

***Weatherfield Academy Special School***

**Applicant Information Pack**

**Head of School**

**INFORMATION FOR CANDIDATES**

**Welcome to Weatherfield Academy**

I would like to take this opportunity to thank you for your time and application.

Our staff at Weatherfield Academy are very important and need to be hard-working, dedicated and realise the potential they have to build our learner’s skills for life.

We have a vibrant Governing Body and support team, with a skilled Multi-Disciplinary Team and network that enables all of the young people at Weatherfield to have not just the best class room opportunities, but to have a bespoke structure around their developing education, social and emotional areas of their life.

Our school motto is ‘To Become the Best Person We Can Be’. This term is used regularly around the school by learners and staff alike. We work with the most vulnerable young people in our communities and as adults, we work together to place the young person at the centre of everything we strive for. This can be a complicated journey and we need staff who can give a focus to every individual and help them to develop their confidences and life-long learning.

Every educational establishment needs to focus on developing a better pathway of provision and the quality of education is always a focus for Trustees, Governors and staff in the Academy. Working closely with parents and carers, communicating efficiently is essential to enhance the young person’s journey through the Academy.

We welcome visits to the Academy and please speak to me if you feel you would like further discussions about your decision to apply to become part of our staff team.

Yours sincerely

Mrs J Hunt

Chair of Trustees

**Mission Statement**

**‘To work together to place the young person at the centre of all we strive for by developing confidence, independence and life-long learning’.**

At Weatherfield Academy, our core belief is that ‘all can achieve’. We are committed to the pursuit of the highest possible academic, personal and moral standards, to ensure our students develop into conscientious, caring individuals with lively, enquiring minds and the highest aspirations. This commitment is underpinned by a strong belief in hard work and a culture of care, respect and support for others. As an academy community, we are committed to the values we wish to instil in our students: we encourage and develop responsibility, leadership, team work, integrity, respect and resilience. We expect the highest standards in behaviour and in attitudes to learning, and we challenge and support each and every one of our students in their quests to achieve their very best.

**Local Area**

Weatherfield Academy is situated in Central Bedfordshire,

**Staff Wellbeing and Incentives**

All staff are provided with on-going comprehensive CPD programme whether they are ECT, RQT or aspiring leaders. Leaders are supportive, approachable and keen to ensure that staff are happy. The staff-room is at the heart of the Academy and friendly colleagues from all departments support each other.

**Informal visits and conversations about the post are most welcome**.

The recruitment process is robust in seeking to establish the commitment of candidates to support the school’s measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to children or are otherwise unsuited to work with them. The successful applicant will be required to undertake an Enhanced DBS check. All applications will be considered on their merit and the post will be offered subject to the usual health and criminal record clearance. We are committed to safeguarding and promoting we are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

**Weatherfield Academy Special School**

Applications are welcomed for the position of:

***Head of School***

***Competitive Leadership Salary***

Commencing – 1st September 2024

Weatherfield Academy was one of the first specialist provisions in the country to convert to Academy Status in March 2012. Since that time, Weatherfield has continued to grow in strength, reputation and ambition under the stewardship of the Trustees, Governors and Leadership Team.

Today, in 2024, Weatherfield Academy is a growing and well-known provision for SEND pupils aged 7-19, who have Cognition & Learning Delay, Specific Learning Difficulties, with some additional needs.

Currently, there are 164 pupils on site, with plans and indeed, a growing demand, for the Weatherfield Academy to build on its strong reputation and invest in a new school in the area, under the Weatherfield brand.

In order to support our plans for growth, Trustees and Governors are seeking to appoint a Head of School, to work closely with and alongside, our Chief Accounting Officer. The Chief Accounting Officer retains overall responsibility for the Trust’s finances and oversees the Trust’s separate Outreach Service. The Head of School has total operational and budgetary responsibility for the Weatherfield Academy School at this time.

This is no ordinary appointment – we are looking for an exceptional person to lead a truly special school. The successful individual will need to be a strategic thinker and have a proven track record in leadership, with SEND experience. Equally important are strong personal skills, warmth, integrity, kindness and compassion. Experience of Ofsted Inspections and the Ofsted Framework at this level are essential.

This individual should lead by example, be experienced in SEND and a team player who can motivate, support and challenge, as well as play an active part in the community.

An application pack can be obtained confidentially from Paula Taylor, via [ptaylor@weatherfield.beds.sch.uk](mailto:ptaylor@weatherfield.beds.sch.uk). Applications to Mrs J Hunt, Chair of Trustees, Weatherfield Academy Trust by email to [school@weatherfield.beds.sch.uk](mailto:school@weatherfield.beds.sch.uk)

Closing date: Thursday 28th March at 12 noon

Interviews: w/c 29th April 2024

**Job Description**

**Head of School - Weatherfield Academy Special School**

The Head of School will carry out their professional duties in accordance with, and subject to, the National Conditions of Employment for Head Teachers as set out in the School Teachers Pay & Conditions Document and Education and Employment legislation.

The Head of School is accountable to the Governors for the standards achieved and the conduct, management and administration of the school, subject to any policies, which the Department for Education and the Governors may make.

The Job Description is subject to annual review as part of the performance management process.

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| **The Trustees and Governing Body are committed to safeguarding and promoting the welfare of children and young persons and Head Teachers must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced DBS search.** |

School:- Weatherfield Academy Special School

Post Title:- Head of School

Grade:- Individual School Range [18] to [24]?

Responsible to: The Governing Body

The Head of School will carry out the duties set out in the School Teachers’ Pay and Conditions Document and other relevant education legislation. The Head of School will perform the duties of the post in accordance with the relevant employment legislation.

**Core Purpose of the Head of School**

The core purpose of the Head of School is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school’s work.

*To gain success a Head of School will:*

* promote excellence, equality and high expectation for all pupils
* provide vision, leadership and direction
* evaluate school performance and identify priorities for continuous improvement
* deploy resources to achieve the school’s aims
* carry out day-to-day management, organisation and administration
* secure the commitment of the wider community
* create a safe and productive learning environment which is engaging and fulfilling for all pupils
* work effectively with the school’s Governing Body
* determin*e*, organis*e* and implement an appropriate curriculum for the school, having a regard to the needs, experience, interests, aptitudes and stage of development of the pupils and the resources available
* evaluat*e* the standards of teaching and learning in the school, and ensur*e* that proper standards of professional performance are established and maintained
* supervis*e* and participat*e* in arrangements made in accordance with the performance management regulations for the performance management of all staff.

**Improving the Life Chances of Children and Young People**

Working with the Governing Body to develop a staff who have the necessary skills and knowledge to promote equality, respect diversity and challenge stereotypes to promote the rights of children and young people. Also, to recognise the role parents, carers and families play in helping children and young people succeed and thrive through being healthy; staying safe; enjoying and achieving; making a positive contribution and achieving economic well-being.

*The Head of School will ensure that staff:*

* Listen, question and respond to what is being communicated by children, young people and those caring for them
* Demonstrate knowledge of the physical, intellectual, linguistic, social and emotional growth and development of children and young people
* Recognise when a child or young person may not be achieving their developmental potential or their health may be impaired and be able to identify sources of help for them and their families
* Understand the impact on a young person of transitions they may be going through
* Work successfully on a multi-agency basis and to be clear about the role of the Head of School and the roles of other professionals
* Adopt the right approach to information sharing by following the correct procedures and by ensuring that the child or young person, parent or carer understands the process
* Ensur*e* that the progress of the students of the school is monitored and recorded.
* *Exercise* responsibility for *L*ooked after *C*hildren together with their Personal Education Plan.
* Determin*e* and ensur*e* the implementation of a policy for the pastoral care of the students.
* Determin*e*, in accordance with any written statement of general principles provided by the Governing Body measures to be taken to promote self-discipline and proper regard for authority, ensuring that standards of behaviour are acceptable; making such measures generally known within the school, and ensuring that they are implemented.
* Ensur*e* the maintenance of good order and discipline at all times during the school day (including the midday break), when students are present on the school premises and whenever the students are engaged in authorised school activities, whether on the school premises or elsewhere
* Further develop and lead the School Development Plan.

**Shaping the Future**

Working with the Governing Body to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community and to develop the ethos of the school linked to its core aims and values,

*The Head of School will:*

* Think strategically, build and communicate a coherent vision in a range of compelling ways
* Inspire, challenge, motivate and empower others to carry the vision forward
* Model the values and vision of the school

**Leading Learning and Teaching**

Responsibility for raising the quality of teaching and learning and for pupils’ achievements within a successful learning culture.

*The Head of School will:*

* Demonstrate personal enthusiasm for and commitment to the learning process, including teaching timetable classes.
* Demonstrate the principles and practice of effective teaching and learning
* Access, analyse and interpret information
* Initiate and support research and debate about effective learning and teaching and develop relevant strategies for performance improvement
* Acknowledge excellence and challenge poor performance across the school
* Ensur*e* that all staff have access to advice and training appropriate to their needs, in accordance with the policies of the Governing Body for the development of staff.
* Provid*e* information about the work and performance of the staff employed at the school where this is relevant to their future employment.

**Developing Self and Working with Others**

To develop effective relationships and communication which underpin a professional learning community that enables everyone in the school to achieve.

*The Head of School will:*

* Foster an open, fair, equitable culture and manage conflict
* Develop, empower and sustain individuals and teams
* Collaborate and network with others within and beyond the school
* Challenge, influence and motivate others to attain high goals
* Give and receive effective feedback and act to improve personal performance
* Accept support from others including colleagues, Governors and Trustees.

**Managing the Organisation**

To provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation in line with the School’s Development Plan.

To ensure that the school, the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. This includes adhering to safe employment procedures, which place the safety of children and young people at the heart of all practices. The Head Teacher, working with the Governing Body, will provide a safe environment for pupils, staff and members of the school community.

To build a successful organisation through effective collaboration with others.

*The Head of School will:*

* Establish and sustain appropriate structures and systems
* Manage the school efficiently and effectively on a day-to-day basis
* Delegate management tasks and monitor their implementation
* Prioritise, plan and organise themselves and others
* Make professional, managerial and organisation decisions based on informed judgements
* *Be* responsible for the sound management of the school within the budget delegated, including overseeing its implementation and reporting to the Accounting Officer and Governors.
* Think creatively to anticipate and solve problems
* Participat*e* in the selection and appointment of the teaching and non-teaching staff of the school
* *Maintain* relationships with organisations representing teachers and other persons on the staff of the school.
* Co-ordinat*e* the work of Health Authority representatives in partnership with their line managers.
* Mak*e* arrangements for parents to be given regular information about the school curriculum, the progress of their children and other matters affecting the school, so as to promote common understanding of its aims.
* *Maintain* liaison and cooperation with the Officers of the maintaining Authority as appropriate.
* Ensur*e* that any activities on and off site and the physical fabric of buildings comply with Health and Safety legislation.

In carrying out these duties the Head of School is required to consult and be directed by, where appropriate, the Trustees, Governing Body, the School Staff and Parents of its students.

**Securing Accountability**

The Head of School is legally and contractually accountable to the Governing Body for the school, its environment and all its work. The Head of School also must fulfil the wider accountabilities in relation to pupils, parents, carers, the Local Authority and other relevant groups.

*The Head of School will:*

* Demonstrate political insight and anticipate trends
* Engage the school community in the systematic and rigorous self-evaluation of the work of the school and work closely with the Governing body to ensure that effective school self-evaluation informs school improvement priorities.
* Collect and use a rich set of data to understand the strengths and weaknesses of the school
* Combine the outcomes of regular school self-review with external evaluations in order to develop the school

**Strengthening Community**

The Head of School will engage with the internal and external school community to secure equity and entitlement. This includes collaborating with other schools and with parents, carers and other agencies for the well-being of all children and developing extended services to meet the needs of the community.

*The Head of School will:*

* Recognise and take account of the richness and diversity of the school’s communities
* Engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities
* Listen to, reflect and act on community feedback
* Build and maintain effective relationships with parents, carers, partners and the community that enhance the education of all pupils
* Strengthen relationship with local and national businesses and charities
* Maintain effective links with the PTA and all stakeholders
* Foster co-operation with all local schools

**HOW TO APPLY**

If you would like to join our outstanding team and apply for this post, please **complete the application form in full** and send to Mrs J Hunt, Chair of Trustees by email to [school@weatherfield.beds.sch.uk](mailto:school@weatherfield.beds.sch.uk).

Please be aware that providing false information is an offence and could result in the application being rejected, or summary dismissal if you are appointed on the strength of this, with possible referral to the police.

**As part of your application pack, we have included an overview of ‘The Weatherfield Way’. This is a document that we use regularly with all staff, pupils and prospective parents to show the current main working procedures and protocols of our Academy.**

**ABOUT WEATHERFIELD ACADEMY**

Welcome to Weatherfield Academy Special School. As an Academy, we all seek ‘To Become the Best Person We Can Be’ this includes - learners, staff, parents, governors and community members. The Academy Leadership Team believes that clarity and consistency of expectation is paramount in achieving this.

**Weatherfield Academy Special School.**

A short video about our provision is available on our website

www.weatherfield.beds.sch.uk

**What makes our provision different?**

**Pupils aged 7-19 attending Weatherfield Academy would be provided with;**

A genuine focus on helping each child become the best person they can be.

Traditional values and a curriculum that helps fulfil each child’s potential.

A setting that feels mainstream with the structure to learning and education.

Highly trained staff to meet SEND needs.

Small classes of approximately 10 pupils

Daily interventions to focus learning, promote confidence and skills.

A calm welcoming ethos.

Encouraging independent living skills

Preparation for life as an adult.

An emphasis on safety, consideration and manners.

A focus on building self-worth and an ability to help others.

**Context**

Weatherfield Academy Special School is a provision for pupils with an Educational Health Care Plan. [EHCP] The main entry requirement for pupils is that the young person will have a recognised cognition and learning delay. Learners will almost certainly have other associated difficulties including autism, dyslexia and dyspraxia. Some pupils will also have a medical need, these are often minor, but may require medication on a daily basis or a Care Plan.

‘The Weatherfield Way’ is understood by all staff and recognises the importance of our learning environment and teaching. We know that engagement is key to a young person’s development during their time at Weatherfield Academy.

We use a consistent curriculum that follows traditional subject areas but concentrates on the following;

* Independent working wherever and whenever possible.
* A tailored curriculum at the level and pace needed for the young person.
* Functional Skills, these, for example, are the skills needed to manage money, tell the time or read instructions and safety signs.
* Creative and Vocational Skills, these are the skills needed for life in an adult world and include work experiences for older learners.
* Personal Social Development, these are the skills needed for individual safety and relationships as the young person develops into their adult life.

Staff, learners and parents have developed the content of this booklet. It is primarily to provide essential information about ‘The Weatherfield Way’. ***‘***The information gives an overview of our unique special education provision.

Staff collaborate to provide the highest quality teaching and learning. They have developed a consistency across the Academy, but use their professional judgement in all situations and to make decisions accordingly, using our Weatherfield Way as a basis for these decisions.

**Safeguarding**

The Weatherfield Way holds Safeguarding at its core. Learners should feel safe and secure while learning. We have a duty of care to the children in our Academy, therefore, any member of staff who has a concern about the safety or well-being of a child must report it immediately.

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| **Staff** | **Governor** |
| Sharon Cox - DSL | Katie Phillips |
| Sarah Berresford – Deputy DSL |  |

If none of the team are available, then the matter must be reported to the most senior member of staff available in school at the time, who will contact a Designated Safeguarding Lead.

Safeguarding is the responsibility of all staff in the Academy. It is our responsibility to meet children’s basic needs (e.g. access to toilets, drinks, food), support children’s emotional development (e.g. safe from bullying, humiliation and distress) and provide effective supervision to maintain their security and safety on our school site (e.g. secure grounds, safe equipment, safe from injury). Staff have a specific role to play in site safety and must be alert.

**Respect**

The Weatherfield Way encourages all in the Academy to show respect at all times. In order to develop this, basic requirements are part of our routine.

We have high expectations. We ensure that respect is modelled for learners by the adults in school in the way adults speak to children and to one another. **We ensure that all staff and parents are addressed professionally at all times, by title and surname**.

**Lesson Planning**

**Planning meetings** - Each Key Stage team share good practice, collaborate and discuss planning. These meetings typically include a review of what is working well, sharing successes and looking at examples of children’s work. Teams will also consider improvements and agree ideas for resources and teaching approaches. Teachers will then produce their own planning, tailored to their individual class.

**A consistent approach to each day.**

The Weatherfield Way dictates that our learners require an element of predictability in their school day in order to provide the security they need to learn effectively. To this end, we have a well developed a system of consistency across the Academy. These rituals take place between 09:10am and 09:30am every day in every class. Our consistent start to the day includes the following four elements:

* **A Calm Start** – Preferably the same way each day for at least a term. Music can be used and should be positive and uplifting. The music can be from any genre.
* **Smile** – All adults start the day by smiling at the children as they arrive in the classroom – ensuring they feel welcome.
* **Daily Tutor time/Assembly** – Preparation for entry into the school hall. Individual or small group interventions, such as pencil grip, letter formation or spelling approaches etc. may be useful at this time if learners are staying in their class base.
* **Ready to Learn** – Adults in the classroom spend a few minutes each day with a different learner each day talking about matters of interest to the child, ensuring they feel valued.

**Assembly Routines**

Children are expected to sit ‘still, straight and silent’ in assembly. All children come into assembly in an orderly fashion. Classes leave assembly quietly and walk in silence back to their learning classroom.

**Morning break**

Morning break is an outdoor activity time. This is 15 minutes and allows for a healthy snack/milk. Every learner is provided, free of charge, with milk, fruit or a vegetable snack every school day.

**Daily Intervention**

The Weatherfield Way enables the SEND needs of the young person to be a focus. On a daily basis, after the morning break, the lesson time has a structure to meet the needs expressed in the Educational Health Care Plan. The visits from external providers and professionals are arranged for this time so core curriculum learning and engagement are not disrupted.

**Silent Reflection/Mindful Practice**

After lunch every learner returns to class to take part in 5 minutes of quiet reflection. This can be accompanied by music and/or may have a visual focus, e.g. a sea scene, but is essentially a time for children and staff to be still and to take time out of the busy day to reflect. This is after lunch in order to provide a ‘buffer’ between the hectic lunchtime playground and the quiet focus of afternoon learning.

**Reading**

Parents’ comments should be acknowledged by teachers, who, along with TAs/volunteers etc. must also read with children and make comments in reading records.

### Classroom Behaviour Systems

Our school behavioural approach is entirely rooted in the philosophy that positive reinforcement encourages children to demonstrate the values and behaviours which we want from them.

As children behave well, they should be rewarded using the points system and Green Cards.

These steps should be taken in every case (unless a child is on an individual plan for their behaviour where specific arrangements are in place to help support the child in making positive behaviour choices).

**IEPs for Behaviour –**  At Weatherfield Academy children with a high level of behavioural needs will have an Individual Education Plan (IEP). This document sets out any background information relevant to the needs and outlines the strategies and approaches which will support the learner in accessing learning. IEPs are written by class teachers. The IEP is shared with support staff, cover staff and midday supervisors who will be working with the pupil regularly.

**The Base**

The Base is a Reflection Room. It is a managed provision to provide periods of time out to children experiencing conflict or difficulty in managing themselves during learning or break time.

Class teachers can refer children to The Base themselves, but not as a sanction. Classroom behaviour systems should be applied and if a child is referred to SLT, a decision will be made regarding the use of isolation or detention rather than referral to The Base.

**Behaviour Incident Logging**

It is essential that significant incidents of unacceptable behaviour are logged – persistent or recurring low level disruption, significant disruption, violent acts towards others, swearing, hate incidents, bullying, referrals to SLT or removal from class, should be logged by the class teacher as soon as possible. For children on report or with a behaviour IEP, anything leading to a ‘red’ or multiple ‘amber’ cards should also be logged. These logs become essential when raising concerns with parents, contributing evidence to behavioural assessment or even to exclude a child. All incidents referred to The Base are logged and discussed at weekly SMT meetings.

**Calm Voices**

Whilst it is recognised that children’s behaviour occasionally warrants the use of a firm instruction in a clear voice, e.g. in a dangerous situation, it is ***not acceptable to shout*** at children or raise your voice on a routine basis. All staff are required to address children (and each other) with respect and in a reasonable and calm manner. We do not wish to be shouted at by children or by one another, so we model this in the way we conduct ourselves.

**Lining up and moving round the building**

All classes must wait to be invited into classrooms for learning. This ensures that children all have an expectation that an orderly start to a lesson is consistent across the Academy.

In our school the children walk “calmly, quietly and responsibly” around school. We model this to pupils and ensure that children know this is an expectation.

**Greeting Children and Parents [Junior Playground]**

For pupils not on school transport, we operate a ‘drop and go’ approach in the Junior Playground in the mornings. Staff stand at the entrance door to welcome children as they enter the classroom and to take information from parents.

Parents are welcome to speak with teachers as required and may be invited to step inside the classroom for a moment if necessary, but the priority in the mornings is to get the children into school quickly and to maintain security by avoiding parental access inside the school building. Longer queries or concerns should be dealt with by offering parents the opportunity to meet with you, or a senior member of staff, at a convenient alternative time.

**End of Day Arrangements**

At the end of the school day learners who do not use organised transport are dismissed from their classrooms to classrooms facing the Junior Playground, where they are signed out to **parents** (or nominated siblings/adults over 16 yrs of age) on a one by one basis to ensure that they go with the correct person.

If someone unknown arrives to collect a child, please contact the office immediately for advice. Some parents may be asked to establish a password if they repeatedly send unknown friends/relatives to collect their child.

**Safeguarding at dismissal is essential – take extra care at this time of the day.**

***Buses and Taxi***

All learners queue in the hall in lines for their bus or taxi. An organised dismissal will take place once all staff are secure in the knowledge that all learners are ready and the buses are in place on the senior playground. SLT remain outside supervising until children on transport have all left the school site.

**Customer Service**

Demonstrating our school ethos and values are essential in working with children and parents, staff are expected to show high levels of patience and respect. Schools can be confusing places for children and parents.

**Displays**

It is important that displays are used to celebrate learning, either through displaying aspects of the curriculum or through displaying children’s learning or both. Learning objectives must always be displayed with children’s work or photographs, along with information about the learning which took place.

***Corridor Displays -*** All of our displays are of a high quality and staff work very hard to make the school look attractive.

**All staff** have a duty to ensure that the environment is safe as well as attractive. If you notice that an item is causing an obstruction in a corridor, please move it or report it immediately.

***Classroom Displays -*** Display forms an essential part of the classroom environment and should be a balance of celebration of children’s achievement **(with writing a priority)** and information sources, where children can look to find key information such as important words or reminders about strategies.

**Learning Focus in Lessons**

All lessons have a Learning Objective presented to the children in language they can access with any relevant and necessary technical language. Learning Objectives must be discussed with the children to ensure they understand.

**Marking and Feedback**

*Students are given clear feedback that is delivered in a positive and nurturing way. Detail is added to feedback as learners move further up the school to aid self-reflection and peer coaching. Students are given opportunities to discuss their work and this is noted as part of the marking and feedback. Wherever possible, feedback and marking are often made during or at the end of the learning session.*

**Home Reading**

All pupils have a school book bag and every learner selects [with help] an appropriate reading book from school to read at home on a daily basis as part of their homework.

**Items brought in from home**

Children are discouraged from bringing things in from home – this includes items such as football cards, balls and toys. At certain times of the year, e.g. last day of term, children may bring toys or games (not electronic games) and they may, on occasion, bring a special item such as a photograph or a medal, to show the class.

**Educational Visits**

Regular educational visits are strongly encouraged. It is important that due thought and planning are given to taking children out of school. For further guidance when organising school trips please speak to the Educational Visits Coordinator. [Mr. J Young]

**Classroom Monitoring**

Classroom monitoring can take different forms. Some are formal, by arrangement and are intended to be focused on the teacher. It may form part of the appraisal process or it may be to support school self-evaluation judgements about the quality of teaching throughout the school. It is essential that classes are monitored on a routine basis to ensure that learning is of the highest quality possible, throughout the school.

In addition to formal monitoring, senior leaders may ‘drop-in’ to observe learners, to see how a particular initiative is working across the school, or may wish to take books or planning for scrutiny purposes. Please be as accommodating as possible. These informal visits will be focused on school initiatives and actions, learning or behaviour and are not part of any appraisal process or procedure.