

# Why work at The King's?

## Staff well-being

Our employees are our greatest asset. Creating a supportive environment where our staff feel happy, cared for, listened to and professionally equipped to fulfil their role underpins all we do as a school. Promoting health and well-being is a core value within our schools and is an integral part of The Federation's drive to improve outcomes for all of our children.

As an employer, The King's endeavour to:

- actively promote and nurture a Christian ethos within school so staff feel able to 'promote life in all its fulness' (John 10:10);
- take an open and collaborative approach to leadership so that staff feel informed, empowered and listened to;
- provide a high quality, rigorous induction process to ensure that employees are supported to settle and establish themselves quickly;
- create and sustain a culture that values true collaborative learning by teamwork and accountability, honest feedback, mutual support and a self-improving working environment;
- provide all staff with access to high quality, ongoing professional development to ensure they feel well-equipped and confident to fulfil their role in an effective and satisfying way;
- streamline processes so that staff can retain a healthy sense of work-life balance;
- provide on-site services to help maintain a work-life balance.
- conduct regular stress risk-assessments for individuals/teams with targeted support where necessary and
- offer flexible working arrangements for staff, to support with the management of family life.

## Additional staff benefits

- Personal issue laptop and iPad
- Free on-site gym
- Free annual flu vaccination
- Staff football
- Discounted staff takeaway service
- Wellbeing breakfasts
- Counselling and other occupational health services
- Access to childcare voucher scheme

## Teachers Continued Professional Development (CPD)

High quality professional development focuses on improving students' learning and outcomes. The King's has a strong commitment to ensuring continuing professional development encompasses a wide range of activities for school staff, which adds to their professional knowledge and enhances their professional skills. It is an integral part of the school's culture that promotes and supports career structures as well as ensuring teachers are well equipped to *'deliver learning experiences that last a life time.'*

The CPD for teachers is structured using the layered approach.

The **four layers** include:

- Layer 1** – Assessment/ T&L priorities CPD/ Literacy and Numeracy CPD/ Safeguarding CPD
- Layer 2** – Subject Specific CPD (within Subject Areas)
- Layer 3** – Personalised Career Point CPD
- Layer 4** – External CPD



Layer	Session	
1	Whole school CPD	<p>The whole school CPD sessions revolve around The King's priorities. The priorities are devised based on the outcomes from the previous year's SDP and SEF and will focus on embedding the following:</p> <ol style="list-style-type: none"> <li>1. T&amp;L - continuing to improve the outcomes for HATs, PP and males as well as sustaining The King's Standards <ol style="list-style-type: none"> <li>1. Questioning</li> <li>2. KAGAN</li> <li>3. VIPERS</li> <li>4. Key skill/ knowledge descriptors (understanding of what progress looks like in subject)</li> </ol> </li> <li>2. Numeracy &amp; Literacy will focus on embedding The King's strategies to ensure numeracy and literacy is consistent across the curriculum</li> <li>3. Safeguarding / SEND - These sessions include routine safeguarding updates along with training for SEN and pastoral provision</li> </ol>
2	Subject specific CPD	<p>Below are some suggested ideas of how Subject Leaders can improve Teaching and Learning during their subject sessions:</p> <ul style="list-style-type: none"> <li>• ***Agreeing a clear vision between the team; ensuring they have a clear understanding of curriculum intent and sequencing and <u>why</u> these choices were made</li> <li>• ***Moderation or standardisation of classwork/ assessments</li> <li>• Gathering high quality evidence on the curriculum intent, implementation and impact</li> <li>• Collaborative planning; developing resources both learning and revision</li> <li>• Sharing good practice on an agreed aspect of pedagogy</li> <li>• Re-writing the assessments check points - so that over time they are providing an assessment that tests knowledge and understanding</li> <li>• Peer to peer book scrutiny</li> <li>• Reviewing/ updating curriculum plans – focussing on British Values / Enrichment / Literacy / Numeracy / CD</li> <li>• Creating knowledge organisers</li> </ul>

Layer	Session	
3	Career stage Devel. CPD	<p>All teachers are given the option to participate in a range of pathways that reflect their career stage. These include:</p> <ul style="list-style-type: none"> <li>• ITT Provision</li> <li>• NQT/ RQT Provision</li> <li>• NPQML/ NPQSL</li> <li>• Becoming an SLE</li> <li>• SENCO</li> </ul>
4	External CPD	<p>To promote outstanding practice, nurture talent and develop leadership across all levels, opportunities for staff to indulge in external CPD are plentiful. These include:</p> <ul style="list-style-type: none"> <li>• Subject knowledge / pedagogical enhancement courses</li> <li>• Exam board CPD including subject matter, improving core teaching skills and support with curriculum changes (online and face to face)</li> <li>• Networking hubs / peer to peer support with neighbouring schools</li> <li>• T&amp;L / H&amp;S</li> </ul>

\* **Layers 1 and 2** is calendared for every Monday afternoon. The CPD sessions alternate between 'whole school' and 'subject specific' CPD.

\*\* **Layers 3&4** will take place in accordance to external provider dates.

### Newly Qualified Teachers

The King's work with Blackfriars, the appropriate body for NQT teachers and support in Staffordshire. Provision within the school is robust and includes various activities that build on the professional learning that took place within Initial Teacher Training. All sessions and activities require reflection where NQTs are encouraged to share their experiences or perceptions. This will be followed by discussion and will provide strategies to allow NQTs to develop their practice further.

NQTs can expect the following:

- A reduced timetable
- an experienced NQT mentor
- one meeting a week with an NQT mentor
- one observation per half term with their NQT mentor and / professional mentor
- a progress report completed by the NQT and their mentor once a term and submitted to Blackfriars
- access to the school CPD program led by the Head of Teaching Learning and a program provided by Blackfriars

## Initial Teacher Training

As a school, we work closely with various providers across Cheshire and Staffordshire, including Blackfriars, St Joseph's SKITT and Staffordshire University to support teachers in the initial stages of their career. The relationship with providers is a valuable recruitment tool for us to secure the highest quality teachers.

The King's offers a bespoke training pathway that is personalised to the needs of the trainee. As a trainee teacher, you can expect the following:

- a reduced timetable which increases throughout the year, to a maximum of 80%;
- although placements differ with each training provider however most trainee teachers will have at least two placements in different schools, including experience in a primary school and Sixth Form;
- an experienced subject mentor;
- one meeting a week with a subject mentor;
- one meeting a fortnight with a professional mentor;
- one formal observation, write up and feedback a week with their NQT mentor;
- one formal observation, write up and feedback a term with their professional mentor;
- a Quality Assurance visit from their training provider each term;
- will be supported to follow and abide by the eight teaching standards and wider professional role standards as set by the DFE;
- a progress report completed by the trainee teacher, their subject mentor and professional mentor once a half term and submitted to the training provider;
- to follow the in-school CPD led by the Head of Teaching Learning at The King's, and subject and professional mentors.

For further information on Teacher Training at The King' please contact our professional mentor Tom Harrison – [tharrison@thekings.staffs.sch.uk](mailto:tharrison@thekings.staffs.sch.uk)

## Support staff

There are a wide range of support staff roles in all of our schools. We offer a variety of CPD opportunities for all of our support staff, including training courses which lead to formal qualifications. These include Teaching Assistant Level 2 and 3 and Business Administration Level 2 and 3 to name a few.

Our annual appraisal programme is an important part of the process in our commitment to develop our employees to reach their career aspirations.