

# **STAFF HANDBOOK**

## **STAFF ISSUES**

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# **NEWLY QUALIFIED AND TRAINEE TEACHERS**

## **RATIONALE**

All staff are entitled to support and training to ensure rapid assimilation into the school community. NQTs and trainee teachers (TTs) have special needs which the school and local authority are committed to meeting. The transfer from living in a community where the individual is the target of the learning process to one where the individual is the organiser of the learning experience requires support.

## **AIMS**

The system of induction for NQTs and TTs aims to make the transfer as smooth and stress free as possible.

The school aims to set aside time for support meetings both within the department and at the whole school level.

The school aims to work closely with the LEA advisory team who will provide additional training and support.

All NQTs and TTs will receive regular feedback on their performance and have an opportunity to raise issues or needs.

## **RESPONSIBILITIES**

The school mentor has overall responsibility for the NQTs and TTs. They will act as the communication focus between the individual, the department co-ordinator and director of study, the LEA and other outside institutions. They will also have responsibility for the overall progress and supervision of all NQTs and TTs.

The NQT induction co-ordinator will have specific responsibilities for supporting and supervising the NQTs and ensuring that the national requirements are met.

All NQTs and TTs will be assigned to a department and year team. These co-ordinators have the day-to-day responsibility for the individual and will write reports on a regular basis. These reports will be discussed with the individual and then forwarded to the school mentor for dissemination.

## **PROCEDURES**

The school mentor will organise the first contact between the school and the individual which will involve a short tour of the school and a meeting with the relevant department co-ordinators.

## **INDUCTION PROGRAMME**

The school mentor will draw up an induction programme for staff joining in September, which will involve a series of meetings with a variety of senior staff. Those staff who join at other times of the year will be seen by the school mentor on an individual basis.

## **REPORTS**

Reports on NQTs and TTs will be completed according to the relevant guidelines by the department co-ordinator/director of study. This usually requires a detailed analysis of the strengths and weaknesses of the individual. The aim is to encourage self-reflection and development. The draft report will be discussed with the individual before final typing. Copies will be sent to the mentor, LEA adviser/institute tutor and the individual.

## **MEETINGS**

Time for meetings will be provided within non-contact time or part of the after school meeting schedule. Cover will be provided for lesson observation if necessary. A detailed record of discussions held should be maintained using the LEA forms.

## **LIAISON WITH OUTSIDE INSTITUTIONS**

The school mentor has overall responsibility for liaison with the various agencies involved. Department co-ordinators/directors of study should discuss any concerns or issues they may have with the school mentor before contacting outside agencies.

For comprehensive details of induction programme and requirements of NQTs and Schools' obligations can be found on the Education and Skills website [http://www.dfes.gov.uk/circulars/5\\_99/index.htm](http://www.dfes.gov.uk/circulars/5_99/index.htm).

# SUMMARY OF TEACHERS' CONDITIONS OF EMPLOYMENT

## A DEFINITION OF TERMS

1. **Directed Time** – Time spent on duties allocated by the headteacher (or by the LEA through the headteacher) by **TIME** and **PLACE** of the contractual 1265 hours.
2. **Contractually Obligated Time** – Time spent by the teacher discharging his/her professionally obligated duties outside the 1265 hours.
3. **Self-Directed Time** – Time which a teacher voluntarily spends on professional activities outside the teaching day and which is not directed by the headteacher and which may take place on or off the premises.

## B EXAMPLES (Not exhaustive)

### 1. Directed Time

- a) All time within the normal school hours, including morning break, but not including the lunch break.
- b) Meetings held at the direction of, or with the agreement of, the headteacher, outside normal school hours. Such meetings have been included in the time budget.
- c) Detention schedules agreed by the headteacher.
- d) Examination invigilation outside of school hours.
- e) The five 'extra' days not involving pupils.

### 2. Contractually Obligated Time

Work enabling the teacher to discharge effectively his/her professional duties, including "the marking of pupils' work, the writing of reports on pupils and the preparation of lessons, teaching material and teaching programmes".

It will also include most other things, which cannot be specified by a timetable in advance, for example writing references, or supervising personally organised detentions. Whilst this time cannot be directed in terms of length, time or place, it remains a contractual obligation.

### 3. Self-Directed Time

- a) Non-mandatory journeys outside school time.
- b) Extra curricular activities if not included in directed time.
- c) In-service training (outside of school time on the 195 days).

**NB** If the headteacher can fulfil the obligations placed upon him and still have directed time unused for some individual teachers, some of the time in this section could become directed time.

The above makes it clear that the 1265 hours are fairly and reasonably allocated in each individual case.

Department of Education and Skills link School Teachers' Pay and Conditions Document 1999

<http://www.dfes.gov.uk/circulars/dfespub/july99/030799/>

# HEALTH AND SAFETY ACT 1974

## 1. DUTIES OF EMPLOYEES (Sections 7 and 8 of the Act)

Section 7 of the act makes it a duty of all employees while at work to:

- Take reasonable care for their own safety and also for the safety of anyone else that may be affected by their “acts or omissions”.
- To cooperated with those on whom the act places duties and requirements.

Section 8 of the act makes it unlawful for anyone to interfere “intentionally or recklessly” with – or to misuse – anything which has been provided for the purpose of health, safety or welfare.

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## 2. DUTIES OF EMPLOYERS

- Prepare a written Health and Safety Management Policy.
- Ensure that staff are aware of the policy and their responsibilities within that policy.
- Ensure that the appropriate safety measures are in place.
- Ensure that staff are properly trained in good health and safety practice.

The Management of Health and Safety at Work Regulations 1999 require employers of staff at a school to:

- Make an assessment of the risks of activities
- Introduce methods to control these risks
- Tell their employees about these measures

(Source Department of Education and Skills)

## 3. DUTIES OF TEACHERS

Teachers have a contractual duty under their conditions of employment to secure the health and safety of pupils both on and off the school premises.

Department of Education and Skills link

<http://www.dfes.gov.uk/circulars/dfespub/july99/030799/>

# **SUMMARY OF STAFF RESPONSIBILITIES**

## **GENERAL RESPONSIBILITIES**

- Teaching staff should arrive at school before 8.40am.
- Breaktime duties are mandatory for teaching staff.
- Lunchtime duties are voluntary and staff will be paid for them in accordance with the school scheme.
- Senior staff to undertake end of school duties (see contents).
- If staff are ill or unable to attend school for any reason they must contact the school before 8am.
- Teaching staff are expected to set work for classes in their absence. (see absence procedure).
- If staff are absent for more than 3 days a medical certificate is required.
- All teaching staff are expected to attend meetings.
- All teaching staff and full-time support staff are expected to attend the staff briefing on the days held.
- Registers/attendance folders must be returned to the school reception area promptly after each registration.
- Staff leaving the school premises during the school day must notify the school receptionist and relevant colleagues.
- Staff must not leave valuable items, money or keys unattended.

## **ABSENCE AND COVER LESSON PROCEDURES**

Staff should inform the headteacher and seek guidance as soon as possible if they know of possible future absence. Medical appointments should normally be made outside school hours.

All staff must complete a leave of absence form, which the headteacher signs, or a self-certification medical form. In the case of illness a doctor's medical certificate is required after the fourth working day.

## **PROCEDURES AND RESPONSIBILITIES**

### **Class teacher**

1. In the case of a known absence a subject teacher or tutor in respect of PSE must ensure that appropriate and adequate work is left with the department/director of study.
2. In the case of unforeseen absence, it is the responsibility of the teacher to telephone the person responsible for cover by **8am at the latest**.
3. The absent teacher must then ensure that the department/director of study or his/her deputy is given instructions, directly, on work to be set for the classes taught during that day. **Please phone in you instructions between 8.30am and 8.50am.**
4. In exceptional circumstances only, where the director of study or other nominated person cannot be contacted, these instructions can be left with the school office. **They should not be left on the school answerphone.**

### **Department co-ordinators**

1. Wherever possible, a department co-ordinator should ensure that the cover teacher understands the work set and that he/she has established a working atmosphere at the beginning of the cover lesson.
2. All work should be returned to the department co-ordinator or his/her deputy.
3. The department co-ordinator must provide the cover teacher with a register for each class.
4. Where the department co-ordinator is his/herself ill/absent his/her deputy or a nominated alternative member of staff, for example, director of study, will take on the responsibility described above.
5. It is the responsibility of the department co-ordinator to ensure that they are aware of their staff's attendance at the start of each day. Information should be obtained from the person responsible for cover by 8.30am **at the latest**.

### **Supply or cover teacher**

1. It is the responsibility of the supply teacher, where they are taking an absent colleague's lesson for the whole day, to ensure that this work is understood for each of the two half-day sessions, at the beginning of each session.
2. Where a lesson is being covered for a double period, on a period by period basis, each colleague should 'hand over' with some explanation of the work set and the progress made by the students, either orally or through a brief written note.
3. The supply or cover teacher must complete the class subject register and ensure that this is returned to the department co-ordinator either at break, lunchtime, or at the end of the school day. If the lesson lasts for two periods it is the responsibility of the second teacher to carry out this procedure.
4. The supply cover teacher has the responsibility to ensure that, as far as possible, each student understands the work, is task focused and engaged in meaningful learning throughout the lesson. Where there are health and safety restrictions on practical subjects, 'theory' work will be set and the class engaged in learning.

In the case of any difficulty which arises a student should be sent with a brief note seeking the assistance of the department co-ordinator or his/her supply deputy.

- Contact the school before 8am.
- Teaching staff are expected to set work for classes in their absence. (see absence procedure).
- If staff are absent for more than 3 days a medical certificate is required.
- All teaching staff are expected to attend meetings.
- All teaching staff and full-time support staff are expected to attend the staff briefing on the days held.
- Registers/attendance folders must be returned to the school reception area promptly after each registration.
- Staff leaving the school premises during the school day must notify the school receptionist and relevant colleagues.
- Staff must not leave valuable items, money or keys unattended.

# **STAFF COVER SYSTEM**

## **RATIONALE**

All teaching staff are legally required to cover for absent colleagues for the first three days of absence.

## **AIMS**

A careful record of covers undertaken by each member of staff needs to be kept. The aim of the system is to achieve a balance between covers undertaken, timetable load and other responsibilities. A named member of staff will have responsibility for cover. Concerns over any perceived imbalance should be addressed to this person.

## **PROCEDURES**

Good communication is the key to a successful system. All staff **must** ensure that as much notice as possible of cover being required is given to the designated SMT member.

All staff must inform senior management team member responsible well in advance if they are unavailable to cover due to meetings, interviews, visits or other school business. If the cover arrangements have to be changed during the day staff will be informed on an individual basis.

All staff are required to check each day at 8.40am. if they have been asked to cover a class that day.

# **STAFF DEVELOPMENT POLICY**

## **RATIONALE**

This school is committed to developing the potential of all staff, both teaching and support staff, in line with the national standard *Investors in People*.

The staff development policy therefore seeks to encourage and assist **ALL** staff to develop their professional skills and expertise, to manage the process of change, to raise standards of achievement for students and promote the ethos of the school.

## **AIMS**

1. To promote an awareness of the importance of ongoing professional development, and a culture in which it is valued and encouraged in a variety of forms, amongst all staff.
2. To develop a system of needs identification through the school's appraisal process, support and supervision meetings.
3. To provide planned and systematic opportunities to promote institutional effectiveness and individual career development.
4. To enhance the quality of teaching and learning.
5. To enhance the quality of management at all levels.
6. To planned a planned induction programme for newly qualified teachers (NQTs) and all staff new to the school including Beginner Teachers.
7. To improve professional development systems, which offer value for money, are equitable and regularly monitored and reviewed through the school's development planning process.

## **RESPONSIBILITIES**

Responsibility for the overall professional development of staff lies with the headteacher. This will in part be delegated to the deputy headteacher who will have the lead management responsibility, including the school appraisal system. However, aspects of this role will be managed by other senior teachers who also have joint responsibility for the NQT, new staff induction and beginner teacher's programme.

The deputy headteacher will also work closely with the headteacher to promote training and development for support staff and governing body of the school.

Department and year co-ordinators have a vital role to play in preparing staff for INSET evaluation and communicating needs for future INSET to the deputy

headteacher. All staff are entitled to training and development within resource restraints. Department and year co-ordinators should spend a short time discussing the aims and outcomes of any INSET before it takes place. Co-ordinators must ensure that the necessary INSET request forms are completed and that evaluations and outcomes are disseminated as widely as necessary.

## **PROCEDURES**

1. Each year a development plan for staff development will be drawn up consisting of whole school development issues and targets from appraisal as well as departmental development issues. This will be drawn up in the spring term after consultation with the curriculum and pastoral teams, working parties and other groups.
2. In the first instance the school's revised development plan, in conjunction with the OFSTED Action Plan will direct the major staff development priorities.
3. All staff wishing to attend external courses, structured in-service opportunities within the school requiring cover and/or other resources, will have to complete a written request, which must be handed to the school's staff development co-ordinator at least seven days before the commencement of the course activity. This written request must be signed by either the staff development co-ordinator or the headteacher.
4. Where a member of staff is representing a department or year team, this written request must also be signed in the first instance by the appropriate curriculum co-ordinator.
5. The headteacher reserves the right to request a member of staff, who has an agreed identified weakness in an aspect of their teaching, to attend professional training or to undergo a professional development exercise.
6. Attendance on external courses during the school day or in-school based professional development also requiring cover, will be determined by the level of staff absence on a particular day. This decision will be reached by the headteacher in consultation with the deputy headteacher and the teacher responsible for staff cover. Only in very exceptional circumstances will staff be required to remain in school.
7. Every possible attempt will be made to ensure that a member of staff attending an INSET session is notified the evening before of the necessity of teaching their classes the next day, due to significant staff absence.

## **METHODS**

The school policy on staff development seeks to recognise the variety of methods available to promote staff knowledge and expertise and to seek a balance between them.

- i) **Courses out of school.** These are expensive in terms of cover, if they take place during the school day. Little benefit can often accrue to the school unless a system is constructed for sharing. It will, therefore, be a condition of attending a course at the school's expense that a short report (one side of A4) be provided on the principle areas covered by the course, to enable it to become a resource for the use of the school.
- ii) **Courses 'on site', 'workshops in house'.** The school wishes to promote this method of learning in order to develop a whole school approach or house style.
- iii) **Observing other colleagues, visiting other schools.** Observing good practice is invaluable in developing professional skills and expertise, provided that clear objectives are decided before the visit.
- iv) **'Acting Up'.** This is a very satisfying way for preparing for promotion, provided there is appropriate support to ensure that the experience is positive. This is particularly effective in conjunction with a professional portfolio.
- v) **Coaching.** This is particularly important in induction at all levels.
- vi) **Mentoring.** Supportive, ongoing relationship enhancing performance of staff at all levels.
- vii) **Professional Development Interview.** This can provide an important context for supporting professional development both through the appraisal process and through additional meetings.
- viii) **Portfolio.** A way of formalising the reflection of learning experiences. If it is done according to a standard format it can contribute to advanced qualification. It is appropriate at all levels from beginning teachers to senior management.

# **DUTY PROCEDURES**

## **Dining hall**

Duty staff in the dining hall have the responsibility to ensure the following:

- Students enter and queue in an orderly manner.

Students are requested to:

- Sit while eating their lunch.
- Clear their own plates, cutlery and debris into the waste bins provided.
- Clear up any spilt food or liquids.

## **Playground duty**

This duty involves regular monitoring of the playground.

## **Corridor duty**

The main purpose of this duty is to ensure that students are using the building properly, that is, not chasing in corridors, classrooms or toilets.

- Duty colleagues need to closely observe student behaviour in classrooms as they patrol corridors.
- Any evidence of chasing should result in a warning.

## **STAFF CODES**

It is the duty of each teacher to deliver quality lessons that maximise the learning for each student.

Each member of staff is expected to:

- To lead your class by example.
- To organise and provide a safe, stimulating and tidy environment.
- To know the names of your students and try to understand and meet their needs.
  - To treat your students and colleagues with respect. Expect courteousness, rudeness is unacceptable.
  - To follow up any incident.
- To start and end each lesson punctually, insist on the punctuality of your students.
- To start and end each lesson in an orderly fashion, leaving the room tidy.
- To insist on the wearing of school uniform.
- To maintain high standards of classroom management and to refer any student who is worthy of praise or is causing concern to your head of department/faculty.
- To ensure lessons are thoroughly prepared and follow the scheme of work.
- To set homework in line with school and faculty policies.
- To keep a register and check absences from lesson.
- To supply work for students who have an extended absence.
- To complete student assessments and reports on time and in line with school policy.
- To attend and contribute to the department/faculty meetings.