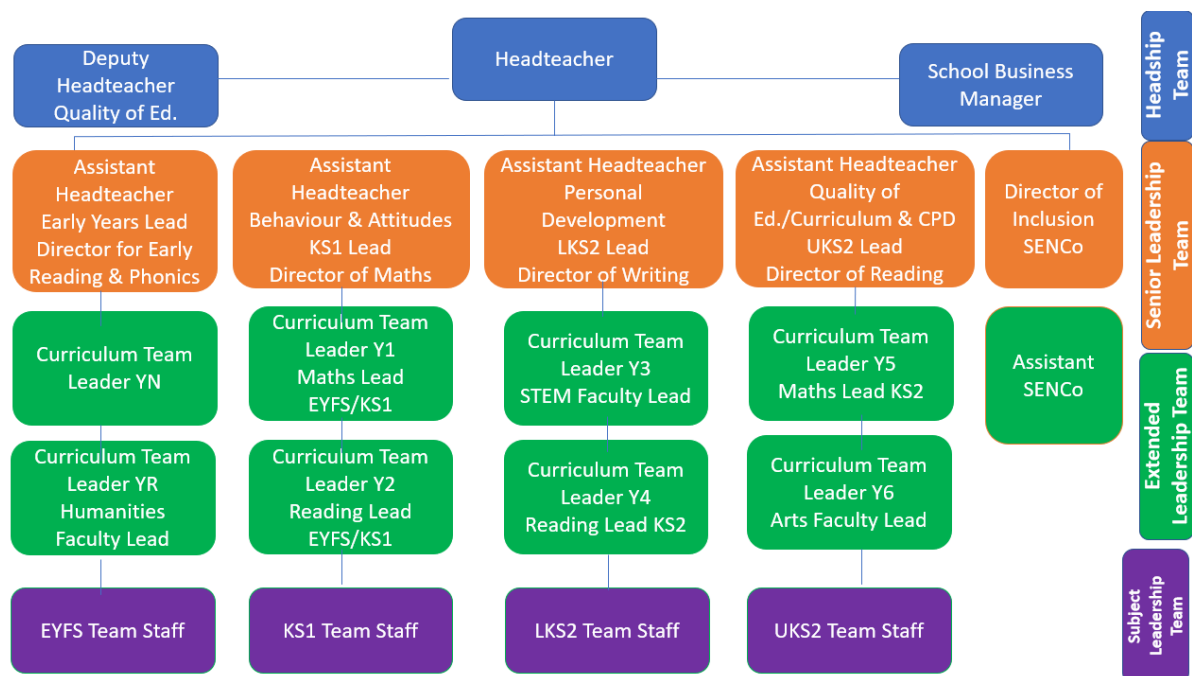
### Accountability

The Curriculum Team Leader is directly responsible and accountable to an Assistant Headteacher or Deputy Headteacher.

### 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



### Supervision

The jobholder is managed by the Assistant/Deputy 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 in relation to their TLR2.

### Job Context

The Curriculum Team Leader will be part of an extended leadership team, comprising other TLR holders 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.

### Note

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

## Person Specification

Criteria	Essential (for the job)	DESIRABLE (for development)
Qualifications	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS)</li> <li>• Degree or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of recent additional educational qualifications or professional development (e.g. NPQML)</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Proven highly successful teaching experience</li> <li>• Experience of making a positive and long-term impact on pupil outcomes and/or curriculum development within the subject/s you have led</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching in different phases</li> <li>• Leadership experience (leading a team or leading a wider-school initiative) in the primary phase</li> <li>• Experience of leading a core-subject</li> <li>• Experience of effective involvement with parents and governors</li> <li>• Experience of line managing other curriculum leaders and holding them to account for their performance as a curriculum leader</li> </ul>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• Experience of curriculum planning, implementation, assessing and recording (<i>in line with Ofsted Framework September 2019</i>)</li> <li>• Understanding of the key characteristics of an effective learning environment</li> <li>• Knowledge of statutory requirements for assessment at the end of EYFS/KS1/KS2 and have experience of working with these</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of deep-dive monitoring and evaluation (<i>in line with Ofsted Framework September 2019</i>) and experience of this at inspection level</li> </ul>
Skills and Ability	<ul style="list-style-type: none"> <li>• Be able to demonstrate outstanding classroom practice and articulate what constitutes effective teaching and learning.</li> <li>• Ability to influence the quality of teaching and learning.</li> <li>• Good communication skills at all levels</li> <li>• Ability to work effectively as part of a team of staff and governors.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of successfully mentoring or coaching teachers and NQTs</li> </ul>

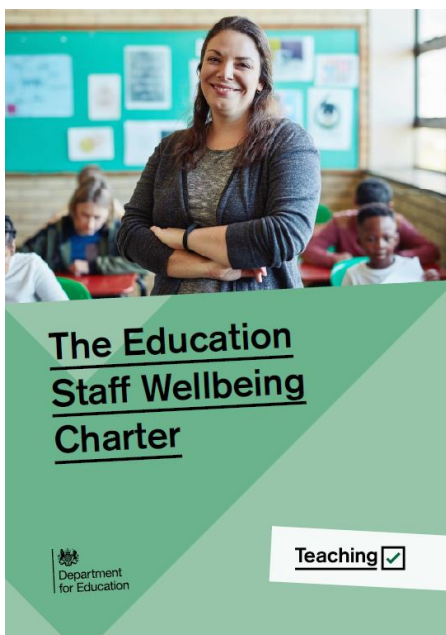
	<ul style="list-style-type: none"> <li>• Ability to inspire, lead and motivate children and staff, being an exemplary practitioner who leads by example with high standards of all and working in strategic partnership with all stakeholders lead and raise the quality of learning and teaching.</li> <li>• Good organisational and time-management skill</li> <li>• Demonstrate a positive and professional attitude at all times</li> <li>• Commitment to extra-curricular activities</li> <li>• Confident skills in ICT</li> <li>• Ability to delegate, monitor and support effectively</li> </ul>	
Personal Qualities	<ul style="list-style-type: none"> <li>• Positive, caring attitude, enthusiasm and sense of humour</li> <li>• Ability to maintain confidentiality</li> <li>• Commitment to personal and professional development</li> <li>• Excellent interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>• Online, professional Twitter presence and showcasing of pedagogy and commitment to educational matters within primary setting</li> </ul>
Safeguarding	<p>Up-to-date knowledge of relevant legislation and guidance in relation</p> <ul style="list-style-type: none"> <li>• to working with, and the protection of, children and young people</li> <li>• Commitment to the protection and safeguarding of children and young people</li> <li>• Will co-operate and work with relevant agencies to ensure the appropriate safeguarding of children</li> </ul>	

# 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.



**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 up 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

Meetings are on the calendar from the start of term, so they can be planned for.

We aim for all agenda and handouts to be published in advance, so time can be spent on discussion, clarification and decision making.

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

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

We clearly identify when staff are required to attend after school events (such as PTA events), and minimise the number of staff expected.

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

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.