



# **Priory Staff 'Shop of Support'**

Prepared/Updated : November 2023

Review Frequency : Annually

Next Review Due : November 2024

## PRIORY TEACHING STAFF 'SHOP OF SUPPORT'

### SUPPORT AVAILABLE FOR ALL TEACHING STAFF AT PRIORY

This document outlines the type of collaborative support on offer for **all staff** at Priory, **you**, to complement **your** CPD, as well as our PM, appraisal or capability processes.

This 'shop of support' is not an exhaustive list. It will evolve year on year and throughout the year. It will be specific in some cases to certain individuals – whether that be teachers, TA's or the Principal for example, but is nevertheless listed within this document to provide concrete examples of the type of support available to **you** as an individual, as and when **you** might need or want it.

It will allow **you** to initiate conversations with colleagues (please don't wait for colleagues to approach you) about what needs to improve, what will move **you** from good to great, but importantly, **how** that might be achieved.

# The Seven Principles of Public Life

## 1. The Seven Principles of Public Life

At Priory, the Seven Principles of Public Life (also known as the Nolan Principles) apply to all our staff. As public office-holders, we serve both the public and are stewards of public resources and as such, we adopt the following:

### 1.1 Selflessness

Holders of public office should act solely in terms of the public interest.

### 1.2 Integrity

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

### 1.3 Objectivity

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

### 1.4 Accountability

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

### 1.5 Openness

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

### 1.6 Honesty

Holders of public office should be truthful.

### 1.7 Leadership

Holders of public office should exhibit these principles in their own behaviour and treat others with respect. They should actively promote and robustly support the principles and challenge poor behaviour wherever it occurs.

# Teachers' Standards

## PREAMBLE

At Priory, teachers and learning support staff must make the education of their pupils their first concern, each and every day, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

### A teacher must:

#### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



## Why should I need support?

- Minimum expectations (as outlined in the teacher standards above) are that **'you make the education of your pupils your first concern and are accountable for achieving the highest possible standards in work and conduct. Where you act with honesty and integrity; have strong subject knowledge, keep your knowledge and skills up-to-date and are self-critical; where you forge positive professional relationships; and work with parents in the best interests of your pupils.'** (Teacher standards document)
- Because **you** must ensure the best academic and pastoral progress of **all** our pupils.
- **You** must be willing therefore to reflect on **your** practice, year on year, to **avoid complacency** and **change, evolve** or **tweak** the way **you** do things, so **your** practice is continuously honed and improved to achieve this.
- Because **'what got you here, will not necessarily get you there'** – **you** must break any mind-set that chain **you** to certain ways of doing things and to doing things the way **you** have always done them.
- Because the highest form of accountability is **your** own professional accountability for the quality of **your** work and to the pupils who **you** support.
- Because **you** must be an agent of **your** own accountability - committed to **your** own professional learning – improving **your** pedagogical skills, accessing and using best evidence, innovating, evaluating and improving learning.
- Because **you** must ultimately take ownership and accountability of **yourself** for the outcomes and the quality of education that **you** provide at Priory.

## What will Priory aim to do?

- **Recognise that work is a huge part of our lives, and that our lives can affect our work.** Therefore, help address this **'lifestyle balance'** by providing **'professional support'** that enables us to be the best we can be in our work as well as **'personal support'** that focuses on our welfare and well-being.
- Recognise that developing the quality of leaders, teachers, TA's and support staff is one of the most important jobs in the school and make it the starting point that professional learning can always be better.
- Ensure there is sufficient investment in professional learning for **you**, and that developing professionalism is a key strategic priority.
- Remove obstacles and create the conditions that will allow **you** to develop.
- Support **you** to work collaboratively to evolve, to cultivate peer learning within school and between schools and to encourage innovation.
- Support **you** to plan and evaluate **your** teaching with colleagues, observing and learning from each other and sharing what works within or across groups of schools.
- Support **you** to access, where necessary and at the right times, relevant support as listed in this document.
- If necessary, prioritise support in the following order. Those staff following:
  - Formal capability
  - Informal capability
  - Appraisal
  - Staff not following appraisal or capability procedures.

## 'PROFESSIONAL SUPPORT' AVAILABLE FOR ALL TEACHING STAFF AT PRIORY

- Support from **SLT** in:
  - Leadership and management, appraisal, performance management, vision & missions – **ME**
  - Teaching & learning, DP, personal development – **LCO**
  - Pupil outcomes & curriculum courses – **NG**
  - Pastoral, Behaviour for Learning – **DC**
  - Financial, resources and HR - support from Cheryl Barker - staff can chat to Cheryl for independent, no obligation financial advice on work related aspects including payroll, HR and pension queries, including leave of absence, maternity and paternity leave, salary calculations to name a few – **CB**
- Support to progress through Main Scale, UPR, Lead Practitioner and TLR scales
- Opportunity to work alongside the SLT as the **Leadership Intern** (a 1- or 2-year package)
- Support (financial or otherwise) to undertake a **Masters Degree** related to Education or other associated qualifications related to your work. Please note, it may not be possible to accommodate all requests, therefore the following process should be followed:
  - Staff to indicate an interest in the first instance to their line manager (preferably the June prior to commencement of the course)
  - Discuss how the qualification might impact on them:
    - Personally
    - Department/other colleagues
    - Whole school
  - Complete our brief application form covering:
    - Expression of interest
    - Summary/Explanation of the intended qualification
    - Cost
    - Summary/Explanation of which of the following criteria the course will meet and how:
      - Whole school, **School Improvement Key Objectives** for that academic year
      - Other whole school practice/processes
      - Department/other colleagues
      - Personally
  - If necessary, priority will be given to those qualifications that support the above criteria in that order.
  - Terms and conditions may apply to justify any financial or otherwise support offered (please see Cheryl Barker for further information)

- Through discussion, responsibility in **UPR Responsibility Projects** (according to need) to allow UPR staff to 'Maintain and Sustain' their scale.
- Support **within** Priory from other **colleagues** – e.g., Teaching staff, T&L team, ELT lead, TLR Postholders, Intern, SLE's, Lead Practitioners.
- Support for staff to **become markers for their exam board**. 2 days working away from school will be provided to staff who are markers in the summer term provided staff professionally develop colleagues with their knowledge/understanding:
  - *Please note, this only applies if staff are marking for the exam board that the department are following.*
  - *Please note, as this is offered based on staff being able to feedback to their colleagues on returning after the summer break, this cannot apply to staff who will be leaving the school following the summer term.*
- Support for staff to become **Lead Examiners for their exam board**. 3 days working away from school will be provided to staff who are **Lead Examiners** in the summer term plus 2 further training days as necessary by the Exam Board - provided staff professionally develop colleagues with their knowledge/understanding:
  - *Please note, the same two bullet points highlighted above apply.*
- Support for staff in becoming Specialist (subject) Leaders in Education (**SLE's**) **applications** – (through our Teaching School alliances).
- Support staff in becoming **Lead Practitioners** within Priory.
- Support staff through SSAT **Lead Practitioner Accreditation**.
- Support **NQT's, RQT's** through the government's '**Accelerate Programme**' – accessing expert support to become better classroom teachers.
- Support those staff interested in becoming **expert coaches** for the Accelerate Programme.

Coaches on the Accelerate programme will:

- receive first-class training to develop their coaching skills further
  - have access and entitlement to their own coach/professional supervisor
  - be part of a network of coaches who will support and learn from each other
  - have the privilege of working with a group of teachers starting their careers and help them to accelerate their classroom practice to reach excellence
- Support for staff in becoming National Leaders in Education (**NLE's**) **applications**.
  - New/continued support from a teacher/s/leader/s from **other school/s**, particularly Lostock Hall academy and our partner primaries.

- **Visiting** other teacher/s/leader/s from other school/s - observing lessons, leadership discussions, moderation etc.
- Involvement in **Learning Walks**.
- **Regular meetings** with ELT lead/SLT subject line manager (co-ordinator).
- **Observations** of other colleague/s/department/s - including those at other schools, and other colleagues at Priory.
- Support from **Lancashire advisors** – please refer to relevant documents highlighting support available such as:
  - Specialist (subject) Leaders in Education (SLE’s)
  - Senior advisor support – to undertake external reviews such as:
    - Behaviour and attendance
    - SEN Support
    - Curriculum and schemes of work
- Support from our **School Alliances** - Preston Primary & Secondary Alliance (PPSA), Endeavour Learning School Alliance (ELSA) – please refer to relevant documents highlighting support available such as:
  - Specialist (subject) Leaders in Education (SLE’s)
  - Subject network groups with the ELSA
  - PPSA – leadership conference attendance
  - PPSA – Leading teams’ courses and school support staff courses
  - PPSA – involvement in research and development projects
  - ELSA executive support/involvement in SEND, CEIAG, CPD, Curriculum and assessment.
- We are a PiXL (partners in excellence) school therefore support from:
  - **PiXL** - Strategies and attendance at subject specific conferences
  - **PiXL** - Engagement leadership programme
  - **PiXL** - Middle leaders programme
  - **PiXL** – The Outstanding Middle leaders of the Future Programme
- **Primary transition project work** – English based – Maths based.
- **SIP** support.
- **Independent associate advice** where applicable.
- **Qualified mentor status** for ITT mentors.



- **Chartered Teacher Status** – support for applications to join the next cohort of the Chartered Teacher Programme (CTeach). Chartered Teacher status recognises excellent teachers and their skills, knowledge and behaviours, in delivering the best possible education for children and young people.

**What's the programme about?** Whereas other CPD programmes may have leadership in mind, CTeach is focused on classroom practice. Over 14 months, teachers will undertake a range of assessments and learning to develop and showcase their knowledge and skills.

**How can it benefit you?** Chartered Teacher Status celebrates high-quality teaching practice which can change lives. Participating in the programme can support the personal and professional development of you while also developing the knowledge of effective classroom practice.

If you are a member of staff with at least three years of teaching experience who would benefit from CTeach, please visit [chartered.college/chartered-teacher](https://chartered.college/chartered-teacher) or email [charteredteacher@chartered.college](mailto:charteredteacher@chartered.college) to find out more.

- Support to undertake the National Professional Qualifications (NPQ's):

NPQs are available for teachers and leaders who want to develop their knowledge and skills in specialist areas of teaching practice. There are:

4 leadership NPQs in:

- senior leadership
- headship
- executive leadership
- early years leadership

4 NPQs for teachers and leaders who want to develop their expertise in specialist areas of teaching practice:

- Leading teaching development
- Leading teaching
- Leading behaviour and culture
- Leading literacy

## 'PERSONAL SUPPORT' AVAILABLE FOR ALL STAFF AT PRIORY

Our framework of personal support is focused around 'Self-Care' and 'Team Care'.

As described in Priory's 'Strategic Plan' document, our 'Employee Wellbeing Team's Mission', outlines this as the following:

*"Reflecting on what we can do to ensure everyone can cope with their workload"*

### **How do we get there?**

*Through our key strategies (a focus on):*

- A. **Team Care** – All adults playing their part in supporting the well-being of others.
- B. **Self-Care** – Individual employees showing a commitment to manage their own personal well-being.

➤ Centred around Priory's 5 pillars of well-being:

- i. Helping juggle the demands of day-to-day life (see this document - Priory's 'Shop of Support')
- ii. Relaxation
- iii. Nutrition (Diet)
- iv. Movement
- v. Sleep

**Please note** – all staff will receive a copy of the book, '*The 4 Pillar Plan, How to Relax, Eat, Move, Sleep – Your Way to a Longer, Healthier Life*' by Dr Rangan Chatterjee, outlining how you might put points ii to v above into practice in some manageable, simple ways.

Therefore, a recognition of our own (Self-Care) and our colleagues (Team Care) **Mental Health; Physical Health and Nutritional Health** – all of which is wrapped around our **Priory culture**:

- **A culture** where open and honest discussions on how we might improve and/or support our welfare as staff are welcome.
- **A culture** where, collectively, as a staff, we help ourselves and help each other address our '*lifestyle balance*'.
- **A culture** where we recognise the signs in ourselves and our colleagues when the demands (professional and/or personal) on you/your colleague outstrip your/their belief in your/their ability to cope with them and:
  - Let others know/talk to colleagues.
  - Discuss possible short-term options & potential solutions.
  - Discuss possible longer-term options & potential solutions.
  - Focus in addition, on what is going well – the positive.
- **A culture** where open and honest discussions with colleagues, who may wish to discuss their own particular circumstances, will be facilitated as a viable alternative to capability. Please see Mr Eastham (or

line manager in the first instance), should you wish to engage in a ‘without prejudice and protected conversation’ – an ‘off the record’ conversation to discuss your own situation at any given time.

- **A culture** where we are committed to placing wellbeing and mental health at the heart of our decision making, as per the ‘**Organisational Commitments**’ cited in the DfE’s ‘*The Education Staff Wellbeing Charter*’.

---

#### STAFF ‘SELF CARE’ AND ‘TEAM CARE’ ‘WHEEL OF SUPPORT’:

Below are the health and wellbeing support services available for us all through partnership with our Schools Advisory Service for health and wellbeing:



Please note, support available on any of the above may take the form of an initial call with other professionals. The extent of any subsequent support will then need to be discussed on an individual basis.

---

## FURTHER INFORMATION ON THE ABOVE SUPPORT AVAILABLE:

- **Unlimited, Confidential Physical Health Telephone Support** - Administered by our registered nursing team partners - available Mon- Fri 8:30 - 4:30
- **Unlimited, Confidential Mental Health Telephone Support** - Administered by our registered nursing team partners - available Mon- Fri 8:30 - 4:30
- **Unlimited Bereavement Support** - Emotional support and guidance for navigating bereavement of a loved one.
- **Unlimited Menopause Support** - Support covering issues associated with menopause.
- **Unlimited Cancer & Chronic Illness Support** - Support to staff if they or their family are affected by a diagnosis of a chronic, long term condition. Additional complementary therapies could be made available to assist with the physical/psychological symptoms which can accompany such a diagnosis.
- **Weight management** - Support and guidance for navigating our nutritional health and weight loss.
- **Free access to Thrive** - NHS approved guided CBT, mindfulness, meditation and relaxation app.
- **Free access to The Relaxation Room** - SAS guided mindfulness & meditation evening webinar sessions.
- **Free access to E-gym** - App based exercise programme for range of abilities and experience.
- **A Range of Work-Related Stress Support** - Access to information and advice surrounding work-related stress to identify solutions to deal with stress, help instill the user with coping strategies for stress and anxiety and/or provide mindfulness focused sessions that concentrate on relaxation techniques. Also support that may need to be considered to assist in reducing any workplace stress that may have a detrimental impact on future health and attendance i.e. Occupational Health Referrals, Counselling sessions, Health Risk Assessments, Education Support Partnership, ASCL Wellbeing Zone etc.
- **Physiotherapy** – support to alleviate discomfort while you are waiting for a referral.
- **Private medical operations** - support to try and reduce waiting times for non-urgent operations, enabling staff to return to their usual duties sooner.
- **Free health screening days/checks/ including:**
  - Blood pressure and pulse
  - Total / HDL cholesterol test
  - Height, weight, BMI and waist measurements (weight & waist circumference)
  - Lifestyle assessment of risk factors
  - A calculation of your risk of developing heart disease or stroke in the next 10 years.
  - Advice and information on how to reduce your risk.
- **Flu jabs for eligible staff**

---

IN ADDITION, COLLEAGUES AT PRIORY MAY WISH TO ACCESS THE FOLLOWING ASPECTS OF SUPPORT TOO:

- **Access to ‘Supervision’ sessions** – Provided by one of our trained, in-house Pastoral Managers should staff feel the need to talk to someone to support their wellbeing either professionally or personally.
- **Access to our ‘friend of the school’ Charlotte Lowe – counselling service for confidential Physical and Mental Health Support** – solution focused therapy sessions should staff feel the need to talk to someone in order to support their wellbeing through particularly difficult or challenging times in their professional or personal life.
- **Support from Cheryl Barker - financial advice** – staff can chat to Cheryl for independent, no obligation financial advice on work related aspects including payroll, HR and pension queries, including leave of absence, maternity and paternity leave, salary calculations to name a few.
- **Access to our ‘friend of the school’ Shauna Speight – financial advisor** – staff can chat to Shauna for independent, no obligation financial advice on work related or personal finance – whether that be savings, investments, retirement planning, pensions etc.
- **Access to our ‘friend of the school’ Phil Dyer – leadership and healthy leaders advisor** - staff can chat to Phil to support their leadership roles where applicable but also to support their wellbeing in relation to our ‘Self Care’ and ‘Team Care’ focus across the school.
- **Access to our ‘friends of the school’ Kevin & Gill Bond** – Kevin and Gill live locally and run a business which helps people review their necessary household bills which include Energy costs, Broadband costs and mobile costs, all of which are vital in the modern world. They speak to the individual and together look at their bills and find a cheaper solution. As an example, in the current climate (January 2023) they could save the average family up to £425 on their bills. If they find a saving it’s then the individual’s choice whether they engage with them in reducing those costs. The review is all at no cost to the individual with no obligation to engage with them. Their contact details are:
  - Kevin 07787187840
  - Gill 07969197030
  - Email... [bonds@utilitywarehouse.org.uk](mailto:bonds@utilitywarehouse.org.uk)
- **Access to our ‘friend of the school’ Jemma Oliver** - physiotherapist working out of Galloways in Penwortham, just up the road. She is very conscious of our wellbeing as staff, and as such, offers all of us a 50% discount on acupuncture sessions with herself, should we wish to engage and/or some discounted soft tissue massage or Physio sessions. The main reason Jemma highlights acupuncture, is that it has great stress release and relaxation properties and provides an opportunity for people to ‘zone out’ for a little while. Many people find it very relaxing. Details below in terms of further information and how to book:

**Clinic Treatment Offers:**

**Acupuncture**

£15 per 20 - 30 mins

**Benefits include:**

Soft tissue muscle tension / trigger point release  
Upper back and neck pain / muscle release  
Lower Back Pain  
Postural tension  
Help with chronic / persistent pain issues  
Relaxation

## Headaches

### **Massage Sessions**

£25 per 30 mins

Similar benefits as above.

### **Physio Sessions** - (£5 off normal prices)

£40 initial consultation

£30 follow up sessions

- assessment / diagnosis / treatment and rehab

### **Booking:**

Please make a booking via the link below or by dropping Jemma a text or email for more info/to book:

[jemmaoliverphysio@gmail.com](mailto:jemmaoliverphysio@gmail.com)

**07376173136**

### **Online Link:**

<https://jemma-oliver-physio-and-pilates.uk1.cliniko.com/bookings>

(Please just book 'Initial Consultation' on booking and Jemma will adjust time and price accordingly)

Jemma Oliver MSc MCSP

Physiotherapy

Penwortham, Preston

[www.jemmaoliverphysio.com](http://www.jemmaoliverphysio.com)

LinkedIn: <http://linkedin.com/in/jemma-oliver-0690714b>

- Support for staff to become markers for their exam board. **2 days working away from school will be provided to staff who are markers in the summer term** provided staff professionally develop colleagues with their knowledge/understanding (please see above)
- **'Wellbeing Wednesdays'** – no staff INSET on the last Wednesday before every half term/term break so staff can plan to leave and do something for themselves.
- Whole staff **INSET days** undertaken each Wednesday after school rather than full days in school (except for the first Inset day back in September) – allowing for greater flexibility for return to school following holiday periods/bank holidays.
- Open discussion with Headteacher regarding **'special leave'** if required.
- **'Leadership lunches'** every week – an opportunity for SLT and ELT to get together for informal/formal discussion and chat.
- **'Leadership Friday 'coffee catch up'** - every Friday morning from 8.00am – an opportunity for SLT and ELT to get together for informal discussion and chat.
- **Tea and coffee** available from 'The Bistro'.
- **Staff socials** – BBQ's/meals out/Christmas meal etc.
- **Pre-order lunch service**
- Access to the **Digital Healthy Schools** platform for staff

- **Staff Welfare activities at reduced rates** – please see those items marked in yellow in the staff calendar i.e. Yoga, Zumba classes etc.
- **‘Listening Tree’ support** – a forum to allow staff to review and reflect on their practice.
- **Results day** – continental breakfast provided for staff coming in on results day to see how our pupils have done.
- **Edapt UK - a union giving legal support and advice without political agenda.**
- **Support from the Health and Safety Executive’s (HSE) ‘Go Home Healthy’ programme**, so that we take health risks as seriously as safety ones, particularly the prevention of work-related stress:
  - The [Talking Toolkit](#) is a downloadable free resource, which gives staff in school templates for simple, practical conversations about work issues which can be causes of stress, if they are not managed properly. The toolkit has six templates that can be utilised as a starting point for six different conversations to be held between school leaders, line managers and staff. Each conversation is shaped around an area which, if not properly managed, is associated with poor health, lower productivity and increased sickness absence.
- **Flexible working/working from home** – flexible approach allowing flexible working where possible.
- **Discounts for teachers** - <https://www.discountsforteachers.co.uk>
  - Brands available with discounts include Apple, Jet2, Lovehoney, HoSeasons, BT, Sky, EE, JD Sports, The AA, Oasis, Pandora, Look Fantastic, Pretty Little Thing, Emma Mattress, Charlotte Tilbury and some loan providers – and lots more - there are hundreds of offers available.
  - They communicate to members by email, but if this isn’t how you would like to be contacted you can opt to turn these off and just use the website as and when you want as a member. The scheme is open to all educational staff, including non-teaching and retired. There is no fee to be a member of the site, it is completely free – they make their money from commission from the retailers.
  - The scheme has 600,000+ members in education and has been live since 2018.
  - They also offer a cashback card through the site offering better cashback rates than Quidco etc. at rates of up to 12% and it includes supermarkets. It is found here: <https://www.discountsforteachers.co.uk/cashback-card> and is a re-paid visa debit card. Example brands on the card are:
    - Sainsburys – 3%
    - Asda – 2.5%
    - John Lewis – 5%
    - Boots 5%
    - Virgin Experience Days – 12%
    - Laithwaites Wines – 7%
    - Argos 5%
    - With many more

- **Employee Assistance Programme**

This helpline offers us counselling and advice akin to that offered by our existing SAS package, but complements this existing service offering a broader package of signposting and support between the two of them:

- It covers a variety of personal, family or workplace issues.
- There to help you when it comes to looking after the mental health of your team
- The guide is designed to explain the service and how you can support your staff

Log onto: **[employeeassistance.org.uk](https://employeeassistance.org.uk)**

And use the login **LancsEDU**





*Jemma Oliver*

PHYSIOTHERAPY



**Simple and effective help with pain, injuries  
or persistent annoying niggles!**

**Galloways  
Howick House  
Howick Park Ave  
Penwortham, PR1 0LS**

**07376 173136**

**ONLINE**  
*Booking*



**[jemmaoliverphysio.com](http://jemmaoliverphysio.com)**

**Initial Assessment £45  
(45 mins)**

**Follow Up Sessions £35  
(30 mins)**

Chartered Physiotherapist  
HCPC Registered

**[jemmaoliverphysio@gmail.com](mailto:jemmaoliverphysio@gmail.com)**