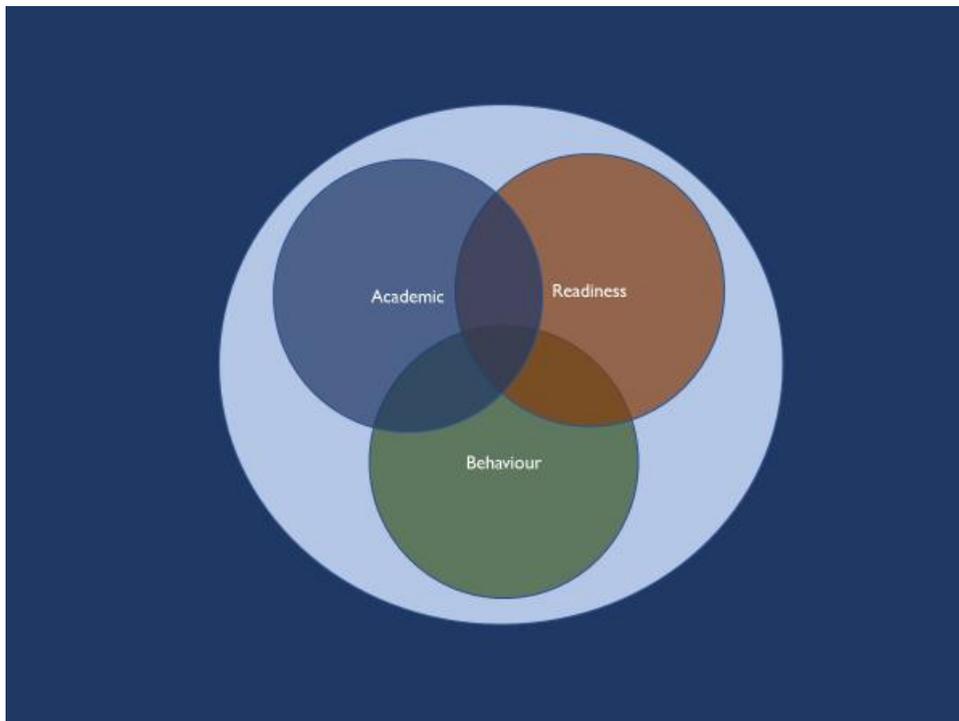# KINGSMEAD
SCHOOL & SIXTH FORM

Courage Nurture Collaboration Rigour

New Teacher Recruitment Pack

What is Kingsmead Trying to Achieve?

Our stated aim is to ensure that every student can access a university course or professional career. We aim to do this by maximising students advantages in learning, behaviour and readiness for adult life. All three of these are equally significant. The children learn what we choose to teach them and only a student who has highly effective experiences in all three can be considered a success.

That is why at Kingsmead we refer to three curricula: the academic, the behaviour and the readiness curricula. The academic curriculum is what most people think of when they think of school because it is so often broken up into subjects. Most often, over time, the other two are either implicit or put together haphazardly, but all three deserve the same level of rigour. Children must get highly effective experiences of all three and every adult must be committed to all three.

If students lack readiness, they may have the learning and the impressive behaviours, but be adrift in society. If they lack how to behave impressively, they may have the learning and plan but be judged poorly by others or achieve less in the future. If they have the plan and the behaviours - but not the academic learning - then they will fall at the first hurdle and be unable to access their next steps.

If we succeed they can then leave us with:

- The learning from subject disciplines and the academic results.
- Knows how to behave constructively and impressively and have good habits.
- A clear understanding of how society works and a plan for their place in it.

In the table below is how this has been turned into practice. The passport and personal statement parts of the Readiness Curriculum are slated to start in the 2023-2024 academic year, but the rest of the process of the Academic and Behaviour Curriculum are always being refined. If you are interested in labels, the academic approach is broadly 'traditional' and research informed, while behaviour can be broadly categorised as 'warm strict' (although not as strict as some). The Readiness Curriculum does not really have a social media label, it is just about trying to be rigorous and strategic in the experiences our children have outside of subject discipline.

Academic	Behaviour	Readiness
Subject Curricula that use the Ambition Institute 10 Principles of Curriculum Design:	**Making the school an attractive place to be part of.**	**Making sure that children are ready for each key stage through transition programs.**

Academic

Subject Curricula that use the Ambition Institute 10 Principles of Curriculum Design:

- Select the most powerful knowledge in the subject discipline.
- Use an understanding of cognitive science to ensure that knowledge is secured.
- Prioritise vocabulary, reading, writing and oracy.
- Are accessible
- Are challenging
- Are representative.

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Lesson resources that:

- Reflect the medium-term plans.
- Are collaboratively planned.
- Work backward from a clear learning intention.
- Refer to the intention and purpose of activities.
- Break into episodes, each of which have a clear purpose and can be checked.
- Anticipate the need for adaptation.

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Lesson delivery that uses research informed practice (including an understanding of Rosenshine's Principles) to:

- Review previous learning and place in the curriculum.
- Make key knowledge explicit.
- Explain, model and scaffold effectively.
- Question powerfully.
- Check all children for understanding at the end of each lesson episode and adapt.
- Lead to effective independent practice and demonstration of learning.

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Frequent (likely fortnightly) mastery and deepening sessions that:

- Reflect the specific needs of children based on a review of their books/relevant resources.
- Address literacy.
- Challenge and reteach misconceptions.
- Further deepen understanding of the curriculum.
- Lead to the review and refinement of medium-term plans.

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Summative Assessments that:

- Directly assess the cumulative learning of the curriculum.
- Lead to student, teacher, HOD and SLT reflection with consequent action planning, including reteaching and measurable impact.
- Lead to the targeted use of after-school intervention sessions for all year groups.
- Lead to the review and refinement of both medium and long-term plans.

Behaviour

Making the school an attractive place to be part of.

- Broad and balanced curriculum
- Subjects both challenging and rigorous.
- High expectations of all children.
- Valuing on human relationships and the need to provide a sense of community and belonging.
- Recruiting staff with our values and mission.
- Creating purpose with students
- Educating the whole child
- Wide variety of extra-curricular activities

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Being clear and consistent on non-negotiables and behaviour management principles.

- Clear expectations for how adults model our behaviours of kindness, formality, purpose and responsibility.
- Clear expectations of how to give instructions and correct behaviour.
- Non-negotiables:
  - Uniform
  - Punctuality
  - Equipment
  - Following Instructions

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Making the school day set the right tone for lessons.

Communicating and re-enforcing the expectations and purpose of the behaviour curriculum via:

- School environment
- Lessons
- Assemblies
- Tutorials

Have clear expectations and consistent routines for:

- Beginning and End of the day
- Lesson Transition
- Break and Lunchtime

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Ensuring clear classroom routines and consistent praise via the 7 Steps.

1. Calm
2. Entry routine
3. Episode transition (stopping and starting)
4. Exit routine
5. Narrate the Positive
6. 100% Insistence and Repeated Practice
7. Public Praise, Private Censure

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Sanctioning and Supporting

Making sure that sanctions are

- A deterrent,
- Boundaries and expectations are consistently enforced.

Ensuring that in response to repeated issues:

- Underlying patterns are recognised.
- Appropriate and effective support is put in place and tracked.

Readiness

Making sure that children are ready for each key stage through transition programs.

- Y6 into Y7, including strong relationships with feeder schools and the Stepping Stones program
- Y8/Y9 into Y10, including timetabled preparatory lessons in Y9.
- Y11 into Y12, including long-term induction over Y11 and extended induction at the beginning of the year.

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Passport that outlines possibilities and expectations for students to target.

- Stating areas of long-term careers or academic interest and chosen careers activities.
- Challenging books from subject and topic reading lists.
- Volunteering, charitable & community activities.
- Locations to visit in their own time.
- A foreign trip to target through the school.
- Food they can try.
- Sport they can engage with.

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Providing opportunities and learning through:

Character Curriculum (in 40min tutorial sessions and assemblies) that spirals upward, repeating and deepening content from Y7 to Y13.

- Reading
- Citizenship
- Safety
- Health
- Careers
- Relationships
- Equality, Diversity and Culture

Also including ad hoc preventative safeguarding sessions that may change term to term and year to year.

Enrichment that is provided both within the school day and in addition.

- Clubs from 2.45pm to 3.30pm (currently over 70)
- Trips that extend the academic curriculum, but also some that aim to give a one off experience.
- Drop Down Days five times a year.
- Duke of Edinburgh Award

Careers Activities that help students to understand future possibilities.

- One to one career mentoring across the year from the tutor.
- Access to the Unifrog platform for research.
- Work Experience Activities and Careers Fairs

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Reflecting and Retargeting

Students

- Reflect on their achievements in the passport each half-term.
- Write an annual personal statement of their non-academic achievement.

Teachers

- Assess and intervene with those that need support and challenge.
- Adjust the Readiness Curriculum experience in response to aggregate data about each cohort.

Kingsmead Expected Behaviours and Leadership Skills

Below are the behaviours expected of all adults who work in the school, followed by the prompts we use to ensure excellence of leadership. This is part of the emphasis on clarity and provides a framework for colleagues to discuss in a shared language. In the case of recruitment, it also makes clear the sort of person we are after. The behaviours are prerequisites for leadership, and every teacher is at the very least a leader of learning in their own classroom. If you are applying for a role at Kingsmead or within the school, then it is worth considering these questions.

Expected Colleague Behaviours

Behaviour	Questions
Modelling, promoting and guarding school culture and policies.	• How consistently do you follow school policies? Are there some you find harder than others? • How clearly do you communicate the purpose and value of school policies to children, colleagues and parents? • To what extent do you hold children and colleagues to account when they do not follow school policy and expectation?
Having high expectations for all, personal drive and urgency.	• How informed, organised and prepared are you for what is happening day to day, week to week, month to month? Are you on top of things and well planned? • To what extent do you demonstrate commitment to ensuring every child/colleague is successful despite their circumstances? • How high are your ambitions for yourself and your work? How much do you drive yourself and others rather than having to be driven? • How quickly do you spot problems and act? With how much initiative? How much faith do you have that impact can be made quickly by adapting and finding the right solutions? • To what extent do you deliver on time, to the highest possible standard?
Humility and focus on the children	• How much do you model putting the needs of the children as the first priority? • How much are you driven by a desire for the quality of the work as opposed to getting the credit? • To what extent will you be honest about the true quality of impact vs. trying to cherry pick and 'make a case'?
Working collaboratively and positively and flexibly.	• Do you take full personal responsibility for your role and expect others to do the same? • How much do you put being a member of the team first? What do you do to support others? • Are you someone who makes working together easier and with faith in others? Do you help to build a positive team dynamic?
Seeking a deep knowledge and understanding of best practice in the sector	• How confident are you that the way you do your job is informed by research and an understanding of the highest impact methods for doing so? How do you know? What steps do you take to make sure?
Accepting feedback and acting on it.	• To what extent do you seek and value objective feedback • How honest are you about your own areas of strength and areas of improvement?

Expected Leadership Skills and Expertise

Behaviour	Questions
Experience and knowledge of the area of leadership to be able to analyse/evaluate the situation and choose high impact actions.	• How deep is your background knowledge and experience for the role? • How fluent are you in the basic operational competencies and tasks of the role in order to be able to make space for the strategic thinking required? • How aware are you of what true excellence looks like for this area and for each of the people in your team/reporting to you? • How broad a range of approaches can you adopt in different circumstances? • How strong is your own self-awareness and emotional intelligence?
An ability to inspire and create a collaborative, positive and trusting team culture that puts impact first.	• To what extent do you communicate faith in the future and in your team by giving a clear idea of the destination and the journey that needs to be taken? • To what extent are you always the person with the highest standards in the room? • How much do you manage to ensure that people feel respected, heard and involved? • How much do you focus on narrating the positive and emphasising strengths and ongoing successes? • How much do you go out of your way to build strong one to one (professional) relationships with and between your team members?
Prioritising and managing change in a manageable and lasting fashion.	• How thoughtful and accurate are you in identifying the highest impact, lowest demand levers for change? • How well do you prioritise and order the steps taken in order to ensure success? • How well do you judge what can be achieved given the skills and resources at hand? • How creative and assertive are you in finding support and extra resource or ways of getting things done? • How good are you at setting clear targets and milestones for success and coming back to them?
Designing systems and approaches that are clear on what is 'tight' and what is 'loose' with thoughtful justification.	• To what extent do you consider the need to identify the key elements of a system that give it purpose and achieve the intended outcome? • How well do you communicate what those key elements are, why they work and what might happen if they 'mutate'? • How clearly do you identify the things that **can** be discretionary? • How much do you celebrate successful adaptations that retain the key ingredients for success?
Focus on providing extreme clarity of expectations and high quality training for your team/area.	• How much do you take the time to be as explicit as possible on what the team are expected to do and how they should do it before they are asked to do it? • How often do you repeat those messages? • How do you ensure that there is a fair share of responsibility across a team? • How do you ensure that you do not take on the responsibilities of those who report to you? • How effectively do you use time to train your team in preparation for a task, taking into account their different starting points? • How well do you manage to align that training with the ongoing development journey and immediate priorities?
Creating and ensuring little and often – consistent and rigorous - use of systems for praise, support and sharing best practice.	• Ensuring that there is a consistent, predictable and fair system for quality assuring key practice, including the 'small' things. • Ensuring that space is made to deliberately and consistently praise one another for excellent practice or improvement. • Ensuring that when practice or impact is below expectation it is always followed up and the colleague supported to improve in a timely fashion. • Ensuring that the team constantly shares best practice aligned with ongoing improvement.

Kingsmead Teacher Development

Papay and Kraft (2014) outline strong levers for teacher development.[1] They outline six and we divide them into:

- Prerequisites
- Developing capital
- Powerful Professional Development

Prerequisites

Before one even establishes the ways in which professional development can have impact, one needs to consider the context for it, and their three main prerequisite levers for this are the following.

1. Consistent order and discipline
2. School culture based on trust
3. Supportive School Leadership

Prerequisite	Kingsmead
Consistent order and discipline: the extent to which the school is a safe environment where rules are consistently enforced and administrators assist teachers in their efforts to maintain an orderly classroom	***'Pupils behave well in lessons and around the school at breaktimes. They show positive attitudes to learning and are attentive to their teachers. Teachers apply the school's behaviour policy consistently. This means that there is very little low-level disruption and pupils can focus on learning.' OFSTED 2022*** Please feel free to check the behaviour policy. It is far longer than most as it is not just a policy, but also a statement of approach that outlines how we teach children how to behave and maximise the chances of that happening. Ultimately, little positive can happen in a school unless children are clear on what is expected and everyone expects them to do it. While we serve an exceptionally deprived area (bottom 20% in the IDACI mapping) and an area that has a high prevalence of youth and violent crime, one would never know it from visiting the school. ***'Pupils feel happy and are safe. Leaders have high expectations for pupils' behaviour. Pupils are polite and courteous.' OFSTED 2022*** We work hard to create a school that children will want to feel a part of, but we also have key non-negotiables and clear routines and approaches that produce the consistency and predictability through which everyone can thrive. We have a considerable staffing and use of external agencies to support children who are struggling to cope. We have centralised our detention system to ensure certainty of sanction, but we also leave enough space for positive relationships to develop. Everyone is treated as a person.
School culture based on trust: the extent to which the school environment is characterized by mutual trust, respect, openness, and commitment to student achievement	***'Leaders have a transparent approach. The headteacher has shifted the culture to one of openness and collaboration. Teachers are confident they are valued and supported, and as a result are more able to meet students' needs.' Challenge Partners 2023*** We have been heavily influenced by the desire to move away from an adrenaline and dopamine fuelled approach to raising standards. If one is careful to recruit great people who are committed to student achievement while creating the environment in which they should flourish, then they will. The school motto of 'Practise to Perfect' applies to the adults just as much as the children. Fear of blame and recrimination is a barrier to a sense of responsibility and collaboration. Please refer to the leadership approach and expected behaviours and leadership skills documents for further details. ***'Leaders create an atmosphere of mutual trust for lasting results in improving the provision.' Challenge Partners 2023***

[1] https://scholar.harvard.edu/files/mkraft/files/kraft_papay_-_prof_env_teacher_development_eepa_full.pdf

Supportive School Leadership: *the extent to which school leaders support teachers and address their concerns about school issues*	*'Leaders are passionate about school improvement. School staff share the vision and values of leaders and governors.'* OFSTED 2022 It is hugely important to us that teachers can flag what their needs are or what the issues might be so that a response can be given, plans made together and actions be taken. This is allied with the culture of mutual trust and respect mentioned above. It was harder to achieve formally during COVID or the urgent actions that needed to be taken after, but given the culture of trust, it is easy for colleagues to flag what is going on or challenges they are facing without fearing that they will be blamed or leaders will not listen. This happens informally in every day interactions Within departments colleagues are actively encouraged to flag what the issues are. Wellbeing surveys are taken very seriously and are given comprehensive responses. Two large changes that came from them in 2021-2022 were the changes to the school day to create frequent department time for collaborative planning and the shifting of assessment windows to distribute them better across the year. In 2022-2023 we have created a staff action committee that will meet regularly across the year with a cross section of colleagues and school leaders to discuss anything that is coming up as an issue and to use as a sounding board for potential changes to school policy. What colleagues say about the school is factored in to the school development plan and they are invited to join working groups on how to approach the challenges we face. *'Leaders and governors have sought ways to engage with the views of staff, and to support staff in managing their workload.'* OFSTED 2022

Developing Professional Capital

If those three things are in place, then teachers can develop effectively. Without those three things then any teacher development will either not happen or be compromised in its depth and lasting impact.

If they are, there then it is worth starting to think about what practical steps help people get better. Taken again from Kraft and Papay are two further practical levers that create the correct environment for development to continue and professional development to land on fertile ground.

- Peer Collaboration
- Effective Teacher Evaluation

Practical Steps	Kingsmead
Peer Collaboration: *the extent to which teachers are able to collaborate to refine their teaching practices and work together to solve problems in the school;*	*'…scheduling time for curriculum development and changing the timings of the school day.'* OFSTED 2022 One of the values of the school is collaboration and with very good reason. Peer-collaboration is key to ongoing development and – incidentally – one of the most efficient ways of making the development needs based: senior leaders can spot trends over time in the practice of colleagues in a department or across the school, but never have the capacity to directly involved themselves in the practice of colleagues in a way that is direct enough or sustainable in their absence. Of course one should provide direct development where needed, but the bigger journey is - as Hargreaves and Fullan argue - a long-term approach to building professional capital (as a product of human, social and decisional capital). They suggest that school leaders '…need to know how to identify, select and connect their people' and this is what builds a culture of learning and a sustainable school with a culture of excellence. They are a bit fuzzy on the implementation (see our chosen principles below) but the notion is sound. We have moved to create more spaces in which colleagues solve problems together for themselves and hold one another accountable: frequent formal departmental time and teaching and learning communities followed by peer observations, middle and senior leadership meetings focused on horizontal conversations rather than top down expectation. More broadly, this relates back to leaders who listen and a culture of trust, It requires bracing oneself to avoid thinking in terms of weeks and months, and instead in terms of years. *'Middle leaders enjoy collaborating with one another, and some departments use part of the extra time for reading and research around their subjects.'* Challenge Partners 2023
Teacher Evaluation: *the extent to which teacher evaluation*	*'Leaders are passionate about school improvement.'* OFSTED 2022 Another value of the school is rigour, which is especially important when it comes to evaluating and improving performance. Sometimes however, organisations and their leaders mistake rigour for simply ensuring compliance to a narrow range of policies and/or in intermittent high stakes episodes.

provides meaningful feedback that helps teachers improve their instruction, and is conducted in an objective and consistent manner	Compliance to policies is of course essential and if a colleague is clearly not meeting a standard then there must be intervention. However, for the vast majority of colleagues, too much judging *their overall performance* rather than discussing their step by step *progress* is counter-productive. What a colleague needs is a discussion and direction about the manageable steps they are taking, based on a predictable, consistent and shared understanding of what makes for excellent impact. That is why we provide clear frameworks for success as a school and there is an emphasis on both instructional coaching and peer observation. ***'The renewed senior leadership team have a clear vision for the improvement of the school and have been implementing this in a systematic and reflective way. They know what is going on and are very clear about the strengths of the school and where it can become even better.'* Challenge Partners 2023**

Powerful Professional Development

If these two things are in place, on top of the general cultural pre-requisites of strong discipline, a school culture based on trust and supportive school leaders, then professional development will land.

Professional Development: the extent to which the school provides sufficient time and resources for professional development and uses them in ways that enhance teachers' instructional abilities;	***'Staff appreciate the investment the school has made in their professional development. Early career teachers feel well supported in developing their teaching skills.'* OFSTED 2022** Ultimately, once school leadership has created the perquisites for professional development to be successful, the only way it can be is if enough time is created and the way it is done is sufficiently thought through. In addition to the development in place for those at a specific moment in their career, at Kingsmead there are four main mechanisms for professional development that align with the principles of bulding professional capital above. Each of these thing aim to have four elements derived from 'What are the Characteristics of Effective Teacher Professional Development? A Systematic Review & Meta-Analysis' by Sims et al (2021)[2]

(Instil) Insight	(Motivate) Goals	(Develop) Techniques	(Embed) Practice	Outcomes
X	X	X		Revert to old habits
X	X			Knowing-Doing Gap
X				No impact
	X	X	X	Misapplication
X	X	X	X	Potential Impact

1) Whole school structures for ongoing development of knowledge and understanding (INSET days aligned to the school priorities, ongoing safeguarding training etc.) which largely serves to frame what were are doing and why.
2) Departmental time at the end of the day to develop curricula, reflect on impact and solve problems together, as well as dedicated departmental time as and when it is required by teams.
3) Teaching and Learning Communities across the year with a focus on specific elements of practice, followed by peer observation and reflection at the next meeting.
4) Incremental coaching, which is a more intense and tighter cycle of development involving close working with an excellent teacher.

Overall, our belief is that if one creates the right school environment (good discipline, culture of trust, supportive leaders) focus on elements that will lead to developing professional capital (extensive peer collaboration, effective and objective evaluation) then use forms of professional development that are coherent and reflect those values (see above) while *also* ensuring they have the elements that lead to success.

Career Specific Development

In addition, depending on the stage in their careers, their interests and needs, teachers can also engage in the following pathways, which support staff in improving their practice either in the classroom or in developing their leadership skills.

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[2] https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics

Excellent Teaching Pathway

Peer Coaching via the EFA program

Teaching and Learning Communities (9 year)

Ongoing in-house training INSET workshops

Lizzy Mansbridge - Assistant Headteacher
Mariam Rizvi - Lead Practitioner

Teach First Pathway

Training Provided by Teach First

Weekly mentoring

Angela Velasco – Lead Practitioner

ECT Pathway

Ambition Institute's ECT Platform and Training (StepLab)

Weekly (ECT1)/ biweekly (ECT 2) INSET program

Angela Velasco – Lead Practitioner

Coaching Pathway

Kingsmead Incremental Coaching Program

Mariam Rizvi - Lead Practitioner

Middle Leadership Pathway (Curriculum)

1-2-1 Leadership Coaching (2 x HT)

Leading T&L Mentoring (1 x HT)

PIXL middle leaders conferences

HCA Aspiring to Senior Leadership program

Natàlia Ribas – Deputy Headteacher

Research Pathway

Chartered College of Teaching – Certificate in Evidence-Informed Practice

NPQs (NPQH, NPQSL, NPQLL, NPQML, NPQLT, NPQTD, NPQBC)

Lizzy Mansbridge - Assistant Headteacher

Senior Leadership Pathway

Challenge Partners Training and Quality Assurance Reviews

HCA New to Senior Leadership Program

HCA Aspiring Deputy Program

HCA Aspiring Heads Program

David Medway - Headteacher

Natàlia Ribas – Deputy Headteacher

As a standalone academy we have the autonomy to develop relationships with a variety of individual organisations to develop career specific pathways. A substantial part of this is our relationship with the Harrow Collegiate Alliance, who started around many 'Outstanding' Teaching schools in Harrow and are now a group of 27 schools who pool their resources around professional development.

These organisations provide additional professional development that complements the pathways outlined above:

- The National College of Teaching
- The Harrow Collegiate Alliance teacher development programmes
- The Ambition Institute fully funded NPQs
- The Chartered College Certificate in Evidence-Informed Practice (up to 10 staff are accepted per year)
- PIXL Training
- Challenge Partners

Kingsmead's Approach to Wellbeing

Over the last five years there have been considerable steps forward in creating a culture that makes the necessary demands of teaching in an ambitious school something that is achievable. That is not about 'bolt-on' activities, but instead a holistic approach that is closely allied with the general approach to leadership (see Leadership Approach document).

In addition, practical steps that have been taken to ensure that teachers are able to focus on the quality of the curriculum, how best to deliver it and how to maximise its impact. The following are some key examples.

- Clear, consistent approaches to behaviour that makes it possible to teach effectively.
- A centralised detention system.
- The creation of specific time at the end of the day each day for departmental training, planning and curriculum development.
- Focus on ensuring effective development of the curriculum through collaborative planning and shared resources.
- Reduction of assessment points across the year and an emphasis on adaptive teaching instead.
- Removal of judgemental lesson observation, replaced with peer observation (tied into teaching and learning communities across the school year) and departmental development.
- Clear professional development pathways that focus on research-based approaches and allow ownership of one's development.
- Incremental coaching.

Overall however, the key to wellbeing is everyone being willing to be human and transparent. At Kingsmead, what you see is what you get, and everyone is moving forward from where they are. That is why the motto is 'Practise to Perfect'.

Below is the more detailed outlined principles of approach to teacher wellbeing.

Kingsmead Teacher Wellbeing Statement

We will never hide that we are an ambitious school that expects the very best experiences and opportunities for the children who come here and will always expect teachers both to meet the teaching standards and aim for routine excellence.

However, we also believe that should not be achieved at the expense of creating an excellent workplace and sense of community for colleagues. It is our responsibility to those who trust us with their working lives to make that as fruitful and meaningful an experience as we can.

Indeed, in a profession that by its nature will always place unique emotional demands, a focused, efficient and reasonable workplace is how our ambition for the children will be best realised. It will help to produce teachers who are able to be at their best.

Two key pieces of literature inform this approach.

1. DFE School Workload Toolkit
2. Kat Howard 'Stop Talking About Wellbeing'

These two pieces of literature are key because they focus on a strategic, holistic and preventative approaches to wellbeing, avoiding the tokenistic or compensatory. The former is a practical toolkit to change workload, but the latter is wider in scope.
This statement is not to be seen as a checklist of activities or compliance to list of expectations about workload. Workload should always be reasonable, but best workplaces are those that focus on the psychological experience and sense of clarity and humanity. That is not something that can be documented and is what makes one of the biggest differences to the experience of working life.

It is also not a policy in the sense that it forms part of the Code of Conduct or any other school policy. It is a document that outlines our philosophical approach as an institution.

Foundational Principles of Wellbeing

Schools are complex systems in which a lot of meaningful change takes time and draws deep on capacity. We wish we had a magic wand, but our main message about wellbeing remains the same few things.

1) Meeting the teaching standards and achieving excellence for the children is not simple, but it is what we are here for.
2) The workload in teaching is big, complex and often emotionally loaded. It simply has to be distributed across teams and spread out where possible.
3) Stress is minimised by having the pre-requisites in place: good behaviour systems, good curriculum, good resources, efficient systems and planning.
4) We have to be systematic, consistent and hold the same high standards for both one another and the children in order to minimise the likelihood of problems for one another.
5) Leadership in the school is not about doing everything oneself, it is about prioritisation, proportionate delegation and effective organisation of teams.
6) **Everyone must take shared responsibility. It is never helpful to simply say no, but it is incredibly important to have an ongoing professional dialogue about workload and feel free to collaborate on a solution.**
7) Struggling with something is not a sign of weakness, it is a sign of challenging oneself and we deserve to be supported in that.
8) When problems occur, we must seek first to understand the reasons why and focus on next steps and lessons learned.
9) Ultimately relationships matter: we are people, this is hard and we need to trust and support for one another. If you work at Kingsmead, you will be seen both as a person and as part of a community of professionals.

There are some key areas that the school needs to have clear approaches to in order not just to avoid preventable stress, but to allow everyone to flourish.

1. Relationships
2. Clarity and Efficiency
3. Planning and Marking
4. Institutional and Personal Development
5. Sense of Ownership

What follows is an outline approach to each.

1. Relationships

While there are high expectations of colleagues, we are all people first, colleagues second. Once someone is a Kingsmead colleague then they are part of a community and deserve to feel valued and protected. We want them to have:

1.1 A Sense of Safety and Protection

Aside from the basics of physical health and safety - the perception of which was considerably complicated by the recent pandemic - it is hugely important to us that colleagues feel emotionally safe at work, and that we each feel that the working environment is rational and predictable. In addition, that we embody the school motto of 'Practise to Perfect'. No one personally judged negatively according to where they are now, but they **are** supported to move forward as quickly as possible.

We aim to achieve this through having systems that make it possible.

- Foundational principles of wellbeing are used in all decision making.
- School leaders focus on producing excellence but will also work hard to ensure that the school is safeguarded against external threats e.g. funding issues or OFSTED.
- School leaders will make clear what the expectations are of a role and hold accountable according to explicit, shared criteria.
- Appraisal starts on the premise that teachers most likely deserve to progress on the pay-scale and that targets are the beginning of a conversation about effort and focus on achieving them rather than being binary success/failure.
- Lesson observation is normally peer to peer and developmental. If there is a problem, it is assumed to be something a colleague needs support with and there is patient development. It starts with the question 'What is it about the situation that has produced this outcome?' and works back to the wider schools and departmental context rather than immediately assuming it is the colleague that is the issue.
- While never avoiding accountability and holding high standards, we try to focus on praising as much as possible and giving credit.

1.2 Positive Peer to Peer and Line Manager Relationships

- Recruitment and promotion has a focus on how human and how good a fit someone is for the culture of decency in the school just as much as their expertise. This is intended to ensure the highest probability of positive relationships and cultural alignment.
- There are clarified expected behaviours of colleagues, including 'Working collaboratively, positively and flexibly.'
- Expectations of line management are made clear and expected to be consistent so that everyone is working on the same terms.
- We try to make space in the school day for colleagues to work together where possible.

1.3 Clear and Consistent Behaviour Systems That Allow Positive Relationships

- Behaviour expectations are clear and consistent across the school and everyone is held to them to support one another.
- There are clear positive approaches to behaviour in the school that makes space for teachers to develop positive relationships with students rather than just punitive.
- There is strong support staff and SLT response to behaviour issues and an expectation of basic respect.
- Behaviour Data is analysed and strategically responded to.

2. Clarity and Efficiency

Schools are large and complex and both the amount and variety of information a teacher has to deal with on an ongoing basis can be overwhelming. We aim to ensure unnecessary complexity and strain are minimised by:

2.1 Long-Term Planning and Effective Whole School Organisation

- Long, medium and short-term aims are clarified and repeatedly communicated.
- Those aims are sequenced and paced to be manageable across teams and across the school.
- Leaders and teachers are kept on track with those aims through both the line management systems and whole school reflection.
- Policies and expectations are clear and readily available.

2.2 Quality and Timing of Communication

- School systems, expectations and events are repeatedly communicated through as many channels as possible and where information can be found is signposted clearly.
- The school year is planned on predictable cycles.
- As much as possible, colleagues are provided with both the information they need to organise themselves and for them to be able to do so in good time.
- Face to face communication is preferred to email.

2.3 Quality and Frequency of Meetings

- Meetings are planned with a specific purpose in mind and with a clear purpose and agenda.
- They are kept to a minimum for what is needed to be achieved.
- They are prepared for well and chaired effectively.
- Where possible, meetings are planned in well in advance and work on a predictable cycle. If the meeting is a regular one, the agenda should be predictable.

3. Planning and Marking

These tasks take up the bulk of a teacher's time outside of the classroom. While it always remains the individual teacher's responsibility to plan and adapt lessons to be able to meet the needs of learners, as well as assess their individual learners effectively and respond, this can be done in ways that make the task clearer and the starting point simpler.

3.1 Lesson Planning and Resourcing

- Departments are expected to produce long-term and medium-term plans that make explicit what the concrete and procedural knowledge to be learned is and how progression is made across the curriculum.
- Time is made on a weekly basis for teams to plan together and departmental meetings are expected to have a reflective focus.
- There is a clear set of questions to be considered when planning a lesson.
- Teams are expected to have shared resources in place for teachers to start with when planning lessons for their class.

3.2 Focus, weight and purpose of assessment

- Assessment is focused on adaptive teaching in the classroom.
- Comment marking is not expected, but effective student response is.
- Mastery and Deepening lessons/activities are built into lessons to allow whole class feedback.
- Summative assessments are distributed across the term so as to distribute the workload.

4. Sense of Ownership

It is significant in our working lives that we both understand fully what is expected of us and have the opportunity to use our judgement to adapt it while achieving the outcomes. It also matters both that we

understand what success looks like, we are trusted and that we get the opportunity to use discretion when appropriate.

4.1 <u>Opportunity to Adapt</u>

- School systems and approaches are clarified and the focus is on the active ingredients rather than the delivery method.
- School policies relating to teaching and learning are made with the expectation that departments will need the opportunity to adapt for their context.
- It is made clear what is 'tight' and what is 'loose' so that both teachers and teams feel able to adapt to meet their needs.

4.2 <u>Opportunity to Influence at Department and Whole School Level</u>

- Practise to Perfect is the school motto, so where possible and appropriate teachers are asked to contribute to both whole school and departmental approaches in advance of any change but also on an ongoing basis.
- There are formal and predictable methods for consultation both on school policies and strategic direction and feedback is actively sought as part of the development process.

4.3 <u>Protection from Pressures of Inspection</u>

- OFSTED will not drive the agenda of the school and no colleague will be asked to do anything purely for their benefit. This is a school that knows what it is aiming for and is driving to achieve it.

5. Effective Personal and Institutional Development

It is essential that everyone who works in the school can see a sense of direction and progress, both for themselves and the school. Even a beautiful, well organised and collaborative environment that is standing still can be stultifying. There is nothing worse that coming to work every day simply to do the same thing over again and again for the sake of it and feel it is all going nowhere or backward. Equally, that the steps to be taken on the journey should be clear and an end destination in mind.
It should also be that systems focus on supporting colleagues to develop based on the belief that they will want to rather than on the need to use high stakes judgement to motivate them.

5.1 <u>Change Management</u>

- Change will fit into a long-term plan for improvement.
- Improvement planning uses the EEF implementation cycle assess the scale of required change and best steps.
- The rationale behind the change will be clearly explained and the plan for implementation consulted on.
- The implications for groups of teachers within the school will be considered when assessing feasibility.

5.2 <u>Quality of Professional Development</u>

- It matters that it is clear what is expected of people in their role, that they are given training to achieve it and/or to build on their existing skills.
- In addition to the whole school priorities for improvement, there will be departmental aims and personal objectives. Each will be tracked and progress celebrated.
- Teacher development will align with the school approach, but also allow for reflection and individual adaptation.
- Professional development will be in place for all stages of one's career and be informed by the latest research and benchmarked against excellence in the profession.

5.3 <u>Lesson Observation</u>

Unless due to the need to provide support or any more formal a process, observation of lessons is used in a low stakes way and peer to peer informal observation is encouraged so that teachers feel observation is a normal part of professional life.

Job Description: Teacher

The Role

Work with the Curriculum team to:

- Continue to develop and implement a rigorous and ambitious curriculum which enables the highest level of pupil progress and attainment across all key stages.
- Develop your subject knowledge and professional practice to ensure consistently high standards of teaching.
- Ensure that the needs of the students are met in all your classes and that they are progressing by learning more and being able to do more of the planned curriculum.
- Ensure the highest possible levels of attainment and progress in summative assessments (both internal and external)
- Intervene with students where needed using the time set aside within the school day.

As a member of the staff body, work with all staff to:

- Safeguard students
- Teach students the highest standards of behaviour in consistency with the school ethos and policies.
- Ensure that children are effectively prepared through their experience of the readiness curriculum in tutorials, enrichment and other school provision.

Academic Curriculum

- Actively develop and enhance your own subject knowledge, taking advantage of all opportunities to do so.
- With direction from your subject leaders, and within the context of the academy's curriculum, plan and prepare high quality long-term and medium-term plans.
- Teach the departmental curriculum
- Plan lessons (and learning episodes within the lesson) and assess and respond frequently during the lessons.
- Actively adapt for students in your classes, and work closely with SEN staff.
- Teach engaging and effective lessons that motivate, inspire and lead to rapid and sustained progress for all students.
- Ensure that students make progress at least in line with school expectations.
- Ensure students' exercise books/folders for your classes are well presented and organised.
- Use regular and frequent assessment (during lessons, via mastery and deepening lessons and in response to summative assessments) to set targets for students, monitor progress and address gaps in their understanding.
- Provide regular and high-quality marking and feedback to students, in line with department policies.
- Maintain accurate student data and use this to inform lesson planning.
- Ensure the regular setting and consistent completion of homework/independent learning.
- Produce/contribute to written assessments, reports and references relating to individuals and groups of students

Behaviour Curriculum

- Model to and teach students formal, responsible, purposeful and kind behaviour by implementing the school's behaviour policy at all times.
- Track and intervene with students if there are challenges with their punctuality, attendance of behaviour.
- Maintain regular and productive communication with students, parents and carers, to report on progress, sanctions and rewards and all other communications.

Readiness Curriculum

- Work with students in your role as a tutor to ensure that they learn the character curriculum.
- Mentor and develop students' understanding of the world and their potential place in it.
- Develop subject based and/or wider enrichment activities within the post-academic slot of the school day.

Other

- Undertake other various responsibilities linked to your role as a teacher and form tutor, as directed by your line manager or the Headteacher.

All teachers are expected to meet the Teaching Standards. No job description can be fully comprehensive and from time to time the successful candidate may have to undertake other professional duties as directed by the Headteacher.