



Class Teacher (EYFS/KS1/KS2)

Application Pack



Limitless learning; infinite possibilities



Contents

Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust.....	3
Letter from Aaron Wanford, Headteacher, Green Ridge Primary Academy	4
Our Cornerstones and Touchstones	5
The role	6
The application.....	8
Safeguarding, Safer Recruitment and Data Protection.....	9
Job Description.....	10
Person Specification.....	13

Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust

Dear Candidate,

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Sir Steve Lancashire

Chief Executive, REAch2 Academy Trust



Letter from Aaron Wanford, Headteacher, Green Ridge Primary Academy

Dear Candidate,

I am delighted that you have expressed interest in the post of Class Teacher (EYFS/KS1/KS2) at our new academy.

Overview

Are you a teacher who believes in learning without limits? Do you want the opportunity to be part of a unique team to establish a brand-new academy from scratch? Are you passionate that all children deserve the very best learning opportunities? If so, we would love to hear from you! At Green Ridge Primary Academy, we are looking for a Class Teacher, ideally for Early Years and Key Stage One, but are open to candidates who are also skilled within Key Stage Two. We would especially like to hear from you if you are an experienced Nursery teacher or have a particular interest in teaching this age-group as part of our pre-school. Ultimately, we are looking for someone who is up for a challenge and wants to get stuck in with all aspects of our academy life!



About us

Green Ridge Academy is a new primary school built on Berryfields, which opened in September 2017 in temporary accommodation on the site of the permanent building. The permanent school building opened in September 2018. In September 2022, the academy will be two-form entry from Nursery through to Year Five, and with a single class in Year Six. The school will continue to grow over the next year or so, taking children from aged 2-11. The school will initially have a capacity for over 450 children but is being built with the additional capacity to extend to a three-form entry school with just over 650 children.

The academy is now looking to appoint additional class teachers to join us for the next academic year as we continue to expand and to be part of the unique opportunity to build and grow the school from its infancy. There is no doubt about it, setting up the academy from scratch takes vision, dedication and hard work, but being part of that exciting and rare journey will be very rewarding to see the academy take shape over the next few years. To see more information about the school, including design plans of the school, please visit our website www.greenridgeacademy.co.uk.

Aaron Wanford

Headteacher, Green Ridge Primary Academy

Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the 'possible' in people as well as the 'actual'. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

Inspiration breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don't make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. **You can learn more about REAch2 at our website: www.reach2.org**



The role

Class Teacher (EYFS/KS1/KS2) at Green Ridge Primary Academy

The role of the Class Teacher is central to the success of Green Ridge and is a position which has a direct impact on the outstanding learning opportunities provided to the pupils.

All the Class Teachers at Green Ridge are line-managed by the Assistant Headteacher or Phase Leader for their phase. Class Teachers are responsible for the day-to-day teaching and learning provision for all children in their class, including those with Special Educational Needs, English as an Additional Language, those more-able learners and those eligible for the Pupil Premium Grant. You will receive coaching and mentoring from experienced leaders in the academy to ensure that you are supported in all aspects of what you do.

Therefore, we welcome applications from experienced teachers as well as those Early Careers Teachers (ECTs).

All teachers will receive 10% Planning, Preparation and Assessment (PPA) time each week, in addition to release time for ECTs or Subject Leadership. Whatever your teaching background, we would love to hear from you!

At Green Ridge, we rightly pride ourselves on the high expectations we place on the academic achievements and behaviour of all children, whatever their need, as well as a broad, diverse and engaging creative curriculum which underpins all that we do. Green Ridge is an inclusive setting, valuing all children's achievements, ensuring that each child is given every opportunity to meet their full potential. There is no doubt that Green Ridge is an exciting place to be – for children, staff, parents and the local community!

As a Class Teacher, you will be passionate about ensuring the best outcomes for children and giving them every opportunity to succeed, whatever their barriers may be. Green Ridge is an academy where every child is respected and treated as an individual, with no limits placed on their learning – just opportunities to continually improve with a Growth Mindset approach. We do not 'label' children or group them by perceived 'ability'; we will instead give all children equal opportunities to challenge themselves through the range of tasks and activities presented to them – empowering children to take ownership and responsibility for their own learning.

What we're looking for

We are looking for good and outstanding classroom practitioners within Early Years and Key Stage One but are open to candidates who are skilled within Key Stage Two too. However, we do ask that staff who apply are flexible in where they teach, particularly as the academy grows. We want staff who want to try something different and not be compound to one year-group for their teaching lives!

We want someone who has:

- The motivation to achieve the very best for the children in our care and be relentless in the pursuit of excellence
- Excellent inter-personal skills
- Experience as an effective good and outstanding classroom teacher
- Excellent communication skills and a good sense of humour
- Good organisational skills
- Creativity which drives all aspects of teaching and learning.

In return we can offer:

- A firm commitment to you and your professional development
- Friendly, supportive, enthusiastic and hardworking colleagues, staff and Governors
- A growing learning community
- Encouragement to develop new ideas and the opportunity to make a real difference
- Coaching and mentoring from the academy's experienced Leadership Team
- Fantastic trust-wide CPD opportunities
- Vast opportunities for career progression

The application

In applying for this post, you are required to submit:

- A completed REAch2 Academy Trust application form (found with this application pack) which refers to the Person Specification form; and
- A supporting letter of application; not to exceed two sides of A4

The person specification contains the criteria that the selection panel will use in the selection process. In addition, the panel will place considerable emphasis on your supporting letter, which should not exceed two sides of A4.

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust's online [Equality & Diversity Monitoring Form](#) separately.

Green Ridge Primary Academy has a rigorous Safeguarding policy and is committed to the welfare of every child. Consequently, all short-listed candidates will be asked for two references before interview, and these could be followed up with a verbal discussion with your referee. If successful, your enhanced DBS check will be carried out irrespective of any previous checks and a Disqualification Declaration form will also be required. Candidates will be expected to self-disclose information to us should there be any current or historical convictions, hearings or allegations. If this is relevant to you then please write to the Headteacher prior to interview about this, marking the envelope private and confidential.

We hope you will take the time to find out more about our new academy and experience our warm welcome. For further information about the role, or to arrange an informal discussion or come and take a look around with the Headteacher, please contact Lauren Curtis-Cross, Executive Assistant to the Senior Leadership Team at admin@greenridgeacademy.co.uk or telephone 01296 326320 in the first instance.

The application process and timetable

Application deadline:	Wednesday, 26 th January 2022
School visits:	Via pre-arranged negotiation
Interviews:	Likely w/c 31-January 2022
Contract details:	Permanent,
Working hours	Full-time (part-time would be considered if another suitable candidate was able to complement the part-time working hours)
Salary:	Main or Upper Pay Scale (depending on experience/skills)
Start date:	1 st September 2022

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

Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that academies and academy personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all of our pupils.

We have a principle of open competition in our approach to recruitment and will seek to recruit the best applicant for the job. The recruitment and selection process aims to ensure the identification of the person best suited to the job based on the applicant's abilities, qualifications, experience and merit as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely, and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system after six months from notifying unsuccessful candidates, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your details will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](#).

Job Description

Post: Class Teacher

Salary: Main or Upper Pay Scale

Responsible to: Phase Leader or Assistant Headteacher

Core Purpose

To deliver high quality teaching and learning to pupils who are assigned to the post-holder.

Accountability

Class teachers are directly responsible and accountable to the Headteacher, and in his absence, the Deputy Headteacher.

Main Duties

All teachers work within the statutory conditions of employment set out in the current School Teachers' Pay and Conditions Document. The duties listed below are not, therefore, an exhaustive list of what is required.

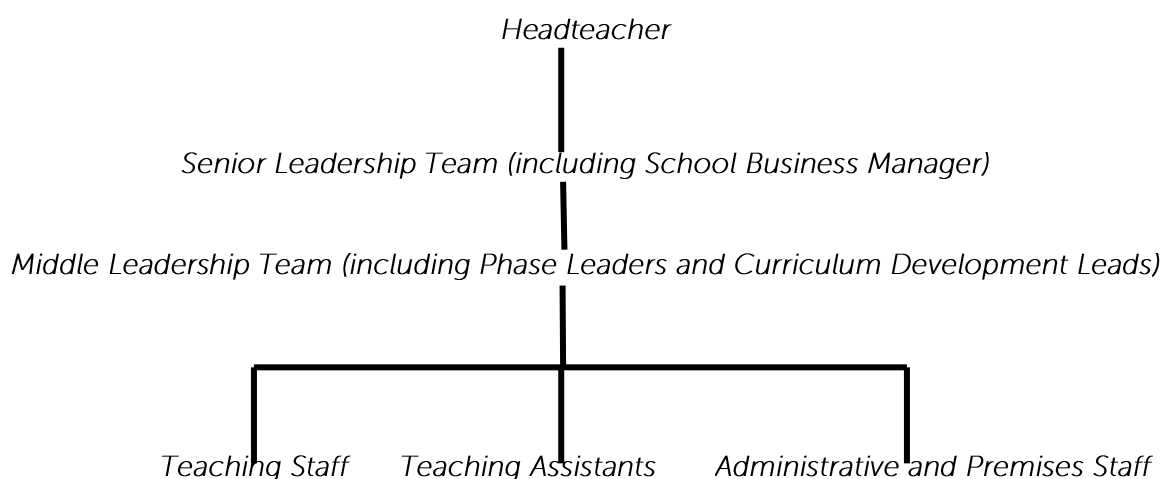
- Be responsible for the quality of teaching and learning of all pupils who are assigned to the post-holder.
- Contribute to a positive ethos in which **all pupils** have access to a broad, balanced and relevant curriculum.
- Supervise the work of any support staff, including higher level teaching assistants and support teachers, who are assigned to work with the post-holder's pupils.
- Provide leadership across the school in a designated subject or curriculum area (except Early Careers Teachers in their first year), which will include:
 - i) monitoring quality and standards
 - ii) contributing to school planning and self-evaluation
 - iii) providing professional support to other teachers and support staff
 - iv) advising the headteacher on appropriate resources and materials
 - v) leading appropriate professional development.

Essential Activities

- To plan, prepare, organise, monitor and evaluate programmes of work and methods of record keeping.
- To provide an exciting, challenging, welcoming, secure and varied learning environment with opportunities to engage in individual and group problem-solving wherever appropriate, in a cross-curricular way, using a variety of teaching approaches and activities to suit learner's different learning styles.
- To teach the children according to their individual educational and developmental needs.
- To have regard for children with learning difficulties, working closely with the academy's SENCo and Designated Safeguarding Lead for child protection.
- To promote the diversity of our academy community.
- To assess and report on the development, progress and attainment of learners.
- Analyse and interpret relevant school, local and national data relating to their own class and advise the Phase Leader and SLT on the level of resources required to maximise achievement.

- To support and promote continuity and experience in learning.
- To be responsible for the welfare of the children in your own class in particular and the whole school generally.
- To encourage children to be self-motivated and take a pride in themselves, their achievements, and those of their peers.
- To support the academy's Behaviour Policy at all times.
- To be familiar with new initiatives.
- To ensure files and records are available at all times in school and submitted for monitoring when required.
- To work as part of a cohesive team.
- To direct and monitor the work of other adults within the classroom team.
- To bear constantly in mind our agreed aims, Academy Development Plan, policies and classroom code of practice in all planning and activities.
- To keep a tidy and well-organised classroom environment.
- To welcome visitors into your classroom.
- To ensure that your physical areas of responsibility are well cared for, and well maintained.
- To take part in regular INSET and continuing professional development (as necessary)
- To attend weekly staff professional development meetings (PDMs) and phase meetings.
- To take part in Performance Appraisal according to academy policy.
- To be responsible for curriculum areas throughout the academy as necessary depending on experience.
- To carry out any other reasonable duties which may be required by the Headteacher which are within the terms of the contract.

Organisation Chart



Supervision

The jobholder is managed by the Phase Leader/Assistant Headteacher for their phase.

The jobholder oversees the day-to-day direction and management of support staff that they work with.

Job Context

The school welcomes teachers of high professional standard and shares the responsibility with each teacher for continual review and the development of expertise.

All teachers make a valuable contribution to the school's development and, therefore, to the progress of all pupils. All teachers except those who are Early Careers Teachers, will have a lead responsibility for a curriculum area across the whole school and will be supported in that role by their line manager.

For Early Careers Teachers, subject leadership will be taken by his/her line manager during the first year of employment at the school.

Teachers in the upper pay scale can be expected to make a particular contribution to building team commitment in line with the statutory requirement to meet threshold standards.

In particular, teachers at UP3 will:

- provide a role model for professional practice in the school
- make a distinctive contribution compared with other teachers
- contribute effectively to the wider team.

Communication

- Headteacher
- SLT and Phase Leaders
- Governors
- All staff within academy
- Parents, children and families
- Visiting professionals
- Members of the local community

Job Entitlements

- 10% release time for Planning, Preparation and Assessment.
- Access to training and staff development according to personal development needs and the needs of the academy
- High quality whole-school INSET
- Annual Performance Appraisal and reviews

Additional Information

The jobholder is required to contribute to and support the overall aims and ethos of the academy.

All staff are required to participate in training and other learning activities, and in performance management and development, as required by the school's policies and practice.

Review of Duties

The specific duties attached to any member of staff are subject to annual review and may, after discussion, be changed. The post-holder is expected to perform reasonable duties requested by the Headteacher from time to time, commensurate with experience, role and salary.

Person Specification

Criteria	Essential (for the job)	DESIRABLE (for development)
Qualifications	- Qualified Teacher Status (QTS) – may be pending - Degree or equivalent	Evidence of additional qualifications suitable to teaching role
Experience	Teaching or placements within the primary age phase	- Experience of teaching or placements in different phases - Subject Leadership experience in the primary phase - Experience of communicating effectively with parents and carers - The willingness and ability to move between key stages EYFS/KS1/KS2 if required
Knowledge and understanding	- The monitoring, assessment for learning, recording and reporting of pupils' progress - The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) - The National Curriculum and/or Early Years Foundation Stage Curriculum - Knowledge of the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Child Protection - The positive links necessary within school and with all its stakeholders - A range of effective teaching and learning styles	Experience of implementing creative cross curricular teaching
Skills and Ability	- Be able to demonstrate good or outstanding classroom practice and articulate what constitutes effective teaching and learning - Promote the school's aims positively, and use effective strategies to monitor motivation and morale - Good communication - Ability to work effectively as part of a team of staff.	- Commitment to extra-curricular activities - Create a happy, challenging and effective learning environment - Knowledge of the use of iPads and other wireless technology to enhance learning - Be able to lead a core subject area of the curriculum across the school through subject leadership

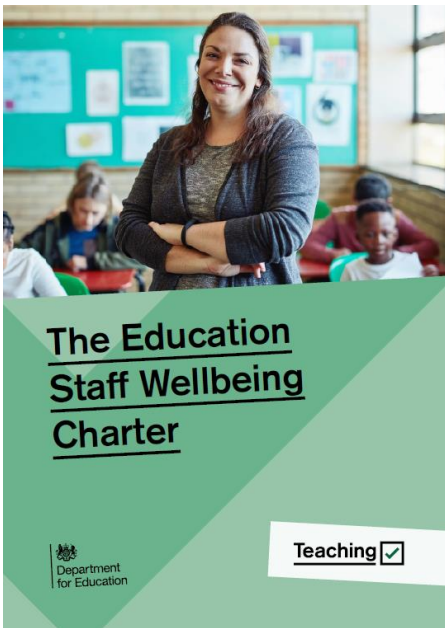
	• Ability to inspire, lead and motivate children and staff • Good organisational and time-management skill • Demonstrate a positive and professional attitude at all times • Establish and develop close relationships with parents, governors and the community • Experience of using an interactive whiteboard and ICT applications to enhance learning • Promote and deliver the academy's values and ethos	
Personal Qualities	• A team player • Approachable • Committed • Good interpersonal skills	
Safeguarding	• Evidence of being proactive in child protection issues and having strong commitment to protecting children	• Understands legislation and guidance on keeping children and members of the school community safe

Wellbeing Charter

Supporting staff wellbeing and workload at Green Ridge Primary Academy

PRINCIPLES BEHIND OUR WORKLOAD AND WELL-BEING STRATEGY:

1. **Staff are our most precious resource.** Happy and successful staff make for happy and successful pupils.
2. **Building a positive working environment is crucial.**
3. **Create and maintain slick systems that allow leaders to lead, teacher to teach and pupils to learn.**
4. **There is too much faffing about in schools.** Work hard, smart and fast, not longer or procrastinating.
5. **We are all aware of workload, consider this in any new initiatives,** and regularly review how to streamline systems and processes so they take less time.



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

We have made the following organisational commitments:

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

Wellbeing (n)

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

Teaching and learning, planning and curriculum

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

Behaviour and Pastoral Support

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

Professional Development

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

Assessment, feedback and reporting to parents

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

Communications and Meetings

1. Meetings are on the calendar from the start of term, so they can be planned for.
2. We aim for all agenda and handouts to be published in advance, so time can be spent on discussion, clarification and decision making.
3. We want meetings to focus on teaching and learning and strategy, not admin. They should finish on time and are not needless.
4. Where a meeting can be avoided (e.g. through having a quick discussion or sending a brief email), this is recommended practice.
5. We clearly identify when staff are required to attend after school events (such as PTA events), and minimise the number of staff expected.
6. No elephants in the room. Regular opportunities given to staff to give critical feedback to the Headteacher about what's going well and what is not. We talk about and acknowledge challenges and where we can do better
7. Email/Teams etiquette is promoted:
 - We use specific email addresses or Teams groups, not 'All Staff' email, to cut down on irrelevant emails clogging up inboxes.
 - Staff are not expected to answer or send emails outside standard working hours.
 - Staff are discouraged from reading or sending email on their phones, at least in the evenings and weekends.

Working hard, playing hard

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

17. Identification of pinch points during the year and consideration of this when creating the yearly calendar.
18. Pre-planned and published calendar so that staff can plan in advance.
19. To allow teachers time to prepare lessons and resources, support staff supervise all break and lunch time duties.
20. There is no expectation for staff to answer out of hours emails and guidance has been issued to support staff in dealing with communication via email. The use of mobile phones to pick up emails is discouraged.
21. We are constantly streamlining all systems and processes, so they take less time.
22. No tick box culture – never do anything if it's not going to make a difference.
23. We regularly survey staff to get their honest opinions about how to improve.
24. A culture of peer-to-peer praise (thank you cards, letters, small acts of kindness).
25. We have a 'secret pals' scheme which encourages staff who wish to participate in giving or demonstrating small acts of kindness regularly to a nominated member of staff.
26. Regular staff social events out-of-school.
27. Seasonal events for everyone to show their less serious sides (for example, World Book Day, Christmas jumpers, staff pantomime, themed non-uniform days, etc.).
28. If something new is introduced, we strive to take something old away.
29. Open-door Senior Leadership – no concern is ever too small.
30. We provide a staff shower and lockers for support staff (teachers have lockable classroom cupboards).
31. All staff have access to "Employee Assistance" – a free phone line for information, support and counselling.
32. Every member of staff, regardless of hours they work, is entitled to a well-being day each year for them to use as they wish.
33. Leave is given for unavoidable medical appointments and time made up at a line manager's discretion.

- 34. We hold back-to-work interviews after an absence, to ensure returners are supported.
- 35. We ask staff regularly for their preferences on different aspects of life at Green Ridge.
- 36. Little Ridges nursery discounted heavily for staff.
- 37. We endeavour to put on school-run clubs across the week so that staff pupils can attend for free, allowing staff to have free childcare whilst they continue working. We allow staff children to come into school and stay at school before the start of the day and at the end, to ensure that staff do not feel rushed in having to leave or find alternative childcare providers and associated costs.
- 38. There are no prizes for looking busy or staying late - work in a way that suits you and make sure you make time for yourself and your family.