

Waterthorpe Nursery Infant school



Staffing Policy

February 2018

Approved by: Steering Committee

Date: 6th February 2018

Next Review Date: Spring 2021

STAFFING POLICY

Waterthorpe Nursery Infant School aims to employ staff who have sufficient knowledge and expertise to meet the requirements of the school's curriculum, including areas of learning for the under 5s, religious education and the National Curriculum. Once the balance of staff is correct the curriculum can be taught effectively to all pupils. In order for the day to day life of the school to function effectively, appropriately skilled staff have been appointed to assist the whole process. In addition, Teaching Assistants work with the teachers in planning, teaching and recording children's progress.

Recruitment should take account of equal opportunity legislation and positive action statements may be used to encouragement applications from under represented groups. Safer recruitment procedures are in place to safeguard and promote the welfare of children. (See recruitment File)

The staffing structure is fit for the purpose of the school and is under constant review to ensure it is also fit for the future of the school. Budget decisions regarding staffing are made with teaching and learning and the welfare of the children as a top priority.

Deployment of staff

The Headteacher and the leadership team meet termly to review the deployment of staff. Teachers are consulted about their preferences for which Year group they wish to teach but the decision for this is made by the Headteacher. Support staff are consulted about their preferences and are then deployed by the Headteacher according to the current requirements of the school but taking their views into consideration.

The school will adhere to the requirements of the National Agreement for Workforce Remodelling, Teachers pay and Conditions documents and any Pay and grading documents produced by the Local Authority and approved by the Council. The governors are involved in strategic planning and evaluation.

Staff Development

It is important to meet the personal and professional needs of all the staff. In order to do this the needs of the whole school must first be established and where possible the requirements of the staff should be linked to this.

In the Spring Term the following are considered:

(A) School Improvement Plan/Single Integrated Development Plan

The following procedures involve the staff of the school:

- (1) Staff meet in working parties to establish their priorities
- (2) An evaluation of the previous/current year's developments is made
- (3) Lists are made of areas which are well developed and areas which are less well developed

- (4) The staff discuss priorities and prepare a calendar
- (5) Meetings are attended by all staff & governor representatives to plan priorities
- (6) Working parties are established along with a rough plan of the staff meetings and INSET days
- (7) Individual and collective responsibilities are defined and noted

(B) Staff Supervision and Performance management reviews

Individual teachers and Support staff meet with the Headteacher or designated Leader for supervision meetings, on a termly basis. This is a confidential interview when the following areas are discussed and action plans written:

- Performance
- Learning and Development
- Mediation
- Support
- Safeguarding

(C) Continuing Professional Development (CPD)

- (1) The CPD leader encourages staff to be aware of courses available. Staff make lists of any training and support that may be useful to themselves and the school.
- (2) Supervision and Performance Management reviews include a written record of CPD needs to support targets. These are shared with the CPD leader.
- (3) The information is collated by the CDP leader.
- (4) The Senior Leadership Team (SLT) and CPD leader meet to decide upon the courses which will best support the needs of the school

THIS POLICY SHOULD BE CROSS REFERENCED WITH THE CPD POLICY

As a result of the 4 processes mentioned above the SLT are able to identify the priorities for staff development in relation to whole school development taking into consideration individual development needs.

Finance to Support Staff Development

The school budget is the main source of funding for staff development. Money is set aside to cover the costs for training and visits.

Some projects are funded by grants e.g. Family Learning, Leadership Programme. Bids are made for this financial support.

Governors

Governors training needs are an agenda item on each full Governors agenda. The governors will decide annually, in the spring term, what whole governor training is required and will allocate a budget and sign up to the governor's training package as appropriate to meet their needs.

The Governors discuss the draft plan of the School Improvement Plan/Single Integrated Development Plan and add their targets. Individual and collective responsibilities are defined and noted. The governors approve the plan and the Headteacher reports to them on the progress made at the termly meetings through the Headteacher's Newsletter.

The Governing Body have accepted the decision to maintain the policies and advice of the Local Authority in the following areas:

- (1) Recruitment and Selection
- (2) Collective disputes
- (3) Disciplinary Procedures
- (4) Grievance Procedures
- (5) Leave Arrangements
- (6) Managing Incapability
- (7) Managing change in a Redundancy Situation
- (8) Managing Reductions of Staffing and Redundancy Process
- (9) Sickness Entitlements
- (10) Travel and Subsistence Allowances
- (11) Temporary and Fixed-Term contracts
- (12) Child Protection
- (13) Guidelines for Extreme Weather Conditions

The policy statements and procedures can be found in a separate file.

Annual Performance Reviews

All members of the teaching staff meet with the Headteacher for a formal performance review each year in the summer term. This is where performance is reviewed on previous targets. Evidence is collected throughout the year on achievement of these targets by the class teacher and Headteacher through at least one classroom observation, talking to pupils and the class teacher and by examination of pupil's work. In the autumn term new targets are set.

The Headteacher's targets are set and reviewed by the Governing Body with advice from the school's School Improvement Partner.

Review date: September 2020

Equality Impact Assessment Template

| | |
|---|---------|
| Name of policy or project being assessed? | Date |
| Staffing Policy | 6/10/17 |

| | |
|----------------|---|
| Priority Level | |
| High | X |
| Medium | |
| Low | |

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|---|
| Lead Officer: Helen Stokes |
| Members of the assessment team: Helen Stokes & Suzanne Marriott |
| Others involved in the assessment (peer review/external challenge): Steering Committee members |

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| <u>What are the aims of the policy or project?</u> to employ staff who have sufficient knowledge and expertise to meet the requirements of the school's curriculum. |
| Who is the intended customer/service user of this project or policy? Governors and staff |
| <u>What are the desired outcomes from this project or policy?</u> The staffing structure of the school is fit for purpose |
| List any other key policies, procedures, projects or strategies that this policy/project has implications on: Best Value statement, CPD, performance management, finance |

| | |
|---|---|
| <p><i>What are the racial, disability and gender equality implications of the policy or project?</i></p> <p>Recruitment should take account of equal opportunity legislation and positive action statements may be used to encouragement applications from under represented groups</p> | |
| <p>Does the policy or project have any significant positive impact for:</p> <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls | <p>YES where positive action statements are used</p> |

| | |
|--|------------------|
| <p>Does the policy or project have any significant adverse impact for:</p> <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls | <p>No</p> |
| <p>Do you have any evidence?</p> | |
| <p>Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?</p> | |

| | | | |
|--|--|------------------------------------|--|
| <p>Action to take : When reviewing the policy to add a statement regarding the recruitment of under represented groups and the possible use of positive action statements</p> | | | |
| <p>If you have indicated there is a negative impact, can it be justified?</p> | <input checked="" type="checkbox"/> YES | <input type="checkbox"/> NO | |
| <p>If you have indicated there is a negative impact and it cannot be justified, is it discrimination? N/A</p> | <input checked="" type="checkbox"/> YES | <input type="checkbox"/> NO | |
| <p>If you have answered YES, please list all the changes that you have made to eliminate this discrimination:</p> | | | |
| <p>Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)</p> | | | |

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|---|----------------------|
| <p>Signed (Person completing the form):</p> | <p>Date: 6/10/17</p> |
|---|----------------------|