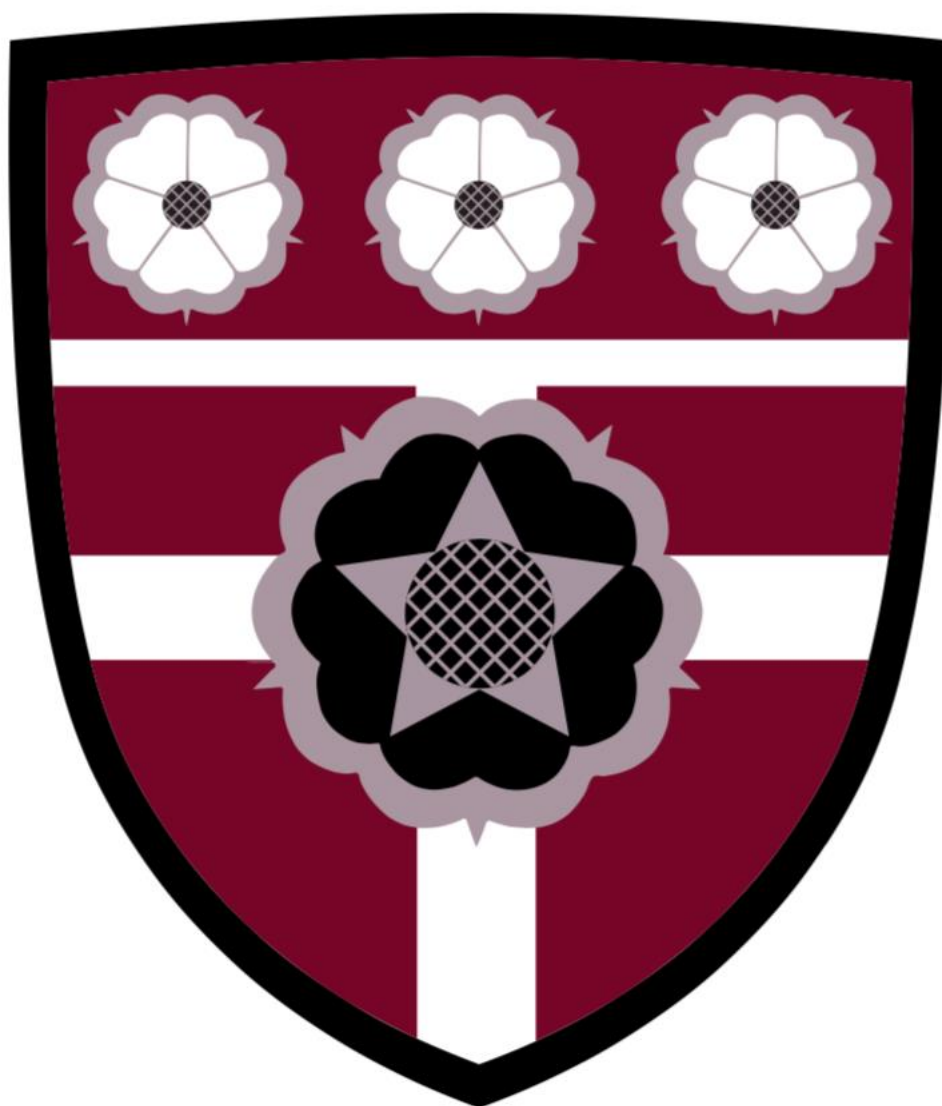


STAFF HANDBOOK



ACADEMIC YEAR 2017-18

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Introduction from the Principal

Welcome to the handbook for 2017-2018. This handbook is updated by key stakeholders each year and contains new information relevant to changing priorities and strategic vision so, grab a cup of coffee, put your feet up and have a good read so you are familiar with the day to day routines, the expectations and demands of our highly important jobs.



As I write this I am struck by this quote, we need to remember that Vale of York is only at the very beginning of a journey to becoming truly magnificent. To compare where we are now to where another established institution sits is not only wrong but also like comparing apples with pears. When Vale of York opened on April 1st 2017 it did so as a brand new academy. It has had a “from the ground up” re-structure and in reality, the only things that are old are the buildings.

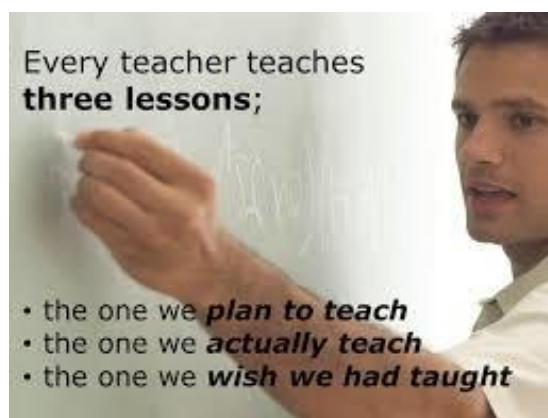
Last year saw not only the opening of a new academy, but all the elements that go with this: new SLT, new uniform, almost 50% new staff, new website, new promotional materials, new behaviour systems, new marking policy, new exams and course content, progress maps, new residual based accountability and these were just the tip of the iceberg.

I'd like to welcome all those who join us this year, I look forward very much to you joining this warm, friendly and supportive staff. A staff who know that the journey we are on is not easy, but equally are up to challenges and know they will reap the rewards that come from moving an academy like ours into new and exciting territory, into an era of success. This is an academy that is changing fast, the reputation of our academy is changing. Our goal this year is to ensure that we change the hearts and minds of those who doubt, increase the pupil roll and thus secure the growth of the academy.

Fundamentally, the core of academy life however never changes. The heart of all we do must be centred on high quality, effective, inspirational teaching and learning.

So, what makes us effective as teachers? What makes an effective learner?

Quality teaching starts with passion and planning. Having a deep-rooted knowledge of each individual child is essential to ensuring there is structure, differentiation and determined outcomes. As the lesson begins, having the confidence to adapt, stop, flex and skip instantaneously as a response to pupil participation progress and outcomes is essential. The crucial part is the reflection on what went well, what worked, what didn't and what did, so that the cycle begins again and the next lesson is planned clearly and effectively.



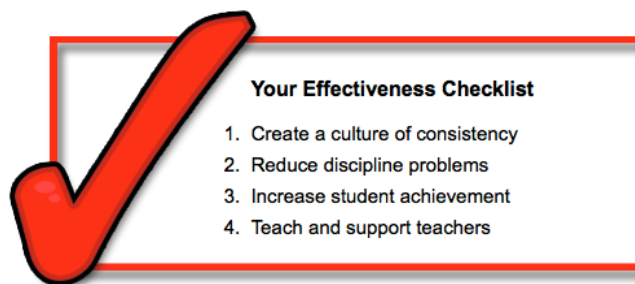
Introduction from the Principal

Last year in the handbook introduction, I placed particular emphasis on the following and these things continue to be of paramount importance:



- Ensuring that each and every lesson is the very best it can be
- Not underestimating the impact that each of us can make as individual teachers – both positively and negatively
- Having the highest expectations of all pupils, all the time, challenging pupils to be their very best
- Having a calm, purposeful learning environment
- Treating every member of our community with respect

At the staff meeting in June, I referred to **ruthless consistency**. It is to this that I now turn my mind. What does this mean in practise? I would sum it up as the following: harnessing the start of term feeling, capturing the purpose and energy felt, applying rules and policies with determination and rigour; consciously every day not allowing your standards, or the day to day fatigue to allow you to lower standards or accept anything less than the best. Now that's easier said than done, but the effective academy checklist is clear – consistency is the number one priority.



Consistency in all aspects of academy life this year is a non-negotiable. We know that children respond best to firm boundaries, that once they know the guidelines in which they work they stop trying to push or bend, they start to feel safe and supported and start to focus on the things that matter – that being their learning.

We introduced PD last term and now we run with this formally. Please remember that there is support from the Aspire team to help you as a practitioner adhere to the new policy and determine how this works for you in your classroom. Using the new tutor period to support each child before they leave the academy for the end of the day; providing reminders about homework, the timetable for the following day, attendance and punctuality will assist pupils who come from homes where they are not fully supported to understand the demands of the day ahead.

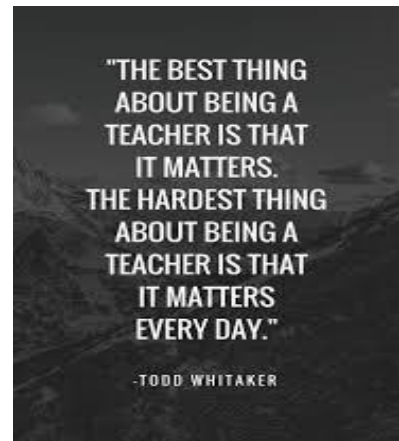
The introduction of the “academy period” this year provides us all to take some time out each term to focus purely on our pedagogical practice, to blog, tweet, research and discuss our trade with colleagues and use our joint skills to develop and hone our teaching craft. We will of course reflect on the success of this new venture as the year progresses, but we hope it will give us a moment out of our busy schedules to think about ourselves as professionals.

Introduction from the Principal

So, as we enter a new year and the excitement and challenge this brings, take time for yourself to be reflective, be kind to yourself by developing systems that ensure there is consistency; be firm, be fair, challenge underperformance and don't stop until you know it is the best.

As ever, I sign off with a few thoughts to make you think....

H. Dondos



Key Information for Staff

The Academy Day

The Standard Academy Day

KS3

Pupils on Site	08.45
Registration	08.50-09.00
P1	09.00-10.00
P2	10.00-11.00
P3	11.15-12.15
KS3 Lunch	12.15-12.45
P4	12.45-13.45
P5	13.45-14.45
Registration/Assembly	14.45-15.00
Pupils Leave	15.00

KS4

Pupils on Site	08.45
Registration	08.50-09.00
P1	09.00-10.00
P2	10.00-11.00
P3	11.15-12.15
P4	12.15-13.15
KS4 Lunch	13.15-13.45
P5	13.45-14.45
Registration/Assembly	14.45-15.00
Pupils Leave	15.00

Pupil Access

Pupils access and exit the site by the pedestrian entrances on Rawcliffe Lane and Water Lane. If pupils are cycling to the academy, they must dismount before entering the site. Pupils access the building via the courtyard.

Before 08.45am

The academy is open to pupils from 8.00am for Breakfast Club. Between 08.00-08.45am pupils are only permitted to be in the dining hall; the courtyard; or Aspire (invited pupils for the 'Meet and Greet' and those pupils booked in for seclusion). Pupils are allowed to visit the revaluation machine (for cashless catering) but this is a transient visit only. No pupils are permitted on the corridors before the bell sounds at 08.45am.

Lunch Areas

At lunchtime pupils may use the sports hall, dining room and field only. Access to other parts of academy is not allowed.

After 15.00pm

If you have any pupils who are staying after the core academy day in an unscheduled session (catch-up, revision class etc.) must have their attendance logged on the after school register found on the shared area (k:\ASPIRE\afterschoolregister). On the sheet for the appropriate day please state the student name, the staff member supervising the activity, the reason for the unscheduled session, and, once the student leaves, log the time they left. This is essential in meeting our safeguarding requirement and also allowing reception to be able to answer parental queries. Whole academy detentions and homework club will also use this after school register of attendance. **No pupil is permitted to remain in the academy unsupervised after 15.00pm.**

At lunchtime pupils may use the sports hall, dining room and field only. Access to other parts of the academy is not permitted.

Key Information for Staff

Core hours

Official guidelines remind us that core hours for full time teaching staff should be **1265 hours spread over 195 days**. At present the academy's core hours are well below this figure.

Core hours for full-time teaching staff are as follows: –

Description	Hours	Directed Time
Normal teaching days	Mornings 08.30 to 12.15 Afternoons 12.45 to 15.00	6 hours x 190 = 1140 hours
Duty days	Afternoon continues until 15.10	10 minutes x 39 = 6.5 hours
Training Days	Mornings 09.00 to 13.00 Afternoons 13.45 to 15.00	5 hours 15 minutes' x 5 = 26.25 hours
Meetings after the Academy Day	Normally Tuesdays, typically to 16.30	1 hour 15 minutes' x 39 = 48.75 hours
Parents' Evenings	15.00 to 18.00	3 hours x 7 = 21 hours
Open Evenings	15.15 to 21.15	6 hours
	Total number of hours	1249 hours

This leaves 16 hours “spare” and for some will be effected by the duties outlined below. Parents' Evening for Year 7 with pastoral staff, Evening for Year 6 Parents, Pre-Results Day and Results Day for GCSE; an allocation of 2 hours each, for relevant staff only, for the following, as required – Options Evening, Work Experience Evening, KS3 Evening, Year 11 Evening, and other meetings as appropriate; one hour per Detention duty, which runs after the academy until 16.00 and is staffed on a rota basis; other timetabled detentions; time for fulfilling performance management obligations; and time required to detain pupils arriving late. The total is, however, reduced by time in lieu (normally on twilight 2 or 3) for performance management obligations, and the fact that no member of staff will under normal circumstances use the full allocation of core hours for meetings after the academy closes.

Core hours for part-time teaching staff follow the above while being totalled according to individual circumstances. *All part-time staff are required to be present for appropriate normal teaching days, Open Evening and appropriate Parents' Evenings* – and where this falls on a day off the academy appreciates efforts that staff make to arrange to be present and will be paid should they be available. For all other meetings, if this falls on a scheduled day off the part-time staff member need not attend. Curriculum Leaders will endeavour to re-arrange meetings after the main academy day as required so all part-time staff within a department are available and fully included. Duty and detention duty will normally be allocated on a pro-rata basis.

Core hours for support staff are determined on an individual basis in consultation with the appropriate Line Manager and Business Manager. Final approval remains with the Principal. Core time for support staff may include some or all of the following – Open Evening; Evening for Year 6 Parents; Speech Day and Presentation

Key Information for Staff

of Awards Evening; Reception Evening for Year 7 Parents; Pre-Results Days and Results Days for GCSE's. Additional hours may be asked of support staff by the Principal as required. This may include the last working day of the summer holiday or other holiday work. Training days fall within core time for all full-time support staff. Part-time support staff are expected to be available for each of the Training Days, so as to be able to be present as required at those training days or parts of training days that are most relevant to their particular situation – in the expectation that, by the end of the year, the quantity of Training Day time worked will be broadly pro-rata. Holidays are to be taken outside of term time.

All staff are, as a basic rule, expected to be on the academy premises during core time. The exceptions to this general rule are the common-sense ones including courses, illness, primary school visits, work experience visits, meetings in other Academies, etc. To avoid any ambiguity, all staff who have cause to leave the premises are asked to seek confirmation from the Principal. In the Principal's absence, the Vice Principal. Sign out at Reception with details of the visit, and to sign back in on return.

Core hours for SLT – SLT are expected to attend all meetings scheduled after the main academy day and be present for all parts of training days, open evenings, parents' evenings. A rota will be established for any other events but a member of SLT needs to be present at all key events. SLT should remain in the building until 15.40 on non-meeting nights to be available for all staff to meet them.

Unless directed by the Principal, the three formal public celebrations of the academy year – the Year 11 Prom, the Annual Speech Day and Presentation of Awards and the Academy Play – fall outside core time, but all staff (teaching staff, support staff and associate staff) are warmly invited to attend.

Absence, Cover Arrangements and Supply Staff

Overview

We have an extremely hard working and dedicated team of staff that do an outstanding job for the pupils. The commitment and determination of our team is something I regularly speak about in glowing terms. Day in and day out the vast majority of staff continually go the extra mile to make a real difference to the young people in their classrooms, thank you.

Absence

All staff sickness absence or requests for dependent care leave will be reported by speaking to the Principal on the first day and each subsequent day of absence unless otherwise agreed. All staff will call a dedicated number between 06.30 and 07.15 and speak to the Principal in person. The only exception to this will be in emergency situations. All cover work will continue to be routed through the Business Manager and the Curriculum Leader. The number to call is below and should be recorded in a safe place.

*To report absence or request dependent care leave the contact number is: **07980 399301** (if the telephone is not answered, please send a text).*

There is no other acceptable method. Following your conversation with the Principal please send full instructions for work to be covered to the Business Manager and a copy to your Curriculum Leader.

Key Information for Staff

All back to work interviews will be conducted on the day of return. These will be conducted by either the Principal or Business Manager. In principle, this would be done between 08.30 and 08.45am on the day of return. The idea being that we are able to ensure that those returning are fit for work. Where this is not possible the Principal's PA will set up a meeting during the course of the day. These interviews will be brief and professional, discussing reasons for absence and reviewing attendance records.

As outlined in the Attendance at Work Policy, all trigger points will be acknowledged as and when someone reaches them. In short, a third absence within a trigger period will raise an 'alert' and be recorded on the current documentation. What this does is make the member of staff aware that if there is a further absence within the trigger period the process will move to a formal First Stage Attendance Review meeting to support colleagues with their attendance at work. If such a meeting is required it would be in two parts, a brief back to work meeting on the day of return followed by a second, more detailed discussion meeting (with a Union Representative present if the member of staff requires this). This meeting would be arranged giving at least five days' notice. These meetings would also be conducted by the Principal and are designed to offer support to colleagues to ensure strong attendance moving forward. As with any staff policy, professional discretion and compassion will of course be applied as appropriate.

As necessary individual cases may continue to progress through the Attendance at Work Policy be it in relation to either short term or long term sickness absence.

Planned Absence – all other absences must have been agreed in advance – including job interviews. In the first instance you must seek initial approval from your Line Manager and then submit your request to the Business Manager (and in their absence the Vice Principal), who may decide you need to see the Principal. All planned absences will result in the completion of the green form obtainable from the Business Manager. It is also essential that cover work is left – copies of which should reside with both the Business Manager and your Curriculum Leader. In setting cover work please consider the expertise of the person who covers your lesson. Set work which a non-specialist can run in an ordered way, which keeps the whole class engaged for the whole lesson. Avoid the use of DVD material or audio material that involves the cover supervisor having expertise.

In order to reduce the impact of CPD, educational visits, rehearsals, planned meetings and so on, staff are asked to ensure that: -

- ✓ all requests for CPD link directly to the academy development, plan, the subject development plan or a member of staff's agreed individual development plan;
- ✓ planned absences are entered into Sims at least one week prior to the absence – please note that, except in exceptional circumstances, there should be no more than two planned absences in any one day;

It is recognised that some absences are emergencies, e.g. child protection meetings, and staff may not be able to give a week's notice. Equally, some absences are flexible, e.g. planned meeting times, and staff may be asked to change dates to allow a CPD opportunity that cannot be changed. Staff will not normally be asked to change dates without three days' notice.

Key Information for Staff

Staff Taken Ill During The Day

Teaching staff taken ill during the day should speak to either the Principal or Vice Principal - Performance. The Curriculum Leader should also be informed as should the Business Manager so that arrangements can be made to provide cover for the remainder of the day.

Setting Work

Appropriate work must be set to cover all absences. Staff are expected to set their own work by email, although Curriculum Leaders may need to set appropriate work in extreme cases.

The lesson may well be taken by a non-specialist. It is essential, therefore, that work set is: -

- ✓ suited to the age and ability of the pupils concerned;
- ✓ relevant to the pupils – remember that you will not be there to make it interesting to them, so the work must "speak" directly to them;
- ✓ relevant to the teaching scheme;
- ✓ easy for colleagues to "set up" ready for cover or supply staff;
- ✓ easy to administer by a non-specialist;
- ✓ sufficient to engage even the quickest pupils until the end of the lesson.

Supply Staff

Supply staff have a difficult task, facing unfamiliar classes throughout the day without the security of permanency. The very best supply staff are in real demand and can decide where they want to work. It is in all our interests for these supply staff to want to come to here. Colleagues are invited to play their part in ensuring that our staffroom maintains its reputation as perhaps the friendliest and accepting in the area.

Supply staff come under the responsibility of the Business Manager who will give them a printout of who they are covering for, lessons to be covered, and room numbers. A "starter pack" for supply staff contains basic information including times of the academy day; disciplinary procedures; rewards and sanctions; assembly procedures; absence from lessons; arrangements for break and lunchtime; and guidance for registration.

Key Information for Staff

PLANNED ABSENCE REQUEST FORM

Name		Today's Date	
Reason for Absence/Title of CPD Course			
Training Provider			
Training Venue			
Date of Absence		Time of Absence	

Lessons to be covered (for extended absences see reverse side)

Day	AM Reg	1	2	3	4	5	PM Reg	Duty Day

Reason for applying for INSET (please tick)

Curriculum area Improvement Plan		Personal Career Aspirations	
Performance Management Targets		Other (please state below)	
Academy Development Plan			

Please indicate the cost of training and identify source of funding

Cost £		Is cover for supply costs available?	YES / NO
Source of Funding			
Capitation/CPD Budget/Other (If Other please state _____)			

All CPD requests should be supported by your Line Manager/Curriculum Leader

Do not book INSET places until absence is approved through this process

PLEASE RETURN THIS FORM TO THE BUSINESS MANAGER

Key Information for Staff

Line Management Acceptance

Yes No

Signed _____ (Line Manager)

Approval for Absence

Yes No Further Information required (see below)

Signed for Approval _____ (Principal)

Please provide further Information about reason for absence.

Lessons to be covered:

Day	AM Reg	1	2	3	4	5	PM Reg	Duty Day

Key Information for Staff

Applications and References

Candidates seeking posts in other Academies are asked to keep the Principal fully informed at each stage. Internal candidates applying for externally advertised posts will normally follow the same procedure as external candidates. Candidates seeking advice in either situation are encouraged to discuss the matter with the Principal in confidence and without prejudice. References written by the Principal are confidential, and headed as such. Colleagues who specifically request an "open" or "negotiated" reference will therefore need to discuss the matter sufficiently in advance.

Breakages and Damage

Pupils are not charged where breakage is accidental. If it is clear that damage is deliberate, staff may either give an appropriate reprimand or punishment, or write home explaining the circumstances and asking for whole or part payment.

Cars and Cycles

Staff are reminded that the academy insurance does not cover cars or cycles stolen or damaged on academy business. Cars and cycles are, therefore, brought to the academy at one's "own risk". Colleagues are advised to ensure that personal insurance provides the necessary cover.

Staff who cycle are asked to ensure their cycle is fully secured at all times. The academy cannot accept responsibility for any theft.

Please note that, where colleagues use their own cars in connection with work (including travelling to and from meetings), it is the responsibility of the staff concerned to ensure that all legal and insurance obligations are fulfilled. It is essential that business class insurance is obtained if you are transporting children.

Casualty

Please inform Reception. Staff with first aid training may be able to help. If necessary, Reception will call an ambulance. Reception will try to contact a parent while the ambulance is on its way; if that has not been possible, it is best practice for an adult to accompany the casualty.

Catering

The Government introduced new guidelines for catering in September 2006 and we are proud to work with Hutchison Catering provide healthy and nutritious meals, whilst still offering varied and delicious menu choices. The on-site catering team freshly prepare the menu on a daily basis. Special dietary requirements are catered for upon request.

We operate a cashless system for both pupils and staff. The system is operated by a biometric finger scan which is set up for use within the academy; the registration to the system is available via the main reception. The cashless catering system can be topped up online via Parent Pay system or via the revaluation unit situated near G37.

Key Information for Staff

Classroom Furniture

The physical arrangement of classroom furniture is the responsibility of the subject teacher and is decided in consultation with the Curriculum Leader and the Principal. Care of classroom furniture and fittings is the responsibility of staff using the room. Please report any damage at once and immediately follow up culprits.

Confiscated Items

The law does not permit staff to 'permanently deprive' pupils of items of their property. Staff are asked to work to the following principles: -

- ✓ Articles of small value (i.e. items at pocket-money prices) – return normally within a week, e.g. at the end of the academy week in which they were confiscated.
- ✓ Articles of considerable value (e.g. watches, jewellery etc.) – return normally at the end of the same day. It is vital to ensure that 'reasonable care' is taken of any valuables taken into the academy's possession. If such articles are kept in the academy overnight, they must be given 'reasonable' protection from theft – i.e. where possible passed to reception for placing in the safe.
- ✓ Articles that should not be in pupils' possession (including cigarettes and alcohol) – return normally direct to parents. Parents will be invited to collect these items at a prearranged time. If there is no response within a reasonable period of time, the items will be disposed of.
- ✓ Articles that are illegal – refer the matter to the Assistant Vice Principal for Pupil Welfare, who will inform parents, and to the Business Manager who will refer matters to the police.

Duty

Organise your lesson to ensure that you leave, on the bell, with your class and arrive at your duty point punctually without fail. Closely monitor pupils and insist on a respectful attitude to break and movement around the building. If you have an agreed planned absence, ensure your duty is covered.

Duty of Care

All staff employed by the academy are subject to a duty of care. In the case of teaching staff, current case law (2001) defines it as "conduct to be expected of an ordinarily competent classroom teacher" doing what "a class teacher of ordinary skill would have done or refrained from doing if acting with ordinary care". This will no doubt form the legal precedent for a similar judgement for cover supervisors and other support staff. The duty of care applies to all staff at all times that they are working – be it on or off the premises.

Eating and Drinking

Food can only be eaten in the dining area. Challenge pupils who are found to be eating on corridors or elsewhere. Initially a 'put that away please' should suffice, but if a child does not comply with this request, then confiscate the item and leave with the Progress Leader.

Fire

In the event of fire, only if safe, close all doors, windows and turn off lights. Please make your way to the nearest fire exit with your class where applicable. Pupils must leave all belongings behind. All pupils meet on the astro-turf and are registered by their tutor. They must wait in silence.

Key Information for Staff

A fire evacuation plan will be issued periodically with roles and responsibilities; staff must ensure that they read this fully and comply accordingly. Staff are responsible for displaying a completed fire evacuation plan with a primary and secondary escape route; guidance can be sought from the Senior Site Manager.

Health and Safety Overview

Our aim is to help reduce the levels of accidents and occupational ill-health for employees and those affected by our activities (including customers, pupils, contractors, etc.). Everyone has a responsibility for Health and Safety.

The common areas of the academy fall under the monitoring of the Site team who will carry out 'Workplace Inspections' on a termly basis. If you see a hazard which could cause harm or risk to those within the academy, please report this to the site team immediately (siteteam@valeofyorkacademy.org).

Incident Report Forms

There is a confidential incident report form, to be filled in in the following circumstances: accidents (or violence) to employees resulting in major injury or death; accidents preventing an employee from working for more than three days; accidents to pupils which involve medical attention or death as a result of the academy's organisation (e.g. when on a field trip), plant (such as lifts or machinery), substances (such as chemicals), or the condition of the premises. Further details, and copies of the forms, are in the Office.

Informal Resolution of Grievances and Disputes

The academy's staff grievance procedures form part of the policies adopted when we became part of HOPE Learning Trust. These notes develop the intent behind these procedures by offering explanation and help, especially in the more informal aspects, which the Personnel Notes of Guidance take for granted. The full Personnel Notes of Guidance, which has been the subject of full consultation with Unions, is available in the office.

Informal resolution – Every effort must be made by all concerned to resolve grievances at the earliest possible moment, at the lowest possible level, and wherever possible internally and within the academy structure. This will normally be achieved by informal discussion between the parties concerned. Only if the matter cannot be resolved in this way will further procedures be called into play.

If a resolution cannot be achieved by direct informal discussion, the next stage will normally be for the member of staff concerned to request a personal interview with his or her Line Manager as appropriate to the situation (e.g. Curriculum Leader or Progress Leader), who will seek to resolve the problem. If the matter is not resolved in this way, the member of staff may, as soon as possible, refer the matter on – normally to a member of the senior leadership team – who will seek to resolve the problem. If the matter is still not resolved, the matter may be referred on to the Principal, who will seek to make a final attempt to resolve the problem informally.

Formal resolution – Should an informal resolution still not be forthcoming, formal procedures are called into play as in the Personnel Notes of Guidance. These procedures provide an agreed framework through which individuals may process formally any grievance or dispute they may have.

Key Information for Staff

Lanyard

On joining the academy, you will be issued with a photographic ID badge on a lanyard which must be worn at all times. We recommend that you leave your ID badge in the academy in a secure place, but should you forget or misplace your ID badge please contact the office to obtain a temporary staff badge.

All other adults on the premises should be wearing a red lanyard. If you see anyone on the premises without a lanyard you should report this immediately to Reception. If you see any intruders on the site/grounds this should also be immediately reported to Reception who will contact the Site Team or the Police, as appropriate.

Pupils are told to expect all adults in the academy to be wearing a lanyard with a photographic ID. Pupils are told to report any adults not wearing a lanyard.

If you have any concerns whatsoever regarding child protection and/or safeguarding at any time these should be reported to our designated contact responsible for Child Protection who is the Assistant Vice Principal – Student Welfare.

Money and Property

Staff are reminded that the academy insurance does not cover personal money. Nor does it cover the personal property of staff which is stolen or damaged while colleagues are on academy business. Money and personal items are, therefore, brought to the academy at one's "own risk". Colleagues, as well as pupils, are therefore advised to ensure that personal insurance provides the necessary cover.

Academy money must be lodged with the Business Manager for banking. Academies are increasingly being targeted by opportunistic petty thieves. Staff are reminded that purses and saleable items must not be left in unlocked areas.

Music in the Classroom

It is policy for music to be played in classrooms only where there is a **clear educational value**. The academy has adopted this position after full consideration of both the pros (e.g. certain music can under certain circumstances aid concentration) and the cons (the research is inconclusive; it relates to certain kinds of music – principally 18th century – only; certain pupils find it distracting; it can act as a 'pacer' in increasing noise levels; and experience in other Academies suggests it can quickly become a source of challenge and discontent).

It follows from this that the playing of radios, pop music, etc in lessons as general background sound is **not** acceptable. Nor is the use of personal music playing equipment.

For music in the classroom to be acceptable it needs to be (a) exceptional; (b) for a clear and demonstrable educational rationale; (c) written into schemes of work; (d) deployed only in conjunction with excellent classroom management; (e) played at a very low volume.

Key Information for Staff

Ordering Goods

Our funding comes from the public purse and must be accounted for scrupulously. Please follow the procedure found in the 'How to Guide' for all items ordered. This includes books and consumables as well as equipment.

All items must have an official order form (available from the Business Manager). As an academy member of staff, unless approved in advance by the Business Manager or Principal, you cannot pay in cash and claim the money back. All purchases must go through the Finance team and the systems in place.

Photographs – Formal

Formal academy photographs are normally taken of all form groups early in the Autumn term. Year 7 pupils have both form group and individual photos; Years 8-10 usually have form group photos. Year 11 also have individual and a year group photo during the Spring term. We currently use Tempest. Co-ordination is by the Associate SLT – Administration. Timetabling includes the release of Form Tutors for the group sessions. All pupils must be in full and correct uniform for photographs. This includes – Blazer; slipover, tidy tie; collar out; sleeves down; dark shoes; no makeup or jewellery. Pupils not in full uniform will be barred from these exercises. **Staff are asked to echo this by appearing for photos in interview wear.**

Form Tutors are asked to distribute the photographs, and keep a record of orders and returned photographs. The academy receives a commission based on sales.

Photographs of teams of staff may be possible by prior arrangement provided colleagues make a priority of prompt arrival and prompt organisation.

Parental consent for pupil photos is marked on the individual pupil record on SIMs. The office can generate a report for teachers.

Physical Contact with Pupils

Corporal punishment is "the intentional use of force as punishment". It includes "smacking and rough handling", and its use in academies was prohibited by law in 1986. Since then, the tide of public opinion has moved further, such that even the most well-intentioned physical contact may run the risk of being misinterpreted.

The academy operates a "hands off" policy. Physical contact with pupils is permissible in certain situations – e.g. in self-defence. It may even be desirable – e.g. to avert danger, prevent a pupil committing a criminal offence, prevent injury, prevent damage to property (including a pupil's own property), or to deter "behaviour which is prejudicial to the good discipline and order of the academy". Exceptions apart, however, it is important that all members of staff appreciate the problems that can arise when an allegation of assault is received from a parent or a pupil. All staff are therefore reminded of the need to avoid being drawn into a compromising situation, even when there is provocation.

Key Information for Staff

Professional Relationships Every Day, Everywhere

Remember your responsibility to pupils exists in all aspects of academy life.

Tutor time – all systems and structures for normal teaching practice are still very much appropriate for tutor time.

Corridors – insist on calm and orderly motion throughout the academy, do not let small instances of poor behaviour be ignored simply because you are set on achieving your next task. Tackle all pupils who do not meet expectations. Challenge pupils who are not where they should be, when they should be, this is a vital aspect of safeguarding.

Racist Incidents

We tackle prejudice discrimination whenever it arises. A racist incident is defined as any incident which is seen as racist by the victim or an onlooker. All such incidents must be recorded in the appropriate way and referred to the Assistant Vice Principal: Pupil Welfare who will progress the incident to its conclusion.

Requests by Pupils to Leave Taught Time

Please ensure that the number of pupils leaving your classroom for any reason is at an absolute minimum. Pupils with medical conditions are obviously in a special category; otherwise, pupils should not, as a general rule, ever need to leave your teaching room during taught time. If pupils know that permission is likely not to be granted initially, most requests will cease. This rule includes requests for the toilet or for medication.

If it is your professional judgement that a pupil needs to leave the lesson for business that simply cannot be delayed, please contact reception for the on call team who will send assistance. Any pupil given permission should be alone and subject to a realistic but short time expectation e.g. two minutes.

Speaking to Pupils

At all times conversation should be professional. Under no circumstances is it acceptable to swear or use derogatory language, neither is it acceptable to “have a bit of a banter”. It is essential to have strong working relationships with pupils, but it is not necessary for them to know about your personal life in any way and dialogue should always remain within the confines of professional boundaries.

Smoking Policy

Following legislation, smoking is banned within the building at any time. The grounds have been designated by staff as a no smoking zone during normal academy hours.

Social Networking

It is not acceptable for any member of staff to have contact with any pupil via any social network. Never give out your personal details – phone number, email address – to a pupil. You have signed the ‘Code of Conduct’ agreeing to this. There are academy mobiles for instances where pupils need to contact staff.

Staff Dress

The academy asks its employees to present themselves in a smart and professional manner. There are several reasons for this. First, pupils look to staff to set high standards in the way they present themselves; it reinforces pupils' sense of worth that staff honour them through their smart professional appearance, and, with pupils seeing smart professional dress as a proper 'staff uniform', creates a positive context for pupils'

Key Information for Staff

compliance with the pupil dress code. Secondly, parents look to all staff to present themselves smartly: they see it as a measure of our high standards, seriousness, care and professionalism, and expect it of us when they visit. Thirdly, visitors judge the academy's standards and professionalism from what they see: first impressions count. Not least, smart professional dress is a way of staff honouring each other's' hard work as committed professionals.

On Open Evenings, Parents' Evenings and other similar occasions, all staff (both teaching staff and support staff) are asked to present themselves in interview wear. Dress is discretionary outside the 195 'working' days and on the following twelve days of the year – the five staff training days; the six non-uniform days; and Sports Day.

At all times staff must attend the academy in professional dress, the list that follows is not exclusive and remains at the Principal's discretion but key items that are not permitted are: denim, shorts (with the exception of PE staff), leggings, strappy tops, very short skirts, flip-flops or open toed shoes. On key events involving members of the public please dress as if you were attending interview, for male staff this involves wearing a jacket and tie. For female staff this involves wearing a jacket or a tailored dress.

The aim is for issues of staff dress to be resolved at the lowest possible level. In the event that any issues relating to staff dress have not been resolved by the line manager, discussion will then under normal circumstances be with the Vice Principal. Final decisions rest with the Principal.

Staff Transporting Pupils

Pupils may only be transported in a staff car if the following applies: -

- ✓ The car owner has business class insurance.
- ✓ Two DBS cleared adults (can include the staff member) are present in the vehicle. If these conditions are not met, the academy will not accept any form of liability should an incident occur.

Stress Management

Teaching is a tough and demanding occupation. The work done by support staff can be tough and demanding too. A degree of stress is inherent in working life; undue stress ignored is however a different matter. Colleagues with responsibility for other staff are encouraged to alert senior staff to cases of undue stress.

There are procedures which allow teaching staff to 'step down' to an alternative level of responsibility; any colleague who would like to explore such an idea will be very welcome to discuss it with the Principal in confidence and without prejudice.

Whistleblowing Policy

The Whistle Blowing Policy is in place to allow staff to raise serious concerns within the academy rather than outside of the academy. The policy applies to all employees, and provides a channel to raise concerns and receive feedback on any action taken, it allows concerns to be taken further if dissatisfied with outcomes and reassures staff they will be protected from reprisals or victimisation. This policy is available on the staff shared area.

Key Information for Staff

Visits and Trips Within The UK

Procedures

All trips and visits should be scheduled within the academy calendar. All trips and visits must have staffing requirements and cost in place before outline approval can be given.

There will obviously be some trips where it will not be possible to make arrangements this far in advance (i.e. trips offered by outside providers such as NYBEP), in which case the maximum possible notice should be given and stages 1 and 2 should be completed at least one month in advance of the trip taking place. **Any trip which falls into the category of an “adventurous” activity or is overseas or residential must be approved by the Local Authority at least 4 weeks in advance of the trip.**

Guidance on what constitutes an “adventurous” activity is contained on the Evolve system.

When asking for approval for a visit that will involve pupils and/or staff being off timetable please consider the following: -

- ✓ What are the cover requirements? Is there space in the diary?
- ✓ Is it integral to the course the pupils are studying?
- ✓ Is it a useful ancillary to the course which will enhance learning?
- ✓ Will it raise achievement/grades?
- ✓ Does it fulfil an aspect of learning that cannot be met in another way e.g. a citizenship strand cannot be met through the timetable therefore a collapsed timetable day, a trip or visit is planned to meet this aspect of learning.

There are occasions when trips and visits are planned to enhance group identity and teamwork. These should be calendared a year in advance and are subject to full SLT approval. Other trips and visits for this purpose e.g. year group rewards should only be planned for the penultimate week of the academic year.

When organising a day trip or visit, please follow in detail the procedures below: -

Stage 1: Making an Initial Proposal

1. Check the nature, timing and safety of the proposed trip with the appropriate member of the Senior Leadership Team. If the trip is during the academy day, consult the “Academy Calendar” to consider whether there will be sufficient staff to cover for your trip; full information of planned absences can be obtained via the Business Manager. In the light of this, the proposed trip may need to be rescheduled or cancelled.
2. Discuss any risks associated with the trip, and any health and safety dimension, with the EVOLVE co-ordinator. They will advise on risk assessment and, if necessary, show you generic risk assessments on the Evolve system. Please also consider access for disabled pupils; the SEND LEAD will be happy to offer advice in this area. Also, consider whether there is a requirement to have a member of staff who is a qualified first aider on the trip.
3. Sound out staff on your proposed trip (via staff briefing or the noticeboard) to check whether any established plans would be affected by the trip.

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4. If any money is involved, discuss the trip with the Business Manager before making any arrangements. Determine all costs associated with the trip. Costs to consider include: coach or other travel costs; entry tickets; parking; supply costs. For every lesson that needs to be covered a flat rate of £15 is applied, this includes Cover Supervision lessons. A full day's teaching will equate to £75. All expenditure on the trip must be covered by the income collected from the trip.
5. Complete the "Application for Outline Approval of an Educational Visit" form and pass it to the EVOLVE co-ordinator for approval.

Stage 2: Outline SLT Approval

A trip is formally approved when the EVOLVE co-ordinator have signed the "Application for Outline Approval of an Educational Visit" form. They will then enter the trip in the academy calendar.

Stage 3: Pre-visit Planning and Preparation

1. Contact reception@valeofyorkacademy.org to make a provisional coach booking or the travel company to make other travel arrangements well in advance.
2. All trips must be set up on ParentPay by the office in advance of pupil notification.
3. Draft a letter to parents to be typed by the office, to include the following: -
 - a) Nature of the trip and the benefits.
 - b) Cost of the trip and when payment is due.
 - c) Times of departure and return to the academy.
 - d) A unique barcode for use at Pay Point should parents be unable to log directly on to Parent Pay.
 - e) Specify whether the academy uniform or other appropriate clothing is to be worn.
 - f) Whether or not a packed lunch is required.
 - g) Pocket money is to be actively discouraged. If it is essential, say why, for what and how much
4. Decide on a procedure to follow if pupils drop out beforehand or are ill on the day.
5. Final trips and visits documentation must all be entered on the Local Authority's online tracking system Evolve. All details of the trip should be posted on Evolve including the following: -
 - a) Itinerary
 - b) Risk assessments
 - c) All correspondence to parents
 - d) The planning checklist (this needs to be downloaded from Evolve first and completed).
 - e) Full pupil list detailing medical/SEN requirements
 - f) Emergency contact details

The Evolve system also has a database of trip providers, guidance and advice for trip leaders and generic risk assessments which can be used. All teaching staff can have a log in and password for Evolve. If you are unsure of your Evolve log in or password, please contact the EVOLVE co-ordinator. Ensure that a copy of all correspondence that has been sent to parents regarding the trip is also posted on Evolve.
6. For pupils with free meals, order packed lunches from the Catering Manager in the kitchen with at least one week's notice.
7. If you are taking petty cash on the trip, please give the Finance team one week notice of your requirements. If a cheque is required ahead of the visit, please give the finance team two weeks' notice with the following details: -
 - a) To whom the cheque is payable
 - b) Exact amount of the cheque

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- c) Invoice or other documentation for the academy's financial records
8. One week prior to the trip, contact office@valeofyorkacademy.org to organise a first aid kit and to book a mobile phone.
 9. If a trip is to start or finish at an unsocial hour, please give advance warning to the site team.

Stage 4: On the Day of the Trip

1. Take all the day visit forms relating to the trip with you on the day along with the mobile phone and the first aid kit.
2. Ensure that arrangements are in place for pupils to reach home safely. No pupil is to be abandoned out of hours.

Stage 5: After the Trip

1. On your return to the academy, please provide a breakdown of expenditure and receipts for the Finance team. Only genuine expenses relating to the trip are claimable.
2. Report any accidents, incidents or matters arising from the trip to the Business Manager and return the mobile phone and the first aid kit to Reception.

Visits and Trips Outside The UK

Procedures

Residential trips and trips abroad offer immense opportunities for pupil development.

Residential trips and trips abroad need the approval of both the Governing Body and the Local Authority. Staff are asked to discuss any proposals with the Principal by the Autumn half term a year in advance of the proposed trip, to allow time for SLT discussion and for formal proposals to go before the Local Governing Committee during the first half term of the academic year.

Procedures for residential trips and trips abroad are necessarily more detailed than for day trips and visits. Elements which are additional to the procedure for day trips and visits include the following: -

- Staff proposing trips abroad will normally be expected to run them either part during holiday periods (for trips closely linked to the curriculum) or entirely during holiday periods (for leisure trips).
- Consider arrangements for a reserve list.
- Passport applications need to be made and checked sufficiently in advance
- Communication methods especially mobile phone contracts must be checked for applicability abroad
- Emergency contacts must be available on a 24-hour rota
- Please liaise closely with the finance team over proposed arrangements for payment by instalments.

Best wishes for a successful visit!

Key Information for Staff

APPLICATION FOR APPROVAL OF EDUCATIONAL VISITS

Please note that this form should be submitted for approval by SLT at least 6 weeks before the trip is due to take place or 8 weeks if the trip is adventurous.

Group Leader (or Organiser):	
Places to be visited:	
Dates and times:	
Places to be visited:	
If applicable, overnight accommodation details	

Age range of pupils:				
Proposed no. of pupils:	Male		Female	
Proposed no. of staff	Male		Female	

Cost Breakdown in Full

Item No.	Description	Unit Cost	Total Cost
1.			
2.			
3.			
4.			
5.			
6.			
TOTAL			

How is the trip going to be funded?

Self-Funded Grant Funded _____
 Funded by the Academy Contributions of £ _____ from parent/carer

Comments			
Staff Signature:		Dated:	
Authorised:		Dated:	

This form should be submitted with your 'planned absence form' to the Business Manager.
 Once authorisation has been received please process the details on Evolve.

Key Information for Staff

Safeguarding Young People Policy (An Overview)

Please refer to the website for the full policy (Safeguarding and Child Protection Policy) which in the event of any inadvertent contradictions will take precedence.

Designated Safeguarding Lead; Miss L Scaum - Assistant Vice Principal – Student Welfare
Deputy Designated Safeguarding Lead; Pastoral Support and Welfare Manager

Despite how the subject of allegations is often portrayed in the press, malicious allegations against the academy employees are thankfully rare. Likewise, allegations of serious abuse are also rare.

The evidence in York, and wider afield, is that many allegations and concerns, raised by young people, against the academy employees, can be avoided and often arise due to the employee failing to follow good professional practice.

It is tempting to believe that if we have child protection procedures, undertake Criminal Record Bureau checks and make our recruitment processes more robust, that children will be safeguarded. Whilst these measures are important, it is the adults surrounding the child that afford the best protection - adults who are professional, display humanity and have a sense of clear boundaries.

It is in no one's interest to engage in defensive practice or to restrict children's experiences in order to avoid an allegation. However, it is in everyone's interest, children, and adults, to ensure that children are safeguarded and, importantly, feel safe. It is also in everyone's interest that adults who work with children also feel safe, without the fear of being the subject of an allegation.

Working with children presents many challenges and can, on occasions, push tolerance to its limits. As human beings, we can feel frustration and anger, especially on those occasions when our own defences are low. However, as professionals, we have a responsibility to develop strategies to respond effectively to these challenges, and mechanisms that allow us to seek help and advice (no matter how experienced we are).

The following guidance (based with permission on the Code of Conduct for Staff) is designed to assist. It should not be read as rules, rather as a common-sense guide to working with children.

Protecting Children and Yourself

Principles

- ✓ The child's welfare is paramount (Children's Act 1989) - Adults have the Staff Charter: Rights and Responsibilities.
- ✓ Adults working in the academy are responsible for their own actions and behaviour and should avoid any conduct that would lead a reasonable person to question their motivation or intentions.
- ✓ Adults working in the academy must work and be seen to work with openness and transparency.
- ✓ Adults should discuss and/or take advice promptly from the Principal about an incident, which could give rise to concern.
- ✓ An accurate record should be kept of any such incidents and of decisions made/further action agreed, in accordance with the academy record keeping policy.

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- ✓ Staff should apply the same professional standards regardless of gender or sexuality.
- ✓ Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- ✓ Young people should feel confident in raising concerns but must also recognise the serious nature of allegations against staff. Malicious allegations will have serious consequences.
- ✓ Ensure your door is left open if you are in a room on your own with a pupil/s.

All staff, volunteers, and regular visitors from external agencies to the academy (including cover staff) must:

Be familiar with and work in accordance with the academy's policies including in particular:

- ✓ Child Protection
- ✓ Behaviour
- ✓ Internet Safety
- ✓ Health and Safety
- ✓ Use of Photography and Video
- ✓ Whistleblowing
- ✓ Provide a good example and a positive role model to pupils e.g. be willing to give (and ask for) forgiveness where necessary.
- ✓ Behave in a mature, respectful, safe, fair, and considered manner.

For example, you must ensure that you:

- ✓ Do not make remarks or 'jokes' to pupils of personal, sarcastic, sexual, racist, discriminatory, intimidating or otherwise offensive nature.
- ✓ Be aware of context and tone of voice when directing remarks to pupils.
- ✓ Do not embarrass or humiliate pupils
- ✓ Do not discriminate favourably or unfavourably towards any pupil. For example,
- ✓ Treat all pupils equally – never build 'special' relationships or confer favour on particular pupils
- ✓ Be aware of the implications of giving or receiving (other than token) gifts unless arranged through the academy. Check with senior staff if unsure.
- ✓ A malicious allegation is one that can be proved to be false and where there is evidence that the person making the allegation has been motivated by malice or reward.

Ensure that your relationship with pupils remains on a professional footing. For example, you must:

- ✓ Only touch pupils for professional reasons, and only when this is absolutely necessary and appropriate for the pupil's wellbeing or safety (more guidance on this is set out in the DCSF Guidance for Safe Practice referred to above) where ever possible within the presence of others.
- ✓ Not behave or dress in a way that could lead a reasonable observer to question your conduct, intentions or suitability to care for other people's children
- ✓ Not make arrangements to contact, communicate or meet with pupils outside your work (this includes use of internet, email, text and other messaging systems).
- ✓ Not develop 'personal' or sexual relationships with pupils. In particular, your attention is drawn to the provisions of the Sexual Offences Act 2003, which describes the criminal offence of abuse of a position of trust (when a person aged 18 or over is in a 'position of trust' with a person under 18 and engages in sexual activity with or in the presence of that child, or causes or incites that child to engage in or watch sexual activity).

Key Information for Staff

- ✓ Not partake in alcohol during the academy day. If you are on an academy trip, alcohol is only permitted in the evening when another member of staff (more in larger groups) is appointed to supervise; your intake must not compromise your professional standards or judgement.

Safeguarding Policy Summary

If pupils:

- ✓ Touch you inappropriately
- ✓ Make any sexual comments/suggestions towards you
- ✓ Speak to the Principal or Designated Safeguarding Lead directly.

Protecting children and yourself:

Do....

- ✓ Avoid one to one contact with pupils as far as possible. If it is necessary to have one to one contact, aim to leave the classroom door open or meet in a public space in the academy such as the library. Ensure other staff know the reason for one to one contact talk to your Line Manager or Assistant Vice Principal - Welfare if you feel that there is a possibility that you could lose control of your behaviour with particular pupils or classes
- ✓ Report to your Line Manager or Assistant Vice Principal - Welfare any situation which you feel could give rise to an allegation by a pupil against you as soon as possible.

Don't....

- ✓ Cover up glass panels in doors with posters etc. – it is important that your actions are as transparent as possible
- ✓ Behave in a way that could be perceived as physically intimidating, humiliating or out of control – this does not mean that you may never raise your voice!
- ✓ Carry out acts which could be considered to be favouritism e.g. giving birthday cards or gifts outside of the academy's official reward systems to particular pupils
- ✓ Give lifts in your car to pupils on a one to one basis unless you have appropriate insurance, parental permission and line manager agreement to do so
- ✓ Give out your personal telephone number to pupils, or communicate with them by texts or internet
- ✓ Make jokes or comments of a personal, sexual or otherwise risqué nature

Allegations of physical or emotional abuse made about members of staff:

Do....

- ✓ Report any allegations of which you become aware to the Principal or the Local Authority Designated Officer's (LADO).

Don't....

- ✓ Make judgements about whether the alleged event has actually occurred
- ✓ Attempt further questioning or investigation - it is the Principal's and the LADO's responsibility to make a decision on next steps

Behaviour by staff that gives rise to concern

Do....

- ✓ Intervene if you see another member of staff acting in a way that could give rise to an allegation of physical or emotional harm e.g. by asking if you can get a member of SLT to assist

Key Information for Staff

- ✓ Report any such incident to the Principal or the LADO as soon as possible
- ✓ Consider whether the Whistle Blowing Policy is applicable to this situation

Don't...

- ✓ Ignore the behaviour

Entering Pupils Toilets & PE Changing Rooms

Do....

- ✓ PE staff and staff carrying out personal care tasks that pupils cannot carry out themselves will need to enter pupils' toilets and changing rooms during the normal course of their duties – if you need to enter for some other reason (e.g. because you believe that a pupil is at physical risk from other pupils), loudly announce your intention before doing so enter with another member of staff if possible, avoid behaviour that could be interpreted as physically intrusive

Don't...

- ✓ Enter pupils' toilets or changing rooms unnecessarily
- ✓ Assist with any personal care task that a pupil could carry out themselves

Physical Threats to Members of Staff

Do....

- ✓ Aim to diffuse the situation e.g. calmly acknowledge that the individual is upset and suggest that they leave the room
- ✓ Call for assistance via Reception if necessary making clear the urgency of the of the situation
- ✓ Report the threat to your line manager and Assistant Vice Principal - Welfare as soon as possible

Don't...

- ✓ Risk an escalation of the situation, e.g. by shouting back, using threatening body language

Fights Between Pupils

Do....

- ✓ Aim to diffuse the situation or prevent a pupil being hurt – you have a legal duty to do so
- ✓ Try to diffuse the fight by using a verbal intervention
- ✓ Only intervene physically if a verbal intervention fails and if absolutely necessary, making sure you safeguard yourself
- ✓ If there is no other adult available, send a trustworthy pupil for help or ring to Reception for urgent assistance.

Don't...

- ✓ Ignore the situation

Suspicious of Alcohol and Drug Abuse

Do....

- ✓ Try to contain the pupil on the academy's premises without further questioning or investigation
- ✓ Call for back-up from senior staff
- ✓ Call for a first-aid trained colleague via reception

Don't...

- ✓ Ignore the situation

Key Information for Staff

Pupils Leaving Classroom without Permission

Do....

- ✓ Make clear to the pupil that they do not have permission to leave the classroom and that they are making a choice from which there will be a consequence
- ✓ Report the pupil's absence (e.g. by phone or email to reception or by sending a member of a teaching assistant or a trustworthy pupil)

Don't

- Attempt to block the pupil's exit by standing in doorway or putting your arm out

Physical Contact between Staff and Pupils

Do....

- ✓ Be careful about any physical contact with pupils, particularly in one to one situations. Whilst limited physical contact may be appropriate on very rare occasions e.g. an arm around the shoulder of a severely distressed pupil, you must be very careful about the possibility of misunderstandings

Don't....

- ✓ Poke, push or grab pupils to make them behave
- ✓ Initiate unnecessary physical contact

Infatuations

Do....

- ✓ Report any incidents where you suspect a pupil may have developed an infatuation
- ✓ with you to your Line Manager or Assistant Vice Principal - Welfare
- ✓ Record your observations and concerns, providing dates and time and an accurate account of any conversation.

Don't....

- ✓ Behave in a way that could make the pupil feel that their feelings may be reciprocated
- ✓ Deal with a suspected infatuation on your own – it is vital that you report it immediately

Home Visits

Do....

- ✓ Notify the office of your intentions and ensure a record is kept

Don't....

- ✓ Carry out a home visit unless it is a necessary and explicit part of your job and you have explicit permission from senior staff to do so

Photography & Filming of Pupils

Do

- ✓ Make sure that there is a clear justification for any photography or filming of pupils
- ✓ All letters advising of trips, visits, etc must include a consent option for photographs and filming of pupils.
- ✓ Be clear about the purpose of the photography or filming, particularly to the pupils
- ✓ Refer to the Principal if there are any plans to publish any photos
- ✓ Ensure that visitors who take photographs comply with the academy's policy and that these instances are recorded in the book in the office.

Key Information for Staff

Don't...

- ✓ Take photographs in one to one situations
- ✓ Use your own or pupil's personal equipment

What to Do If You Are Concerned About a Child

All members of staff, volunteers and governors must know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff must be familiar with procedures to be followed.

Staff must understand that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. If staff have concerns about a child, they will need to decide what action to take. This will involve a discussion with the Designated Safeguarding Lead to agree a course of action.

If a child chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will undertake to support the child:

- ✓ The key facts will be established in language that the child understands and the child's words will be used in clarifying/expanding what has been said.
- ✓ No promises will be made to the child, e.g. to keep secrets.
- ✓ Staff will stay calm and be available to listen.
- ✓ Staff will actively listen with the utmost care to what the child is saying.
- ✓ Where questions are asked, this should be done without pressurising and only using open questions.
- ✓ Leading questions should be avoided as much as possible.
- ✓ Questioning should not be extensive or repetitive.
- ✓ Staff will not put words in the child's mouth but subsequently note the main points carefully.
- ✓ A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language, etc. See overleaf for the recording document. We now also have access to CPOMS – staff are alternatively able to log a concern directly onto this system.
- ✓ It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- ✓ Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- ✓ The Designated Safeguarding Lead (DSL) will be immediately informed, unless the disclosure has been made to them.
- ✓ The DSL or Deputy DSL will assess the information and decide the course of action. This may be internal monitoring, parental contact, or a referral to Children's Social Care. CSC will liaise with the police where required which will ensure an appropriate police officer response rather than a uniformed response.
- ✓ The Police would only therefore be contacted directly in an emergency.

Staff will never attempt to carry out an investigation of suspected abuse by interviewing the child or any others involved.

Key Information for Staff

REPORTING A CONCERN ABOUT A CHILD'S SAFETY AND WELFARE

Pupil Name:	DOB:	Tutor Group:
Date and time of incident:	Date and time of writing:	
Name:		
Role:		
Signature:		
Note the reason(s) for recording the incident.		
Record the following factually: Who? What (if recording a verbal disclosure by a child, use their words)? Where? When? Any witnesses?		
Professional opinion where relevant (how and why might this have happened?)		
Note actions, including names of anyone to whom your information was passed		
Any other relevant information (distinguish between fact and opinion)		

Check to make sure your report is clear to someone else reading it.

Please pass this form to the Designated Safeguarding Lead

Key Information for Staff

LOGGING A CONCERN ABOUT A CHILD'S LEARNING NEEDS

Part 1 (for use by any staff)

Pupil Name:	DOB:	Tutor Group:
Date and time of incident:	Date and time of writing:	
Name:		
Role:		
Signature:		
Note the reason(s) for the referral. Be specific as to the nature of your concerns (processing; writing; reading; MLD etc)		
Record the strategies that you have trialled in your classroom and beyond. Were these strategies successful or not – please explain.		
Note actions, including names of anyone to whom your information was passed, or who you have spoken to for advice (parents; tutors; other teaching staff; TA; SLT etc)		
Any other relevant information (distinguish between fact and opinion)		

Check to make sure your report is clear to someone else reading it.

Please pass this form to the SEND Lead

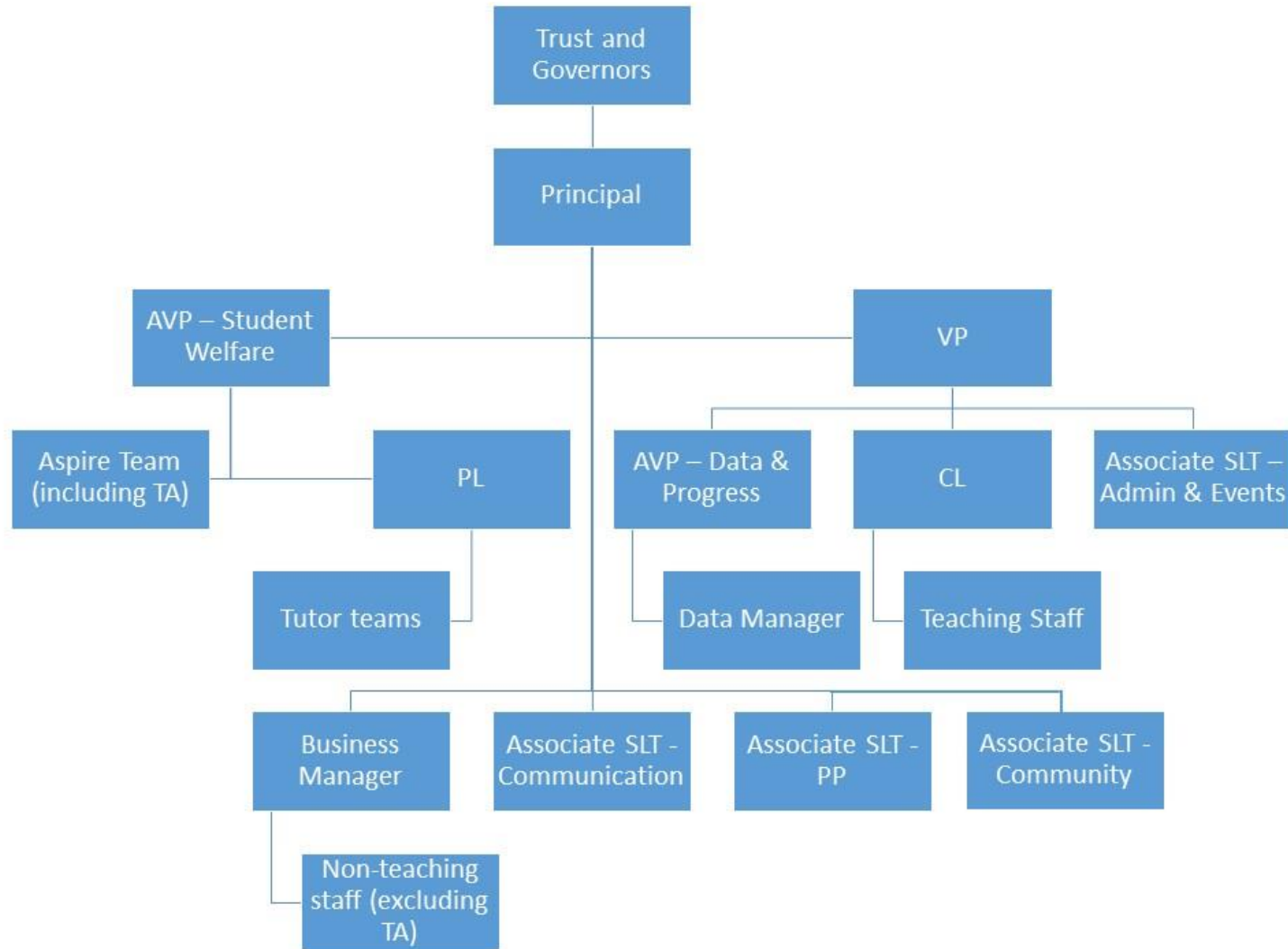
Staffing and Responsibilities 2017-18

Teaching Staff		
AB	Mrs Angela Brown	Art
AM	Mrs Alison Mapplebeck	Maths
AMe	Mr Adam Metcalfe	English
AS	Miss Alex Slingsby	MFL
AW	Ms Alice Ward	Subject Leader Maths, Associate SLT
CH	Mrs Catherine Haig	Subject Leader MFL
CM	Ms Clancy McMullan	English
CP	Miss Charlie Parker	Science
DP	Mr Daniel Padgham	Subject Leader ICT, Progress Leader Year 8
EH	Mrs Liz Hardy	Assistant Vice Principal – Data and Progress, Technology
FA	Miss Fay Ashcroft-Hawley	Subject Leader History
HC	Mrs Hayley Colville	Subject Leader PE
HD	Miss Helen Davis	Subject Leader Technology
HDo	Mrs Helen Dowds	Principal, Maths
HJ	Miss Hayley James	History
JC	Mr Joe Calderwood	Maths
JP	Mrs Jo Peters	Subject Leader Geography
LD	Mrs Laura Duncalf	PE
LM	Ms Laura McDonagh	Subject Leader English, Associate SLT
LMy	Miss Lizzie Myers	English
LS	Miss Louise Scaum	Assistant Vice Principal – Student Welfare, Science Designated Safeguarding Lead
MB	Mr Mark Bailey	Progress Leader Year 10, Geography
MH	Mr Matt Halifax	Vice Principal, PE
MR	Mr Mark Rampling	PE, Duke of Edinburgh
MS	Dr Mel Statner	Subject Leader Science
MW	Mr Matthew Wilson	Subject Leader Art, Progress Leader Year 9
MZ	Miss Miriam Zulkarnain	Food Technology
PB	Mrs Pip Brady	Subject Leader Music
PD	Miss Pip Doust	Whole Academy Literacy, Subject Leader Creative Media
PF	Mr Paul Foster	Whole Academy Numeracy, Progress Leaders Year 11, Maths
RN	Miss Bex Nicholson	Subject Leader Drama
RO	Mr Rob Orr	Community Coordinator, PE, Associate SLT
SF	Ms Suzy Farag	English
SS	Mr Simon Stancliffe	Progress Leader Year 7, PE, Associate SLT
SV	Mr Stuart Vine	Science
TE	Mr Tom Elwell	Maths

Staffing and Responsibilities 2017-18

Support Staff		
AE	Mrs Alison Elsworth	Higher Level Teaching Assistant
DR	Miss Dawn Rhodes	Science Technician
EB	Miss Evie Bailey	Teaching Assistant
FM	Mrs Fiona Mascoll-Betts	Cover Supervisor
GE	Mr Graham Evans	Technology Technician
GJ	Mr Giles Jenkin	IT and Network Manager
JA	Mrs Jay Anthony	Behaviour Manager
JB	Mrs Jo Bogue	Administrator
JE	Mrs Judi Edwards	Teaching Assistant
JS	Mrs Jayne Simpson	Teaching Assistant
JW	Mrs Jane Wade	Receptionist
LC	Mrs Liz Cooper	Data and Examinations Officer
LK	Mrs Lynn Kirby	Cleaning Supervisor
ND	Mrs Nicola Day	Attendance Officer
MHu	Mrs Marion Hudson	SEND Lead
PS	Mrs Pam Shipley	Catering Supervisor (Hutchison Catering)
RH	Miss Rachel Harland	Teaching Assistant
RR	Mrs Rachel Robinson	Teaching Assistant inc Breakfast Club Assistant
SFa	Mrs Shazia Farooq	Teaching Assistant
SN	Mrs Sue Naylor	Pastoral Support & Welfare Manager Deputy Designated Safeguarding Lead
SW	Mrs Stephanie Wood	PA to Principal and Senior Leadership Team
TA	Mr Tommy Ashes	Senior Site Manager
TH	Mrs Tina Hopkins	Receptionist
WRM	Ms Wendy Munro	Business Manager

Staffing Flow Chart



**The above structure is not displayed in a hierarchal order*

YEAR TO VIEW 2017-18

School Calendar

Assemblies		Autumn 1	
PL New Year – New Start		GSCE Theatre Trip 1 (BN)	
Mo	04/09/2017	Training Day 1	
Tu	05/09/2017		CLM/PLM
We	06/09/2017		Govs Working Party 16.30pm
Th	07/09/2017		
Fr	08/09/2017		
LS Making the Right Choices		CL Exams Analysis Meetings	
Mo	11/09/2017		
Tu	12/09/2017		CTM (All Tues Mtgs 15.15-16.30pm)
We	13/09/2017	Yr7 Residential trip to Lakeside, Cumbria (3 days)	
Th	14/09/2017		
Fr	15/09/2017	Yr7 Residential returns	
MH Learning for Life		CL Exams Analysis Meetings	
Mo	18/09/2017		
Tu	19/09/2017		Directed development time (DDT). LGC Meeting 17.00pm
We	20/09/2017		
Th	21/09/2017	Photo's- Tempest Yrs 7-10 (SW/SS)	
Fr	22/09/2017		
EH Healthy Hearts		Focus Fortnight 1. Showcase Event (RO). Y11 Geography Field Trip 2 x 1 day (JP) Tech for Breck (LS) -TBC	
Mo	25/09/2017		
Tu	26/09/2017	European Day of Languages	Year team mtg. SLT drop in 16.00-18.00pm
We	27/09/2017	Y6 Pick & Mix (RO)	European Day of Languages Event York University 16.30-18.30pm
Th	28/09/2017	DofE Assembly	
Fr	29/09/2017	DofE Assembly. Y8 Girls HPV Vaccinations (1) 09.30am (JB)	
PL Black History Month		Focus fortnight 1 cont.	
Mo	02/10/2017	Govs Working Party 08.00am	
Tu	03/10/2017		Open Evening briefing & prep time (Library)
We	04/10/2017		
Th	05/10/2017		Open Evening Academy closes @ 12.15pm
Fr	06/10/2017		

YEAR TO VIEW 2017-18

LS Attendance Matters		Year 7 – CATS Testing	
Mo	09/10/2017		Resources Committee
Tu	10/10/2017	Y6 Football (RO) #helloyellow Young Minds Mental Health Awareness Day	Appraisal time in lieu
We	11/10/2017		TWILIGHT 1 (15.15-17.45pm)
Th	12/10/2017	KS2 Quick Sticks Hockey	
Fr	13/10/2017		
MH Homework			
Mo	16/10/2017	Y8 Interim (Deadline for all reports 16.00pm)	
Tu	17/10/2017		DDT
We	18/10/2017		Govs Working Party 04.30pm. Autumn Concert (PB)
Th	19/10/2017		
Fr	20/10/2017	Appraisal docs to SW. Deadline.	Cluster Staff Tournament (RO)
EH Staying safe – Halloween & Bonfire Night		PE CA1 (HC). CL to complete DDP by Friday	
Mo	23/10/2017		
Tu	24/10/2017		Y11 Parents Evening 1 16.00-19.00pm (SS) & Support/IAG sessions (EH)
We	25/10/2017	GCSE Media & Photography trip to Bradford Media Museum (PD/MW) - TBC	
Th	26/10/2017	Y9 YOLO (PSHE Production)	
Fr	27/10/2017		

Autumn 2			
HDo Principal's Message		1 st National Treasure trip leaves Quad Kids (Nov) (RO) Santa's Apprentice Workshops (RO)	
Mo	06/11/2017	Y7/9/10 Positive report due 16.00pm	
Tu	07/11/2017		CLM/PLM
We	08/11/2017		
Th	09/11/2017		
Fr	10/11/2017		
LS Anti-Bullying Week		Y11 Mocks wk1 (EH)	
Mo	13/11/2017		
Tu	14/11/2017	Science Showcase (RO)	DDT. LGC Meeting 17.00pm.
We	15/11/2017		
Th	16/11/2017		
Fr	17/11/2017		
		19th National Treasure trip returns	

YEAR TO VIEW 2017-18

MH Road Safety Week		Mocks wk2	
Mo	20/11/2017		
Tu	21/11/2017		Y7 FT Parents Evening 16.00-19.00pm. SLT drop in (16.00-18.00pm)
We	22/11/2017		
Th	23/11/2017		
Fr	24/11/2017	MFL Christmas Trip to Paris (24th-28th) (CH) - TBC	
EN Resilience			
Mo	27/11/2017		
Tu	28/11/2017		CTM. Y11 GCSE Showcase (BN)
We	29/11/2017		Twilight 2 (15.15-17.45pm) Gobs Working Party 16.30pm
Th	30/11/2017		
Fr	01/12/2017	Academy closed - Twilighted	
LS Social Media		Focus Fortnight 2 – Dept review (EN/MA)	
Mo	04/12/2017	Y11 Full report due 16.00pm.	
Tu	05/12/2017		Staff Meeting (Library)
We	06/12/2017		
Th	07/12/2017		
Fr	08/12/2017	Enrichment Day (SS)	Cluster Staff Christmas Bingo (RO)
PL Successes and Next Steps		Focus Fortnight 2 – Dept review (EN/MA)	
Mo	11/12/2017	Gobs Working Party 08.00am	
Tu	12/12/2017		Year team. Hosting York Shine Awards (RO)
We	13/12/2017	Y5 Dodgeball (RO)	Y10 GCSE Showcase (BN)
Th	14/12/2017		
Fr	15/12/2017		
RO Rewards and House Assemblies		PE INTERHOUSE (HC). English/Maths Review feedback	
Mo	18/12/2017		
Tu	19/12/2017		DDT (Academy period showcase)
We	20/12/2017		Christmas Concert (PB)
Th	21/12/2017		
Fr	22/12/2017		

YEAR TO VIEW 2017-18

Spring 1			
HDo Principal's Message			
Mo	08/01/2018	HOPE Training Day at Manor CE Academy	
Tu	09/01/2018		CLM/PLM
We	10/01/2018		Govs Working Party
Th	11/01/2018		
Fr	12/01/2018		
MH Aspirations and Goals		Y11 Green Apples (PF). Dept review Gg/Hi/IT	
Mo	15/01/2018	Y10 interim reports due 16.00pm	LGC Meeting 17.00pm
Tu	16/01/2018		CTM
We	17/01/2018		
Th	18/01/2018		
Fr	19/01/2018	Y11 Photo's – tempest (SW/SS)	
EH A Democratic and Free Society		Dept review Gg/Hi/IT	
Mo	22/01/2018	Y8 Full report due 16.00pm	
Tu	23/01/2018		Staff Mtg. KS3 Play (BN)
We	24/01/2018		SLT drop in. KS3 Play (BN)
Th	25/01/2018		Twilight 3 (15.15-17.45pm)
Fr	26/01/2018		
PL Being a Leader		Dept review Gg/Hi/IT feedback	
Mo	29/01/2018	Y9 interim reports due 16.00pm	
Tu	30/01/2018	Loving Languages Y4 (RO)	DDT
We	31/01/2018		
Th	01/02/2018	Maths Challenge KS4 (PF)	
Fr	02/02/2018		Cluster Staff Quiz (RO)
LS The Language We Use		Y11 F&N practical's (4 hrs). PE Mock Practical (HC) - TBC	
Mo	05/02/2018		
Tu	06/02/2018	Y9 Men ACWY, Diphtheria, Tetanus & Polio Vaccination 09.30am (JB)	Y10 Parents Evening 16.00pm -19.00pm
We	07/02/2018		
Th	08/02/2018		
Fr	09/02/2018		

YEAR TO VIEW 2017-18

Spring 2			
HDo Principal's Message		En/Ma Mock 2. GCSE Theatre Trip 2 (BN)	
Mo	19/02/2018		
Tu	20/02/2018	KS2 High 5 Netball (RO)	Year team mtg. Y9 GCSE Showcase (BN).
We	21/02/2018		Y9 GCSE Showcase (BN)
Th	22/02/2018	Y8 Art Trip Yorkshire Sculpture Park (MW)	
Fr	23/02/2018		
MH Fairtrade		Y9 Green Apples (PF). DDP Mid-Year Review due Fri 2/3.	
Mo	26/02/2018	Y7 & 11 interim reports due 16.00pm	
Tu	27/02/2018		Y8 Options Eve 17.00-19.00pm (MH)
We	28/02/2018		
Th	01/03/2018	World Book Day	
Fr	02/03/2018		
EH National Careers Week		Focus fortnight 3 – Dept review SC/MFL/Me	
Mo	05/03/2018		
Tu	06/03/2018		Y8 Parents Evening 16.00-19.00pm.
We	07/03/2018		
Th	08/03/2018	Enrichment Day (SS)	
Fr	09/03/2018	Academy closed - Twilighted	
PL Smoking Awareness		Focus fortnight 3 – Dept review SC/MFL/Me. Technology Showcase Y5 (RO)	
Mo	12/03/2018		Silver DofE Evening Walk (MR). LGC Meeting 17.00pm
Tu	13/03/2018	DT Workshop Y5 (RO)	Twilight 4 15.15-17.45pm. Y11 GCSE Showcase (BN)
We	14/03/2018	Y3 & 4 Football Competition(RO)	
Th	15/03/2018	Y11 Study Skills day & Parent Event (EH)	
Fr	16/03/2018	Y10 Inside Out (PSHE Production)	Community's Got Talent Final (RO)
Gold DofE Training W/E (16th-18th) - TBC			
RO Rewards and House Assemblies		CW catch up Week. Y10 Green Apples (PF) - TBC PE INTERHOUSE comp (HC). Dept review SC/MFL/Me feedback.	
Mo	19/03/2018		Silver DofE Evening Walk (MR)
Tu	20/03/2018		Y11 Parent evening 2 16.00-19.00pm
We	21/03/2018		Bronze DofE Orienteering Group 1(MR) Spring Concert (BN)
Th	22/03/2018		Bronze DofE Orienteering Group 2(MR)
Fr	23/03/2018		
Gold DofE Practice Expedition (26th-29th)			

YEAR TO VIEW 2017-18

Summer 1			
HDo	Principal's	GSCE Theatre Trip 3 (BN) Y10 Media Studies Controlled assessment until 13 th July	
Message			
Mo	09/04/2018		
Tu	10/04/2018	Y4 Get Creative (RO)	DDT
We	11/04/2018		SLT Drop in 16.00-18.00pm
Th	12/04/2018		Bronze DofE Walk 1 (Group 1) (MR)
Fr	13/04/2018		
LS	Taking Charge of Emotions	Y9 & 10 Exam wk1 (EH). Y11 Art Exam.	
Mo	16/04/2018		Bronze DofE Walk 1 (Group 2) (MR)
Tu	17/04/2018		Y7 Parents Evening 16.00pm-18.00pm
We	18/04/2018		
Th	19/04/2018		Bronze DofE Walk 1 (Group 3) (MR)
Fr	20/04/2018		
MH	Growth Mindset	Y9 & 10 Exam Wk2 (EH) Focus Fortnight 4 – Dept review DT/PE/CE.	
Mo	23/04/2018		Bronze DofE Walk 2 (Group 1) (MR)
Tu	24/04/2018		CLM/PLM
We	25/04/2018		Spring Concert (PB) KS2 Football Tournament (RO)
Th	26/04/2018	Ks3 Maths Challenge (PF)	Twilight 5 15.15-17.45pm/Bronze DofE Walk 2 (Group 2) (MR)
Fr	27/04/2018	Silver DofE Practice Expedition (27th - 29th) (MR)	
EH	Revision and Study Skills	Y10 Work Experience Wk 1 (AB) Focus Fortnight 4 – Dept review DT/PE/CE.	
Mo	30/04/2018	Y11 Final PPG due 16.00pm	
Tu	01/05/2018		CTM
We	02/05/2018		
Th	03/05/2018		Bronze DofE Evening walk 2 (Group 3)(MR)
Fr	04/05/2018		
PL	Water and River Safety	Y10 Work Experience Wk 2 (AB) Dept Review Feedback DT/PE/CE	
Mo	07/05/2018	May Bank Holiday	
Tu	08/05/2018	Y9 Full report	DDT. Y10 GCSE Showcase (BN)
We	09/05/2018		
Th	10/05/2018		
Fr	11/05/2018		

Year to View 2017-18

LS Mental Health Awareness		GCSE Exams start.	
Mo	14/05/2018	Y10 Full report due 16.00pm	
Tu	15/05/2018		Year team mtg
We	16/05/2018		
Th	17/05/2018		
Fr	18/05/2018		
Practice DofE Bronze (19th & 20th) (MR)			
MH Law and Order		Y10 F&N Practical's 3hrs (MZ)	
Mo	21/05/2018		
Tu	22/05/2018		Y9 Parents evening 16.00-19.00pm
We	23/05/2018		Hockey Tournament (RO).
Th	24/05/2018		
Fr	25/05/2018	Music Tour 7-11 (PB)	

Summer 2			
HDo Principal's Message		Y8 Coasts fieldtrips (JP)	
Mo	04/06/2018		LGC Meeting 17.00pm
Tu	05/06/2018		CLM/PLM
We	06/06/2018		
Th	07/06/2018		
Fr	08/06/2018		
Dept SEF due Fri 15 th . Bronze DofE Assessment (9th & 10th) (MR)			
LS LGBT Pride		Focus Fortnight 5 Dept review DR/MU/Art	
Mo	11/06/2018		
Tu	12/06/2018		CTM. Y9 GCSE Showcase(BN)
We	13/06/2018		Y9 GCSE Showcase(BN)
Th	14/06/2018	World Cup Day (RO)	
Fr	15/06/2018		
MH Refugee Week		Focus Fortnight 5 Dept review DRMU/Art. KS3 Exam Wk in lessons (EH). Y10 Geography Residential 1(JP)	
Mo	18/06/2018	Y8 Girls HPV Vaccination(2) 09.30am(JB)	
Tu	19/06/2018		DDT
We	20/06/2018	Eurofest. Y8 Competition at York St John (TBC) (CH)	
Th	21/06/2018		
Fr	22/06/2018		
PL Be Sun Safe		Dept review DRMU/Art feedback	
Mo	25/06/2018		
Tu	26/06/2018	Hooked on Humanities (RO)	Staff meeting (Library)
We	27/06/2018		SLT drop in 16.00-18.00pm
Th	28/06/2018		

Year to View 2017-18

Fr	29/06/2018	KS3 Arts Immersion Day and Evening Fair/Festival(PD/BN/PB)	
Silver DofE Assessed Expedition (30th - 2nd) (MR)			
EH Compassion and Kindness		PE INTERHOUSE comp (HC)	
Mo	02/07/2018	Y7 Full & Y8 Interim reports due 4pm	
Tu	03/07/2018		Year team mtg
We	04/07/2018	Y5 American Sports (RO)	Twilight 6 15.15–17.45pm Whole Academy Musical (BN/PB)
Th	05/07/2018		Whole Academy Musical (BN/PB)
Fr	06/07/2018	Enrichment day 3 – Community Day (Click Day) (RO)	
PL Successes and Next Steps		Y10 Geography Residential 2(JP)	
Mo	09/07/2018	KS4 Art Trip. Yorkshire Sculpture Park (MW).	
Tu	10/07/2018		CTM.
We	11/07/2018		
Th	12/07/2018	KS4 Food Trip Great York Show(MZ).	
Fr	13/07/2018	SPORTS DAY (HC)	Germany Trip Y8 Fri 13 th – Weds 18 th July (CH)
RO Rewards and house Assemblies		Transition Week (16 th – 18 th)	
Mo	16/07/2018		
Tu	17/07/2018		DDT
We	18/07/2018		
Th	19/07/2018	Rewards Trip (RO)	
Fr	20/07/2018		
Gold DofE Practice Expedition (22nd-26 th) (MR)			
Mo	23/07/2018	Academy closed - Twilighted	

Form Bases 2017-18

Year 7 Progress Leader – Simon Stancliffe

7SV	Stuart Vine	G37
7AS	Alex Slingsby	G98
7TE	Tom Elwell	F31A
7AME	Adam Metcalfe	F8

Year 8 Progress Leader – Dan Padgham

8HC	Hayley Colville /Rob Orr	F33
8EM	Elizabeth Myers	F12
8JP	Jo Peters	G94
8MR	Mark Rampling	G23

Year 9 Progress Leader - Matt Wilson

9HJ	Hayley James	S2
9CP	Charlie Parker	G38
9RN	Bex Nicholson/Alison Mapplebeck	F36
9MZ	Miriam Zulkarnain	F13

Year 10 Progress Leader – Mark Bailey

10CH	Catherine Haig	G109
10FA	Fay Ashcroft-Hawley	S1
10HD	Helen Davis/Alice Ward	F5
10LD	Laura Duncalf/Pip Brady	S3

Year 11 Progress Leader – Paul Foster

11MS	Mel Statner	G39
11SF	Susy Farag	F11
11JC	Joe Calderwood	F31
11PD	Pip Doust/Laura McDonough	S5

Telephone List

Department	Ext	Staff Name
Principal	222	Helen Dowds
Vice Principal	223	Matt Halifax
Academy Business Manager	278	Wendy Munro
Assistant Vice Principal – Data & Progress	233	Liz Hardy
Assistant Vice Principal – Student Welfare	240	Louise Scaum
Associate SLT – Admin; Progress Leader Year 7	236	Simon Stancliffe
Associate SLT – Community	274	Rob Orr
Associate SLT – English	254	Laura McDonagh
Associate SLT – Maths	229	Alice Ward
Attendance Officer	261	Nicola Day
Behaviour Manager	279	Jay Anthony
Conference Room	242	
Data and Examinations Officer	234	Liz Cooper
Drama	280	Bex Nicholson
Finance	251	
Head's PA	255	Steph Wood
Inclusion	276	Aspire Team
IT Network Support	270	Giles Jenkin
Kitchen	243	Pam Shipley
Languages	225	Catherine Haig
Library	231	
Meeting Room 1	260	
Meeting Room 2	228	
Office	257	Jo Bogue
Pastoral Support Worker	276	Sue Naylor
PE	268	Hayley Colville
PE Office	267	
Progress Leader Year 10	283	Mark Bailey
Progress Leader Year 11	229	Paul Foster
Progress Leader Year 7	239	Simon Stancliffe
Progress Leader Year 8 / IT Classroom	235	Daniel Padgham
Progress Leader Year 9	282	Matthew Wilson
Reception	221	Tina Hopkins/Jane Wade
Science Prep Room	248	Dawn Rhodes
Seclusion	271	
SEND Lead	275	Marion Hudson
Site Office	237	Tommy Ashes
Staff Room	256	
Technology	223	Helen Davis
Technology - Food	250	Miriam Zulkarnain
Technology G3 Workshop	266	

Academy Policies and Statutory Documents

All non-confidential documents are electronically on the academy staff shared drive (K:) in a folder called policies.

Statutory Polices required by Education Legislation

- ✓ Academy Charges, Remissions and Finance Procedures Policy
- ✓ Behaviour Policy
- ✓ Sex and Relationships Education Policy
- ✓ SEN Policy

Statutory Policies required by Other Legislation

- ✓ Data Protection and ICT Policy
- ✓ Health and Safety Policy
- ✓ Admissions Policy
- ✓ Accessibility Policy
- ✓ Central Record of Recruitment and Vetting Checks Policy
- ✓ Complaints Procedure, Allegations and Whistleblowing Policy
- ✓ Freedom of Information Statement
- ✓ Home Academy Agreement
- ✓ Governors' Allowance and Minutes
- ✓ Premise Management Policy
- ✓ Equality and Diversity Policy
- ✓ Attendance Policy
- ✓ Staff Discipline, Conduct and Grievance Policy

Documents referenced in Statutory Guidance

- ✓ Child Protection Policy and Procedures
- ✓ Allegations of Abuse against Staff Policy
- ✓ Supporting Pupils with Medical Conditions Policy

Additional Academy Policies

- ✓ Community Use Agreement
- ✓ Crisis Management
- ✓ Dignity at Work Policy
- ✓ Exam Policy
- ✓ Finance Procedures
- ✓ Homework and Independent Learning Policy
- ✓ ITT Policy
- ✓ Literacy Policy
- ✓ Pay and Maternity Leave Policy
- ✓ PREVENT Policy
- ✓ Register of Business Interests
- ✓ Restructure and Redundancy Policy
- ✓ Teacher Appraisal Policy

Senior Leadership Roles

In addition to the specific roles below SLT will:

1. Support the Principal and Governing Body in the effective leadership and management of the academy and in our moral purpose to deliver the best possible education to every young person in our care.
2. Act in all things with collegiality, professionalism, thought and consideration.
3. Model the professional values we expect from others.
4. Be flexible to support each other and take on other responsibilities as requested by the Principal.
5. Teach good and better lessons and where possible teach exam classes each year
6. Attend all evenings that involve formal reporting to parents
7. Attendance at other events outside of the academy hours on rotation with other members of SLT
8. Contribute to all whole academy documentation as required.

HDo: Principal

Strategic direction of the academy	To work with governors and staff to move the academy strategically into good and then outstanding. Compilation of the SEF, SDP and the monthly HOPE monitoring report.
Operational leadership of the academy	Oversight of all leaders leading on aspects of academy life: Teaching and Learning Pupil Welfare Business CPD QA Staff and staff welfare Curriculum Promotion Transition Safeguarding – single central register
Line Management of SLT	Leadership and support for SLT
Performance Management Lead	Leading on all aspects of PM, including documentation, assessment of performance of each staff member in relation to targets and making recommendation to the LGC.
Timetabling	Work with VP and Data manager to generate the master timetable each year
Financial control, Staffing and business	Leading on all aspects of the staffing supply and demand. Working with Business manager to ensure there is a balanced budget.
Holding to Account	Ensuring standards across the academy consistently rise to reach outstanding
LMM English and Maths	Direct line manager for SLT: English and Communication and SLT: Maths and PP weekly meetings
Overall responsibility for representation and communication to staff, pupils and external partners	Overall responsibility for the quality assurance of the Staff Handbook. Representation at Secondary Heads and cluster meetings Member of the Hope Learning Trust Attendance at the fortnightly Principal's meeting for Hope.
Weekly meetings	SLT CLT LMM Eng LMM Maths VP

Senior Leadership Roles

	AVP – Pupil Welfare PL – 11 COG CEO
Reporting to	CEO, CYC SIP and LGC

MH: Vice Principal

Lead for Teaching and Learning including Quality assurance	<p><u>Quality of Teaching and Learning</u></p> <p>As the lead indicator, high quality teaching and learning are integral to the academic achievement and effective care and support within the academy. This will include:</p> <ol style="list-style-type: none"> a. Development of innovative teaching and learning across the academy that: <ul style="list-style-type: none"> - maximises pupil progress. - develops pupil skills for the demands of both examinations and the world of work. - enthuses a passion and love of learning. b. Ensures a consistent approach to teaching and learning across the academy with the aspiration of all lessons being good or better: <ul style="list-style-type: none"> - Learning Plan. - Process for lesson observations. c. The ongoing monitoring and evaluation of teaching standards across the academy. <ul style="list-style-type: none"> - Lesson observation schedule. - Master teaching spreadsheet. d. Strategic responsibility for all aspects of marking and homework across the academy. e. Intervention and support to improve teaching and learning. <ul style="list-style-type: none"> - Bespoke individual support plans as necessary. <p><u>Leadership of the Development of Teaching and Learning across the Academy</u></p> <p>The overall strategic responsibility for the planning, development and support of the whole teaching and learning priorities for the next academic year. This will include:</p> <p>Developing a strategic plan that empowers strong practitioners to play a part in driving forward teaching and learning.</p> <p>Identifying and developing key areas of focus in terms of teaching and learning which will include meeting the needs of all learners, technology in the classroom and the continued embedding of the Learning Plan.</p> <p>Coordination of all teaching and learning policies and procedures (with input from other members of SLT).</p> <p>Formulation of a QA programme and plan of action and direct SLT to enable said programme.</p>
Lead for CPD and training	<ol style="list-style-type: none"> a. Planning and co-ordinating the delivery of the professional development programme, including staff meetings, twilights, training days, parents' meetings and individual programmes of support.

Senior Leadership Roles

	<ul style="list-style-type: none"> b. Use the information taken from the teaching and learning work to provide each staff member with a tailored CPD pathway that is rooted in developing self and maximising pupil progress c. Work with partner teaching academies to ensure all staff access relevant training and support d. Work with Hope to create networks of leaders that challenge, inspire and support to maximise outcomes. e. Undertake routine educational research eg. national college, DFE, Ofsted and Ofqual websites to ensure that CPD is responsive to new national directions and initiatives
Oversight of all day to day aspects of the curriculum, including options	Working with Data lead and timetabler to co-ordinate in year timetable changes, set changes, options and curriculum design.
NQT induction lead	Working with Principal and CYC to ensure successful induction of all NQTs
LMM EBACC	Direct line management of all EBACC subject leads on a weekly basis.
CL Lead	Friday email and lead of CL meetings.
Management of the academy calendar	Co-ordination and generation of the whole academy calendar including working with the AVP data on the assessment cycle.
Deputation	Act in the place of the Principal where required.
Weekly meetings	SLT CLT PL – 11 LMM – Sci LMM – MFL LMM – Hi LMM – GG LMM - IT
Reporting to	Principal and LCG

EH: Assistant Vice Principal – Data & Progress

Targets	Setting of all targets across the academy, regular reporting of these to parents and staff
Reporting	Work with VP to calendar reporting, co-ordination and collation of data and write report summaries for wider audiences. Track trends and analyse performance.
Assessment	Map the assessment logs to tie in with marking policy and assessment window. Check that assessment logs are completed regularly and hold staff to account for data entry
Examinations	Plan and co-ordinate all internal examination sessions and support exams officer with external examinations
IAG	Oversight of all aspects of IAG across the academy work with wider curriculum lead to ensure work experience is successful and that IAG is mapped into enrichment days and PSCHE programme. Co-ordinate support programmes for pupils with needs beyond the traditional pathways e.g. vocational and apprenticeship provision
Intervention	Oversee and direct whole academy intervention at each reporting set. Inform VP and Principal so that repeating trends can be addressed. Co-ordinate all aspects of Year 11 intervention.
Weekly meetings	SLT

Senior Leadership Roles

	CLT PL - 11
Bi-half termly Meetings	LMM – Drama LMM – Music LMM – Media LMM – PE LMM - Art LMM - DT
Reporting to	VP and LGC

LS: Assistant Vice Principal – Student Welfare

Attendance	Line manager for attendance officer, track and monitor attendance patterns and direct PL, PSW, BM and AO towards interventions. Meet with CYC attendance officer each half term.
PL Lead	Weekly email and meeting to PL, direct and co-ordinate the PL in all aspects of their role.
Pupil Behaviour	Track, monitor and oversee all aspects of pupil behaviour. Publish behaviour data to all key parties. Attendance at BAP. Line management of Aspire team. Oversight of re-integrations, by directing key members to lead these meetings and feedback. Final contact before the Principal for all major behaviour incidents. Lead and co-ordinate PD. Co-ordinate the reward data to ensure those who deserve success achieve it.
SEN	Meet weekly with SEND Lead and HOPE SEND Lead to update on key points for note or action, refer to SLT. Ensure that the SEN lead maintains all EHCP and supports with identification of those requiring plans. Ensure that the SEN pupils maximise their progress and that this is no longer an Ofsted focus Alongside the SEND Lead develop innovative and individual programmes of support to engage SEN pupils.
Assemblies	Co-ordination of the assembly rota in partnership with VP.
Safeguarding and child protection	Be Designated Safeguarding Lead (DSL). Work directly with the academy PSW to co-ordinate plans for children beyond the academy and with external agencies.
Weekly Meetings	PL team Principal Attendance Officer Pastoral Support Worker SLT SEND Lead
Reporting to	Principal and LGC

Senior Leadership Roles

WM: Business Manager

Lead non-teaching staff	Line manager for all non-teaching staff, including, admin, site team and catering contractors, plus any contractors to site.
Financial management	Direct liaison with the HOPE team on all aspects of finances including contracts of staff
HR	First point of contact for aspects of HR issues, prior to HOPE involvement
Staffing	Working with the Principal to ensure that staffing is kept within financial restrictions
Health and Safety	Oversight of all aspects of Health and safety within the academy
Cover	Arrangement of daily cover. Monitoring of absence and absence reporting.
Ordering	Central budget holder for all orders
Lettings	Oversight and promotion of the VoY site to maximise income.
Business and Promotion	Working to raise the profile of VoY within the trust and within the community, to maximise assets and future proof the strategic direction of the academy
Trips and Visits	With ASLT, co-ordinate all trips and visit through evolve
Buildings and Premises	Management of all aspects of the academy site
Meetings	SLT Governors working parties
Reporting to	Principal and LGC

SS: Associate SLT – Administration and Events

Duty Rotas	Compilation of the duty rotas for before the academy day starts, break, lunch and after the academy day.
Operational events lead	Management of all key whole academy events, Year 6 events, Parents' evenings, drop-ins, productions, information evenings, option evenings etc.
Enrichment Day lead	Co-ordination of at least 3 enrichment days each year, to further broaden and develop the skills of pupils beyond the formal curriculum.
Trips and Visits	With BM, co-ordinate all trips and visit through evolve
Meetings	SLT
Reporting to	VP

AW: Associate SLT – Pupil Premium

Curriculum Leader Maths	See Curriculum Leader job description
Pupil Premium	Working with AVP – Data, VP, CL, PL and Aspire team, leadership of all aspects relating to the attendance, behaviour, welfare and performance of PP children across the academy. Working with the wider team to maximise outcomes for these pupils, through tailored programmes of intervention and high quality teaching and learning, parental input and support to narrow the gap in performance. Track the PP spend and report to the LGC on PP performance regularly.
Meetings	SLT LMM - Maths
Reporting to	Principal

Senior Leadership Roles

LM: Associate SLT - Communication

Curriculum Leader English	See Curriculum leader job description
Communication	Working with the SLT, HOPE Learning Trust and whole staff, raise the profile of the Vale of York Academy at local, regional and national level. Including the maintenance of the website, generation of a bi-half termly newsletter, annual prospectus and any other outward facing documentation or forum. E.g. Twitter. Look for opportunities to promote the academy in competitions, events and conferences.
Meetings	SLT LMM - English
Reporting to	Principal

RO: Associate SLT - Community

Community Co-ordinator (external)	To build and maintain links with the Vale of York wider community, including Primary partners, networks, Parish council and the local ward. Work with the ASLT communication to promote the academy and participate widely in events to support the local community.
Community Co-ordinator (internal)	To build and promote the sense of community within the academy through leadership of the VOYS, prefect team, mentoring teams, pupil leadership groups and pupil council. The development and management of the PD rewards system. Develop the links the academy has with parents and work with PSW, PL and CL to build strong links with parents.
Transition	Be responsible for all aspects of the primary transition arrangements and the Year 5 taster days. Work with AVP – Student Welfare and PL-7 to nurture children in year 6 as they anticipate the journey to secondary education. Be the key worked who meets the new Year 6 children each year and inform all relevant parties to issues relevant to the success of each incoming child.
Meetings	SLT
Reporting to	Principal

Generic Role Specifications - Teaching Staff

The Role of the Form Tutor

The United Nations Convention on the Rights of the Child states: “all children have the right to an education which develops their personality and talents to the full. This must take place in a clean, safe and nurturing environment.”

Your role as a Form Tutor is an important one. You are often the first member of staff our pupils meet when they arrive for induction in Year 6; you are the first to greet the pupils in the morning and get their day off to a good start and you will be last face they see before they leave to review how their day has been. You are the first point of contact for parents.

Your primary responsibility as Form Tutor is to build positive relationships and to model behaviour that promotes respect, responsibility and resilience. As this is a front line pastoral role, routines may vary. Within this role, the following tasks are expected:

1. Working with the Progress Leader and other staff to support pupils in their tutor group to fulfil their academic and attendance potential. Play a full and active role in their lessons and the wider academy.
2. Working with colleagues in the academy and external agencies to support the pastoral care and personal development of pupils in their tutor group
3. Working with colleagues to promote good discipline and attendance in their tutor group
4. Monitoring and tracking their form’s academic progress through discussion with the pupils and analysing relevant data where appropriate.
5. Working as an effective team of tutors led by the Progress Leader.
6. Responsibility for the effective use of tutor time. Following a set year group timetable.
7. Developing good, strong effective relationships with the tutor group, families and carers. Understanding the wider context of the pupils.
8. Contributing to the annual reports and parental consultation evenings within their group.
9. Ensure pupils have correct uniform and equipment for the day and offering appropriate challenge if not.
10. Ensuring the completion of all records relating to their tutor group and meeting all internal deadlines.
11. Supporting colleagues in the coordination and delivery of events relating to their tutor group and year group including collapsed timetable days where appropriate.
12. Support the academy in implementing strategies to support the special educational or social emotional needs of young people in their tutor group.
13. Be a positive role model for the pupils offering appropriate aspiration.
14. Upholding and supporting the academy policies and decisions where appropriate.
15. Be advocates and leaders of all aspects of the Positive discipline programme, uphold, track, monitor and record all elements of the PD system.
16. Mentor pupils within the form that are identified as requiring support.

Positively promote the work of the tutor group, year team and the academy at every opportunity both internally and externally within the local community so that Vale of York Academy becomes the first choice academy for all those within its immediate catchment.

Generic Role Specifications - Teaching Staff

Tutorial Programme

Tutor period must be seen as the sixth lesson of the day. With that in mind, all tutor groups will have a specific exercise for tutor period, which will be checked by the Progress Leaders, Literacy Lead, and Numeracy Lead.

Tutor period must have the same high expectations for behaviour as any other lesson, and as such the PD comment and rewards system should be enforced.

	Year 7	Year 8	Year 9	Year 10	Year 11
Monday	Assembly	Administration and Monitoring	Literacy	Problem Solving and Reasoning	Private Reading
Tuesday	Problem Solving and Reasoning	Assembly	Administration and Monitoring	Literacy	Problem Solving and Reasoning
Wednesday	Literacy	Problem Solving and Reasoning	Assembly	Administration and Monitoring	Literacy
Thursday	Administration and Monitoring	Literacy	Problem Solving and Reasoning	Assembly	Administration and Monitoring
Friday	Private Reading	Private Reading	Private Reading	Private Reading	Assembly

Administration and monitoring:

- ✓ Checking the planners for comments, rewards, and homework recording.
- ✓ Pupils are to record their weekly attendance, and tutors are to monitor attendance through requesting absence notes, and making contact with the parents of those who are causing concern.
- ✓ Checking that parents and pupils have signed the planners, and reading any parental communication notes within the planner.
- ✓ Discussing patterns in comments with pupils and offering guidance and support on improving their behaviour and progress.

Literacy and Problem Solving and Reasoning:

- ✓ Literacy activities are organised, disseminated and monitoring by the Literacy Lead – Miss P Doust
- ✓ Problem Solving and Reasoning activities are organised, disseminated and monitoring by the Numeracy Lead.

Assembly:

- ✓ Register your tutor group and assemble in the courtyard promptly.
- ✓ The assembly programme is run by SLT and Progress Leaders, and covers a range of SMSC, Citizenship, Safeguarding and Careers topics.

Generic Role Specifications - Teaching Staff

Private Reading:

- ✓ All pupils are expected to bring a reading of their choice to the academy every day.
- ✓ Within the private reading session, all pupils AND staff are expected to read. Staff are not permitted to do emails, mark books, or other planning or preparation tasks during this session. They must be participating in this activity.

For specific details of the tutor programme for your year group, please refer to the detailed plan on the shared area, or contact your Progress Leader.

Educational Delivery

Introduction

All posts at Vale of York Academy involve at all times seeking to further the mission, values and strategic aims of the academy; accepting responsibility for the implementation of academy policy, procedures and other guidance as set out in the Staff Handbook and elsewhere; working positively, flexibly and co-operatively both with colleagues and as appropriate with those outside the academy; and the setting of high standards.

All teaching posts are subject to the general duties and responsibilities set out in the Teaching Standards which all staff have a copy of and which underpin the academy's Teacher Appraisal policy across Hope Learning Trust. This sets out in detail the duties that it is the professional responsibility of teaching staff to carry out as circumstances require and forms the main source for the role specification for the Subject Teacher (see below). All roles also involve responsibilities and expectations as set out in the appropriate national standards and in the academy's role specifications and documentation. All members of staff are expected to promote and safeguard the welfare of pupils in accordance with the Safeguarding Children in Education Act, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach; in line with academy policy. Additional duties may be asked of members of staff by the Principal as occasion requires.

The generic role specifications below are offered in good faith as a guide to professional practice in the expectation that staff will seek to approach them in a professional manner. All role specifications are subject to revision in the light of changing circumstances.

The role of the Subject Teacher

The central focus of the Subject Teacher's role is fostering the learning and progress of the pupils in his or her care. This involves being an effective teacher of pupils as well as of the subject. Quality of preparation, resourcing, planning, subject expertise, teaching skill, pace, challenge, proactive classroom management, effective marking and assessment, high expectations, and positive personal relationships are all central to providing the conditions within which pupils' personal skills, abilities, understanding, learning and progress can be developed. Key within all of these factors is the ability to personalise learning so that pupils are captured, engaged and motivated by a series of activities designed to nurture whilst challenge all learners regardless of ability. Regular informative feedback that either corrects misconceptions, clarifies current comprehension or sets a higher level of challenge is crucial. A teacher must employ a wide range of methods to provide feedback and differentiated development targets.

Generic Role Specifications - Teaching Staff

Subject teachers are responsible on a day-to-day basis to the appropriate Curriculum Leader with and under whom they are expected to work closely; thence to the relevant Vice Principal; thence to the Principal; ultimately to the Governing Body.

Specific responsibilities of Subject Teachers include:

- ✓ planning, preparing and teaching courses and lessons, in accordance, department/subject schemes of work, and specifications of examination boards, and where appropriate, subject specific recommended guidance;
- ✓ setting classwork assignments regularly, setting homework in accordance with policy and ensuring that all pupils for which he or she is responsible work at an appropriate pace and level;
- ✓ monitoring the progress, development and attainment of pupils, including assessing progress, marking pupils' work in accordance with the academy and department policy and providing feedback so as to encourage success and pride and support progression;
- ✓ promoting and maintaining good order and discipline among pupils, supervising them as required, and safeguarding their health and safety, when they are authorised to be on the academy premises and when they are engaged in authorised activities elsewhere, including acting in loco parentis and taking charge as necessary;
- ✓ ensuring as a priority a calm, ordered and focused working environment in lessons, with pupils engaged and on task, and following up incidents of poor behaviour in line with the academy policy and guidelines;
- ✓ working with colleagues from within the academy and outside it to review schemes of work, and develop courses, activities, assessment, and teaching materials and their delivery; recording progress and attainment, writing reports at the appropriate time, and providing oral and written assessments, profiles and references on time as required, for all pupils taught;
- ✓ working to ensure that individual pupil progress and residuals for each group is in line with, or better than, academy targets and expectations; Subjects with coursework or controlled assessment elements submit work that is as a minimum at least in line with the overall target grade (extenuating circumstances apart);
- ✓ preparing and entering pupils as required for examinations, including assessing pupils, recording and reporting assessments, ensuring coursework is set and followed through, discussing levels of entry to the Curriculum Leader, and undertaking revision sessions as appropriate in line with academy practice;
- ✓ registering and checking the attendance of pupils, offering personal support and guidance, and furthering their progress, well-being and development;
- ✓ providing guidance and advice on educational and social matters and progression post-16, and meeting and communicating with parents and with those outside the academy to review the progress of pupils and to further their needs;
- ✓ completing Department and Pastoral Support Plans, and consulting the Curriculum Leader, pastoral staff and Learning Support staff over pupils whose learning, conduct or development give cause for concern;
- ✓ working to engender a positive atmosphere based on courtesy and respect, and enhancing the corporate life of the academy;
- ✓ undertaking the duties of a Form Tutor as required.
- ✓ participating in arrangements for training and appraisal to further the continuing professional review, refreshment and development of self and colleagues;

Generic Role Specifications - Teaching Staff

- ✓ sharing with colleagues in undertaking the administrative and organisational tasks necessary for the effective running of the subject and department;
- ✓ participating in meetings in designated time as required relating to the curriculum, pastoral care, organisation or administration of the academy;
- ✓ ensuring that areas for which the Subject Teacher is responsible are cared for, feature displays that include pupils' work, and offer an ordered and welcoming environment;

The role of the Progress Leader

The strategic aim of the Progress Leader's role is supporting personal development, learning and the raising of achievement. To these ends they will work closely with both the Vice Principal and Assistant Vice Principals. Central to this is ensuring the provision for the year group of responsive and supportive pastoral care in which each pupil is secure, feels valued, is cared for, is developed as a whole person, and within which each pupil can fulfil his or her potential as he or she grows towards adulthood and prepares for its responsibilities and opportunities. The core focus of the Progress Leader's role is therefore leading, inspiring, supporting and guiding pupils and staff in promoting the welfare, discipline, positive ethos and identity of the year group and the personal development and achievement of its pupils.

Progress Leaders are responsible to the Assistant Vice Principal for Pupil Welfare and ultimately to the Principal and Governing Body. Key responsibilities include:

- ✓ Pupils in the care of the Progress Leader are known as individuals and cared for as individuals; individual pupils within the year group are monitored in line with academy policy and action taken as necessary. Ensuring that pastoral issues are resolved pro-actively in the light of individual circumstances within the academy guidelines, including where appropriate applying sanctions and/or behavior modification packages
- ✓ Be advocates and leaders of all aspects of the Positive Discipline programme.
- ✓ Taking a caseload of challenging pupils from across the year group, guiding, counselling, interviewing and target setting as appropriate to promote good behaviour across the curriculum
- ✓ Ensuring the smooth integration of pupils into the academy and their smooth progression from it
- ✓ Ensuring that form tutors new to the academy or the year group are welcomed, inducted and supported
- ✓ Promoting good attendance and punctuality and requiring a consistently high standard of uniform
- ✓ Ensuring that effective partnerships are built between home and the academy, including ensuring that concerns raised by parents/guardians are responded to within 24 hours
- ✓ Ensuring rewards, encouragement, high expectations and recognition of success of all kinds is in place
- ✓ Ensuring the good discipline of pupils in the year group and their adherence to the Code of Conduct. Promotion of pupil responsibility, pupil leadership and the respect of pupils for themselves, for their environment and for others
- ✓ Creating and promoting good opportunities for pupils to contribute to the life of the form, year, academy and community through charitable, recreational and other activities
- ✓ Ensuring equality of opportunity for all young people, ensuring discriminatory language and practice is actively challenged. Staff and young people are encouraged to adopt non-discriminatory practice
- ✓ Monitoring learning, academic performance and homework of individuals and the year group to ensure high aspirations and high achievement is in place

Generic Role Specifications - Teaching Staff

- ✓ Liaising with the Assistant Vice Principal – Pupil Welfare, other pastoral colleagues, department and subject staff, senior staff, support staff, outside agencies and others to ensure pastoral staff, academic staff and other staff work together to ensure the best possible provision for pupils in the year group
- ✓ Managing targets and target setting as appropriate to the year group in accordance with academy policy
- ✓ Leading, motivating, inducting, supporting, informing, consulting with, monitoring, challenging and developing an effective tutor team and being accountable for its work
- ✓ Organising year parents' evenings including contacting 'hard to reach' parents, arranging signing in following up any matters arising
- ✓ Ensuring that effective pastoral records are maintained, references and other procedures and requests for information are fulfilled
- ✓ Contributing to the quality assurance process to ensure the delivery of best practice, in line with the identified needs of young people and agreed priorities and targets for Vale of York Academy
- ✓ Evaluating and developing pastoral matters and assisting with the wider aspects of pastoral management as required including development planning
- ✓ Plus:
 - ✓ Promoting links between the academy and community
 - ✓ Supporting form tutor's in registering/checking that pupils are present and ensuring office staff are informed immediately if anyone is missing and ensuring the tutor sessions are quiet and orderly
 - ✓ Fulfilling tasks and responsibilities specific to the particular year and undertaking other responsibilities as appropriate

The role of Curriculum Leader

Curriculum leaders include Curriculum Leader and Co-ordinators. Curriculum leaders are responsible for all aspects of the work of the curriculum area or areas which form their designated areas of responsibility. The core focus of the curriculum leader's role is raising pupil achievement. Central to this is leading and guiding staff working within the designated curriculum area, and, in so doing, fostering an environment within which teaching and learning is the key priority with a desire for it to be of the highest possible quality and each member of the team is able to develop to the full the pupils in our care.

The roles of Curriculum Leader and Co-ordinator include responsibilities as set out in the appropriate national standards and in the academy's role specifications and documentation. The specific responsibilities of curriculum leaders include:

Leadership

- ✓ promoting the well-being and development of the academy through furthering whole-academy policies and procedures, promoting within the designated curriculum area the agreed aims, ethos, attitudes and values of the academy, and, within the agreed structure of academy policy, exercising leadership both within the curriculum area and where appropriate outside it;
- ✓ maintaining up-to-date subject information in the academy prospectus and website by reviewing this material regularly or as instructed by SLT;
- ✓ ensuring the meeting of all reporting deadlines, for all members of the department or curriculum area;
- ✓ overall responsibility for the oversight and maintenance of engaging schemes of work, in line with the academy and exam board guidelines;

Generic Role Specifications - Teaching Staff

- ✓ oversight of and responsibility for accurate exam entries in KS4, working in conjunction with the exams officer;
- ✓ evaluating the work of the curriculum area through regular and robust including results analyses, department reviews, work and book trawls and quality of teaching reports, and contributing as required to self-review for the Hope Learning trust or other external agencies; planning for development in the light of the needs of curriculum area, department and whole-academy priorities, identifying targets, and contributing to the academy development planning;
- ✓ writing each year, the 'big three' reports of exams analysis, SEF and department development plan and attending review meetings of these reports with the Principal and Vice Principals;
- ✓ ensuring that the curriculum area works with common purpose and shared aims, within whole-academy policy, while fostering the strengths and enthusiasms of individual staff;
- ✓ ensuring that whole-academy policies and guidance documents including safeguarding, citizenship, equal opportunities, British Values, health and safety, ICT, AfL, literacy, numeracy and charging and remissions, are implemented within the curriculum area;
- ✓ representing the curriculum area as required at Curriculum Leadership Meeting, and reporting back, ensuring that communication remains strong with all members of the department;
- ✓ maintaining up-to-date and accurate subject summaries for reports for each year group;
- ✓ advising senior staff on all matters relating to the work and development of the curriculum area;
- ✓ Attendance at and preparation for regular timetabled curriculum line management meetings based upon the weekly processing of the content of the Friday email.
- ✓ Pupils;
- ✓ monitoring the achievements of pupils, ensuring that the expectations that staff working within the curriculum area have of the pupils in their care are realistic but high, and leading the curriculum area in developing the full potential of pupils in both academic progress and personal development;
- ✓ supporting pupils through contact home or department support plans where necessary;
- ✓ supporting subject teachers in the curriculum team in ensuring a calm, ordered, focused working atmosphere in lessons with pupils on task in line with the academy policy and guidelines, through guiding and supporting subject staff in classroom management, intervening as required, and accepting disciplinary referrals as appropriate;
- ✓ allocating and resetting of pupils to teaching groups within the curriculum area, in conjunction with the Vice Principal performance, pastoral staff and data manager as appropriate, and providing up-to-date lists;
- ✓ liaising with pastoral staff as appropriate over concerns with individual pupils;
- ✓ ensuring that parents are aware of significant concerns over progress, effort, attainment, behaviour or homework, including concerns that might lead to an impoverished external examination grade, and seeking to work with parents in finding a solution;

Staff;

- ✓ leading a team of colleagues and taking active responsibility for its work and for that of pupils;
- ✓ supporting colleagues within the curriculum area in creating an ordered working environment, including advising on classroom management, and accepting overall responsibility for the behaviour and conduct of pupils within the curriculum area;
- ✓ furthering the professional development of staff contributing to the curriculum area, including planning effective use of CPD training and staff development time, observing lessons supported through a range of Quality Assurance actions and offering professional feedback, monitoring classroom

Generic Role Specifications - Teaching Staff

management, advising on procedure, and acting as performance management team leader as required;

- ✓ holding regular, minuted team meetings and training and development sessions that are a focus for professional review and refreshment;
- ✓ sharing all agendas and minutes with members of the department and SLT link;
- ✓ playing a key part in the appointment of new staff, and inducting and guiding staff new to the curriculum area in accordance with the Staff Handbook;
- ✓ liaising with the Principal in devising a suitable responsibility structure within the curriculum area, allocating responsibilities as appropriate, and advising the Principal on role specifications;
- ✓ ensuring that appropriate work is set for absent colleagues, that cover and supply staff are briefed and supported, that reports and progress summaries are completed, and that appropriate arrangements are made when staff are prevented from attending meetings;
- ✓ liaising with and advising the Vice Principal Performance on curriculum implications and timetable allocations, and liaising with staff within the curriculum area as appropriate;
- ✓ briefing the Principal on staff achievements and providing information for references;
- ✓ ensuring that teaching assistants and others within the learning environment are effectively inducted, guided, deployed and monitored;

Curriculum;

- ✓ ensuring that the work of the curriculum area furthers the aims of the academy's mission, strategic aims, curriculum statement and other academy policies and guidelines;
- ✓ maintaining and updating key curriculum documentation in accordance with whole-academy guidelines, and making copies available as required;
- ✓ preparing and maintaining schemes of work and ensuring that teaching across KS3 provides the solid foundation for examination work within KS4 and ultimately prepare pupils effectively for internal and external examinations;
- ✓ keeping abreast of subject developments, and evaluating and revising schemes of work and approaches to teaching as part of a continuous cycle of curriculum review and development;
- ✓ ensuring that the curriculum area develops appropriate resources and teaching strategies to meet the needs of the full range of age, aptitude and ability including pupils with special educational needs, implementing the academy's Special Educational Needs and Disabilities policy and liaising as appropriate with Aspire Centre;
- ✓ ensuring that the curriculum area assesses and records pupil achievement in line with whole-academy policy, and that appropriate records and evidence of pupils' work are maintained;
- ✓ ensuring that the curriculum area fulfils its cross-curricular obligations as required in accordance with whole-academy policy, including Citizenship, Information and Communication Technology, Literacy, Numeracy, Assessment for Learning, Academy Values, British Values, thinking skills, skills for life and other cross-curricular dimensions and themes.

Learning and Progress;

- ✓ ensuring that lesson preparation is thorough with appropriate work, homework across the whole department is set in accordance with the academy homework policy and timetable, and work is marked promptly;
- ✓ ensuring that teaching leads to good learning and progress, supported by crisp pace, high challenge, pro-active classroom management, consistent use of the academy behaviour policy, good organisation and resources, embedded assessment for learning, and positive relationships;

Generic Role Specifications - Teaching Staff

- ✓ monitoring and reviewing the quality and effectiveness of teaching and learning within the curriculum area, including, as appropriate, lesson preparation, classroom management, relationships, written work, assessments, pupil progress, added value and homework;
- ✓ monitoring the learning and progress of individuals, groups and the subject as a whole, with a view to ensuring that pupil progress and added value are in line with, or better than, the academy targets and expectations;
- ✓ ensuring that reporting commitments such as interim assessments, estimated grades and other profiles and references as required within the curriculum area are completed on time in accordance with academy policy;
- ✓ ensuring the delivery of successful and timely moderation for all externally assessed coursework, in accordance with the academy and exam board guidelines
- ✓ presenting pupils for examinations in accordance with the academy policy, liaising as necessary with the academy's examinations officer, pastoral staff and the appropriate members of SLT;
- ✓ seeking to ensure that pupils' passion, enjoyment and experience of the curriculum area is enriched through activities within and beyond the formal curriculum.

Resources;

- ✓ ensuring that resources are well looked after, inventories are kept up-to-date, teaching materials are checked for relevance, bids for resources are realistic, and funds are spent wisely;
- ✓ ensuring that rooms, boards and facilities linked to the curriculum area are cared for, feature attractive displays that include pupils' work, and offer a working environment that is ordered, positive and welcoming.

Links;

- ✓ organising displays and activities for Open Evening and other public occasions in accordance with whole-academy guidelines, and dealing with external enquiries on matters linked to the curriculum area;
- ✓ where appropriate, liaising with the ITT Professional Tutor, writing reports, and ensuring that any ITT work furthers the work of the curriculum area as well as the development of the ITT pupils;
- ✓ working with colleagues in the academy, across the Hope learning trust as well as advisers and other academy improvement partners in the continuous development of the curriculum area;
- ✓ maintaining and developing links with other curriculum areas in the academy, pastoral staff, 14-19 partners
- ✓ develop functional transitional links with pre-11 and post 16 partners and institutions as appropriate in order to provide clear pathways for pupils and individuals within the community;
- ✓ representation of the academy at external recruitment events when required;

Generic Role Specifications - Teaching Staff

In-class support: Teachers and Teaching Assistants working together

The following guidelines for best practice are designed to promote inclusion and learning for all; through teachers and Teaching Assistants working together effectively, planning support and recording it on the Support Plan for each class.

Teacher

1. Introduce the Teaching Assistant (TA) by name to the class and explain that 'we' are here to help you. Ensure pupils understand that TA's need to be respected as teachers.
2. Make the Aims and Objectives clear to the TA, by putting them on the board or giving them to the TA on a piece of paper. Make sure they are aware of what you are expecting all pupils to know/do/understand by the end of the lesson and what progress will look like.
3. If the TA's focus is general in-class support, direct them to who you would like them to work with. Explain what you would like them to do, what they should concentrate on, and how much help you would like them to give.
4. Encourage the TA to be pro-active, to move around the classroom, to be another set of eyes for you and report back to you about pupils' progress.
5. Ask advice from the TA regarding the abilities of pupils with SEND. They have a wealth of knowledge about what pupils' difficulties are, what they can achieve and what teaching methods work best for individual pupils.
6. TA's who focus on only one pupil get to know that pupil extremely well. They know what works best, the signs that show when something is going wrong, and the support strategies that have been put in place. Encourage them to share that knowledge with you.
7. Make yourself aware of and support the strategies employed by the TA e.g. reading, amanuensis, adapting formats, differentiation by recording, etc (see list below).
8. Involve TA's in rewarding pupils positively e.g. marking work as they go round with ticks, giving praise, writing positive comments on their work/in their planner and awarding merits. Explain clearly to TA's what you would like them to be involved in.
9. Be aware that TA's may pick up early on any disruptive issues within the classroom. Encourage them to inform you of any issues/difficulties and fill in any necessary incident slips in collaboration with TA. Inform the TA of any sanctions you intend to put in place. Ensure that all pupils realise that a TA should be respected in exactly the same way as a teacher.
10. Remember that TA's can help with differentiating resources, working with small groups/individual pupils outside the classroom, and other activities which support learning (see list below).
11. At the end of the lesson, or at another appropriate time, give the TA feedback on their support. Review the lesson and discuss any difficulties and/or achievements. Explain what you will be looking at next lesson.

Teaching Assistant (TA)

1. Introduce yourself by name to the class teacher and explain whether your main focus is the support of one particular pupil or whether your focus is general in-class support.
2. Make yourself aware of the Aims and Objectives of the lesson. Ensure you know what the teacher is expecting all pupils to know / do / understand by the end of the lesson and what progress will look like – this will be your particular focus for the lesson.
3. If your focus is general in-class support, take your guidance from the class teacher. Ask them who they would like you to work with, what they would like you to concentrate on, and how much help you should give.
4. After taking guidance from the teacher about who to work with, be pro-active and use your own initiative. Move around the classroom and make yourself aware of pupils who need help, who are misbehaving or not working etc. Intervene early if you see any difficulties. Inform the teacher.
5. Give information to the teacher about individual pupils' learning difficulties. Explain what they can achieve, what they find difficult and what teaching methods work best for individual pupils.
6. It is important that TA's who work with only one pupil share all the valuable knowledge they have about that pupil. Explain to the teacher what works best, the signs that show something is going wrong and the support strategies which have been put in place.
7. Make the teacher aware of the different strategies you employ with individual pupils. Explain why you are using particular strategies with particular pupils
8. Involve yourself in rewarding pupils positively e.g. marking work with ticks, giving praise, writing positive comments on their work/in their planner and awarding merits. Check with teacher for guidelines for each class.
9. Support the academy rules and Behaviour policy at all times. Do not ignore any flouting of academy rules. Inform the teacher and support their implementation of sanctions. Fill in any necessary incident slips in collaboration with the teacher. Do not allow pupils to treat you with disrespect.
10. Be flexible to support the teacher, and pupils' learning, in other ways e.g. differentiating resources, working with small groups/individual pupils outside the classroom, and other activities which support learning (see list below).
11. At the end of the lesson, or at another appropriate time, give the teacher feedback on how you felt the pupils you were working with coped in that lesson. Review any difficulties and/or achievements. Ask what you will be looking at next lesson (If you need to leave early for lunchtime you could discuss this during the lesson).

Generic Role Specifications - Teaching Staff

In-class support: Strategies for Teaching Assistants

All strategies are employed to support learning, improve access to the curriculum and to further inclusion. The aim of every strategy must be to encourage independent learning.

Reading

- ✓ Read individual words to pupils when asked.
- ✓ Read whole sentences/passages to pupils or smaller groups.
- ✓ Read the whole text to pupils.
- ✓ Read one word, one sentence and then encourage the pupil to read one word, one sentence.
- ✓ Read and rewording texts to make them more accessible.
- ✓ Read back pupils work to them to help with self-correction.
- ✓ Encourage pupils to read out loud in class – be available to help out quietly with difficult words.
- ✓ Encourage pupils to sound out longer words, chunk words, syllabify words.
- ✓ Ask pupils questions around the text to ensure understanding.
- ✓ Advise teaching staff if text is too difficult for individual pupils to access.
- ✓ Highlight or underline important words or sentences in texts.
- ✓ Encourage pupils to get clues about the text using title, pictures and captions.
- ✓ Encourage pupils to skim or scan for information when looking for a single piece of information.
- ✓ Where appropriate pair pupils to support reading and learning.
- ✓ Convert the text into pictures, symbols, mind maps etc. to help the visual learner.
- ✓ Write important words/sentences onto yellow post-its, pieces of paper or card, and rearrange in order etc. to help the kinaesthetic learner.
- ✓ After reading to the pupil, encourage him/her to explain what the text was about to help the auditory learner.

Writing

- ✓ Give advice to pupils on how to organise and set out work.
- ✓ Show pupils how to form their letters correctly and encourage joined script.
- ✓ Remind pupils to use correct punctuation and paragraphing.
- ✓ Encourage pupils to work on their presentation.
- ✓ Correct spellings. Encourage pupils to write these corrections in the planner and learn them.
- ✓ Test pupils on spelling corrections whenever possible.
- ✓ Give pupils mnemonics and other strategies to aid spelling.
- ✓ Help pupils to redraft work effectively.
- ✓ Encourage/advise pupils to use different formats for recording work e.g. mind mapping, brainstorming, pictorial etc.
- ✓ Write down pupils' ideas in rough for them to use later.
- ✓ Use writing frames with pupils – either ready prepared writing frames, or devised on the spot.
- ✓ Give pupils the first word, first sentence, first paragraph to help them start work.
- ✓ Copy work from the board for pupils - particularly useful for dyslexic pupils. Could be in rough for pupils to copy themselves, or directly into pupils' books if appropriate.
- ✓ Write for slow writers, as and when necessary, to ensure they don't get left behind.
- ✓ Encourage pupils with low self-esteem to write by writing one word, one sentence, one paragraph and then ensuring the pupil does the same.
- ✓ Take notes for pupils – very useful for dyslexic pupils who find this extremely difficult.

Generic Role Specifications - Teaching Staff

- ✓ Ensure that pupils' classwork is legible so they are able to revise from it – transcribing parts if necessary.
- ✓ Act as an amanuensis in tests, exams, classes etc. if the pupil is entitled to this dispensation as agreed with the SEND Lead.
- ✓ Where appropriate, pair pupils to support writing and learning.
- ✓ Check pupils' homework is written into their planners legibly. Write it in for them if necessary.

Other strategies to encourage learning

- ✓ Praise pupils with low self-esteem.
- ✓ Use language which affirms success – 'You will be able to ...'.
- ✓ Accentuate the positives – concentrate on what the pupil **can** do.
- ✓ Model positive behaviour.
- ✓ Clarify ambiguous tasks/questions – ask the teacher if not sure. Sometimes ask the teacher to repeat instructions to the whole class if a lot of pupils are unsure of the task.
- ✓ Chunk activities for pupils to enable them to complete small sections of a task.
- ✓ Contract activities, if necessary, to enable pupil to complete before the end of a lesson.
- ✓ Adapt work to pupils' preferred learning styles.
- ✓ Encourage pupils with low self-esteem to ask/answer questions. Act as a voice for the pupil, asking their questions, prompting possible answers.
- ✓ Encourage pupils to become involved in classroom discussions/role-play – write down what they want to say, practise outside the room, where appropriate pair them with more able pupils, partner them, etc.

Other ways in which Teaching Assistants may support learning

- ✓ Working with individual pupils in the classroom to enable them to access the curriculum.
- ✓ Supporting whole groups or small groups of pupils in the classroom to enable them to access the curriculum.
- ✓ Working with individual pupils/small groups of pupils outside the classroom to enable them to access the curriculum e.g. ICT suite, Aspire, nearby classroom.
- ✓ Reinforcing learning and key concepts.
- ✓ Clarifying and explaining instructions, questions, and tasks.
- ✓ Modifying, adapting, creating or differentiating resources and materials to support learning.
- ✓ Giving advice to teaching staff on individual pupils – their particular difficulties/needs, their preferred learning styles, the suitability and appropriateness of tasks and best methods of support to meet individual needs.
- ✓ Marking pupils' work in collaboration with teaching staff.
- ✓ Administering sanctions and rewards in collaboration with teaching staff.
- ✓ Pro-actively supporting behaviour policy/academy rules.
- ✓ Supporting pupils with behavioural difficulties.
- ✓ Keeping pupils focussed and on task.
- ✓ Encouraging and praising SEND pupils to help raise self-esteem.
- ✓ Encouraging SEND pupils to participate in class discussions and oral work.
- ✓ Working towards targets for individual pupils
- ✓ Planning and reviewing targets
- ✓ Contributing to/attending Annual Reviews.

Generic Role Specifications - Teaching Staff

- ✓ Liaising with parents and outside agencies in consultation with Assistant Vice Principal Pupil Welfare and/or SEND Lead.
- ✓ Keeping records of pupils' progress.
- ✓ Attending Inset and training as and when directed.
- ✓ Reporting back to SEND Lead immediately with any concerns or difficulties.
- ✓ Emotional support.

This list is not definitive and the academy is always open to suggestions which support learning. Please discuss any other ideas with the SEND Lead.

Teaching and Learning

Introduction

The quality of day-to-day teaching is central to our success as an academy. Teaching must be active, engaging and promote learning and progress by all pupils.

We need to demonstrate in each lesson that we know and care for pupils as individuals; that they matter to us; and that our expectations of them are achievable yet as high as possible. All lessons are expected to have clear learning objectives; employ a variety of structures and approaches; give constructive feedback to pupils; contain smooth transitions from one activity to the next; and to be founded in a working atmosphere that is ordered, positive, challenging, encouraging and welcoming.

Teachers must plan effective lessons that not only engage pupils as well as covering the necessary subject specific content at the appropriate level in order to challenge each child. Although not fully prescriptive teaching and subsequent learning should follow a TEEP methodology as outlined in the Vale of York Learning Plan. Staff will be expected to plan and deliver learning to the Vale of York learning plan model. Support and guidance on using the learning plan and applying core TEEP principles will be an integrated part of the CPD programme however tailored advice is available from the Vice Principal or members of the Teaching and Learning Team.

Teachers are expected to adhere to the academy's key Teaching and Learning policies and protocols for marking and feedback, homework and assessment, as well as tracking and reporting. Policies and guidance for each can be found in the staff handbook. Curriculum Leaders must provide the necessary structure and processes so that each policy is effectively implemented by all staff.

The academy will use the teacher standards provided by the DfE as the benchmark by which expected standards of teaching as well as personal and professional conduct will be set. Performance to each specific component of the teacher standards will be integral with the appraisal process.

The academy has a number of supporting policies and procedural documents that support effective teaching and learning. All staff will be expected to know and effectively employ all aspects of:

- ✓ Teaching and Learning Non-negotiables
- ✓ Positive Discipline policy and guidance
- ✓ Marking and feedback policies
- ✓ Homework policy and timetables
- ✓ Assessment, recording and reporting procedures
- ✓ Presentation policy
- ✓ Vale of York Learning plan template
- ✓ Lesson observation form and guidance

Teaching and Learning

These are the five core principles upon which colleagues must base their pedagogical practice upon:

Teaching & Learning - Non-negotiables

1. Lesson planning that challenges, inspires and supports all pupils:
Planning must be informed by prior performance and assessment as well as an effective knowledge of each child's learning needs; it should be informed by the department long term/medium term planning schedule. Differentiation should be pre-planned. Homework should be pre-planned. However effectively planned lessons will need to retain a degree of "flexibility" to respond to what actually unfolds in the classroom as the lesson is delivered. At all times three key questions must be seen to be apparent:
 - ✓ Challenge – Am I pushing and stretching all pupils to do their best?
 - ✓ Inspire - Am I stimulating, motivating and enthusing all pupils to be fully engaged?
 - ✓ Support- Will I pick them back up, help to build confidence and resilience?

2. Learning structure should be based upon the TEEP principles central to the learning plan:
 - ✓ Starting with bell work that immediately engages pupils upon entry.
 - ✓ Set out the learning outcomes, ideally differentiated to engage all learners.
 - ✓ Present the new information.
 - ✓ Clarify Understanding through practise of small tasks or deep questioning and then shared to ensure all pupils feel safe to proceed. Monitor and refine regularly.
 - ✓ Allow children time to master the new learning through application.
 - ✓ Review and firmly establish the progress made and the next steps on their learning journey. The pace and continuity of movement between each phase will be determined by your ability to regularly review and assess the way pupils respond to each particular component of the lesson.
 - ✓ Always place the learning in context, WHY are they learning the specific knowledge, skill and understanding.
 - ✓ Where possible include opportunities to address wider foci e.g. literacy – especially the opportunity to extended writing, numeracy, British values as well independence and resilience.

3. **Make sure that marking and feedback has impact:**
 - ✓ Work must be marked regularly in line with the academy policy. Blue Sticker marking to be used.
 - ✓ Marking must generate a "seen improvement". We mark to ensure that if a pupil undertook a task for the second time it would be vastly improved.
 - ✓ Formal marking will comment upon: effort, progress, presentation, literacy and numeracy as well as provide a positive comment (WWW). Outcomes of formal marking must be recorded on the assessment log.
 - ✓ The 3C's concept must be used. Formal marking (BSM) must either Correct misconceptions, Clarify comprehension and/or Challenge deeper thinking. Feedback in marking (EBI) should always allow the child to see how they can get better. This is achieved by the completion of DIRT tasks by the pupil.
 - ✓ Marking is one feedback method, staff must utilise a range of methods that promotes progress for all learners.

Teaching and Learning

4. Cultivate a constructive climate for learning within which all pupils are engaged (How the teacher works):

- ✓ The member of staff must role model expected behaviours, the teacher should be engaged with learners all the time and never undertaking admin tasks. Be assertive to remain in charge and in control.
- ✓ The consistent and fair application of the Positive Discipline policy will provide the collective foundation from which all staff will benefit. Do not shy away from applying these.
- ✓ Expect only the best manners and courtesy. Passivity and compliance should be challenged as directly as disengagement.
- ✓ Staff would seek to use a range of pedagogical approaches that enthuses pupils and promotes learning.
- ✓ Support staff are used effectively to support learners and ensure access is maximised.

5. Hold high expectations of what all pupils are capable of (How the pupils work):

- ✓ Expect and insist on the highest engagement, participation and standards at all times, including presentation.
- ✓ Progress is now the fundamental measure; therefore, setting the appropriate level of challenge that develops each pupil fully is essential. Pupils should be prepared to take risks and be able to use, and appreciate that, “failure” is an integral part of a successful learner. Consider how you promote and build resilience in pupils?
- ✓ Crucially knowledge of ALPs targets – by staff and pupils is essential, as well as sub group profiles. This will inform effective differentiation, a key factor in building confidence.

Teaching and Learning

Achieving High Standards - Monitoring the Quality of Teaching and Learning

The Principle of Teacher Effectiveness

In order to monitor the ongoing effectiveness of teaching staff at Vale of York Academy it is essential that several factors regarding individual staff performance are regularly triangulated.

To achieve the highest possible standards of teacher effectiveness across the Academy Leaders (at all levels) must hold an informed understanding of the need to triangulate key measures. The triangulation of teacher effectiveness comprises of three elements: -

1. Progress over time: a specific teacher's outcomes or prior performance based upon externally verified outcomes.
2. Progress of current cohorts: Using internal progress data ascertain the impact the teacher is having on the progress of current classes from across all year groups.
3. Classroom practice: The consideration of a range of measures that inform the standard of teaching and learning of a colleague. (see typically criteria later)

In summary teacher effectiveness is the recognition that teaching is not done for the gratification of the teacher, effective teaching is only effective if it evokes deep learning and in turn that development of knowledge, understanding or skills generates progress and ultimately strong outcomes and assessed performance.

The Teacher Effectiveness - Typicality Rating

A lesson observation provides a snapshot experience of what is going on in the classroom but it is a singular episode. An observation will crucially inform whether pupils are making the necessary incremental progress steps by allowing an observer to assess how well pupils process, clarify and apply new information, knowledge or skills, as well as the influence the actions of the teacher has in developing all pupils. However, it is far more important to assess the impact of teacher delivery and pupil activity over time. Leaders will utilise a range of quality assurance methods to ascertain a "typicality" rating of a specific teacher. The typicality rating references the key Teaching and Learning priorities agreed by the Senior Leadership Team and are also reflected in the Academies Non-Negotiables and are used in the lesson observation feedback form.

A typicality rating is achieved through the scrutiny and triangulation of a range evidence sources:

- ✓ Focus fortnight QA
- ✓ Lesson drop ins
- ✓ Formal lesson observations
- ✓ Data charting progress over time (Assessment logs, reporting analysis, teacher mark books)
- ✓ Pupils work
- ✓ The impact of marking and teacher feedback through work scrutiny and pupil voice
- ✓ Externally assessed outcomes

Only after detailed assessment and evaluation of all of these factors can the actual effectiveness of a teacher be achieved. Teacher effectiveness is a fundamental component of the academy's appraisal and pay progression structures.

Teaching and Learning

Below is a table that provides an overview of how Teacher typicality will be ascertained.

Teaching and Learning - Typicality Criteria and Rating	
Key T&L component	Description of component
Planning	Academy policies and department guidance is effectively applied so that lesson time is fully maximised/ Lessons follow POS applying SOW whilst accommodating for the different individual needs of each class taught/ pupil profile information (differentiation) and on-going assessment detail is used to inform teaching/ assessment schedule and data points are adhered to/ Literacy & numeracy initiatives are integrated into delivery/ Accurate and current subject content applied.
Impact of marking and feedback	Marking policy is adhered to (frequency of formal marking, BSM used, application of the 3 C's concept, a SEEN improvement is evident/ A variety of lesson feedback techniques are used to move pupil forward/ Positive feedback build confidence and resilience/ DIRT tasks are completed/ Misconceptions are not repeated.
Use of assessment, evidence of progress	IN LESSON: Constant reflection upon pupil activity and assessment of progress will inform and lead to adaptation of delivery to ensure high challenge appropriate to ability/ effective questioning / timely AfL OVER TIME: All assessed or marked work is recorded on the assessment log / Assessment logs may fluctuate but overall shows positive and sustained progress to target / Assessment logs correlate to reporting point data / RAP's are used
Teacher actions Pedagogical practice	An ordered climate for learning / systematic routines and high expectations build strong relationships / PD is applied effectively/ pedagogical approach is tailored to suit the needs of the learners/ tasks vary sufficiently to promote engagement and involvement/ high challenge promotes risk taking and independence/TA's are effectively used/Learners make excellent progress in relation to their starting points. Demonstrate current and accurate subject expertise
Pupil behaviours	Engagement is high (not mere compliance) / standards of presentation is high/ Challenge is high but pupils can use support to overcome and develop knowledge, understanding and skill / Children demonstrate enthusiasm and interest.
Homework	Follows the academy's HW timetable / is marked and helps classroom learning by preparing, consolidating or extending knowledge, understanding or skills / outcomes are recorded and used in planning/is relevant to the content under delivery / HW slide in use / log of homework recorded overtime

Score	Standard
1	Exemplary practice, consistently evidenced
2	Strong practice consistently applied
3	Meeting expected standards
4	Substandard - not meeting expectations
5	Serious concern - significantly below expectations

Colleagues must continually be conscious of the importance of recording and evidencing pupil progress as ultimately it is a key measure on whether their teaching is having impact upon the pupils they are teaching. A colleague who is consistently ensuring that all pupils are making good progress and can demonstrate an accurate assessment of that progress will in turn generate outcomes that are at least good if not outstanding.

Teaching and Learning

Monitoring the Quality of Teaching and Learning (Process and Protocols)

Regular monitoring of the quality of teaching and learning is a key feature of the academy. All teaching staff have an entitlement to regular observation of their classroom practice which in turn leads to tailored and developmental feedback. It is within the expectation of all staff to receive a minimum of the equivalent of 3 hours of lesson observations over the year, however this is only a benchmark and individual staff many vary. The cycle of monitoring teaching and learning will fall within an Academic year and is designed to feed into the Trusts appraisal cycle.

As a minimum staff will receive two “formal” lesson observations each academic year: -

- ✓ One formal observation will be completed by a member of SLT and will be part of the SLT department review, which is part of the Focus Fortnight Quality Assurance programme.
- ✓ The seconded formal observation will be completed but your Curriculum Leader. Curriculum Leaders will be observed by the PM line manager. Small “one person” curriculum areas (in agreement with the Vice Principal) can set up reciprocal groups for observation.

Colleagues are actively encouraged to ‘take control’ over the organisation of formal observations as previously identified they will for a key component of the assessment of a colleague’s overall teacher effectiveness and will be essential evidence at an appraisal review meeting.

Formal Observation Procedures and Protocols

The key protocols of a formal observation will include:

- ✓ Agreement in advance of date, time and class. This can be determined by many factors with the colleague observing holding the decisive hand. Whenever possible it should be of classes that have been identified through the appraisal process or have an obvious link to departmental development priorities.
- ✓ **In advance** (at least two working days before) the class teacher **MUST** provide an up to date data that clearly indicates the progress of all pupils within the class, as well as specific sub group detail. The observer will use this information to draw some key lines of enquiry they may wish to pursue during the observation as well selecting specific pupils who they will want to carry out the scrutiny of their work and or some pupil voice.
- ✓ The observation can last from 20 minutes up to the full hour.
- ✓ The teacher being observed **MUST** provide:
 - ✓ Progress data for that specific class (In advance- see above)
 - ✓ Details of the profile of the class including specific sub group detail (In advance- see above)
 - ✓ The relevant learning plan (handwritten on arrival is acceptable)
 - ✓ Access to pupil’s current books, folders, portfolios or pieces of work
 - ✓ Clarification of the role of in class support assistants will play
- ✓ The teacher being observed **SHOULD** provide:
 - ✓ Access to personal mark book records
 - ✓ Seating plan
 - ✓ Additional assessed work from prior learning to demonstrate progress over time and impact of marking, feedback and DIRT
- ✓ Portfolio, coursework and other work produced by pupils

Teaching and Learning

The teacher being observed **DOES NOT** need to provide:

- ✓ A copy of the PPT
- ✓ Additional worksheets and pupil resources

What You Can Expect from The Observer

Professional and supportive conduct throughout the whole process
To review all paperwork provided and reference it in the feedback
Observe habits, behaviours and actions of both pupils and teacher
To look at pupils books/work and additional assessed work provided
Talk to individual and groups of pupils within the lesson
Potentially take pupils out of the lesson to discuss key themes
Complete the lesson observation feedback form, identifying strengths and areas to develop
Provide prompt (within 5 working days) face to face feedback, which gives the overview of key themes from the lesson, response to agreed foci, offer supportive guidance and advice if required as well as action points to take forward
Complete all necessary admin in a professional manner, report outcomes to line managers

There is a clear expectation that all colleagues complete at least one formal observation prior to Christmas and the second formal observation must be completed no later than the calendared deadline – wk1 July.

Formal Lesson Observation Feedback

Feedback must be constructive and rooted in development and improvement.

Feedback must be completed with one academy week of the observation, the sooner the better however the observer **MUST** have a period of reflection between observation and feedback in order to consider and reflect upon all the evidence seen.

The feedback must be delivered at a face to face meeting where both colleagues have an equality of opportunity to discuss and review the lesson.

LESSON OBSERVATIONS WILL NOT RECEIVE A GRADING / JUDGMENT. However, by the end of the feedback discussion the observed colleague should have a clear appreciation as to strengths and areas to develop with regard to the key components of T&L at the Vale of York Academy.

Towards the end of the review meeting the pair should agree upon a maximum of three points to take forward, these should be recorded on the review sheet.

Post review meeting the observer colleague can reflect upon the feedback discussion and add additional notes and thoughts in the appropriate box. This is a useful process as it can provide the stimulus for discussion at the next lesson observation review meeting.

It is the responsibility of the observer to pass a printed copy of formal observation feedback to the observed colleague, the Principal's PA for filing, the Vice Principal as well as retaining a copy themselves for reference.

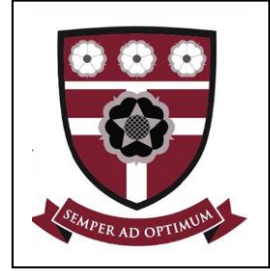
Teaching and Learning

Vale Of York Academy Formal Lesson Observation Feedback Form

V2 September 2017

This form is to be completed whenever a formal observation of a colleague is completed.

Supporting guidance for the completion of the form is available in the staff handbook. Teacher effectiveness is the triangulation of in lesson progress (pupil activity & teacher delivery), progress over time including the impact of marking and feedback as well as externally assessed outcomes as the measure by which all teaching staffs' performance will be judged. As such a formal lesson observation is a vital component of this triangulation, however not the overall determining judgement. As such the awarding of grades for lesson observations has stopped. It is however imperative that the observer uses the feedback opportunity to make it abundantly clear through written comment as well as verbal feedback as to key strengths and areas to develop as well as a clear indication as to standards achieved.



Date:	Class:	Period:	No Present:	Observed by:
Colleague seen:		Subject/lesson focus:		
Additional Lesson Information:				
Summary of Positive Outcomes:		Timeline:	Pupil Engaged: <i>enthused/compliant/passive</i>	
Agreed points to take forward: <small>(MAX 3 points, limit each point to 7 words)</small>				
Opportunity to reflect on outcomes: <i>(What was the impact on personal practice of this process?)</i>				

Teaching and Learning

Below set out the key components by which standards of T&L will be evaluated against. It is the responsibility of the observer to offer constructive feedback to the colleague involved.

Key component	Comment statement based upon evidence seen or provided in advance
<p><u>Evidence of planning</u> <i>“Teachers plan lessons effectively, making maximum use of lesson time and coordinating lesson resources well” Ofsted Handbook Aug 2015 Outstanding T,L&A (OfHb)</i></p>	
<p><u>Demonstration of progress within the lesson by all learners regardless of ability.</u> <i>“Pupils love the challenge of learning and are resilient to failure. They are curious and interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skill”. OfHb</i> This is a limiting factor, regardless of teacher activity if pupils cannot demonstrate an increased level of knowledge, skill, understanding or application a good or better judgment cannot be awarded.</p>	
<p><u>Evidence to demonstrate progress over time.</u> <i>“Pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different start point”. OfHb</i> This is a limiting factor, if the majority of pupils are not making secure progress a good or better judgment cannot be awarded.</p>	
<p><u>Impact of marking & feedback</u> <i>“Pupils are provided with insightful feedback about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively”. OfHb</i></p>	
<p><u>Teacher actions</u> <i>“Identify pupil’s common misconceptions and act to ensure they are corrected”. “Introduce subject content progressively and constantly demand more from pupils”. “Teachers are determined that pupils achieve well”. OfHb</i></p>	
<p><u>Pupil Behaviours</u> <i>“Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact upon their progress. They are proud of their achievements”. OfHb</i></p>	

Teaching and Learning

Lesson Observations - Making Judgements; Achieving Consistency

Meaningful and considered feedback is a crucial aspect in the development of teaching and learning within the academy. It is important of equal significance any discussion and evaluation of teaching and learning is consistently carried out by all staff.

In the table the current key teaching and learning components are outlined. These priorities provide a consistent framework from which discussions can be based. The table offers a steer as to how a colleague can demonstrate or where an observer can seek evidence to evaluate the quality of each component. To further develop a consistent dialogue to improve standards of teaching and learning the key components also feature within the Non-Negotiables, lesson observation feedback form and Focus Fortnight typicality grids.

Evidence from an observation can be found in the routines, behaviours and actions of the pupils and the teacher as well as the environment and learning witnessed throughout an observation.

Key T&L Component	Elements of Effective Practice Potential Evidence Sources
Evidence of planning “Teachers plan lessons effectively, making maximum use of lesson time and coordinating lesson resources well” Ofsted Handbook Aug 2015 Outstanding T,L&A (OfHb)	<ul style="list-style-type: none"> -Use of the learning plan -Lesson/learning resources (Differentiated work for all learners) -Levels of pupil engagement and quality of pupil’s work -Teacher delivery - the ability to adapt learning in response to the pupil performance/feedback -Confident subject specific knowledge -Effective deployment of support staff
<u>Demonstration of progress with in the lesson by all learners regardless of ability.</u> “Pupils love the challenge of learning and are resilient to failure. They are curious and interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skill”. OfHb <i>This is a limiting factor, regardless of teacher activity if pupils cannot demonstrate an increased level of knowledge, skill, understanding or application a good or better judgment cannot be awarded.</i>	<ul style="list-style-type: none"> -Effective questioning -Pupil performance, activity, engagement and work -High challenge, appropriately differentiated -Timely assessment of learning, including regular assessment to support learning (AfL) -Various assessment to support learning tasks/strategies -Effective use of success criteria, learning outcomes to show good or rapid progress -Explicit signposting of rapid progress by the teacher -Different phases of the learning plan are used to demonstrate progress at key points in the lesson -Standards of presentation -Opportunities for the development of key literacy & numeracy skills including extended writing
<u>Evidence to demonstrate progress over time.</u> “Pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different start point”. OfHb	<ul style="list-style-type: none"> -Whole academy report data -Assessment records (assessment logs, teacher mark book) -Performance of pupils from specific sub groups -Marking and Feedback- Teacher/Pupil dialogue -Target setting -Interactive questioning -Homework (setting, recording, marking) -Examples of pupil work

Teaching and Learning

<p><i>This is a limiting factor, if the majority of pupils are not making secure progress over time a good or better judgment cannot be awarded.</i></p>	<ul style="list-style-type: none"> -Pupil voice
<p><u>Impact of feedback</u> “Pupils are provided with insightful feedback about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively”. OfHb</p>	<ul style="list-style-type: none"> -Pupil’s work -Teachers marking in line with academy policy. BSM used 3 C’s concept applied. -Impact of DIRT work- it generates a ‘seen improvement’ -Progress tracker/teacher mark book -Questioning technique/style See points referenced above in lesson progress
<p>Teacher actions “Identify pupil’s common misconceptions and act to ensure they are corrected”. “Introduce subject content progressively and constantly demand more from pupils”. “Teachers are determined that pupils achieve well”.</p>	<ul style="list-style-type: none"> -PD protocols applied effectively -High expectations and established routines -Constructive climate for learning builds productive relationships -Pupil behaviours (to self, peers and adults) -Pupil voice -Pedagogical style: appropriate variety of task and resources
<p>Pupil Behaviours “Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact upon their progress. They are proud of their achievements”. OfHb</p>	<ul style="list-style-type: none"> -Pupil behaviours - All pupils are engaged by appropriate challenge; they work hard and are not merely compliant -Climate for learning -Records of intervention/support including PP department progress passports -Teacher actions, response to learners, use of TA’s -Pupil voice

Non-Formal Observation/Monitoring of Teaching and Learning

To leave the monitoring and development of Teaching and learning to two merely formal observations of colleagues would be unsupportive, unfair and somewhat short-sighted, as such supporting the formal lesson observation structure are various mechanism that will support and develop colleagues professional pedagogical practice.

The Focus Fortnight Programme

During the year there are five two week periods (refer to the academy calendar) set aside for internal Quality assurance. Known as Focus Fortnights the vast majority of the ongoing monitoring of standards will be conducted through this QA activity.

During calendared Focus Fortnights Curriculum Leaders are expected to gather evidence to inform their judgment around each key T&L component for each members of their team. The awarding of a typicality rating will be done after the evaluation of the activities undertaken during the fortnight. A key aspect of the Focus Fortnight will be lesson drop ins within which a Curriculum Leader can conduct work sampling, book/marking/homework scrutiny, pupil voice and well as ascertain the effectiveness of classroom delivery. *NB: In small single person curriculum areas the expectation is that they will team up and complete each FF on a reciprocal basis.*

Teaching and Learning

At the end of each Focus Fortnight period the Curriculum Leader will produce a feedback report to be shared with SLT and department colleagues. The report will include their judgment as to current typicality rating as well as a summary of outcomes and a coherent list of necessary actions for the department.

In conjunction with the Focus Fortnight programme two additional Quality Assurance methods will operate simultaneously: -

A Curriculum Review: Once within each academic year each curriculum area will experience a full curriculum review. This will involve a deeper and more rigorous scrutiny of all aspects of practice with that curriculum area. Routine FF activities are suspended for that department as a team of SLT members carry out a series of quality assurance activities. With this programme each member of that curriculum area can expect their formal SLT observation. The curriculum leader will be invited to the analysis and review meeting before the final Curriculum review report is written and feedback to the curriculum area. Each review will go to the next Local Governing Committee meeting. Whenever possible external support and expertise will be accessed to support the review process and to provide objectivity.

SLT Focus Fortnight: SLT colleagues not involved in the Curriculum review will be asked to carry out either supportive QA activities to assist CL's not involved in a Department review or conduct a themed or focused enquiry linked to a whole academy priority.

Academy Period


On every member of teaching staffs timetable will be a fortnightly allocated academy period. This time is dedicated time for each teacher to use for their pedagogical development. Staff will work in small groups/teams within the academy period to focus upon either agreed whole academy themes as imparted to them through the whole academy CPD programme or agreed focus from within the academy period group/team or a personal priority linked to reflective practice or lesson observation feedback. Colleagues can use the academy period to conduct learning walks, lesson blinks, personal research or meet as a group to discuss specific matters. All teaching staff will be expected to keep a log of academy period activity over the year.

Self-Review and Peer Observation: Self-review is an integral facet of the academy period and actively encouraged in order to benefit personal professional development. Colleagues are also encouraged to see lessons in their own subject areas and in other curriculum areas; as a springboard for professional review, professional development and professional refreshment. Where appropriate, colleagues may also be encouraged to see good practice in other academies. Limited funding may be available to support peer observation on a one-for-one basis.

Teaching and Learning

IRIS – Lesson Recording Technology

The academy has IRiS lesson recording equipment and can be booked through emailing IRIS@valeofyorkacademy.org, refer below:-



**VALE OF
YORK
ACADEMY**

Process for Booking IRIS

- IRIS bookings are on a shared calendar on outlook
(calendar- open calendar icon- look for IRIS@valeofyorkacademy.org in address book)
- Check when available (booking are in 3 slots P1/2 or P3/4 or P5)
- Email your booking request to IRIS@valeofyorkacademy.org giving at least 1 weeks notice
- You will receive an acceptance or decline to confirm from the IT Manager
- It will be set up for you HOWEVER you must return at the next lesson break, to the IT office
- **You access your footage via your IRIS connect account**

ALWAYS GIVING THE BEST

IRiS can be used to record full lesson observations if required however the intention is that staff use IRiS to capture focused episodes or snapshots of specific lessons. These snapshots can be linked to personal or academy period priorities. Each member of staff will have an IRiS account within which they can analysis, edit, review and share their lesson snapshots. In summary the IRiS package should play an integral part in each members of staff professional review and development.

Vale of York Teaching and Learning Team

The Vale of York Teaching and Learning team (TLT) comprises of specific post holders in the academy (Vice Principal, SEND Lead, Literacy and numeracy leads) plus colleagues who have expressed an interest in developing teaching and learning within the academy and across the trust. Members of the TLT will be leading upon many aspects of professional development and support in the academy and as such can be utilised in any aspect of teaching and learning support including learning walks and non-formal lesson observations.

Monitoring by Senior Staff (and External Agencies)

As stated previously all staff will receive one formal observation from an SLT colleague within each academic year as part of the department review.

Non-formal lesson observation will come as part of the SLT Focus fortnight support.

Teaching and Learning

At other points during the year SLT may need to work with external partners or with colleagues from within the trust to “showcase” teaching and learning within the academy. Any colleague may be asked to facilitate such a visit and reserve the right to decline unless circumstances dictate otherwise.

Staff may request additional observations if required to validate standards for pay progress will be completed by the Principal.

Support for Improving Teaching and Learning

There are several mechanisms for support and development of teaching and learning. The key gatekeeper for support is the Vice Principal – Performance who coordinates the provision of support as agreed with necessary parties.

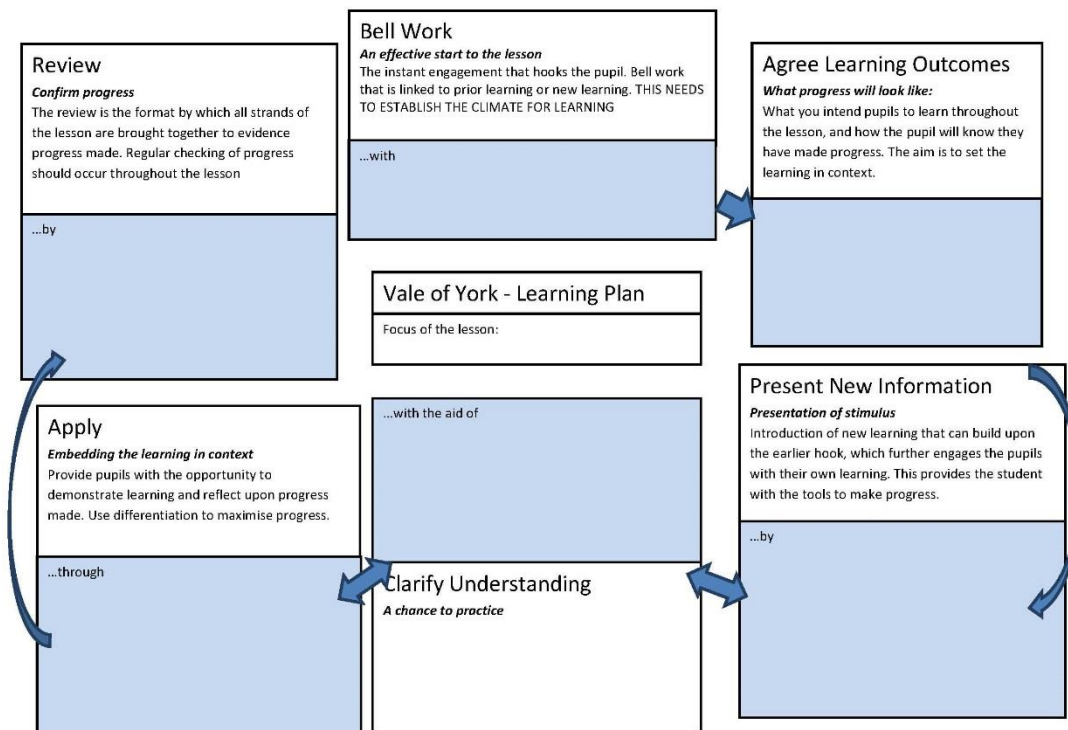
All documentation pertaining to teaching and learning can be found on the staff shared area (K:\Teaching and Learning)

Teaching and Learning

Vale of York Academy Learning Plan



Date:	Subject:	Class:	Teacher:
CONTEXT TO LEARNING			
Briefly explain prior learning and how today's lesson will impact upon future learning and progress of the class. Refer to information sheet for individual support			
SMSC		Potential references to Literacy, numeracy and other key skills	



Teaching and Learning

Arrive to Your Classes Early

Most misbehaviour by pupils takes place when they are unsupervised. Pupils waiting for a teacher to arrive can become boisterous, which can then spill into the lesson. We expect pupils to be at their lessons on time, and things go better when they are early: so we too must be on time or early and plan accordingly for this. Do not wait for the bell before proceeding to your classroom.

Entry to the Classroom

All lessons in the academy should begin with the simple establishment of order and purposefulness. **In most cases, until you have established a routine with your class, this will involve your class lining up outside the door with their planner in their hands** (it is however perfectly acceptable to do this differently as long as you have a set routine). **Stand in the doorway, with your back to the door jamb, supervising both your room and the queue. This places you in position to influence the behaviour both of those pupils who have already filed into the room, and of those still in the corridor.** This visible presence of staff is an essential part of establishing orderly movement at lesson changeover times. Later in the year you might feel it appropriate to cease queuing and allow pupils to enter immediately to commence bell work – you must be positioned in the doorway to do this and insist on a perfect atmosphere of working whilst the whole class arrives.

Have Something for Pupils to Do from The Outset – Bell Work

Start the lesson in the corridor but ensure that pupils have something to do from the moment they enter the room. This can be done by having appropriate bell work on the board for them to complete. This should be silent work and last as least as long as the register. When you are arriving from a different room this bell work may be on paper. This is essential for an ordered start.

Use a Seating Plan

Establish a seating plan in the first lesson of the year, and keep to it. This helps with getting to know pupils; encouraging a smooth start to lessons; separating those needing to be apart; and bringing to the front those who need to be under particular supervision.

Bags, Coats, Materials

Ensure bags are on the floor (or designated area) and coats are off and properly stowed. Insist on all pupils having out and ready, the basics for the lesson – pen, pencil, ruler, rubber; planner; books etc.

Deal with Late-Comers

Deal visibly and promptly with pupils arriving late without good reason, by using the appropriate comment (L) in the planner and if appropriate detaining them. Make sure that you change any N mark on the register to L.

Take a Register Each Lesson (within the first few minutes!)

Record those present/absent using SIMS Lesson Monitor. This may be by formal register-calling or by noting empty seats and enquiring about them. Tell the pupils how you want them to reply: “When you answer your name, say ‘Yes Miss/Yes Sir’”. Follow up suspicious absences immediately by contacting Reception (email). An ideal time to do this is during the bell work.

Teaching and Learning

Make Your Expectations Clear

Ensure from the start that your expectations of pupils – both in work, and in behaviour – are:

- ✓ **clear** – absolutely explicit to pupils, including clear timeframes to a crisp pace, and explicit success criteria;
- ✓ **realistic** – achievable through hard work;
- ✓ **challenging** – high enough to keep them engaged and stretched.

Insist On Complete Silence When You Speak

Ensure that pupils remain silent when you are speaking. *Insist* at all times on *full* attentiveness and stillness – *full silence* – before you speak to the class.

Spend as long as is necessary to obtain the attentiveness and the silence. Then *hold* the silence for a second, to deepen it, and, only then, address the class – *quietly*, into the silence. Make this absolutely fundamental and non-negotiable, and make it happen every time, without exception, whenever you address the class: *insist* on the 100% concentration of 100% of the pupils.

Participating in Discussion and Q&A Work

Insist on no calling out. Except when you are working to the “no hands up” rule and picking contributors yourself, *always insist on hands up.* Side-line all interruptions systematically and ruthlessly. Take as much time as is needed to ensure that this rule is always followed. Make a point of simply not accepting any contribution – however interesting or well-intentioned – unless you have asked for it.

Insist On Neat Presentation

Insist on the neat presentation of written work – proper margins, correct layout etc. Enact headings on the board, in full, to get pupils off to a good start and ensure that the ‘presentation’ poster is displayed within your classroom.

Insist On 100% Participation

Insist that 100% of the pupils in your care are on task 100% of the time. Equally, seek to ensure that, by the end of each lesson, all pupils have contributed something orally – whether or not they had their hand up. *If a pupil fails to produce a satisfactory level of work, despite repeat reminders, help and support, issue the pupil with a P code to indicate poor progress has been made in the lesson.*

Ensure Pupils Remain Under Your Supervision

Pupils need to be under your active supervision at all times. *Do not* accept requests to go to the Library, visit a computer room, attend a meeting etc.; unless a specific arrangement has been made with the colleague beforehand. *Do not* despatch pupils off to conduct surveys, field work, group work in another area etc. You are responsible for the pupils in your care and need at all times to exercise that responsibility actively.

Do not automatically accede to requests to go to the toilet. Most requests are simply ‘trying it on’. As a general rule say no in the first instance, particularly if the lesson is directly after break or lunch. Only if there is clear and genuine need, for example clear and genuine distress, should any pupil be allowed to leave the room. All pupils leaving the room must have a note in their planner from the teacher including the time they left the classroom and a clear time frame – except for genuine illness, two minutes is normally sufficient.

Teaching and Learning

Do not send a pupil to reception if they claim to be feeling unwell during the lesson. If you believe that a pupil is genuinely ill, email reception for ONCALL, and a member of the Aspire team will come to your classroom and assess the situation.

Create an Ordered Working Atmosphere

Ensure as a first priority that you have an ordered working atmosphere, with high expectations of work, standards, progress, on-taskness and co-operation. The aim is:

- ✓ a positive working atmosphere,
- ✓ in an atmosphere which is ordered,
- ✓ within which pupils can feel secure,
- ✓ and within which they can flourish and give of their best.

At all times ensure your classroom is clean and tidy, that displays are bright and current. An ordered space supports pupils in having an ordered approach. If you have an untidy desk it is unfair to expect pupils to be tidy!

Be Continuously Vigilant

Position yourself for whole-class monitoring at all times: be continuously vigilant. Let the class know that they are under continuous surveillance, as a starting point for insisting on 100% on-task behaviour from 100% of pupils for 100% of the time. Even in periods of low teacher input, you should be moving around the classroom and not sat at your desk. It is not acceptable to be dealing with emails or marking books when you have a class.

Position Yourself to See and Be Seen

Pupils need the reassurance of knowing that you are visibly in charge. Ensure you are positioned at all times so that you can both see and be seen. Teaching from the middle is unsettling: use front centre for exposition. When helping pupils during independent work, position yourself to see as many pupils as possible – move and turn to face the majority of the pupils, with your head high enough to see and be seen.

Praise and Reward Regularly

Use regular praise and encouragement. Praise whatever is right – prompt arrival; an orderly queue; an orderly entrance; prompt readiness; attentiveness; and so on, right through every part of the lesson. Praise the ordinary things that are going well – praise three hands up ... they will become six; praise quiet concentration ... it will deepen and lengthen; praise the shy pupil for contributing ... s/he will be encouraged to do so again.

Regular praise and encouragement makes pupils feel secure, feel valued, and want to work hard. Use praise relentlessly and systematically to reinforce good learning, celebrate it, and build a culture of recognition, success, participation and the enjoyment of learning.

Reward pupils regularly using the house stamps in their planners.

On Homework Days

- ✓ Set homework according to the homework timetable – no exceptions unless it is the last week of term.
- ✓ Set homework using one of the homework template slides. These can be found on the staff drive (K:\Teaching and Learning\NEW from Sept 2017\HW slides).

Teaching and Learning

- ✓ Set homework *in good time* – ideally early in the lesson or in the middle. Allow plenty of time for explanation, repetition and questions.
- ✓ Ensure students put pens etc down. *Explain* the homework – check through discussion that all students understand what is expected of them and by when.
- ✓ Ask if there are any *questions*.
- ✓ Ask all pupils to *copy* details into their homework diaries. Allow good time for this.
- ✓ While they are writing, *walk up and down the rows* to check that all students are writing all details in their homework diaries.

Ensure an Orderly Dismissal

- ✓ Structure a brisk, orderly packing up routine
- ✓ Ask pupils to pack away quietly and quickly.
- ✓ Ensure that pupils place any litter in bins, and that the board is clean to give a new start to the next lesson.
- ✓ Make sure that the room is neat and tidy – tables properly spaced. Ensure the room will give the impression of a cared for, ordered environment to the next class.
- ✓ Before pupils leave, the room insist on a moment of calm whether that is sitting or standing.
- ✓ On the bell – and not before – ask pupils to "Stand and tuck your chairs in ... make sure the room is neat and tidy".
- ✓ Move to the door. Make a final check of tidiness and order.
- ✓ Final praise.
- ✓ Supervise an orderly dismissal. Stand with your back to the door to ensure order both in your classroom and in the corridors. Retain any individuals for further discussion. Remember you have responsibility for the corridor as well as your room: be authoritative. Your presence can extend far beyond your classroom.

Manage Potential Confrontations Proactively

- ✓ *Stay in charge* – it is your room, your lesson, your expectations.
- ✓ *Anticipate* – know the pupils, read the mood, look for the signs.
- ✓ *Retain emotional detachment* – keep in control, be the adult, manage proactively.

Deal Quickly and Fully With Any Continuing Unacceptable Behaviour

Poor behaviour sets a bad example to other pupils. If unchallenged, it will multiply within the lesson, and carry on into other lessons later in the academy day. Poor behaviour must therefore be dealt with fully, at source, as quickly as possible.

- ✓ ***Be specific*** to pupils about the consequences of them not meeting your reasonable expectations, in work and in behaviour. Be absolutely fair and reasonable ... and do exactly what you say you will (e.g. break detention, repeating of work, private detention). ***Follow up*** immediately and fully.
- ✓ Remain as ***calm*** as possible.
- ✓ Be ***fair, but firm***. Other pupils will know that the individual has stepped out of line, and will want to see that he or she is brought to book.
- ✓ ***Separate the person from the behaviour***. Remember it is not the person you are dealing with – it is the person's behaviour. It is not the person who is falling short of your standards and expectations – it is the behaviour of that person.

Teaching and Learning

If Necessary, Seek Help

If matters escalate, do not allow lessons to be spoilt by an individual or a group. Follow the academy policy at all times.

Homework

As has been previously laid out in various sections of this handbook homework is an integral and essential component of every pupils learning journey at the Vale of York Academy. It is therefore important that a consistent and structured approach is adopted by all staff in order that clarity of expectations when setting any homework is achieved so that pupils can maximise the opportunity it provides for them to further develop as learners.

It is essential that by the end of week 2 each child has a completed homework timetable written into their planner. In Year 7 and 8 homework should take up to 30 minutes per subject, whereas in Year 9 – 11 this can be extended to take up to 1 hour per subject.

From September 2017 when setting homework all staff must display homework to the pupils using one of the Homework template slides.

The homework template slide masters can be found on the staff share (K:\Teaching and Learning\NEW from Sept 2017\HW slides). The clear expectation is that all staff will either incorporate a prepared slide into the lesson presentation or project a blank onto the screen and write onto the whiteboard.

Below is an example of the template to be used. There are four self-explanatory sections to be completed. The detailed added in each section will be determined by the nature of the homework, the expectations of the teacher, the level of comprehension and understanding of the group and resources available to complete. The four sections to complete are:

- ✓ **Task:** What it is you want the pupils to do for homework
- ✓ **Due on:** When the must have completed it by.
- ✓ **Time:** Approximately, how long pupils should take to complete the work to at least the expected standard. It is crucial to be challenging as well as realistic here.
- ✓ **Context statement:** This statement informs the how that specific homework will support them to make progress in your subject. The five context statements will help you make progress by:
 1. "Allowing you to reinforce/practice recent learning"
 2. "To reflect upon and improve recent work"
 3. "Offering a chance to apply your learning"
 4. "To research or prepare for new learning"
 5. "Encourage you to learn for yourself"

There is the expectation that as a classroom teacher if any pupil fails to adhere to any of the parameters of the homework you have set you will follow up with either the issuing of a code (such a P code if insufficient time/effort spent) or detentions in line with the Positive Discipline policy.

At the end of each week each member of staff **must** send a record of homework set for each class to their Curriculum Leader.

Teaching and Learning

Homework Slide - Guidance

Your Task:

Clearly state what the task is.

Provide as much information as required to ensure that ALL pupils are able to complete to a good or better standard.

Due on:
State when due in

Time:
State how long you would expect the task to take to complete to a good standard

This will help you make progress by:

"The context – why you want them to complete the HW task"

'Semper ad optimum – Always the best'

Key Stage 3 Homework

Staff are able to determine the best lesson in which they set and collect homework per class as per their timetables, **but once this has been decided it must remain fixed for the year and pupils must be supported to enter this onto their HW timetable on the relevant page in the planner.**

At key stage 3 the setting of homework should follow the following criteria:

Once a week: English Maths, Science, MFL, History and Geography
 Once a fortnight: RE/PSCHE, Art, DT, ICT, Food/Textiles, Drama and Music.

Key Stage 4 Homework

Each subject is to set **at least one** piece of homework each week. The timetables below show on which night this homework is to be set. As can be seen compulsory HW gives at most 2 subjects a night, thus there should be no excuses for non-completion of work and there is also plenty of opportunity to have more than one piece a week where necessary.

Year 9	Mon	Tues	Wed	Thu	Fri
Subject 1	Option R	Option Q	Option P	Option S	Maths
Subject 2	English			Science	
Year 10	Mon	Tues	Wed	Thu	Fri
Subject 1	Science	Option C	Option D	Option B	Option A
Subject 2		Maths		English	
Year 11	Mon	Tues	Wed	Thu	Fri
Subject 1	Option B	Option D	Option C	Option A	English
Subject 2		Science	Maths		

The setting of homework will not automatically result in a record in a mark book, however where appropriate marks should be collected and recorded. In addition, marks may be appropriate for entry onto the formal assessment log if relevant. See the marking guidance later in this handbook.

Literacy Principles

The development of language and literacy in the National Curriculum remains central; these skills provide 'access to' and a 'foundation for success' in the academy. In order to give pupils, the best chance of success we need to be provide them with the resources that will help them to become confident readers, writers and orators.

- ✓ All staff have a responsibility to develop literacy through their teaching and learning.
- ✓ All staff should consistently support and follow literacy marking expectations (see SPAG in marking section).
- ✓ All SPAG marking will done with a purple pen across all curriculum areas.
- ✓ All pupils should have a reading book with them and all KS3 form groups will have regular library time.
- ✓ All tutor groups will take part in literacy activities as part of their PD sessions.
- ✓ Staff are asked to set an extended writing activity in KS3 with a frequency of one per topic or half term, supported with a writing frame.

The principles laid out below are ones to which all staff need to subscribe as it is only through consistency that we will succeed:

Speaking:

- ✓ Every subject will include opportunities for pupils to practice a range of speaking & listening skills on a regular basis.
- ✓ Key subject vocabulary to be used appropriately by every pupil.
- ✓ Pupils to be encouraged, at every opportunity, to respond using full sentences.

Reading:

- ✓ Every subject will include opportunities for pupils to read a range relevant material that challenges them on a regular basis.
- ✓ Differentiated reading material to be provided for pupils of all abilities. This could be through tiered reading materials, use of boxes to block chunks of text, use of written comprehension questions throughout the text, testing reading age suitability, listen and follow, colour-coding...
- ✓ Providing pupils with opportunities to interpret and summarise information in a variety of ways – eg; presentations, videos, leaflets, group discussion...

Writing:

- ✓ Pupils to be encouraged, at every opportunity, to respond using full sentences.
- ✓ A talk, model, write approach will be used in developing high quality pieces of written work.
- ✓ Pupils to be provided with regular opportunities of a range of extended written work across subjects.
- ✓ Proof reading skills supported with the aim of all pupils proofreading their work before handing it in – using green pens to SPAG mark prior to handing in.

Marking Guidance and Protocols

Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains. (Ofsted)

Core Principles

- ✓ Marking and providing effective written feedback is a core task of any teacher. (TS 2.3 & 2.5)
- ✓ Marking must be completed regularly. (See guidance below)
- ✓ All marking and feedback completed by staff MUST have a direct influence on pupil understanding, development or learning. Marking must generate a 'seen' improvement.
- ✓ Formal marking must use Blue Sticker Marking and provide feedback that applies the 3C's concept.
- ✓ Marking should be an efficient use of teacher time to ensure that all pupils are making progress.

So Why Mark?

- ✓ "For marking to have a point there must be a point to marking".
- ✓ Marking will inform lesson planning and enable effective differentiation by allowing staff to tailor delivery to meet the needs of individual pupils.
- ✓ Marking is the ongoing yardstick by which staff can accurately report current levels of progress (and attainment) in order to predict with precision pupil performance and potential outcomes.
- ✓ Marking provides pupils with feedback on how their current standard of work and general rate of progress compares with their personal targets.
- ✓ Marking should clear direction so that each pupil understands what to do to improve.
- ✓ Formal marking enables the learner to progress by providing the opportunity to respond to one of the 3C's: To Correct a misconception, to Clarify comprehension or Challenge deeper thinking.
- ✓ Marking, and particularly the feedback aspect (EBI), enables pupils to reflect upon prior learning in order to deepen their understanding. (see above)
- ✓ Marking forms an essential component of teacher/pupil and pupil/pupil dialogue in and around lessons.
- ✓ Marking is a mechanism parents use to inform them about the progress of their child.
- ✓ Marking and feedback is the tool by which a teacher can recognise the amount time and effort pupils have put into their work. Acknowledging and rewarding excellence and improvements whilst challenging and offering support for underperformance.
- ✓ Marking one mechanism by which standards of **presentation, literacy and numeracy** are improved.

The Impact of Marking

Marking is a time consuming activity. The obvious benefits are outlined above however staff need to be efficient and effective with marking and feedback to pupil or else it can quickly become a chore with little impact or purpose.

It is useful to always imagine that you are the pupil. All you really want to know is how well you've done-how good is my work? Which aspects do I need to work on and what exactly should I do so that I can improve/make progress/not make the same errors as before/achieve high attainment/develop my understanding/increase my knowledge/ develop key skills etc.

Ultimately marking should ensure that if a pupil sat down to complete an identical task, the marking should allow them to produce a superior piece of work to that which was first submitted.

Marking Guidance and Protocols

How to Mark?

As stated in the core principles, marking must be done regularly. For simplicity marking can be categorized into two categories:

1. Maintenance Marking

Maintenance marking is any marking that occurs between the formal marking episodes.

In summary this style of marking can include:

- ✓ The due recognition of pupil work (tick and flick)
- ✓ In class teacher comment marking
- ✓ Self-marking
- ✓ Peer-marking
- ✓ SPaG corrections
- ✓ Any necessary positive comments
- ✓ Any necessary improvement comments
- ✓ Use of stamps

2. Formal Marking

Frequency of Marking

The expectation is that an episode of formal marking will happen within every 6 to 8 lesson window.

It is essential that this expectation is adhered to. To that end Curriculum Leaders will provide a marking schedule that maps against each specific programme of study.

Increased frequency is acceptable however for formal marking to have genuine impact upon improving pupil learning it must hold the necessary status. Maintenance marking is sufficient between episodes of formal marking.

Within the 6 to 8 lesson marking window it is up to the class teacher to set when exactly they mark (following the marking schedule provided by the CL). It does not have to be an exact science as most formal marking will lend itself to either unit/topic update marking or unit/topic completion marking.

- ✓ Update marking will be at a unit/topic mid-point (for long units/topics there may well be several mid-points). Feedback and DIRT tasks will focus upon the necessary work to ensure that unit/topic outcomes at least match individual targets.
- ✓ Completion marking will be at the end of a unit/topic. Feedback will be focused upon points to take forward whereas DIRT tasks will engage pupils in reflection and improvement work to ensure that key concepts are not only understood but knowledge will be retained.

Good practice suggests that you mark in cycles so that potential peaks of work load are avoided and that crucially marking is completed in line with reporting deadlines so that judgments upon current performance are as accurate as possible.

Marking Guidance and Protocols

Blue Sticker Marking

Formal marking is when a member of staff provides a **detailed feedback to a pupil** using the academies blue stickers.

The blue stickers have been developed to provide a consistent and clear approach to marking and feedback and its design crucially provides the key elements that enable the teacher to comprehensively feedback to the pupil and the pupil to digest and respond in order to further develop their learning.

Key Elements of the Blue Sticker






- ✓ What Went Well (WWW)- This is the positive recognition of work done since the last BSM episode, it should celebrate and identify any key achievements and progress made.
- ✓ **Even Better If (EBI)- THIS IS THE MOST IMPORTANT SECTION.** Staff must use this box to feedback a key development point, an area to improve, a target or next step, based upon the 3C's concept. Ultimately the EBI section must generate a response from the pupil a DIRT task. The suggested method is that a question is asked that either corrects, clarifies or challenges that pupils understanding, knowledge or skills.
- ✓ Once completed the EBI DIRT task should clearly demonstrate a 'seen' improvement.
- ✓ A judgment upon effort since the last formal marking point. Scaled in line with the academies attitude to learning grade (5 best to 1) this recognises how hard that pupil has worked, a gauge of endeavour as opposed to outcome.
- ✓ Feedback upon progress and attainment:
 - **KS3** – Staff must provide an E, S, D (exceeding, securing or development) grade in relation to that pupil's progress to target grade.
 - **KS4** – Staff must provide an attainment grade; this will vary depending upon work completed since the last BSM. Staff must also offer a progress comment; this reflect the attainment score in the context of that pupil's progress to target grade.
- ✓ A suggested literacy and or numeracy focus based upon recent work, and similarly feedback and if necessary a focus for presentation.

Any formal Blue sticker marking must be dated and initialled.

Departmental Adaptions of BSM

The standard blue sticker, available to all staff, will provide a clear record of formal marking as well as a consistency and structure. Curriculum areas have the opportunity, if they wish, to develop and personalise the "blue = marking and feedback" concept to suit the specific requirements of a specific unit or topic. Any adaptions to the blue sticker should done in consultation with their curriculum line manager. It is essential that within any adaptations the key points outlined above are covered.

Marking Guidance and Protocols

MARKING & FEEDBACK Effort: <input type="text"/>  <ul style="list-style-type: none"> 5 Exemplary 4 Above expected 3 Expected 2 Below expected 1 Serious concern 	Date: <input type="text"/> By who: <input type="text"/>	WWW (What Went Well)  			
	KS3- Progress to target <i>Exceeding</i> <input type="text"/> <i>Secure</i> <input type="text"/> <i>Developing</i> <input type="text"/> KS4- Attainment/Progress <table border="1" style="width: 100%;"> <tr> <th style="width: 50%;">Grade/score</th> <th style="width: 50%;">Progress comment</th> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </table>		Grade/score	Progress comment	<input type="text"/>
Grade/score	Progress comment				
<input type="text"/>	<input type="text"/>				
Presentation Focus:  <input type="checkbox"/> Ruler/Underline <input type="checkbox"/> Date/Title <input type="checkbox"/> Pride (neatness & quality) <input type="checkbox"/> Black Pen <input type="checkbox"/> Layout (Setting out/spacing) <input type="checkbox"/> Pencil for drawings <input type="checkbox"/> Handwriting <input type="checkbox"/> <i>No issue- High standard</i>	Literacy/Numeracy Focus:  Literacy <input type="checkbox"/> Spelling of subject terminology <input type="checkbox"/> Use a range of punctuation <input type="checkbox"/> Use capital letters correctly <input type="checkbox"/> Write in full sentences <input type="checkbox"/> Write in the correct tense Numeracy <input type="checkbox"/> Show all working out <input type="checkbox"/> Check your units <input type="checkbox"/> Estimate to check accuracy <input type="checkbox"/> Appropriate presentation of data	EBI (Even Better If)  			
Marking should ask you to either CORRECT – CLARIFY - CHALLENGE <i>Pupils should reflect on their feedback and complete a 3C's task</i> ↓↓ DIRT ↓↓					

DIRT

Pupils should conduct 'Dedicated Improvement (&) Reflection Time' DIRT as a matter of course following an episode of formal marking. At its most structured level DIRT can be a direct response to a question asked or a series of additional tasks that enable the learner to deepen, consolidate, refresh or reengage with prior learning. DIRT tasks can also develop pupil's ability to independently go back over work and amend errors or adjust misunderstandings or misconceptions. Put a different way pupils should be turning pages backwards in response to teacher feedback.

It is often good practice if pupils complete DIRT work in a different colour pen (green or purple are popular) in order that any improvements are quick to reference.

Spelling, Punctuation and Grammar (SPaG)

To ensure consistency across the academy there will be a common approach to SPAG. Standard codes should be used across all subject areas demonstrating a whole academy approach to literacy across the curriculum.

SpaG codes:

Sp = in the margin and the work underlined – Spelling error, pupils should be encouraged to learn their correct spellings.

CL = correct use of capital letter to be applied

Gr = grammar error.

P = punctuation needed

// = new paragraph needed

WW in the margin and the word underlined = wrong word used

^ = word or letter missed out

Marking Guidance and Protocols

All SPAG marking, across all subject areas, to be completed in purple pen.

The Importance of Feedback

Of the 33 teaching and learning strategies researched as part of the Education Endowment Foundation Teaching and Learning toolkit; the use of feedback (along with metacognition strategies) come out top with regard effective teacher/academy actions that raise attainment for pupils.

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/>

More recently the marking review stated that: Marking plays a central role in teachers' work and is frequently the focus of lively debate. It can provide important feedback to pupils and help teachers identify pupil misunderstanding.

[https://educationendowmentfoundation.org.uk/public/files/Publications/EEF Marking Review April 2016.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf)

Effective use of marking, or crucially the feedback information directed to the pupil contained within the written statements provided by staff, **MUST** evoke a response from pupils. *If it doesn't what purpose does the marking serve?*

Quality Assurance and Appraisal

Why Is Quality Assurance Important?

A self-managing academy takes responsibility for reviewing and evaluating its own work, for making its own judgements about its work, and for planning and implementing its own improvements. Research suggests that internal review is more effective than external review. External review satisfies the demands of accountability to others; Quality Assurance is the means through which we exercise professional responsibility for our own academy.

Every aspect of an academy's provision is a proper focus for self-evaluation. Inspections of further and higher education have long focused on testing the robustness of Quality Assurance procedures, and this is the direction that academy inspections have now followed. This is to be welcomed: academy self-review engenders academy development, and to be well placed for development, an academy must first know itself well.

The Scope of Academy Self-Review

Academy Quality Assurance embraces all forms of on-going quality control – monitoring, formal review, evaluation and audit. Academy Quality Assurance currently includes the following items:

The “Big 3” - Exams Analysis, Development plan, Departmental SEF

These are timed termly and include an evaluation by Curriculum Leaders of progress against targets, and discussion, prior to finalisation, of draft priorities for the following year in the light of whole-academy priorities and faculty and subject priorities. Copies go to curriculum leaders and to Governors.

Homework Reviews

These are routine monitoring reviews, part of the work trawl responsibility of Curriculum Leaders. Oversight is by the Vice Principal: Performance, who audits all analyses of these and planner trawls.

Monitoring The Quality of Teaching and Learning

Regular monitoring of the quality of teaching and learning is a key feature of the academy. All teaching staff have an entitlement to annual formal subject observation with feedback; outcomes are summarised in Quality of Teaching reports completed annually by Curriculum Leaders. All teaching staff also have an entitlement to annual SLT observation with feedback. Each observation, learning walk or drop in feeds into the Teacher Effectiveness analysis which forms the backbone of the judgement of teaching standards across the academy. Vice Principal Performance has oversight of the quality of teaching with details stored centrally and shared periodically as percentages with Governors. Support is given by SLT, supplemented by guidance and support from freelance HMI and/or advisers if appropriate.

Parents Surveys

These are conducted at Parents' Evenings. Standard questions are: 1 – How pleased are you with the quality of teaching your son/daughter has received? 2 – How pleased are you with the progress your son/daughter has made? 3 – How pleased are you with reports and other communications with home? 4 – Is your son/daughter happy? 5 – Is there anything we could do better? 6 – Any other comments? Additional questions are asked as appropriate. Collated results are circulated to staff and Governors.

Quality Assurance and Appraisal

Pay Reviews

Review and self-review are integral to pay progression for teaching staff and for support staff. Pay progression is formal: it is the responsibility of eligible members of staff to apply by supplying appropriate documentation as required and evidence through the Staff Appraisal system to evidence objectives, Teaching Standards and lesson observations with full supporting documentation.

Staff Appraisal Reviews

The academy has a revised Staff Appraisal (Performance Management) policy for September, this is a HOPE learning trust policy adopted by the academy.

Pupil Voice

Pupil voice can take many forms – written questionnaires, one-off focus group, standing committee – and is an excellent source of feedback and ideas. Pupil voice remains a priority for further development in 2017-2018.

Partnership Reviews

These include formal annual reviews with primary academies of primary partnership work and community links, and reviews of progress towards targets, with outcomes reported formally to Governors as appropriate. The cluster meeting termly also holds the academy to account for the work we do in developing links with the Primary academies we serve.

Academy Development Plan Review

This is carried out throughout the year on a half term by half termly basis, and the outcome communicated to Governors and staff at staff meetings.

Self-Evaluation Form

This important document carries with it a standing expectation from Ofsted that it be updated regularly. It summarises the academy's strengths, achievement and areas for development: -

1. Academy context
2. Leadership and management
3. Pupil outcomes
4. Personal development, behaviour and welfare
5. Teaching, learning and assessment

The SEF is available via the Principal on request.

SIP Reviews

These are conducted on a termly basis by our Academy Improvement Partner, who is appointed by the Trust. Reviews cover key aspects covered by Ofsted inspection including standards and results, leadership and management, and pastoral care. Cumulative annual reports are copied to Governors. The SIP also meets Governors annually to present the summative report. As an academy we will continue to maintain the services of a SIP.

Quality Assurance and Appraisal

Visits by Advisers

These may be at the invitation of the academy, or as part of the Advisers' ongoing programme of monitoring and evaluation. Visits are an opportunity for prior self-review. A Note of Visit is issued, which again provides further opportunity for self-review and development.

Focus Fortnights

These routine focus fortnights are undertaken by Curriculum Leaders. Co-ordination is by the Vice Principal: Performance. Dates for this year are in the Calendar. Subject Leaders are asked to maintain a record of evidence to support their findings – normally in the form of the feedback sheets to staff.

Formal Review

The formal review of a subject, team or other aspect of the academy life may be conducted as part of the ongoing monitoring and evaluation of provision, or initiated where a subject or team is experiencing difficulties or underperforming. The review may be internal, with the help of an adviser or consultant, or both, and leads to a report with recommendations for development. Staff are given help, guidance and support in addressing the targets. Copies of the review go to those concerned and, under normal circumstances, to the appropriate Governors' working party.

SLT Drop-In

SLT monitor the academy at all times and when available prioritise walking the corridors and dropping into classrooms. It is through this approach that day-to-day performance of both Staff and pupils can be monitored. If at any point staff would like a discussion about what an SLT member has seen at any given point, then they can make an appointment to meet with the SLT member concerned.

Staff Appraisal (Performance Management) – An Overview

Please refer to the website for the full policy (Staff Appraisal (Performance Management)) which in the event of any inadvertent contradictions will take precedent.

All proforma's for completion as part of the process can be found in K:\Performance Management

Purpose

This policy sets out the framework of a clear and consistent assessment of the overall performance of all staff including the Principal and for supporting their professional development needs within the context of the academy's improvement plan for improving educational provision and performance, and the standards expected of staff. The appraisal period will run for twelve months from 1st October to 30th September.

Staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

There is flexibility to have a longer or shorter appraisal period when individuals begin or end employment with or when they change post with the academy.

Quality Assurance and Appraisal

Where an individual is eligible for pay progression, the Principal will use the assessment of performance throughout the cycle, against the performance criteria specified in the statement, to reach a decision.

The policy applies to the Principal and to all teachers, support and ancillary staff employed by the academy except employees on contracts of one term or less, NQT's or those undergoing induction.

The primary aim of this Teacher Appraisal policy is to support staff with their own professional development. Capability is subject to a separate policy and procedure.

Links to Academy Improvement, Self-Evaluation and Development Planning

All appraisers are expected to explore the alignment of appraisee's objectives with the academy's priorities and plans. The objectives should also reflect appraisee's professional aspirations.

The Staff Appraisal process will inform the academy self-evaluation (subject to confidentiality) and the wider academy improvement. Similarly, the academy improvement and development plan and the academy's self-evaluation form are key documents for the Staff Appraisal process.

Consistency of Treatment and Fairness

We are committed to ensuring consistency of treatment and fairness in the operation of Staff Appraisal. Appraisal should be a supportive process which will be used to inform continuing professional development. Professional development will be linked to the academy improvement priorities and to the on-going professional development needs and priorities of individual teachers and non-teaching staff.

To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

Reviewing Progress

The progress review meeting will provide an opportunity to review the progress towards achieving an objective, to provide advice and support as required. If the objective cannot be achieved due to circumstances beyond the individual's control, then another target should be agreed. If the objective cannot be achieved, then the appraiser and appraisee should consult with the relevant member of SLT.

This policy is designed to complement other policies and procedures aimed at developing employees, and there may be instances where this procedure identifies that an employee may be experiencing difficulties in carrying out his or her job, or some significant element of that job. In these cases, reference should be made to the Academy's Capability Policy.

The staff appraisal cycle is annual.

Appeals

At specified points (see dates on the Staff Appraisal Review and Planning form) in the staff Appraisal process, all staff have a right of appeal against any of the entries in their planning and review statements.

Quality Assurance and Appraisal

Appendix 1 - Classroom Observation Protocol

1. The Local Governing Committee is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:
 - a) carry out the role with professionalism, integrity and courtesy;
 - b) evaluate objectively;
 - c) report accurately and fairly;
 - d) respect the confidentiality of the information gained; and
 - e) seek to agree when the Appraiser will observe a lesson in advance.
2. With the exception of NQT assessment observations, the total period for classroom observation arranged for any teacher will not exceed three hours per cycle (not more than six half hour sessions) having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.
3. The arrangements for classroom observation will be included in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the performance cycle the observation will take place and who will conduct the observation.
4. Where evidence emerges about the appraisee's teaching performance which gives rise to concern during the cycle, classroom observations will be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.
5. Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform the academy self-evaluation and improvement strategies in accordance with the academy's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.
6. In keeping with the commitment to supportive and developmental classroom observation as part of the Staff Appraisal process, those being observed will be notified in advance.
7. Classroom observations will only be undertaken by persons with QTS. In addition, classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.
8. Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.
9. Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.
10. The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.
11. The Principal has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. The Principal and Vice Principal will have a right to drop-in to inform their monitoring of the quality of learning.

Quality Assurance and Appraisal

12. Clearly the Staff Appraisal arrangements are integral to fulfilling this duty and the Principal may consider the classroom observations they have agreed for performance management are sufficient and that drop-in will not be needed. In this the drop-ins will be undertaken by SLT only unless by prior arrangement and agreement as part of collaborative practice.
13. Drop-ins will only inform the Staff Appraisal process where evidence arises which merits the revision of the Staff Appraisal planning statement, in accordance with the provisions of the regulations.

Behaviour Management & Protocols

Rationale

Our academy believes in the development of each individual and is committed to providing the best opportunities for all in an atmosphere of mutual respect. We seek to provide an environment in which effective teaching and learning can occur, where the qualities of trust, honesty, fairness, tolerance, compassion, respect for self, others and property are valued and pursued.

The academy's behaviour policy is built upon the 'Positive Discipline' model, and seeks to provide a clear framework of what is acceptable in terms of behaviour, attitude to learning, and conduct.

Pupils are introduced to 'Positive Discipline' upon transition to Vale of York Academy. They then take part in Positive Discipline lessons fortnightly in order to refresh their understanding of the policy, and review their positive and negative behaviour choices with their tutor, Progress Leader and SLT-link.

Defining Terms

In this document the term 'staff' refers to all who are employed by the Governing Body and the term 'community' refers to all who have direct or indirect connections with the academy. The term 'Academy Community' refers to staff and pupils.

Background and Principles

Vale of York Academy's behaviour policy is built upon the 'Positive Discipline' model.

These are the **classroom** standards that our pupils are expected to meet when they are at Vale of York Academy:

1. Arrive on time, fully equipped and ready to work for each lesson.
2. 10 second protocol to silently prepare for work.
3. Do as you are told by all staff – first time, every time.
4. Listen carefully when the teacher or another person is talking.
5. Put your hand up and wait for permission to speak.
6. Always try your best, without disturbing others.
7. Stand in silence at the end of lessons until you are dismissed.
8. Always do your homework properly and hand it in on time.

Most of the **Classroom Rules** require no explanation but a brief outline of the thinking behind some of the rules might prove useful.

Rule 1: 'Arrive on time, fully equipped and ready to work'

We want all pupils to recognise the importance of operating in a punctual and time-efficient manner. Additionally, we want pupils to understand the usefulness of being settled and ready to work with appropriate equipment without the constant badgering of the member of staff.

Each teacher should clearly identify with their teaching group what equipment they should have ready at the beginning of the lesson.

Behaviour Management & Protocols

Rule 3: 'Do as you are told by staff – first time, every time'

Without doubt, this rule prompted the most discussion and debate within the staff body as a whole. Though a number of alternative approaches were suggested the group felt that the idea of following staff instructions was so important that the wording of the rule had to be absolutely clear.

In short, we want all pupils to do as they are told.

Rule 5: 'Put your hand up and wait for permission to speak'

The group and indeed the staff body in general recognised the importance of maintaining the tradition of having pupils putting up hands in order to contribute in discussion. It is expected that the 'hands up' routine will be a central feature of each classroom, except when staff are engaging pupils in a question and answer session.

These are the **around the site** standards that our pupils are expected to meet when they are at Vale of York Academy:

1. Be polite and show respect for other people.
2. Do as you are told by all staff – first time, every time.
3. Wear your academy uniform correctly at all times. Coats and hoodies should be removed before entering the academy building.
4. This is your academy, look after it. Look after property and put all litter in bins.
5. Eat and drink in the right place at the right time.
6. Walk around the academy sensibly & quietly and keep to the left.
7. Be at the right place, at the right time.

Rule 5: 'Eat and drink in the right place at the right time'

Within the academy there are clear areas where the consumption of food and drink is permitted. Eating and drinking in the corridors is prohibited, and any pupil seen doing so must be challenged by staff, and an AS code issued.

Positive Discipline Comments

A Positive Discipline comment will be issued by staff when a pupil fails to meet one of the academy expectations. These codes are listed below:

B – Behaviour

A/S – Around Site

P – Progress and Passivity

E – Equipment and Organisation

L – Late

U – Uniform

H – Homework

Behaviour Management & Protocols

The Positive Discipline Process

PHASE 1: VERBAL WARNING

It is anticipated that many pupils will receive the occasional verbal warning in their time with us. Hopefully, as pupils mature and become more self-disciplined the great majority of pupil/teacher contact will be positive and enthusiastic. Pupils should become accustomed to operating within the confines of our learning framework. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussion.

The verbal warning, although not recorded, has two clear purposes:

- a) to indicate to pupils that they have done or are doing something which is unacceptable;
- b) To form a link to the more serious **PHASE TWO** sanction if it is required.

Pupils must clearly understand the fact that they have received this warning. The words 'VERBAL WARNING' **must be used** by the member of staff, at which point the member of staff **must** take the pupils planner and place it on the teacher's desk.

Verbal warnings should not be given as a blanket warning to the full class. Verbal warning should be recorded on the corner of the whiteboard either with the pupil's initials or full name, so they are fully aware they are on a verbal warning.

PHASE 2: FIRST WRITTEN COMMENT

A pupil who continues to behave unacceptably despite being given a verbal warning will move into phase two and receive their first written comment which is verbally reinforced by the member of staff "I am now writing a comment in your planner as you have continued despite my warning". This must be recorded in the appropriate page of the Pupil Planner with a code, brief comment followed by staff initials. Staff need also to keep a brief record in their own file of the nature of misdemeanour. Pupils will move straight into phase two for lateness, homework, coursework and equipment misdemeanours.

Pupils could move into phase two as a result of continuing the behaviour which led to the initial verbal warning or for behaving in a way which is considered too serious to receive only a verbal warning. If a pupil reaches the maximum number of written comments allowed each week they will move into phase 5 - seclusion. If they complete phase 5 and return to their mainstream education in the same week, but then reach half the maximum written comments in the remainder of that week they will return to seclusion.

PHASE 3: SECOND WRITTEN COMMENT

Occasionally, pupils will continue to behave in an unsatisfactory manner despite receiving both a verbal warning and a first written comment. Such behaviour will result in the pupil moving into phase 3. Again, the onus here is on the class teacher trying to retain control of his/her own teaching groups.

Pupils are given a second written comment in their planner, and then **must be moved to another area of the room** for the remainder of the lesson.

Behaviour Management & Protocols

PHASE 4: THIRD WRITTEN COMMENT

At this point the classroom teacher would come to the decision that a child is persisting in undermining the work of everyone in the room. This is despite receiving a verbal warning, and two written comments at this stage.

Pupils are now given a third and final written comment in their planner (no more than 3 comments can be issued in any single lesson). The member of staff must now email reception for 'ONCALL', stating the pupil's name, location, and the reason for the ONCALL. The behaviour manager or a member of SLT will then arrive to remove the pupil. Do not send the pupil to stand outside of the classroom whilst awaiting ONCALL.

Vale of York Academy has a whole academy safety net timetable in place. This is comprised of a range of KS3 and KS4 teaching rooms, that have been identified as being able to 'receive' pupils who have been removed from lessons as a result of phase 4. ONCALL will bring the phase 4 pupil to an appropriate safety net. This will ideally be the opposing key stage, but where this is not possible, it will be a different year group, in order to minimise the disruption to the receiving lesson.

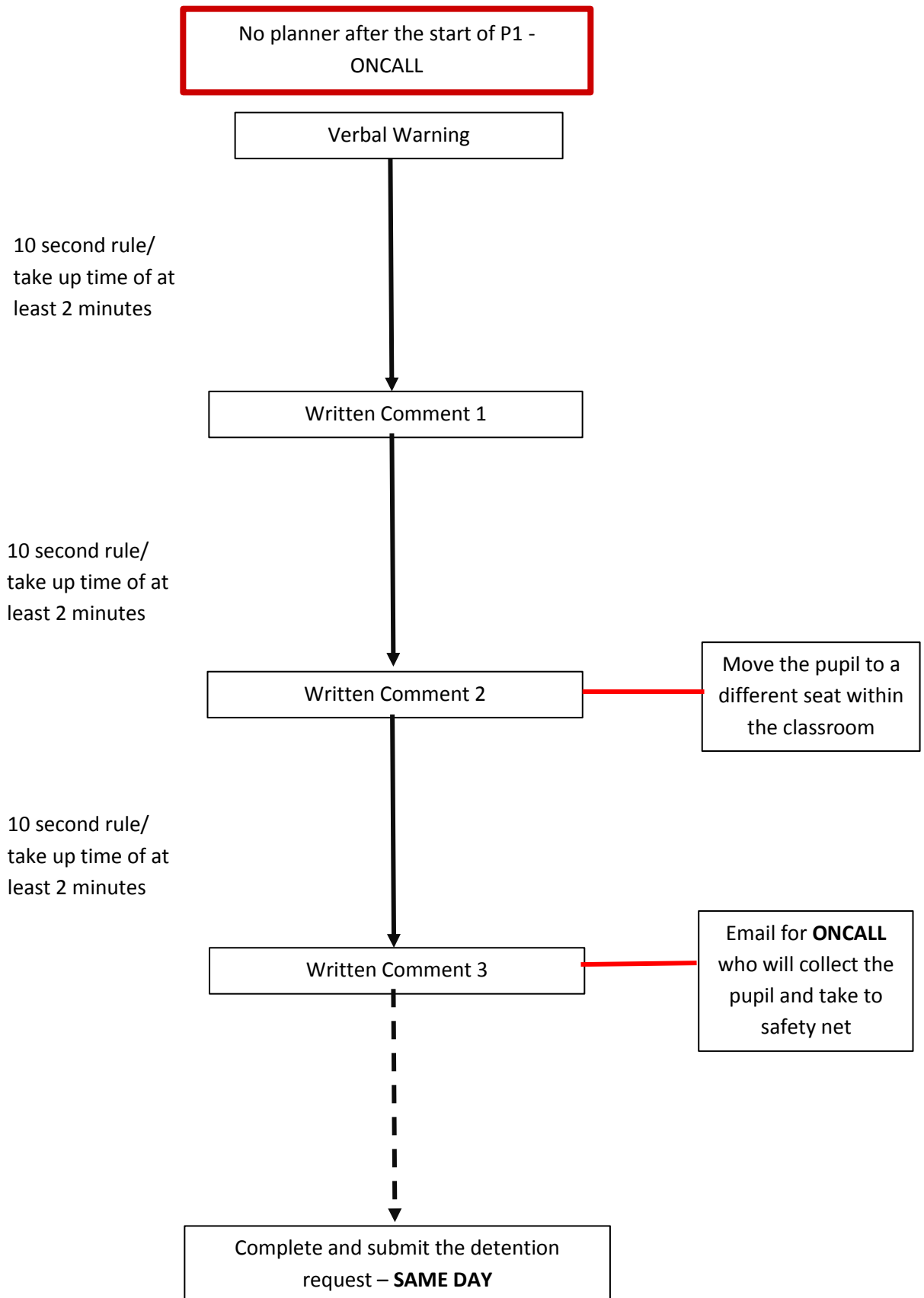
A pupil who has entered phase 4 is likely to have caused considerable disruption and inconvenience. Consequently, if you are the member of staff receiving a displaced pupil you must ensure that they should be received in an appropriately severe manner. The referred pupil will bring work with them and will work in silence in an appropriate part of the room. When referring a pupil to another teacher it is the original teacher's responsibility to ensure that the pupil has sufficient work to do.

Ideally, the pupil will be debriefed immediately after the lesson though, if this is not possible, the debriefing should take place at the earliest practical opportunity.

The removed pupil must now be submitted for an academy detention. The classroom teacher who has displaced the phase 4 pupil is responsible for completing a blue detention slip, and placing it in detention box located in either reception or in the staff room. The behaviour manager will then collate the detention slips, and then issue the detention to the pupil by writing it in their planner.

When a pupil is given a fifth detention parents will be informed of the seriousness of the situation and the consequence of any further academy detentions being received. When a sixth academy detention is given to any child, that child will automatically move into phase 5 - Seclusion.

Behaviour Management & Protocols



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PHASE 5: SECLUSION

Seclusion is an extremely serious sanction. The seclusion room will have a functional and purposeful environment with a bank of work which covers every curriculum area. The seclusion room is located in the Aspire Centre, and is staffed by our Seclusion Manager – supported by the Behaviour Manager and Assistant Vice Principal for Pupil Welfare.

A video camera will be in operation at all times, supervision at break and lunchtime will be staffed by the duty rota.

Pupils will be 'secluded' in the fullest sense of the word. Lunch-break will be taken in the seclusion room and at no time will the secluded pupil be allowed to socialise with other pupils.

The duration of the day in the Seclusion Room will be from 09.00 to 16.00. All pupils who are placed in seclusion must bring their planner and equipment for that day. Any pupil who reaches phase 5 during the academy day will spend the remainder of that day in seclusion – leaving at 3pm on the bell; but will also complete the subsequent day in seclusion until 16.00. Parents will be notified of this through the planner. Pupils placed in seclusion arriving late without good reason will repeat the full day at the earliest opportunity.

A pupil who is absent during the course of a seclusion session and does not produce a formal medical note will repeat the full period of seclusion. The period of seclusion should begin at the earliest convenient time. The level of commitment displayed by the pupil will be recorded on the seclusion record. The seclusion manager will record this at the end of each period, and the relevant progress leader will discuss the pupil's performance at the end of each academy day.

A pupil who works satisfactorily or better will re-join mainstream education though a record of the period of seclusion will be kept in the child's personal file. It may also be worth noticing once again that this sanction, as with any sanction can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.

Pupils will enter seclusion when they receive their 6th detention; reach 8 comments in a single week; receive an additional 4 comments in the same week after completing seclusion; failing to attend the Principal's detention; or for behaviour incidences deemed to be of a serious nature – identified by the Assistant Vice Principal for Pupil Welfare.

Behaviour Management & Protocols

PHASE 6 - BEHAVIOUR CONTRACT

Pupils will be placed on behaviour contract once they have returned from a fixed term exclusion issued for accruing 5 days in seclusion within a half term, or once they have returned from their first 5 day FTE. Each time the contract is broken the pupil will serve one day's seclusion. Once the contract has been broken on five occasions the pupil will be excluded from the academy for a fixed term period. These will be a 1; 3; 5; 5; 10; 12; and 14 day exclusions dependent on the pupil's exclusion record. The exclusion tariff increases for each non-conformity in this set escalation manner. It is not dependent on the offence committed.

Pupils will remain on contract for a period of five weeks. Each time the contract is broken the five-week period begins again.

Pupils on contract will have a red contract stamp placed in the weekly section of their planner. This will be done by the appropriate member of the pastoral staff. Though some generic comments will remain contracts will be more individually tailored to the needs of the pupils concerned. An up to date contract list will be emailed to staff weekly.

At the end of the academic year pupils who are on contract will complete the full five-week period in the next academic year. They will be offered the opportunity of a 'clean slate' only after a full five-week period without any breaks of contract has been achieved.

All other pupils will be given a 'clean slate' at the beginning of each academic year.

PHASE 7 – FIXED TERM AND PERMANENT EXCLUSION

Pupils who persistently break the contract or who commit a particularly serious misdemeanour can expect to find themselves in phase 7. Fixed term exclusions are issued as a final resort to highlight the severity of an incident or a pupil's cumulative behaviour.

Fixed term exclusions are issued for unprovoked assault, swearing at staff and use of racist, homophobic or disablist language towards a pupil or a member of staff. If it is felt that a pupil's behaviour has been dangerous, threatening or persistent bullying then fixed term exclusion could be issued. A decision to exclude is made entirely by the Principal and the Local Governing Body/Trust Board.

Fixed term exclusions operate on an increasing tariff. The first exclusion will be a 1 day FTE; then two periods of 3 days; followed by two periods of 5 days; before escalating to 10, 12, and 14 day exclusions. Once a pupil has triggered the 10-day exclusion mark, a managed move through the 'Behaviour and Attendance Partnership' (BAP) will be considered, as they are not meeting the expectations of Vale of York.

The Principal reserves the right to vary any exclusion tariff dependent on severity of the offence committed. A pupil returning to the academy after exclusion will be reintegrated by a Progress Leader, Assistant Vice Principal for Pupil Welfare, or in some cases the Principal. The pupil will automatically be placed in seclusion for one day.

Behaviour Management & Protocols

Other Behaviour Guidance

Detentions

Detentions issued to pupils for three comments are held biweekly, and are staffed by a rota of senior leaders, progress leaders, and TLR holders. These detentions are for one hour and held in the main hall.

The classroom teacher who has given a pupil comments for behaviour, homework or progress, is responsible for completing a blue detention slip, and placing it in detention box located in either reception or in the staff room. The detention may be issued to a pupil for accruing 3 comments within a single lesson (phase 4), or it may be as a result of the accumulation of a combination of any 3 B, H, or P comments within that subject over a half term. Tutors are responsible for monitoring AS, L, U, and E comments, and for completing and submitting a blue detention slip in the same manner. All pupils are given a 'fresh start' at the beginning of each half term, in relation to the accumulation of comments for detentions. The number of comments remains on the central database for monitoring purposes.

The behaviour manager will then collate the detention slips, and then issue the detention to the pupil by writing it in their planner. Parents are given 24 hours written notification of all detentions through the planner. The behaviour manager will email all staff the names of the pupils expected to attend detentions both the day before and on the day of the detention. It is expected that tutors escort any pupils within their tutor group, to the detention at the end of registration – 3pm. In accordance with the safeguarding policy, the afterschool register will be completed.

If a pupil fails to attend a 1-hour detention, they will be entered automatically for a Principal's 1 ½ hour detention on a Friday. Failure to attend the Principal's detention will result in the pupil completing a day in seclusion. If a pupil accrues more than 5 detentions in a half term, this will also result in a day in seclusion.

Rewards

On entry to the academy pupils are allocated a form. Year group achievement is celebrated through rewards assemblies every term. During this attendance, achievement and points are collated, and successes rewarded. The system is designed in order to embed a sense of belonging and promote a collective responsibility for the year group's outcome.

All members of staff have a reward stamp and they are encouraged to reward good progress, active engagement in lesson and meeting both the classroom and around-site expectations of Vale of York.

Pupils are given clear guidance on how they can achieve reward points and how the system works:

- ✓ Reward points are given for a variety of reasons including arriving on time; being fully equipped; having excellent attendance; being in correct uniform; producing good work; demonstrating positive behaviour; and helping others.
- ✓ During the fortnightly Positive Discipline lesson, the reward points are collated and entered into the academy database.
- ✓ Pupils are able to trade in their points throughout the year for smaller rewards, or save them up for more expensive rewards such as trips; prom; leaver's hoodies etc.
- ✓ Each term, there is a rewards assembly where team and individual rewards can be won.

Behaviour Management & Protocols

Planners

Pupil Self-Monitoring:

The success of Positive Discipline depends upon the effective monitoring of planners. Central to this success is the need to provide pupils with the opportunity to reflect upon their own academy performance; in other words, to ensure that pupil self-monitoring is central to the weekly operation of the planner. With this in mind it is essential that a reasonable amount of time is given each week to allowing pupils to reflect upon their performance in the academy. This is done by the fortnightly Positive Discipline session. This is a structured opportunity for reflection and **must not be used by the pupils as an opportunity to socialise.**

Parental Monitoring:

Parents and guardians will also have a key role in monitoring their child's planner. In the communication to parents at the front of the planner need for parental involvement is outlined in some detail. Most importantly it is expected that parents will inspect and sign the planner each week, encourage their child to keep the planner clean and up to date, support the habit of completing homework in an organised and efficient manner, and use the appropriate Parents' Section to communicate with us as an academy.

Form Tutor Monitoring:

Within the academy pupil planners will be monitored each week by the Form Tutor. When monitoring pupil planners, form tutors are looking to identify or confirm a number of points:

1. that the planner is free from graffiti and is being kept in a tidy manner;
2. that homework details are being recorded in sufficient detail;
3. that, whenever they occur, comments made in the planner in relation to equipment (E); uniform (U); late (L); and around site (AS) by any member of staff are responded to;
4. that, whenever they occur, comments made in the planner by parents are responded to in an appropriate way;
5. in order to communicate as form tutor to parents upon any academy based issue which they feel would be best communicated through the planner;
6. in order to monitor the awarding of house points.

Using the Planner:

Planners are a crucial piece of equipment in the academy and support the pupils in being organised and responsible for their own learning. It is also the main form of communication between home and the academy - informing parents and carers about rewards, sanctions and other academy events. Pupils are given new planners at the start of the academic year and if they are subsequently lost the pupils are expected to buy a replacement (currently priced at £5). Pupils must be given the following guidance on planners by Form Tutors and Progress Leaders:

- ✓ Planners must be in the academy every day. If a pupil arrives to registration or a lesson without a planner, the member of staff should immediately email reception for ONCALL. On the first occasion the behaviour manager will issue the pupil with a planner sheet – any comments or house stamps will be transferred into the pupil's planner the following day by the behaviour manager. If the pupil then forgets their planner for a second time within the same academic term, they will be placed in seclusion for the day.

Behaviour Management & Protocols

- ✓ Planners must be signed every week by someone at home, the pupil, and the tutor. If planners are not signed, then an E comment will be issued.
- ✓ If pages are torn out of planners or attempts to cover up comments, staff should email for ONCALL and the behaviour manager will sanction the pupil accordingly. In order to support this, if you as a member of staff have mistakenly written a comment in a pupil planner, please cross it out and sign it, and also email the behaviour manager to notify that you have done this. This will prevent unnecessary challenges from occurring.
- ✓ If a pupil refuses to hand over a planner, staff should email reception for ONCALL and the behaviour manager will issue an appropriate sanction.
- ✓ No personalising of the planner will be allowed. Pages must not be folded over and highlighter pens must not be used. The planner should be carried in the pupil's bag not in a jacket pocket.
- ✓ At the beginning of each lesson, pupils will take out their planners. Pupils who have not brought their planner should be immediately referred to the behaviour manager via an ONCALL email to reception.

The Positive Discipline Lesson

This fortnightly session is an opportunity for pupils to reflect upon their positive and negative behaviour choices over a period of time. It also provides the form tutor with the time to have conversations with pupils who are repeatedly making the wrong behaviour decisions, and liaise with the relevant Progress Leader. Pupils can also be referred to their SLT link during this session (guidance below).

Once pupils have completed their planner based work in the Positive Discipline lesson they should either read silently, or in the case of Key Stage 4 pupils, work quietly on GCSE work.

Guidance for referring Pupils to Leadership Link

During the positive discipline session, pupils can be sent to the relevant SLT link in order to receive additional praise, or to discuss significant underperformance (numerous P comments). The additional guidance should be followed when referring pupils to SLT:

- ✓ No more than three pupils should be sent during any one PD lesson
- ✓ Pupils should be sent individually and must always carry their Pupil Planner
- ✓ Pupils should be sent for any of the following reasons:
 - ✓ they have successfully achieved a certificate level
 - ✓ they have established six or more weeks of consecutive 'clean slates'
 - ✓ they have performed outstandingly in any way in which the Form Tutor feels needs to be brought to the attention of the Link.
- ✓ there is clear evidence of under-performance
- ✓ Over the course of the year all pupils should be seen by their Link on at least one occasion.

Where there is evidence of excellent achievement a Leadership Stamp will be awarded by the member of the Leadership Team.

Behaviour Management & Protocols

SLT links:

Year 7 – Associate SLT

Year 8 – Assistant Vice Principal, EH

Year 9 – Assistant Vice Principal, LS

Year 10 – Vice Principal, MH

Year 11 – Principal, HDo

Equipment

It is essential that pupils bring their equipment in to the academy every day. If equipment is forgotten, then it results in pupils on some occasions not being able to access some lessons and therefore not making as much progress as their peers. Pupils are given guidance about equipment:

- ✓ Planner, black or blue pen, pencil, calculator, ruler, and reading book brought every day.
- ✓ If these are not brought then an equipment (E) comment will be issued.
- ✓ It is expected that pupils learn to organise themselves the night before at home so that they have the right equipment for the day. For example: PE kit must be brought when PE is on the timetable; ingredients for food technology when required; a calculator for Maths. Failure to do so, unless prearranged with the teacher, will result in a behaviour (B) code for that subject area.

Punctuality and Attendance

Punctuality and Attendance are crucial parts of Positive Discipline, and rewards are given for pupils achieving and exceeding the whole academy attendance target of 96%. Pupils are given clear guidance on punctuality:

- ✓ The gates to the courtyard are shut at 9am when the bell goes.
- ✓ If a pupil arrives after this time then they must enter through reception at the main entrance, where they will be signed in by the Attendance Officer.
- ✓ Upon arrival the Attendance Officer will issue a late (L) comment as follows. If a pupil is more than 30 minutes late, without prearranged agreement (medical or dental appointment notified in advance by a parent), then a detention will be issued.
- ✓ Persistent absenteeism, poor punctuality and patterns of lateness/absence will be monitored by the Attendance Officer. Parental meetings will be requested and held jointly with the Attendance Officer, and Progress Leaders.

Uniform

When a pupil is dressed correctly it sends a good message to the wider community about the pride that Vale of York pupils take in their appearance and in their academy. All pupils are required to:

- ✓ Wear a white shirt buttoned at the collar. Girls are permitted to wear an open-necked blouse without a tie, if they opt to wear the kilt.
- ✓ Wear an academy tie (except for girls wearing the kilt and a blouse). Year 7 and 8 pupils have a grey and burgundy striped tie, whilst Year 9, 10 and 11 pupils wear the black and burgundy counterpart.
- ✓ Wear plain black tailored trousers, (no jeans, chinos, leggings or stretchy material). These must not show the shape of the lower leg.
- ✓ Girls have the option of the kilt instead of black trousers.
- ✓ Wear plain black academy shoes. Boots may be worn in the colder months (between November 1st and March 1st) but must be plain black, and must fit underneath the leg of the trouser. They cannot be worn with the kilt.

Behaviour Management & Protocols

- ✓ Pupils in Year 7 and 8 must wear a grey Vale of York pullover, and pupils in Years 9, 10 and 11 must wear the black counterpart.
- ✓ Black, grey or white socks only.
- ✓ If incorrect uniform is worn, then a uniform (U) comment will be issued and pupils are directed to the Aspire centre to borrow some. Pupils will only be loaned uniform on one occasion, subsequently they will spend a day in seclusion and Progress Leaders will contact their parents.

Mobile Phones

If a phone is seen in the academy, it should be requested and removed from the pupil. Phones should then be passed to the main reception by a member of staff, along with name and form of pupil. Phones will be returned to the pupil at the end of the academy day. If a pupil has had a phone removed 3 times, then a parent or carer will be required to collect it.

Parent or Carer Communication

Good relationships with our parents and carers are essential for the implementation of a sound and positive behaviour policy.

Any member of staff may contact a parent or carer to discuss a problem their child may be having. Staff should discuss this with the Progress Leader first, in order to gain background information before they make the call. All communication should be logged on SIMS within 24 hours. We consult with our parents annually on our Behaviour Policy.

Parent makes contact with reception. Reception tries to reach staff member, if unavailable, reception checks if it is a safeguarding issue – if so, one of the safeguarding team are contacted in person immediately; otherwise reception informs parent that they will be contacted before the end of the calendar day, (Reception will try to get a parental email if possible for alternative contact). **An email is sent requesting contact be made (with a read receipt) to staff member.**

Staff member picks up emails at end of the day. **All calls must be returned before staff member leaves to go home.** If staff member makes contact they email a reply to reception "contact made and dealt with". If a message is left staff member emails reception "contact made but message left/not left no answerphone". This message if left must state when you will be available to take a call, details of which should be sent in your email reply to reception. (Remember if you have to use a personal phone line, dial 141 before the number, although this is a last resort measure)

If "contact made, message left" message is sent, when parent calls again, reception can then put the parent through straight away or if they have missed the window, reception go back to the top of this flow chart. Staff member makes it a priority to speak or email parent, notifying reception once contact is made. If a parent has to call a third time, reception need to re-take the email address for the parent and then SLT must be copied into the email chain. **Ensuring we do not get to call three must be our utmost priority.**

Behaviour Management & Protocols

Useful tips

Dependent on role it is possible you will receive a number of emails from reception from parents in any one day. Making contact is the essential element here, however the statement “I’m just touching base, to arrange a good time to talk this through in more detail” is acceptable, this way you will be able to make contact, prioritise, and gain some thinking time in the process.

It is never acceptable for a parent to be rude or abusive to you. Should this happen, state that “if they continue you will have to end the call and report this to the leadership team”. If they continue calmly state that you are putting the phone down, “please call again when you are calmer” and email reception who will forward the details to SLT.

Behaviour Outside Academy

Pupils’ behaviour outside the academy while on academy “business” for example trips and journeys, away sports fixtures or a work experience placement is subject to the Positive Discipline Behaviour Policy. Poor behaviour in these circumstances will be dealt with as if it had taken place in the academy.

Guidance from the Department of Education states that, teachers may discipline pupils for:

- ✓ misbehaviour when the pupil is:
- ✓ taking part in any academy-organised or academy-related activity or
- ✓ travelling to or from the academy or
- ✓ wearing academy uniform or
- ✓ in some other way identifiable as a pupil at the academy.
- ✓ or misbehaviour at any time, whether or not the conditions above apply, that:
- ✓ could have repercussions for the orderly running of the academy or
- ✓ poses a threat to another pupil or member of the public or
- ✓ could adversely affect the reputation of the academy.

For behaviour outside the academy, but not on academy business, this policy will still have effect if there is a demonstrable link between said behaviour and maintaining good behaviour and discipline among the pupil body as a whole. If pupils demonstrate poor behaviour in the immediate vicinity of the academy, or on a journey to and from the academy, or whilst the pupil is dressed in Vale of York Academy uniform, and it meets the academy criteria for exclusion then the Principal may decide to exclude.

Dealing with Complaints

The first contact – guidelines for dealing with concerns and complaints informally

1. The vast majority of concerns and complaints can be resolved informally through direct conversation between the persons concerned.
2. Parents are encouraged at Open Evening and New Parents’ Evening to contact us whenever they have a concern.
3. At first it may be unclear whether a parent is asking a question or expressing an opinion rather than making a complaint. A parent may want a preliminary discussion about an issue to help decide whether he or she wishes to take it further.

Behaviour Management & Protocols

How to Listen to Concerns/Complaints

As soon as you realise that you are listening to a complaint, remember these points:

Don't pass the buck	Try not to keep transferring someone from one place to another. Make sure you know the contact person for anything you cannot deal with yourself.
Don't be flippant	First impressions count. You and the academy may be judged on your immediate reaction.
Treat all complaints seriously	However small or trivial it may seem to you; the complaint will be an important problem for anyone who takes the trouble to complain.
Treat every complaint individually	Even if you have already received several similar complaints the same day, it is probably the person's first chance to have their say.
Be courteous and patient	Be sympathetic and helpful, but do not blame other colleagues.
Say who you are	If you are unknown to the person, introduce yourself.
Ask for their name and use it	Anonymous complaints are acceptable only where there are special circumstances.
Find out exactly what the problem is	It is easy for someone to forget to tell you an important detail, particularly if they are upset or annoyed.
Don't take the complaint personally	To an angry or upset person YOU are the academy, and the only one they can put their feelings to right now.
Stay cool and calm	Do not argue with the person – be polite and try to find out exactly what the person thinks is going wrong, or has gone wrong.
Check you are being understood	Make sure that the person understands what you are saying. Don't use jargon – it can cause confusion and annoyance to someone "not in the know".
Don't rush	Take your time. Let people have their say, and let off steam if they need to. Listen carefully and sympathetically to their problems before replying and attempting to find a solution or offer a next step.
Record	Record the conversation on the SIMS communication log. If the concern names a member of staff, including yourself, please refer it to a member of SLT. Due to confidentiality, this record does not go into the pupil file but is stored elsewhere. The only exception to this is when all parties are in agreement that this should be the case.

How to Guide – Assessment Logs

Curriculum Assessment Logs

These are SIMS spreadsheets, held in SIMS mark sheets, and accessible on the class register tabs in SIMS. These will hold all the assessment marking and data for each assessment point in the academic year or in the case of KS4 over the two- year/three-year course. These assessment logs are populated with pupil information, prior attainment, reading ages and target data. Curriculum areas then adapt them to include their assessment schedules, tests, mock exams. This will be led by the Curriculum Leader of the subject area. This assessment information must be given to the data manager so she can add a dialog box explaining each assessment point. The Assessment Log then becomes the second tier after whole academy data and reporting, to demonstrate pupil progress and attainment to targets. These will then be used to analyse interventions and lesson planning as well as informing tier one data and reporting. This data will be checked and monitored by the Curriculum Leader. These can also be printed out for lesson observation data, and parent consultation evenings to support conversations.

What is the purpose of these logs?

- ✓ All teaching staff will have a detail assessment record of every pupil they teach, which will be consistent with the other teachers in that curriculum area.
- ✓ All teaching staff can demonstrate rigour in their assessment of pupil progress and can easily show where data grades come from if challenged or observed.
- ✓ Middle leaders can lead on, monitor and check pupil progress easily, and filter whole cohorts by sub groups for detailed analysis.
- ✓ Senior Leaders can monitor, question and support subject assessments and interventions, which will in turn support year group strategic planning for improving progress and attainment.

The process:

- ✓ Each year the data manager will make sure the spreadsheets are set up in SIMS for every subject and year group, populated with assessment points and information as required depending on subject and year group.
- ✓ There will be a raw assessment score, a current grade ESD, and an intervention comment for any Developing pupil for KS3 and a raw assessment score, PPG (Professional Predicted Grade) for KS4 column and a comment box for any pupil failing to meet target grade.
- ✓ Teachers will mark work/tests, and input the raw score assessment grades at the points indicated on the assessment log. They will assign a PPG grade or ESD grade and then a comment if under performance is assessed. This will also help to keep track of absent pupils and missed assessment catch up interventions needed. *(All other class/pupil information can be held in teacher planners or electronically by teachers for personal recording and planning.)*
- ✓ Teachers will analyse data to inform lesson planning, differentiation needed and extra interventions for individual pupils who are failing to reach expected standards. These interventions can be recorded on the assessment log.
- ✓ Curriculum Leaders will be responsible for managing the data input from teachers in their subject areas. This included classes taught by supply teachers.
- ✓ Curriculum Leaders will regularly check Assessment logs to check consistency of teacher's assessments and analyse pupil performance.
- ✓ Progress Leaders and SLT will monitor Assessment Logs for subject, pupil interventions and support.

How to Guide - Data and Reporting

Pupil Data and Reporting

There are data collections for each year group every half term which are calendared throughout the year. Within this process parents will receive one written report and two data interim reports or positive progress reports.

Who is responsible?

- ✓ All teaching staff of the year group to meet deadlines set and ensure the accuracy of their own data and reports.
- ✓ All reports and data must be completed by 16.00pm on the Monday of the week indicated in the calendar. At that point a missing report operation will be run through SIMs and staff with outstanding reports will be notified on Tuesday AM. NB: for reporting to function efficiently it is imperative that all staff adhere to set deadline dates, repeat offenders will be challenged and asked to change professional practice under the supervision of their line manager.
- ✓ Curriculum Leader to check all staff have completed data and reports and quality assure reports and analyse data.
- ✓ Progress Leaders to check reports go to parents on time and analyse data
- ✓ All of the Senior Leadership Team to analyse data and moderate the quality of reports.
- ✓ Data Manager to check data input, report on issues and process data to use in data analysis programme.

The process:

Data Entry

- ✓ Before the data or report input date staff must complete assessment for learning and marking, complete pupil assessment log and use this information to inform the data score and progress comments in reports.
- ✓ Key Stage 3- Data is inputted in SIMS using the new terms, Developing, Securing and Exceeding, in relation to your subject progress map and the pupil MEG (minimum expected grade) target set.
- ✓ Key Stage 4- Those subjects still working on legacy specification will enter split grades (e.g. C1.C2.C3) Those subjects working to the new specifications and 9-1 grading system will enter split grades (e.g. 5H, 5M, 5L). To clarify the split grades 1 and H refer to secure, 2 and M insecure and 3 and L very insecure on that grade. The PPG grade is a professional prediction of a pupil's grade at the end of your course, this has to factor in progress as well as ability. The current grade is the current attainment based on assessments completed, any current course work and work in books. It is the PPG grade that is used for whole academy analysis on your pupils' performance towards targets.

Measuring Then Reporting a Pupil's Attitude to Learning

Effort, Behaviour and Organisation Grades

When reporting to parents staff will have to award a grade for effort, behaviour and organisation. These three have been chosen as they are often the three that parents wish to know about the most and they signify where the issues are if developing or where the strengths are if exceeding expectations.

How to Guide - Data and Reporting

Explanation to Parents

Standard	Description
Effort	This grade will refer to your child's levels of enthusiasm, engagement and motivation. It relates to their ability to demonstrate resilience, determination and an aptitude to want to learn.
Behaviour	This grade will refer to your child's ability to conduct themselves in a respectful and considerate manner. It relates to their ability to demonstrate tolerance, self-control as well as a productive approach to their studies.
Organisation	This grade refers to your child's ability to be ready to learn, (equipment/resources) this also includes their ability to complete work outside the classroom to a high standard and meet deadlines.

Effort, behaviour and organisation grades are awarded on a scale of 5 to 1 as follows:

- Grade 5 – is awarded for exemplary standards
- Grade 4 – is awarded when your child above expected standards
- Grade 3 – is awarded for meeting expected standards
- Grade 2 – is awarded if your child is failing to meet expected standards
- Grade 1 – the teacher has serious concerns.

Written Report Writing

Process:

- ✓ You are required to write 2 statements one on current progress to target and one on areas to work on to improve progress and attainment.
- ✓ These must be short focussed statements; as a guide two short sentences or one extended sentence that specifically comment on progress and next steps. There is no requirement to reference effort, behaviour and organisation in your comments as these will be clarified in the ATL grading on the report.

Progress Comment:

- ✓ This must be a positive statement about the progress the pupil is making in your subject area based on current performance, aptitude, exam results, and assessments in class.
- ✓ It will clarify the grade or ESD score you have given in the data.

Improvement Comment:

- ✓ This must be a clear explanation for what they need to do to make progress on a specific subject related topic, skill, or aspect of your course.
- ✓ It should be something they can work on, and parents can support them with.
- ✓ It should be specific to the pupil, and their needs, not a generic comment which could apply to all pupils.
- ✓ It **should not** be a generic statement about working harder.

How to Guide - Data and Reporting

See below what it looks like in SIMS which is accessed from your reporting tab on your class register or your mark sheets in SIMS.

The screenshot displays the SIMS software interface for Vale of York Academy. The main window shows a class register for 'H&S Y10 report 2016 17 - 100Ha1 16/17, Hady, Elizabeth'. A pop-up window titled 'HIMSWORTH, Lily' is open over the student's row, displaying the comment: 'Lily has made excellent progress this year, she achieved an A* grade in her mock exam. This was an impressive result, she achieved the top mark in the class.' The register table below shows columns for Student Name, SEN Status, SEN Need, EAL, and Progress Indicator, along with a grid of marks for various subjects.

Students	SEN Status	SEN Need	EAL	Progress Indicator
BARKER, Theo	N		N	
BEAN, Chloe			N	
BRACKPOOL, Leah	K	Social, Emotio	N	Y
EDESON, Shania	N		N	Y
FRANKS, Daniel	K	Social, Emotio		Y
HEELS, Kiera			N	
HIMSWORTH, Lily			N	Y
HODGSON, Lauren	N		N	Y
HOLT, Katie	K	Social, Emotio		Y
HYNES, Gabriella			N	Y
KIRBY, Sophie			N	
LEATHERBARROW, Chloe			N	
RHODES, Lewis	N		N	Y
SCATTERGOOD, Charlotte	N		N	Y
STEPHENSON, Bettina	N		N	

How to Guide – Parents Consultation Evenings & Open Evening

Parent Consultation Evenings

There are Parent Consultation Evenings planned in the calendar for all year groups, at least one per year group in the academic year. These are opportunities for parents to meet each teacher and discuss the progress of their child.

Who is expected to attend this event?

- ✓ All teaching staff of the year group concerned
- ✓ All of the Senior Leadership Team
- ✓ Pastoral support worker
- ✓ Support staff linked to curriculum areas if required
- ✓ Support staff linked to Special Needs Provision if required
- ✓ Site team
- ✓ Parents and pupils
- ✓ Prefects and pupil helpers
- ✓ Further Education/Careers Advisers if required.

The process:

- ✓ Parent Consultation Evenings are on the academy calendar at the beginning of each academic year. Parents will have access to this calendar.
- ✓ Pupils will receive an appointment sheet at least a week before the evening and will be expected to make appointments with teachers. Teachers must remind pupils to make appointments with them. Tutors will be expected to check attendance of their tutees.
- ✓ Progress Leaders will check on attendance and contact identified parents directly, prior to the evening.
- ✓ All staff will be expected to dress in interview style outfits, a professional image is essential.
- ✓ The meeting will be allocated in 5 minute slots so conversation must be short, progress based and support positive relationships with parents. Avoid comparisons with siblings, other pupils and very negative comments, it must be about supporting progress of the pupil.
- ✓ Any difficult conversations with extremely irate or emotional parents must be directed to a middle or senior leader.
- ✓ Absence at these meeting from staff must be followed up with a direct communication with parents or information given to middle leaders to forward on the evening.

How to Guide – Parents Consultation

Evenings & Open Evening

Open Evenings

Open Evening is a calendared event in the Autumn term to allow prospective year 6 parents and their children to visit the academy before they make their secondary academy choices. This is an opportunity for the academy to open its doors and show what is on offer, promote the academy vision and standards but most of all prove the academy is the best possible option choice of secondary academy for our local community, and the surrounding area.

Who is expected to attend this event?

- ✓ All teaching staff
- ✓ All of the Senior Leadership Team.
- ✓ Some governors of the academy
- ✓ Support staff linked to curriculum areas.
- ✓ Support staff linked to Special Needs Provision
- ✓ Site team.
- ✓ Parents and year 6 pupils from any part of the city and surrounding villages

The process:

- ✓ The plans for Open Evening activities and logistics will be completed before the date, all staff involved will be aware of their roles and responsibilities on the evening.
- ✓ Curriculum teams will be expected to present their area through display, activities, pupil demonstrations, and exciting visuals to allow parents and year 6 pupils to get a taste of the opportunities our academy has to offer.
- ✓ All staff will be expected to dress in interview style outfits, a professional image is essential.
- ✓ All pupils involved will be expected to wear full academy uniform.
- ✓ All conversations with parents must promote the academy, and any questions that cannot be answered please direct parents to a member of the SLT team.

How to Guide - Ordering

Ordering

Academy budgets continue to be a challenge for senior academy leaders and governors countrywide. To encourage accountability, the academy has delegated curriculum budgets. Budgets must cover the running costs of your curriculum areas including stationery and photocopying requirements. It is imperative that we spend the academies finite budget cautiously and that we are able to demonstrate value for money for every purchase we make.

Curriculum budgets are limited therefore 'essential expenditure' should only be permitted.

For all purchases, you must complete a purchase order which must contain the following information: -

- ✓ Supplier details
- ✓ Full description of goods/service required including quantity
- ✓ Evidence of pricing i.e. email, online quotation, etc.
- ✓ Evidence that price checking has taken place i.e. email, online quotation, etc.
- ✓ Signed by the Curriculum Leader for the subject area or, for support staff, your Line Manager

Note:

Even though this has been signed and submitted, it may still be subject to further substantiation. Once completed, forms must be submitted to the Business Manager, who will check it for reasonableness and value for money.

Bid Funds

£5000 has been ring fenced for either extraordinary projects, one of purchases or for enhanced development. A proportion of this money can be acquired by following to 'bid' process which will be review by SLT.

Bid Process

- ✓ Reason why the additional funds are required
- ✓ What benefits will be received from acquiring the additional funds
- ✓ If successful, what are the measurable outcomes
- ✓ If unsuccessful, what are the implications
- ✓ Full description of goods/service required including quantity and if applicable, proposed supplier
- ✓ Evidence of pricing i.e. email, online quotation, etc.
- ✓ Evidence that price checking has taken place i.e. email, online quotation, etc.
- ✓ All applications must be submitted by the appropriate Curriculum Leader

Requests may take up to 10 working (term) days to be considered by SLT. A single bid for the full amount available will not be accepted.

How to Guide - Photocopying

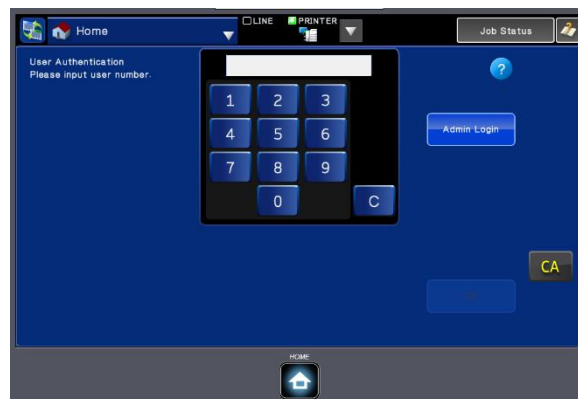
Photocopying Procedures

Due to high volumes of **unclaimed** printing and the associated **wasted money**, we have changed the way we print to the Reprographics Room. “Follow Me” is a print solution for staff; similar solutions are common throughout businesses and academies alike. “Follow Me” holds the print job until the member of staff enters their department code on the printer to release the print job.

Prior to this email you have had the option of ‘Repro Room B&W’ and ‘Repro Room Colour’ to do direct your printing to. From now on we ask you direct all jobs to the **“Follow Me Repro”**. This will then hold the job/jobs until released by you at the printer.

As a quick guide we have included step by step instructions: -

7. Send your printing, as normal, to the new “Follow Me Repro” printer. When you are in the Repro room you will then select the printer you want, colour or B&W by entering your department code on the appropriate machine.
8. Your job will be immediately release upon entering your code or held in a pending queue for two days. If you do not release the print job within two days, the system will automatically delete it.
9. At the printer enter your department code.



10. Press the “Follow Me” button

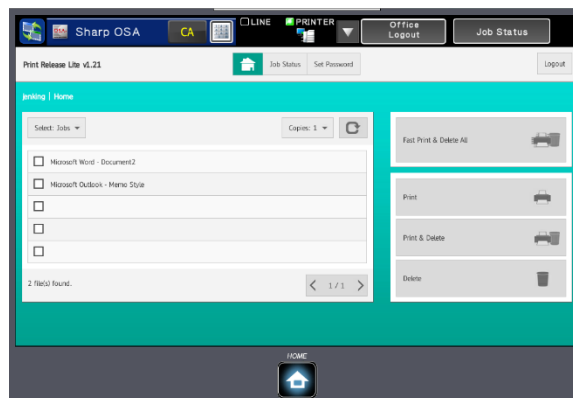


How to Guide - Photocopying

11. Select your Login Username by surname and initial i.e. r.smith



12. The final stage is to select your chosen jobs and release them. You have various options; We leave it for you to explore.



Pupils will **not** be permitted to enter the reprographics room to enter your code to collect your printing. This room is for staff only as we need to ensure that items within the room, such as letters, locker keys and stationery, remain secure.

Note:

For large print and copy runs, these must be sent via the office i.e. exam papers, booklets, poster runs, etc. This gives the office chance to schedule the best time to start the Job; remember to complete the yellow request form.

How to Guide - Photocopying

REQUEST FOR PHOTOCOPYING SERVICES

Submitter's Name:		Department	
Date/Time Handed in:		Latest Realistic Date/Time Required:	
No. of Originals Submitted:		No. of Copies Required:	
Special Instructions			
Copy as original	Enlarge to A3	Shrink to A5	
Card required (Y/N)	Colour (if not white)		
Backed up (Y/N)	Stapled (Y/N)		
Any other special requirements (e.g. booklet format, front cover required etc.)?			
<p>To be completed by the person requesting photocopying Copyright Licensing Agreement (see the reverse of this sheet for details) Please tick the appropriate boxes</p>			
Contains extracts from Books/Journals Periodicals under the Licence			
Published 'Copy-permitted' worksheets			
Contains extracts from exam papers/newspapers			
Contains extracts from 'Grey literature' i.e. publications not available through the normal bookselling channels, eg, manuals and leaflets			
Does not contain extracts from any of the above			

Service Levels:

2 working days' notice required for documents

1 working weeks' notice required for booklets/brochures

How to Guide – Rooms & Bookings

Room Bookings

The academy has implemented a booking system to ensure that staff can view availability of facilities within school; this software will be used for private letting clients outside the standard academy day. **The core academy day for educational purposes is 08.00-16.00pm Monday to Friday term time only.** Outside these times, the academy will be handed over to the Site team for private letting clients.

The bookable spaces are defined as ‘functional’ environments and are detailed below: -

- ✓ Main Hall
- ✓ Dining Hall
- ✓ IT Rooms; G1, F13, F32
- ✓ Meeting Rooms; SLT Base, Conference Room, Meeting Room(s) 1 and 2.

*Full details can be found by searching the new website: -

<http://www.valeofyorkacademy.schoolbookings.co.uk/>

You will be issued with a user name and password for the academy’s room booking system; this is for internal use only and only applicable during the standard academy day. Staff will be set up as ‘non billable clients’ and bookings will be shown in grey on the system calendar. You will be able to make your own bookings and when you do this, you will be advised of the price but you will not be charged. All timetabled commitments will be entered in to the system and will reconcile with the Sims system.

Private letting clients provide essential income to the academy therefore it is the academies focus to maximise the revenue generated from existing, new and potential clients.

Classrooms

For reasons of ‘Safeguarding’ and ‘Health & Safety’ it is essential that staff ensure that pupils are supervised in educational areas at all times. **If a classroom is not in use, the primary staff member allocated to the area must ensure that the room is locked.** Should staff be temporarily using the area, they need to ensure that the area is locked when they have finished. At the end of the academy day, please ensure that all windows are fully closed.

Projectors, computers and lights must be turned off when the room is not in use. Not only does this save money, but this also reduces the fire risk element within the academy.

Pupils are not permitted to use classrooms during break or lunch. Eating and drinking is not permitted in these areas.

Social Networking, IT Security, IT from Home

Social Networking

Social networking is a very popular platform for individuals to communicate. Even though this is an effective tool for people, it poses exposure to personal information that you may not wish to share with colleagues and pupils.

A strict code of practice is in place for staff for their own safety: -

Staff will:

- ✓ Not allow parents or children and young people to add them as a friend, nor will they add them as friends, on social networking sites.
- ✓ Not use Facebook or similar online networking sites whilst at work.
- ✓ Not add the academy twitter account to my own personal Twitter account.
- ✓ Make clear that any comments (e.g. political and religious views) are their own personal opinion.
- ✓ Not create, transmit, display or publish any material that is likely to: harass, cause offence, inconvenience or needless anxiety to any other person or bring the academy into disrepute.
- ✓ In line with safeguarding procedures, will not make comments in reference to the academy, its staff, governors, pupils, families, or any persons associated with it or events.
- ✓ Not place any information regarding their activities at the academy, or the academy in general on my social networking sites.
- ✓ Should make it clear in social media postings that you are speaking on your own behalf. Write in the first person and use a personal e-mail address when communicating via social media.
- ✓ Staff are personally responsible for what they communicate in social media. Remember that what you publish might be available to be read by the masses (including the Trust or Academy itself, future employers and social acquaintances) for a long time. Keep this in mind before you post content.
- ✓ You must not disclose your affiliation as an employee of our academy. You should also ensure that your profile and any content you post are consistent with the professional image you present to pupils and colleagues.
- ✓ You must not post comments about sensitive work-related topics, such as our performance. Even if you make it clear that your views on such topics do not represent those of the academy, your comments could still damage our reputation.
- ✓ If you see content in social media that disparages or reflects poorly on the academy or our stakeholders, you should contact the Principal. All staff are responsible for protecting our reputation.

The list is not exhaustive. Above all, staff must act professionally at all times and must not, through their actions or inactions, bring the academy into disrepute.

IT Monitoring Systems Policy – Securus

The academy has 'Securus Education' implemented across the academy's PC's and laptops. All staff and pupils who log on to the academy's system will be presented with an 'Acceptable Use Agreement'. By accepting these terms, the person logging on to the system accepts the terms and conditions.

The primary objective of Securus Education is to protect our pupils from on-line dangers and to ensure that all academy IT equipment is used in an acceptable manner. The Securus Education software is most effective when used as part of a whole academy approach to e-safety and:

Social Networking, IT Security, IT from Home

- ✓ Encourages pupils to act appropriately when using technology in and out of the academy
- ✓ Helps pupils stay focused in lessons
- ✓ Enhances on line safety
- ✓ Provides staff with better control of technology
- ✓ if necessary, Securus Education can be used to restrict a pupil's access to particular computer applications or at certain times of day.
- ✓ Monitors cyberbullying
- ✓ Registers and blocks attempts to reach banned websites - even via proxy servers
- ✓ Registers and block viewing explicit images or files
- ✓ Blocks attempts to copy unauthorised material to/from memory cards/USB devices
- ✓ Flags child sexual exploitation

Even though the primary focus is pupil safety it prevents inappropriate use of the academy's IT equipment at all times. The software capture's inappropriate activity by identifying phrase's, words or images. The Securus Education system is regularly monitored by the Business Manager for staff and by the SEND Lead for pupils

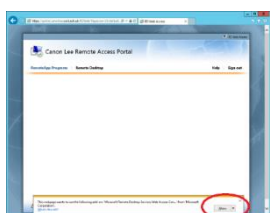
Remote Desktop – How to Work from Home

Accessibility to your academy email and network is available remotely from home. You are only permitted to remotely access the network from a secure internet connection to avoid a security breach to the network.

Accessing the Academy Portal

The portal only works via Microsoft's Internet Explorer. Please follow the steps below: -

1. <https://remote.valeofyorkacademy.org>
Use your username and password to login, please enter valeofyork\username eg. valeofyork\r.smith
2. There are two stages to signing in that can cause people a few issues;



First is to allow active x, this will appear after entering your password for the first time.

Secondly after selecting an App Icon you are prompted to click "connect" & "yes".

Recommendation: When you have logged in use the '**remote desktop**' icon; this provides a desktop with full access to SIMS, emails, shares and 4Martix.

How to Guide - Visitors

Where you are inviting visitors into the academy to address the staff or pupils please follow the following protocols:

Who are identified as visitors:

- ✓ All external visitors entering the academy site
- ✓ All governors of the academy
- ✓ Parents and volunteers
- ✓ Other educational related personnel
- ✓ Building and maintenance and all other independent contractors visiting the academy premises
- ✓ Independent contractors who may transport pupils on a coach, minibus or taxi

The process:

- ✓ All visitors must report to the main reception, and sign the academy visitor's book.
- ✓ Visitors will then be given a visitor's badge. This will be worn round their neck / and or visible at all times whilst on the premises.
- ✓ Visitors will be accompanied at all times and will not be allowed unsupervised access to the pupils
- ✓ If the visitor is volunteering, on work experience or in the building for more than 1 day then full details must be supplied to the PA to SLT along with suitable ID, address confirmation and a recent DBS.
- ✓ A member of SLT and the Business Manager should be made aware, of any visitors who will be working with children or within the classroom, at least a week before the activity can take place.
- ✓ Visitors in contact with pupils or in the vicinity of pupils will be asked to refrain from using mobile electronic devices (e.g. mobile phones /tablets) where pupils are present.
- ✓ Any visitor who is not displaying a visitor's badge / not recognised by staff will be approached calmly and challenged then escorted to the main reception to complete the signing in process or be asked to leave the premises.
- ✓ Prospective parents or staff on an initial visit are asked to sign in but are not required to wear individual badges, as they will be accompanied throughout their tour.
- ✓ All visitors are asked to sign out when they leave the academy
- ✓ The academy visitor's book will be taken to the fire assembly point in the event of a fire or a practice.

Failure to follow the above will trigger a safeguarding issue which may put staff, pupils and visitors at risk. If reported relevant authorities can attend site unannounced to investigate.