



Head of PE

Desborough College, Maidenhead, Berkshire  
Candidate Application Pack



# Contents

Thank you for your interest in our Head of PE position at Desborough College within Pioneer Educational Trust.

This pack contains:

- Details about Pioneer Educational Trust
- Details about Desborough College School
- Details about the department
- The job description and person specification
- Benefits of working at the Trust

We hope that you find the pack informative and useful. If you do have any further questions, then please contact Mrs Bhamini Lynn, HR Manager:

[recruitment@pioneereducationaltrust.org.uk](mailto:recruitment@pioneereducationaltrust.org.uk)

You can also visit our school's website at:

[www.desborough.org.uk](http://www.desborough.org.uk) or the Trust's website at: [www.pioneereducationaltrust.org.uk](http://www.pioneereducationaltrust.org.uk)



# An introduction to Pioneer Educational Trust

Welcome to Pioneer Educational Trust. As CEO, I am proud to lead our family of schools and would like here to provide you with a short history of our organisation, our school improvement model and our ambitions for the future.

## Our journey

Pioneer Educational Trust is a small multi-academy trust in Berkshire serving children and young people aged 3 to 18.

Pioneer Educational Trust (then Upton Court Educational Trust) was first established in January 2014 when Upton Court Grammar School in Slough sponsored Foxborough Primary School. Foxborough Primary School had, in June 2013, been put in special measures by Ofsted. In November 2016, Trevelyan Middle School joined our MAT. Following a school improvement journey in both schools Foxborough Primary School was judged as a Good school by Ofsted in May 2019 and Trevelyan Middle School judged Good with Outstanding for Behaviour and Attitudes and Personal Development in October 2019 following twenty years of Requires Improvement judgements. Upton Court Grammar School continues to be an 'outstanding' school delivering an education that places its outcomes in the top schools in the country. In April 2023, Desborough College, a boys' school in Maidenhead, joined our family of schools.

We are incredibly proud of our schools' achievements and the strong relationships that exist between them.

*"Trustees of the multi-academy trust (MAT) have a clear vision for the school. They work closely with governors and leaders to ensure that teachers' workload is manageable. Leaders enable subject leaders and teachers to work with others from across the trust to develop expertise. The chief executive officers of the MAT support leaders well to ensure that high standards are maintained."* (Ofsted report, Nov 2019, Trevelyan Middle School)

*"The MAT has played an instrumental role in supporting the school's improvement. The MAT has also wisely given the well-being and professional development of staff a high priority. This has helped to stabilise staffing after a period of some turbulence. Collaborative working with other schools within the MAT, and the provision of high-quality professional training and support, have led to sustained improvement."* (Ofsted report, May 2019, Foxborough Primary School)

## Who are we?

We are a values-led, evidence-informed organisation that acts in line with our commitment to provide all pupils with equal access to an exceptional education. Consciously liberating through the power of education and celebrating diversity informs all that we do - our schools are diverse learning communities with their own unique contexts and needs, which we celebrate and draw strength from.

## Right mission, right vision, right values

### Mission

We invest intelligently, inspire collaboration and pioneer so that all learners in our family of schools have equal access to an exceptional education that consciously liberates.

### Vision



#### Exceptional education for all

Every school within Pioneer Educational Trust will provide an exceptional education to all children and young people. This means preparing children and young people to thrive at intrapersonal, interpersonal, societal and global levels. Through an exceptional curriculum, strong pastoral systems and meaningful personal development, our learners' experience will be relational, empowering and consciously liberating.



#### Employer of choice

Pioneer will continue to be the employer of choice as a result of its commitment to professional development for all colleagues, a positive and enriching working environment and outstanding leadership development opportunities underpinned by the dynamics of Pioneering Leadership. Coupled with a systematic approach to school improvement, the trust will provide an enabling environment that supports and challenges all to flourish and be fulfilled.



## Leading ethically in service to others

Our community will be knowledgeable and empowered taking principled action in service to others. As such, we will continue to lead ethically demonstrating a commitment to outward-facing work with our local, national and international educational communities.

## Values

- pioneer
- inspire collaboration
- invest intelligently
- consciously liberate

Pioneer seeks to shape the educational landscape and is unapologetic in promoting its core aims widely.

## Our 'three peaks'

Pioneer Educational Trust has three strategic priorities to deliver our commitment to Pioneer Quality (a high quality and inclusive education for all), Pioneer Community (cultural and structural integration of schools founded on a model of co-construction and evolution) and Pioneer Impact (growth and knowledge exchange within and beyond our family of schools).



## Investing intelligently

We invest in our workforce so that, in turn, the workforce invests in our learners. We seek to add value, not just act as another layer of monitoring and accountability. As such, our school improvement model is underpinned by a commitment to: inspire collaboration within, between and beyond its schools; provide exceptional system leadership; and, deliver wide-ranging, high-quality professional development opportunities that enable all colleagues to grow professionally and personally. Our systems for monitoring and accountability are both humane and robust; they ensure that high standards are set and maintained, and treat professionals as professionals. We adopt a coaching 'way of being' and apply the principles of vertical leadership development through our policies, procedures and practices.



#### Our school improvement model is based on four facets:

- Our **pioneering model for excellence in CPDL** is underpinned by the Trust's four values Providing excellent CPDL is at the heart of our school improvement model and we aim to provide personalised, meaningful, high-quality growth opportunities for all.
- Pioneer's **10 WorkWell Pledges** seek to reduce unnecessary workload and promote staff wellbeing. We believe in treating our colleagues as professional adults who are encouraged to make positive choices in identifying how to manage their workload, how to achieve work-life balance and how to support their own wellbeing.
- Pioneer believes firmly in the power of collaboration and partnership working enabling all colleagues to contribute meaningfully to school improvement. Our approach to school-to-school collaboration and system leadership enables engage to work constructively and productively in partnership with one another and drive school improvement in all its guises.
- Pioneer sees itself as providing more than just another layer of accountability. Our systems for quality assurance and peer review are both humane and robust, ensuring that high standards are set and maintained and that professionals are treated as professionals.

### Continuing professional development

Pioneer Educational Trust aims to be the employer of choice as a result of its commitment to professional development for all staff, a positive and enriching working environment and outstanding leadership development opportunities. We invest heavily in professional development for all colleagues and seek to provide the 'proper conditions' through which 'unimagined resources of creative human energy'<sup>1</sup> can be released strengthening the culture of self-responsibility<sup>2</sup>. Key components of our CPDL model include:

- Our **appraisal** policy that provides a lynchpin to other structures and systems, including our QA / QI model, programme of CPDL, etc. Through rebalancing appraisal on development rather than accountability and applying a coaching approach, we create a deliberately developmental organization in which all can thrive.
- **CPDL Wednesday**. From September 2019, the school day at all Pioneer schools was changed to finish one hour early each Wednesday providing departments and teams with increased opportunity for collaboration and professional development.
- **QI entitlement**. Our QA system is complemented by personalised and bespoke development opportunities for every member of staff including an 'entitlement' to Quality Improvement the purpose of which is to provide teachers, TAs and HLTAs with the opportunity to engage in coaching, reflect on and debate the ways they teach, and feel deeply involved in their own professional learning.

### What we offer

Pioneer Educational Trust provides a number of operational services to each of our academies. Managed centrally by our Central Team, these services are designed to help ensure the smooth running and operation of each of our academies. These services include Estates, Health & Safety, Finance, IT and HR. Centralising core operational functions allows the leaders in our academies to focus on the teaching and learning environment, all the while knowing that there is team of specialists on hand to support and lead with the 'back-office' functions. Sharing these services across our Trust provides financial security for our schools and while the CFO has the overview of all financial matters and is expected to provide savings through procurement, income generation and efficiency, at local level, schools still make decisions about how they spend their own budget.

### Where next?

This is an incredibly exciting time to be joining our trust! We know that there is unimagined resources of creative human energy in our schools and are, therefore, focused on creating the conditions for this to be released. This means embedding a culture which:

<sup>1</sup> Douglas McGregor, 'The Human Side of Enterprise', Leadership and Motivation, Essays of Douglas McGregor, 2, no.1 (1966), pp.6-15

<sup>2</sup> John Campbell and Christian van Nieuwerburgh, The Leader's Guide to Coaching in Schools: Creating Conditions for Effective Learning, (London: SAGE Publications Ltd., 2018).



- creates opportunities for collaborative ‘big conversations’ that continually **evolve** our approach so as to change society;
- is **cohesively diverse** – a culture in which all schools are equal partners and appreciates and celebrates diversity;
- is **strategically developmental** empowering the individual by creating the conditions for individuals to enact their personal agency unleashing their full potential ;
- **drives excellence** by trusting colleagues as professionals and effectively balances accountability and developmental .

As a trust, we have courage to question and organise for complexity. We are passionate, restless and innovative embracing heat experiences, colliding perspectives and opportunities for elevated sensemaking.

If you believe in driving equality, usualising diversity and championing inclusion, if you want to challenge socio-economic disadvantage and make a lasting difference to our community, if you believe in the power of collaboration and seek to invest in your own and other’s continuing professional growth, then Pioneer Educational Trust may very well be the trust for you.



Antonia Spinks  
Chief Executive Officer  
Pioneer Educational Trust

## An introduction to Desborough College



### DESBOROUGH COLLEGE

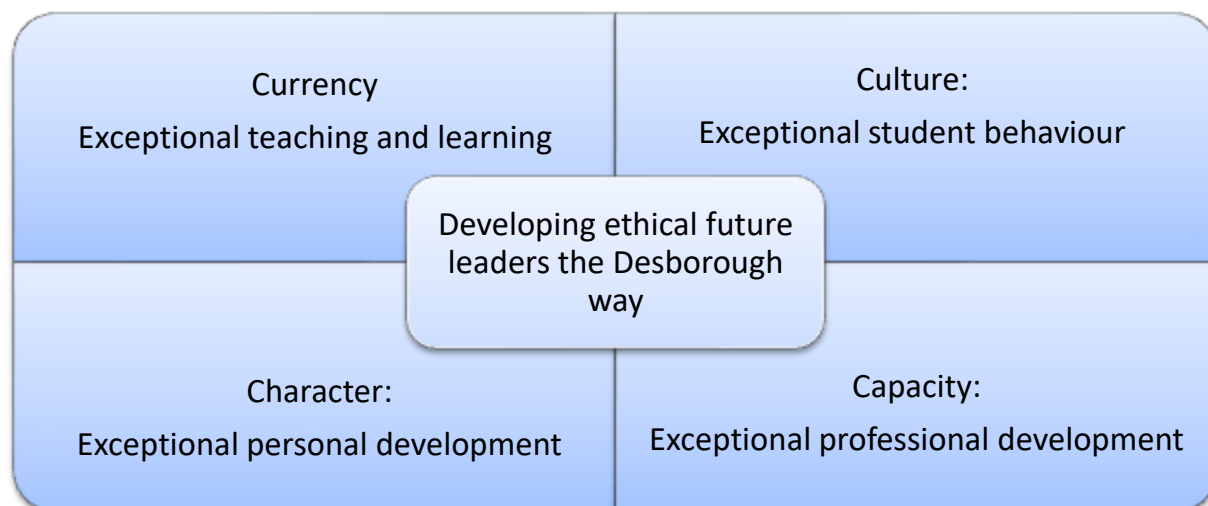
#### Developing ethical future leaders the Desborough way

Welcome to Desborough College and our thriving school community. Whilst we have a mixed sixth form, we are proud that ours is an all-boys comprehensive school from 11-18 years of age.

We believe that every single student is capable of achieving and exceeding their potential and that this will be achieved through a broad and ambitious curriculum. We understand that children have different needs and different start points but we know that, through high-quality teaching and support, barriers to learning can be overcome. Desborough is an inclusive community where all students, staff and stakeholders are valued. We believe that in forming positive relationships, based on kindness and respect, we will create a climate for learning where staff and students will excel.

Our vision is to 'develop ethical future leaders the Desborough Way'. We aim to prepare our students for life and equip them with the knowledge, skills and personal attributes that will enable them to thrive in their futures.

The way we do it here, the Desborough way, is as follows.



#### Currency:

High quality first teaching is at the heart of what we do. We know that through this, pupils will meet and exceed their academic potential and develop knowledge and skills across a broad range of subjects.

### Culture:

We have high expectations when it comes to student behaviour as we know that anything less will prevent them and others from fulfilling their academic and personal aspirations. We follow three simple rules which contribute to the positive student culture we have here at Desborough. We encourage our students to demonstrate and reflect on these rules daily by asking themselves; am I **ready** to learn; am I **respectful** to peers and staff; am I keeping myself and others **safe** both physically and emotionally?

### Character:

We know that academic knowledge alone will not be enough for students to thrive in a future that will likely be complex, ambiguous and uncertain. We explicitly prepare students for this with a carefully planned personal development curriculum which develops attributes such as leadership, organisation, resilience, initiative and communication. This is achieved through our form time programme, timetabled PSHE, student leadership opportunities and a vast range of extra-curricular clubs and educational visits.

### Capacity:

We believe that to achieve the above and provide the best possible education to our students, the professional development of our staff is crucial. We have a unique CPD offer that dedicates a large amount of time for professional development for all staff. This training is provided both internally by Desborough staff, through external partners and through time dedicated to self-directed learning.

As part of our CPD calendar we dedicate a significant amount of time for staff to meet in department teams. We know that time to work collaboratively with colleagues supports planning and teaching in a work-load conscious way which is of the utmost importance to us

We are an outward facing school and work closely with a number of local and national schools and educational organisations such as the PiXL network. Most notably, in April 2023, we joined the Pioneer Educational Trust family of schools which includes Foxborough Primary School, Trevelyan Middle school and Upton Court Grammar School. We are a local trust who collaborate regularly to improve the education we provide students both at Desborough and across the trust.

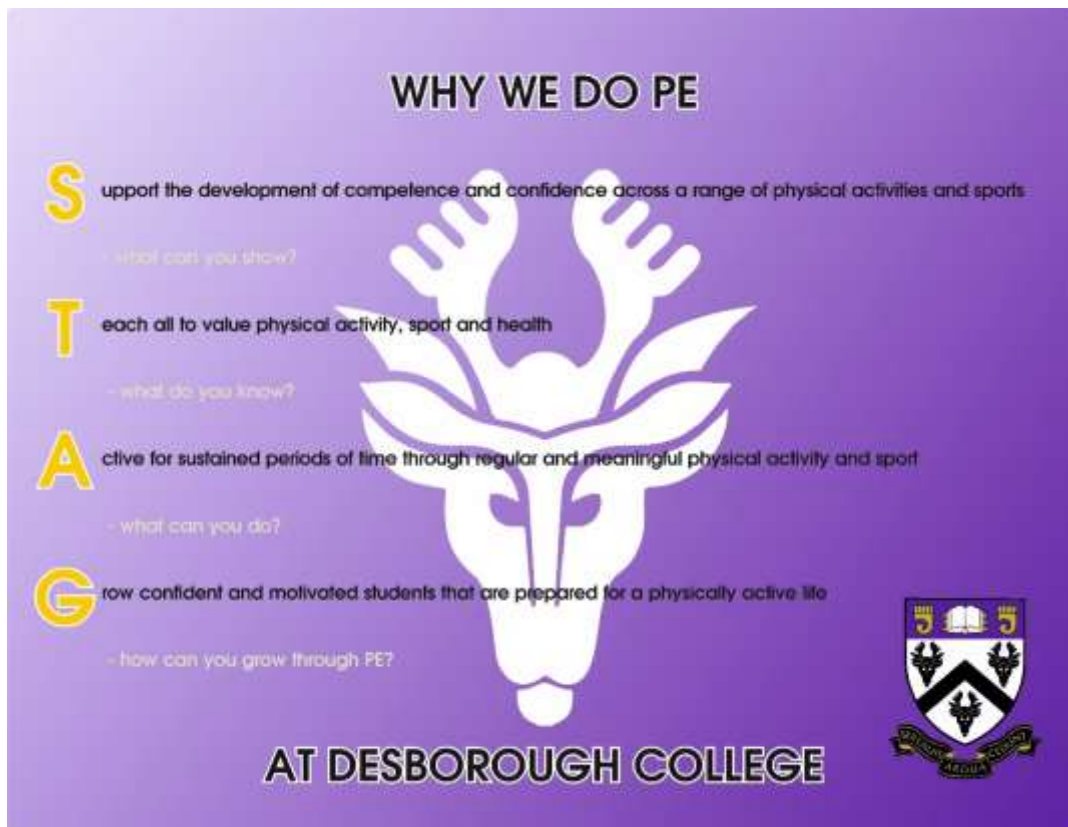
Above all we are ambitious. We are ambitious for our school, our students and our staff. We want to build upon our success as we move forward in partnership with Pioneer Educational Trust. We want to be the destination school for boys in Maidenhead and locally offering excellence in education, opportunities and aspirations, building character virtues, strong personal values and inspiring our ethical future leaders the Desborough Way.

**Mr Andy Murdoch**  
**Headteacher**



## Physical Education Department

The Desborough College PE department has 4 main curriculum objectives, embodied by the 'STAG'.



Through these objectives the department seeks to provide a world class Physical Education curriculum which challenges, engages and excites staff and pupils alike. We aim to nurture physical literacy and create a life-long positive relationship with physical activity. We aim to provide the best possible opportunities for pupils to be creative, competitive, co-operative and face up to different challenges as individuals, teams and in groups. The department promotes, encourages and inspires positive attitudes toward healthy and active lifestyles, where pupils can take these experiences beyond the school and into their adulthood, through lessons and extra-curricular activities. All students throughout the school will take part in Physical Education lessons, developing not just their procedural and declarative knowledge but also their conditional knowledge.

### Our PE Curriculum

All students in Key Stage 3 and 4 have two lessons per week. The Key Stage 3 Curriculum is taught through two components: a 'Games' (50%) Curriculum and a 'Concept' (50%) Curriculum. The Key Stage 4 Curriculum is made up of two components: a 'PE' (50%) Curriculum and a 'Personality Pathway' Curriculum.

### Concept Curriculum

PE is not just sport and sport is so much more than skills, techniques, rules and competition. PE is in a unique position in that not only can it provide the fundamental movement and sport/activity specific skills to develop competence and confidence, but also to develop important life skills such as resilience, leadership, communication and emotional intelligence. Therefore, the Core PE curriculum has shifted to that of a concept-driven approach from a predominantly sport-focused model. When a curriculum is obsessed with performance and proficiency, inevitably those not in the elite group will fail, which in this subject's case can have disastrous long-term ramifications. When referring to individuals who show little to no motivation in later life to engage in physical activity, Margaret Whitehead stated that "establishing and maintaining physical literacy is highly dependent on experiences which individuals have encountered

in respect of their involvement with physical activity". It can be argued that a sport-driven curriculum employed by a majority of departments across the country is doing more harm than good.

We strive to deliver a positive and meaningful PE experience for all students. "When young people could recognise the importance of what they were learning and make connections to life outside of the situation – either in the present or future – they came to see their experiences as meaningful." (Casey, A. 2018). Through physical activity and a concept-driven approach the PE department intend to build a positive relationship with physical activity with personally relevant experiences. The department has sequenced the progressive skills and knowledge needed to develop the competence across a range of activities and the 'Know, Show, Grow' objectives used in lessons incorporate the cognitive (know), physical (show) and affective (grow) learning domains.

### **Personality Pathway**

Sport England's Youth Personalities (Under the Skin, 2015) research reported the complex relationships that young people have with sport and physical activity is due to their individual experiences and personalities. To fully appreciate this relationship, and to keep them active, we must recognise their differences in personality.

As identified in the research, every person will have different motivations towards physical education and at Desborough we try and meet the needs of every student. Every single student will complete a survey that captures their attitudes and motivations towards physical activity. With this information they are then assigned a pathway. This pathway connects like-minded students in the same class and offers them activities that best meet the nature of their motivations to engage. Students are allowed to select one activity per small term based on their personality pathway. The students will then democratically vote on the activities that will form their curriculum. Student autonomy is an important addition to PE curriculum and allows the Department to offer a bespoke curriculum that better nurtures physical literacy and promotes lifelong engagement.

### **Extra-Curricular**

The Desborough College PE department believe that extra-curricular is an essential component of school life and develops that thirst for learning. The commitment of Physical Education teachers and other staff of the school has enabled us to offer a broad programme of extra-curricular opportunities for our students. We equally value participation and performance and as a result, we run a wide variety of extra-curricular clubs on an open-access basis. Some of the activities currently on offer include: Rugby, Football, Hockey, Cricket, Athletics, Badminton, Table Tennis, Kickboxing, Trampolining and Basketball.

## Job description

Job title	Head of Department
Line managed by	Senior Leader
Pay	£6084
<b>JOB PURPOSE</b> <ul style="list-style-type: none"><li>• Provide professional leadership and management of the department, raising standards of learner attainment, achievement and well-being through monitoring and supporting learner progress across curriculum and pastoral structures of the school in accordance with the strategic plan;</li><li>• To fulfil the school's mission: Developing future leaders the Desborough Way.</li><li>• Contribute to the overall ethos, work and aims of the school and Trust.</li></ul>	
<b>KEY AREAS OF IMPACT</b> <p>The following key areas of impact are to be conducted in addition to those of the subject teacher.</p> <p><b>Strategic Direction:</b></p> <ul style="list-style-type: none"><li>• Lead the development and implementation of policies and practices for monitoring learner attainment, achievement and well-being which reflect the school's commitment to high achievement and which are consistent with national and school strategies and policies;</li><li>• Actively monitor and follow up progress of learners within the department;</li><li>• Monitor and evaluate systems within department to evaluate effective teaching and learning;</li><li>• Contribute to the strategic school's development plan through the development, implementation and review of the departmental SEF;</li><li>• Contribute significantly to the development of an engaging and enriched curriculum that supports exceptional progress, long-term knowledge retention and retrieval and skills development and practice;</li></ul> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"><li>• Monitor academic progress and prepare intervention strategies in line with Pedagogy principles to tackle underachievement, including managing behaviour and promoting metacognition and self-regulation;</li><li>• Contribute to the design and development of a curriculum provision for learners within the department to reflect personalised learning, assessment for learning and skills development, including monitoring, evaluating and reviewing as appropriate;</li><li>• Ensure that teachers are aware of the needs of inclusion of all pupils and groups;</li><li>• Lead curriculum development for the department and associated CPDL;</li><li>• Develop, monitor, evaluate and review systems in the department for recording individual progress leading to effective and appropriate intervention;</li><li>• Lead the analysis of a range of learner performance data in the department, using this to inform target setting, quality assurance and departmental development planning;</li><li>• Ensure engaging and responsive schemes of work are developed and implemented appropriately;</li><li>• Monitor attendance and behaviour of learners in the department in accordance with school policy, taking appropriate action (in liaison with subject teacher) including contacting parents;</li><li>• Actively promote the development of effective subject links within and across the departments, between Trust and partner schools and with the wider community (locally, nationally and internationally).</li></ul> <p><b>Leading and Managing Staff:</b></p> <ul style="list-style-type: none"><li>• Lead and manage self and staff in line with Leadership principles</li><li>• Create, maintain and enhance effective relationships with all stakeholders including parents</li><li>• Participate in the recruitment and selection of teaching and support staff as required and to ensure effective induction of new staff in line with School procedures;</li><li>• Develop the subject team and individuals through appraisal to enhance outcomes;</li><li>• Plan, delegate, monitor and evaluate work carried out by team and individuals;</li></ul>	

- Create a positive climate for learning with the highest expectations of behaviour.

#### **Quality Assurance:**

- Work with other heads of department to establish common standards of practice, promoting strategies for the development of effective teaching and learning, and of behaviour management;
- Evaluate the quality of teaching and standards of achievement, setting targets for improvement in the department;
- Monitor, evaluate and review practices for setting targets within the department and support subject teachers in working towards their achievement;
- Monitor the quality of communications and information provided by teachers, including reports, letters etc.;
- Monitor the implementation of school policies and ensure nationally-determined priorities are addressed as appropriate;
- Conduct effective performance management as directed;
- Establish common standards of practice across the departmental team and develop the effectiveness of teaching across the department;
- Monitor, evaluate and review the curriculum in line with agreed school procedures including evaluation against quality standards and performance criteria (inc. Ofsted).

#### **Resource Management:**

- Use financial and resource management innovatively and effectively.

#### **Professional competence and behaviour:**

- Maintain professional knowledge and competence;
- Provide a professional, up-to-date and purposeful service;
- Be responsible for their own professional practice and decisions and take responsibility for identifying and meeting their own development needs.

#### **Ethical standards and integrity:**

- Establish, maintain and develop professional relationships based on confidence, trust and respect for all colleagues and stakeholders;
- Demonstrate sensitivity for students' and stakeholders' practices, culture and personal beliefs;
- Advance employment and professional practices that promote equality of opportunity, diversity and inclusion;
- Safeguard all confidential and personal data acquired as a result of professional relationships and not use it for personal advantage or for the benefit of third parties.

### **KNOWLEDGE AND SKILLS**

#### **Heads of Department should demonstrate knowledge and understanding of:**

- School improvement and effectiveness strategies including the process of school self-evaluation (inc. performance management and SEF);
- Principles and practices of effective teaching and learning;
- Principles and practices of monitoring, assessment and evaluation;
- Processes and systems for quality assurance;
- Principles and planning of effective leadership and management of change;
- Principles of curriculum planning;
- Principles of cross-curricular planning and delivery;
- Financial planning, resource planning and resource management;
- The application of ICT to learning, teaching and management;
- Health and safety issues as they relate to their particular department.

### **SAFEGUARDING**

Desborough College is committed to safe-guarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced Disclosure and Barring Service checks.

#### **ADDITIONAL DUTIES**

- Play a full part in the life of the school community, to support the school ethos and to encourage staff and learners to follow this example;
- Actively promote school policies;
- Sustain professional development in agreement with line manager;
- Actively engage in the staff review and development process;
- The conditions of employment for school teachers specify the general professional duties of all teachers; the professional standards for teachers at the relevant level are applicable;
- Undertake any other duty as specified by school teachers' pay and conditions of service not mentioned in the above.

#### **ADDITIONAL NOTES**

Whilst every effort has been made to outline the main responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job profile.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown but in consultation with you may be changed to reflect or anticipate changes in the job commensurate with the grade and job title.

## Person Specification

Qualifications	Essential	Desirable
Degree and Qualified Teacher Status	✓	
Enhanced DBS	✓	
Ongoing CPD portfolio	✓	
Further degree or diploma		✓
Experience, skills and knowledge	Essential	Desirable
Evidence of success in leading a team initiative in education	✓	
Experience in effectively deploying and managing staff	✓	
Evidence of raising achievement	✓	
Excellent communication skills	✓	
Evidence of effective finance and resource management	✓	
A clear commitment to extended learning	✓	
A tangible passion and enthusiasm for education	✓	
A keen interest in developing teaching in an innovative and creative way	✓	
A proven track record of excellence in the classroom	✓	
Experience of working with other teachers and professionals to extend their understanding and effectiveness	✓	
Outstanding subject knowledge in your subject area	✓	
Secure understanding of what is required to secure effective teaching and learning	✓	
Sound understanding of the strategies which help to raise pupils' attainment	✓	
Knowledge and experience of harnessing the impact of new technologies	✓	
Ability to use ICT effectively to support your professional role	✓	
An understanding of performance and contextual data as tools for improving standards of pupil achievement	✓	
An understanding of up-to-date educational development nationally	✓	
Team leadership experience in schools		✓
Experience of leading an aspect of whole-school development		✓
Experience of teaching in more than one secondary school		✓
An understanding of emotional literacy and developments to support learning and teaching, e.g. SEAL		✓



Personal qualities	Essential	Desirable
Be a team player	✓	
Ability to motivate and inspire staff and pupils	✓	
Ability to use tact, diplomacy, sensitivity and good humour	✓	
Ability to understand others and create trust	✓	
Ability to coach colleagues to improve their performance	✓	
Effective written and spoken communication	✓	
Ability to demonstrate personal and emotional resilience when working in a range of challenging situations	✓	
Ability to work under pressure and determination to succeed	✓	
Active participation in school developments, such as extra-curricular activities / educational visits / out-of-hours learning	✓	
Commitment to safe-guarding and promoting the welfare of children and young people	✓	
Willingness to undergo appropriate checks including enhanced CRB checks	✓	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓	
Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	✓	
Seeking an opportunity to gain experience to contribute in a wider leadership role		✓



preparing the way for others to follow

## Why work with Pioneer Educational Trust?

Workload and wellbeing has been placed at the centre of Pioneer Educational Trust and we offer our staff the following benefits:

- Priority admission for children of staff
- Cross phase opportunities for career progression
- Free on-site car parking
- Interest free travel to work loans
- Free counselling and legal advice for all staff through an Employee Assistance Programme
- Enhanced employer pension contributions via excellent Defined Benefit Pension Schemes
- Enhanced maternity / paternity / adoption leave schemes
- Enhanced parental bereavement pay
- Corporate eye care scheme
- Lunch for staff at cost price
- Complimentary tea, coffee, milk and sugar throughout the school day
- Free annual seasonal flu vaccination
- Reward gateway with access to savings and discounts across a number of retailers and services
- Long service recognition; first milestone being 3 years
- Additional time during the school day to facilitate professional development
- Pay policy for support staff which is linked to teaching staff to ensure all staff are treated equitably
- Annual calendar of events shared with all staff at the start of the year which includes calendared Reflection Weeks' and two week October half term
- No gradings of lessons or individuals
- Annual charity challenge providing staff with an opportunity to challenge themselves while raising money for charity
- Flexible approach to family commitments such as children's assemblies, sports days etc.
- Excellent ongoing CPDL
- WorkWell Committee & annual engagement survey to ensure we are always pioneering in prioritising staff engagement & satisfaction
- Work conscious marking & assessment practices
- Email protocol to protect time outside of the school day
- Early finish for teaching and non-teaching staff at the end of each long term