

THE NORTHUMBERLAND PARK WAY...
STAFF HANDBOOK
2016 - 2017

INTRODUCTION

The high expectations we have of students and the achievements we strive to enable them to attain are at the heart of the work of all the staff at Northumberland Park Community School. The Staff Handbook is intended to provide every employee with the essential information needed in order to pursue our motto: **'Motivate • Aspire • Transform'**.

The Staff Handbook is intended as a thorough reference document, which should provide information and guidance on the daily running of Northumberland Park Community School and to a certain extent wider policy issues. It aims to: -

- Increase understanding, awareness and consistency
- Give a careful record, checklist and aide-memoir
- Reduce uncertainty and duplication of effort, particularly during these times of change
- Support the regular communication and liaison that goes on between curriculum areas, curriculum task groups and pastoral teams

It is not a final document. Its format recognises the changing nature of the school and the context in which we work. It will require updating as the school moves forward in developing its policies and practices.

Staff in an effective and efficient school understands the systems in use, what is expected of them and the opportunities open to them. The task of managing a school in the delivery of a high quality educational service is everyone's.

The handbook is the result of many people's hard work and thinking to develop the school's approach to the education of young people.

It is intended to assist staff to have a broad picture and to recognise that our success depends on everyone supporting the agreed principles and practice of the school.

Remember, if the answer is not in here ask somebody. We are a friendly bunch and between us all, we know every thing there is to know about Northumberland Park Community School

A handwritten signature in black ink that reads "M. Duncan". The signature is written in a cursive style and is followed by a long, sweeping horizontal line that extends to the right.

Monica Duncan
Headteacher

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WHO'S WHO AT NORTHUMBERLAND PARK COMMUNITY SCHOOL

Name	Title
Monica Duncan	Headteacher
Cecil Cameron	Assistant Headteacher responsible for Student Personal Development and Well Being
Roseilee Linton	Assistant Headteacher – Teaching, CPD, PA and KS4 Quality Assurance
Nuriye Mertcan	Assistant Headteacher – Learning, Curriculum and KS3 Quality Assurance
Victoria Webb	Assistant Headteacher – KS3 T&L, Quality Assurance and Intervention Programmes
Ben Stickley	Director of Finance and Business Development
Dave Spring	Director of Academic Services
Yvette Birchell	Business Manager Facilities and Student Services
Baris Demirel	Head of Physical Education
Fay Downie	Director of Maths, Business and ICT Faculty
Heena Shah	Head of Science
Kim Beatham	Head of Humanities
Lois Burgess	Head of Differentiation/SENCO
Maria Christopher	Head of Expressive Arts Faculty & Technology
Emma Kell	Head of Communications Faculty (Interim)
Penny Anthony	Head of Modern Foreign Languages
Beverley James	School Counsellor
Delma Fernandez	Chair of Staff Well-Being Team
Ina Miller	Administration Officer
Jason Duffy	Business Manager – Human Resources
Jermaine Rennalls	Marketing & Communication Systems Officer
Josie Nolan	Learning Resources Centre Manager
Lara Burton	Business Manager – Examinations and Data Systems
Marilyn Richards	Assistant Business Manager – Finance
Maureen Lee	School Receptionist
Nadira Latchana	Business Manager – Scheduling and Lettings
Sheila Cloherty	Attendance Officer
Sonia East	Executive Assistant to the Headteacher
Jose Bordetas	Director of IT Services
Mike Catsis	More Able and Talented Coordinator
Eileen Bolton	Accelerated Reader Coordinator

EMAIL GROUP MEMBERSHIPS

SLT	MDU CRC DSP NME RLI YBI VWE BST
ELT	MDU YBI CRC RLI NME DSP VWE BST MCH FDO HSH CSA CBR EKE
ELT PLUS	MDU YBI CRC RLI NME DSP VWE BST MCH FDO HSH CSA CBR EKE JDU NLA MRI
ACADEMIC BOARD	MDU YBI CRC RLI NME DSP VWE BST PA KBE LBR MCH FDO BDE JPE EKE HSH CSA JBL SBW MAF PHA DHE NKH ELB CBR NHE FSA TCO SMA SRE GDW GSE MC DFE JBA AAD ISA JT SBA SGU SCA
PASTORAL BOARD	CRC ISA JT SBA SGU BTR KLL SCA JBA SWA DCA MIB AWA KMA WOC NST LBU SCL YBI LBR GCO BJA HEL
HEADS OF DEPARTMENTS/FACULTY	BDE FDO HSH EKE JPE KBE MCH PA LBR
KS3 COORDINATORS	HOK TCO SMA GDW GSE OCA
KS4 COORDINATORS	CBR CSA TGR
SUBJECT COORDINATORS	ELB SBW PHA JBL MAF NKH DHE JAD AAD OCA FSA NHE

SCHOOL TERM AND HOLIDAY DATES 2016/2017

Autumn Term 2016

	Starts	Ends
First Half	Monday 5 September 2016	Friday 21 October 2016
Half Term	Monday 24 October 2016	Friday 28 October 2016
Second Half	Monday 31 October 2016	Wednesday 21 December 2016

Spring Term 2017

	Starts	Ends
First Half	Tuesday 3 January 2017	Friday 10 February 2017
Half Term	Monday 13 February 2017	Friday 17 February 2017
Second Half	Monday 20 February 2017	Friday 31 March 2017

Summer Term 2017

	Starts	Ends
First Half	Tuesday 18 April 2017	Friday 26 May 2017
Half Term	Monday 29 May 2017	Friday 2 June 2017
Second Half	Monday 5 June 2017	Friday 21 July 2017

Bank Holidays

25 th December 2016	27 th December 2016	14 th April 2017	1 st May 2017
26 th December 2016	2 nd January 2017	17 th April 2017	29 th May 2017

INSET Days

23 rd September 2016	3 rd January 2017	7 th July 2017
21 st December 2016	17 th March 2017	

TIMES OF THE DAY

REGISTRATION 08.45 am - 09.05 am

PERIOD 1 09.05 am - 10.05 am

PERIOD 2 10.05 am - 11.05 am

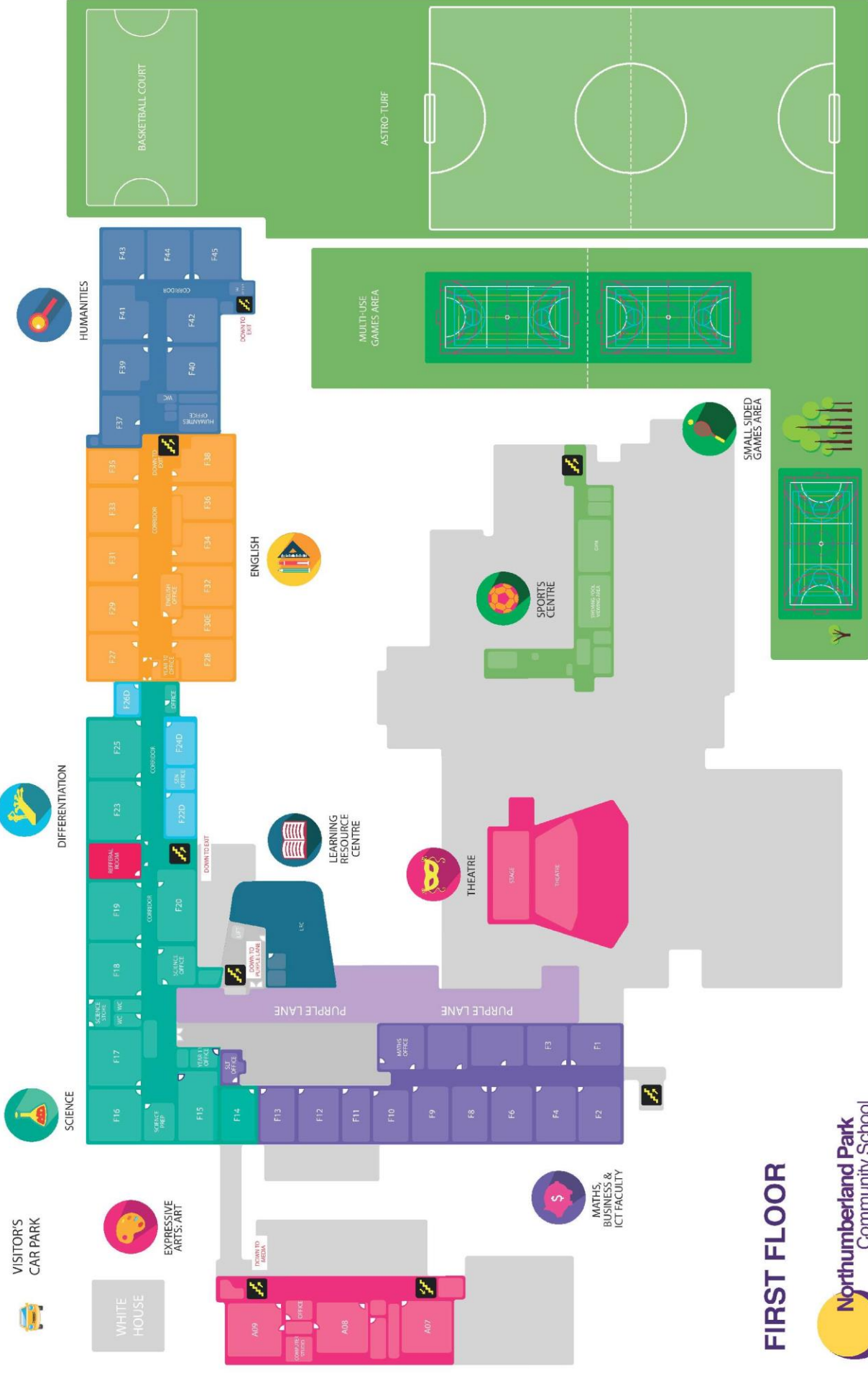
BREAK 11.05 am - 11.25 am

PERIOD 3 11.25 am - 12.25 pm

LUNCH - Year 7 & 8 12.25 pm - 13.10 pm
PERIOD 4 - Year 9, 10 & 11 12.25 pm - 13.25 pm

LUNCH - Year 9, 10 & 11 13.25 pm - 14.10 pm
PERIOD 4 - Year 7 & 8 13.10 pm - 14.10 pm

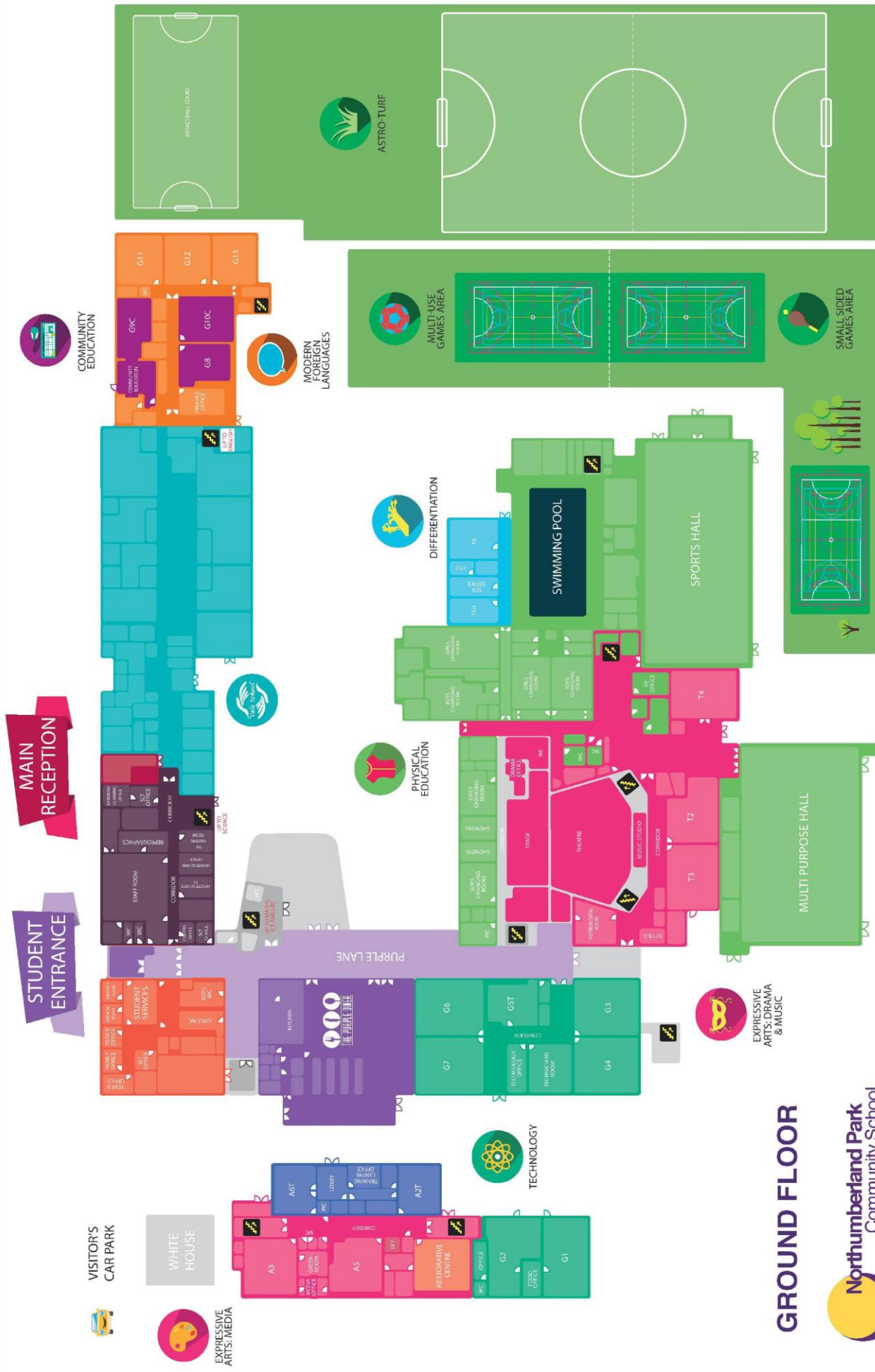
PERIOD 5 14.10 pm - 15.10 pm



- EXPRESSIVE ARTS
- MATHS, BUSINESS & ICT
- SCIENCE
- DIFFERENTIATION
- ENGLISH
- PHYSICAL EDUCATION
- HUMANITIES
- STAIRS

FIRST FLOOR

Northumberland Park
 Community School
A Specialist Arts College
 MOTIVATE • ASPIRE • TRANSFORM



- EXPRESSIVE ARTS ■ THE PURPLE DINER ■ TECHNOLOGY ■ DIFFERENTIATION ■ MODERN FOREIGN LANGUAGES
- TRAINING CENTRE ■ STUDENT SERVICES ■ HEADTEACHER ■ PHYSICAL EDUCATION ■ COMMUNITY EDUCATION

GROUND FLOOR


Northumberland Park Community School
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TUTORIAL STAFFING 2016/2017

		Y7		Y8		Y9		Y10		Y11	
	AC	ISA		SGU		JT		SBA		SCA	
	AAC	NTU		JBA		BTR		KLL		Academic Team	
WALLIS HOUSE GCO	F	GCO	G12	DBR	G6	GDW	F9	NKH	F41	CNO	F5
	G	DHE	F42	JWI	F29	ESC	A5	TGR	F45	RRI	F6
ADKINS HOUSE KLL	H	YOZ	F19	KRY	F11	EAD	F43	CSC	F34	PHA	A3
	J	AJF	F44	ABU	F3	SMA	F35	EAV	F33	LVO	F28
BYRNE HOUSE HFI	K	CBR	F20	GHU	F1	GSE THUR&FRI- PKA	G4	JIM	F8	OCA	F38
	P	MKE	F17	HFI FRI-KBE	F15	JBL	T2	MC/CST	F14	EY FRI-PGA	A7
TULL HOUSE SBW	R	IMA	F39	TCO	F36	JAD	A8	JPE	G3	DFE FRI-HSH	F31
	S	SKA	F37	HOK	F18	BDE	F40	AAD	G2	SBW	T4
KING HOUSE BTR	T	RV	G11	SWI	F10	LPA WED1-JIN	F16	EBO	F27	ACO	G7
	V	ARA FRI-JDO	F25	TPA	F23	PA	G13	CSA	F32	CMO WED-MAF	G1
	E			PGA	AP	PGA	AP	PGA	AP	PGA	AP
	Attached	FDO		KBE		MCH		NHE		HSH	
		JDO		WOC		KAK		RDA-THUR&FRI		SRN	
		DLI		KKO-REG		JIN		PWH		MYO	
		FSA-THUR&FRI		EKE		PKA		MEN		JPA	
		JHA		NST		SRE				NZA-THUR&FRI	
	PA	MIB		SWA		KMA		DCA		AWA	
	SLT	VWE		NME		CRC		CRC		RLI	
<p>Attached staff attend assemblies and Year Meetings and will mark registers in the absence of tutors across all cohorts.</p> <p>Assistant Headteachers will attend assemblies and offer support to the Year Team, but are not expected to take registers or attend all Year Meetings. They will be in key areas of the school between 8.45-9.05am.</p>											

**COMPOSITION OF NORTHUMBERLAND PARK COMMUNITY SCHOOL
FEDERATION OF SCHOOL GOVERNORS**

LA GOVERNOR	HEADTEACHER
Fiona McCourt	Monica Duncan
CO-OPTED GOVERNORS	PARENT GOVERNORS
Tony Millard	Dione Gordon Porter
Jerome Frost	Pearl Davis
Malcolm Weston (Chair)	Julia Manzhura
Barbara Firth	
ASSOCIATE GOVERNOR	STAFF GOVERNOR
Lloyda Fanusie	David Hewett
CLERK	
Sarah Davies	

SCHOOL DEVELOPMENT PLAN 2016 -2019

MISSION: Motivate ● Aspire ● Transform

OUR VISION

We will provide an outstanding education for the young people of Northumberland Park community, and those who come to us from beyond, in order to transform their life chances. We will aim to work with a range of stakeholders, partners and collaborators to be efficient in our use of resources to the benefit of our students. We will give the students of Northumberland Park Community School, the voice, skills and self confidence to learn throughout their lives and to make a difference to their community.

OUR VALUES

We value:

- The community we serve and it's right to locally provided, high quality education.
- The cultural diversity and richness of our community.
- Our students, their potential and aspirations.
- Our staff and their right to professional development and growth.
- Respect, Fairness, Courtesy and the right to equality of opportunity as the entitlement of each member of the school community.
- We will make teaching and learning our first priority.
- We believe in 'professional integrity' and 'transparency'

STRATEGIC AIMS 2016-2019

To move the school to a position of outstanding that provides and delivers an excellent experience for all who work and study at the school through:

- a determination to be a force for change and by relentlessly pursuing success for our students
- engaging in the running of outcomes-focused education that delivers qualifications, success and richness of experience and opportunity
- a relentless pursuit to drive up quality in all that we do and become an oversubscribed school serving our local community
- innovating, implementing and reviewing new initiatives to continually raise achievement
- being an outstanding institution for delivering high quality professional practice
- the school specialism as the main vehicle of communication and partnership with local and national organisations
- building strong and secure partnerships from the local, national and global community that will benefit our learners, staff and local community.
- to develop into a truly e-School using technology to enhance every aspect of our students' experience

STRATEGIC PRIORITIES FOR 2016 – 2017

Our priorities for 2016-17 will ensure that we deliver on our mission:

OBJECTIVE		SLT LEAD	LINK GOVERNOR
1. Outcomes for Students	OfS	DSP/RLI/ VWE	FM
2. Leadership and Management	LM	MDU	MW
3. Assessment for Learning	AfL	DSP/RLI/VW E	FM
4. Quality of Teaching, Learning and Curriculum	TLC	RLI/NME/ VWE	BF
5. Behaviour for Learning, Personal Development and Welfare	BLPD	CRC	PD/LF
6. Resources and Environment	RE	BST/YBI	JF
7. Community Engagement and Partnerships	CEP	SLT	MW
8. Good Governance	GG	MDU	MW/FM

OUR ASPIRATIONS

Northumberland Park Community School will demonstrate its shared vision and goals through:

- Providing strong, purposeful leadership demonstrated at all levels
- An attitude of innovation and creativity amongst staff and students that enables working collaboratively and is focussed on improvement
- Leadership and professional development (for all staff), empowering all staff to excel
- Building a network of opportunities for students to take on leadership responsibilities, both within and beyond the classroom
- Good communication between all involved
- Maximising the opportunities for the best use of all its resources for the benefit of the school community and local community including building partnerships with other providers and organisations locally and nationally

Northumberland Park Community School will be a school where ‘Every Child Matters’ and provides learning experiences and opportunities for every learner to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Northumberland Park Community School will be a successful school where all learners will fulfil their potential, regardless of background.

Northumberland Park Community School will offer a high achieving learning community for all learners where:

- The learning organisation is centred on students
- The students will receive outstanding educational experiences
- Clear targets set for all individuals to achieve their predicted attainment levels
- Lifelong learning is promoted for students, staff, parents, governors and community within the school and with partner providers
- A high quality curriculum is offered that focuses on raising attainment and is based on inclusive practises which promote leadership, team collaboration and thinking skills to enhance the development of all student and enable them to achieve excellence

Northumberland Park Community School will provide a positive culture and ethos which should lead to:

- A culture of continuous improvement and confidence to manage change
- An emotionally intelligent school environment
- Creating high expectations and success culture through which students and staff feel proud of their school
- The promotion of spiritual, moral, cultural and physical development of an individual student
- Each member of the school community will be respectful and considerate towards each other
- The recognition and celebration of achievement of each member of the school community
- The commitment and support of parents and the wider community

Northumberland Park Community School will offer a high quality learning environment:

- A new school building showcasing 'state-of-the-art' technology
- An enhanced learning and working environment for students and staff
- A new school building which supports greater links with home, partner primary and secondary schools and community groups
- A high achieving school with a caring environment for staff and students.

Northumberland Park Community School will continue to strive to become and maintain a good school reputation with:

- A strong local and national profile for providing quality education to all, receiving local and national awards
- An 'extended school' providing a range of opportunities for families, carers and members of the local community
- The Northumberland Park Community School website being the national route to create closer links with families and the broader community
- Our performance indicators promoting rigorous school self-evaluation against which we sustain school improvement

Northumberland Park Community School will be a school where:

- Every individual achieves his/her potential with a positive attitude to learning, the school and the community
- Students and staff will want to come each day
- Parents choose to send their children
- Members of the community wish to take part in life-long learning experience
- Governors are confident and actively involved
- It is at the heart of the wider community providing links for learning, sharing resources and employability

ABSENCE REPORTING PROCEDURE – STAFF

UNPLANNED ABSENCE is illness or unexpected personal difficulties.

1. Telephone **NADIRA LATCHANA**, Scheduling and Cover Manager, the night before or in the morning by 7.30am, leaving a message on **0208 275 4830** stating the nature and probable duration of your absence.
2. Teaching staff must also telephone their Head of Department or appointed person to set cover work.
3. You are required to telephone each day to confirm your on-going absence unless you have previously stated a definite length of absence and date of return.
4. A telephone call confirming your return to work is important to avoid cover being planned unnecessarily.
5. If you are still unable to work after 7 calendar days, you must obtain a medical certificate from your doctor on the 8th day and forward this to Jason Duffy – HR Manager. This needs to cover the absence from the first day in order for Statutory Sick Pay to be paid.
6. GP 'fit note' must continue to be submitted for prolonged absence each time the previous certificate expires. Without a current medical certificate, Statutory Sick Pay will not be paid. In addition, when staff are absent for more than two weeks, they should telephone the Head to keep her informed of their situation at least every two weeks so that reasonable steps can be taken to provide long term cover.
7. On your return to work you will be expected to meet with your line manager for a return to work meeting to discuss your absence from work. All absences, however brief, must be supported with a valid explanation. Descriptions such as "ill", "sick" or "unwell" are not acceptable for statutory absence returns with are used for recording and monitoring purposes, by the London Borough of Haringey. Please clarify the nature of your illness to the Scheduling and Cover Manager.
8. Members of the Senior Leadership Team are expected to telephone the Head as early as possible, should they be unable to attend work.
9. Teaching staff who are absent for any period of time leading up to a school holiday are required to complete a self-certificate / medical certificate to indicate the date when they would have been fit for work. This should be sent to the Personnel Officer.
10. All supply staff (agency) and casual staff must follow the absence reporting procedures regardless of whether they are paid for their absences. Depending on the length of service, an agency worker may be entitled to receive statutory sick pay if they have met the eligibility criteria of the Agency Workers Directive.
11. Certain absences such as hospital appointments, bereavements, childcare and unpaid leave may be authorised at the Head Teacher's discretion. In particular, it should be noted that absence for childcare is limited to three days a year. Subsequent paid absence will be at the Head Teacher's discretion. Any absence for personal reasons, need to be authorised by the Headteacher **BEFORE** passing the completed form to N. Latchana.
12. Known absences, cover requests need to be completed 5 days in advance. If this timeline is not met, the Headteacher may not authorise the absence, depending on other commitments.

BEHAVIOUR MANAGEMENT

‘The quality of teaching, learning and behaviour are the responsibility of all staff.’

Learning and Behaviour. Steer Report 2005

Our students need the best qualifications they can get. The majority of our students come from materially deprived homes with over 50% of them having entitlement to free school meals. Attaining good qualifications can level the playing field for our students and give them a fair start in life. Providing an environment that maximises progress toward exam success is our highest priority. The key features of this environment are:-

- Well prepared and well delivered lessons
- A coordinated range of opportunities which extend and enrich the curriculum to provide our students with an understanding of their role and responsibilities as citizens and which help them to develop a perspective beyond Tottenham and the city
- An ethos that prioritises the right of students to be taught and to learn free from distraction and disruption
- An ethos where acknowledging positive behaviour and achievement is emphasised
- A set of standards for staff which is universally understood by staff, students and parents, and which is consistently enacted by all staff.
- A set of basic expectations about student behaviour which is universally understood by students, parents and staff, and which is consistently and fairly enforced.
- Effective support and guidance for students who challenge the school, or are challenged by it

Safeguarding Children

We take the safety and well-being of our students very seriously. All staff undertake training in safeguarding every 3 years at Northumberland Park. The Child protection and safeguarding policies are issued annually and are part of new staff induction. These documents can also be found in the staff shared area.

Behaviour Management

“If they’d only behave I could teach them.”

“If you could teach them they’d behave.”

The statements in the box are controversial if not confrontational and they are over simplifications, but there is more than a grain of truth in them. We have a significant number of teachers who seem to very seldom encounter behaviour problems in any of their interactions with students. What seems to typify their classrooms is that students are on task and motivated and the teachers are deeply engaged in the job of imparting learning.

Our behaviour management procedures will be effective in shaping the conduct of our students if our staff are adept at using them. Staff development, the sharing of good practice, and the support of staff encountering difficulty, are therefore central to the school’s policy for student behaviour management. See staff shared area for policy.

Who is responsible for support and guidance?

- Every member of staff by adhering to the set of agreed standards

- Tutors and attached staff by monitoring challenging students and using the procedures set out in the behaviour management policy
- Heads of department by monitoring behaviour in their departments and responding to challenging conduct using the interventions set out in the behaviour policy booklet
- The pastoral team by overseeing and coordinating support and guidance in their year groups.

For further information see the Rewards & Behaviour Policy

COMMUNICATION AND INFORMATION FLOW

We have to rely on some paper communication and staff are asked to process this quickly. Please empty pigeon holes daily. Computerisation and electronic mail are speeding some communication. It is essential that staff read their email frequently, at the very minimum, daily.

The main sources of information are:

1. School calendar published annually at the start of each school year and updated.
2. Staff weekly bulletin, sent by e-mail each Friday. (Items to be included should reach Ulynda Japaul by Friday 9am). Major items may be reinforced at the weekly briefing.
3. Staff Notices, notices, minutes etc on notice boards in the staff rooms.
4. Staff handbook – revised termly.
5. There is a termly newsletter to Governors, Staff and Parents and other stakeholders.
6. Timetable and timetable changes: posted in the staff room updated by Dave Spring. Tutor group and teaching group lists are available on SIMS.

Circulation of Agendas and Minutes

Meeting	Agenda	Minutes
Governing Body	Governing Body Members	Governing Body Members All Staff via Staff Bulletin
SLT/ELT	SLT/ELT HoDs/ACs	SLT/ELT Members HoDs/ACs/SLT *
Academic Board	SLT Headteacher	
Department	Department Members SLT Line Manager	Department Members SLT Line Manager Headteacher *
Year	Tutors/attached staff SLT Line Manager	Tutors/attached staff SLT Line Manager Headteacher *
School/Year Council	Council Members	Council Members, SLT, ACs *

* stored in staff share area

Communication with Parents and Carers

- Information pack for new parents, discussed at interview
- Half termly progress reports
- Annual report
- Parents' evening, held annually
- Learning review days
- Year 7 and 11 meet the tutor evening
- Departments send letters home
- Half termly Newsletter to Governors/Staff/Parents and Community.
- Evening events – concerts, performances, induction evening, celebration of achievement
- Year 11 Parent Support Evening – GCSE

DEALING WITH DIFFICULT PEOPLE

From time to time, we shall all have to deal with a person who is angry or distressed, whether in person or on the phone. What follows is some useful advice on how to defuse the situation. Haringey Council also support a policy of non-aggression toward its staff. Their notices are displayed in reception.

Keep it in perspective

- Give yourself positive messages
- Remember it's your *organisation* they are annoyed about, not you personally
- Don't view it as you versus them, but as the combined forces of you and them versus the problem
- Learn to notice the early warnings signs that you are getting "uptight"
- Breathe fully; relax
- Ask for help when you need it

Give the person your full attention

- Give good, relaxed eye contact
- Listen well
- Notice the whole of their message
- Try to see the problem from their point of view
- Make notes of what they are saying
- Don't interrupt

Check your understanding:

- Recap the content
- Recap their feelings
- Learn more by asking non-intrusive questions

Find agreement:

- Either agree that they are right or agree with the frustration they must be feeling

Move to action:

- Deal with the problem or find out more
- If the person remains irate, go back to assess whether there is more for you to hear and understand. If the person continues to block you moving to action, you may need to move on

Delay or transfer:

- If you need time, keep them informed, say when you will get back to them, do get back to them, especially if there will be a delay
- If you need to refer the problem on, keep the person informed. Inform the person you are transferring them to, about the nature of the difficulty or the problem
- If this is an abusive phone call, calmly advise the person that it is not appropriate for you to continue the conversation in this way, say that you will make a note of their phone call and inform an appropriate member of staff, and then say that unless they speak to you more calmly you will terminate the call. Advise them of this twice and then say you are terminating the call and do so. Log the call and inform the appropriate member of staff

Confront

This is not an "attacking" stage. It involved making the person aware of what they are doing (respectfully); e.g. "I've made some suggestions for what we might do to put things right, but I can see that you're still annoyed. Is there some way in which we can solve this problem together?" or "... would you prefer to talk to someone else?". This can also be a helpful strategy with students in high tension situations.

DEALING WITH A RACIST INCIDENT

We take a firm stand on undesirable behaviour and equal opportunities issues. Both the behaviour for learning and Equal Opportunities policies underpin our position that racist behaviour of any kind can never be tolerated. It is essential when dealing with an incident which is, or maybe racist, that students and staff are listened to, assured that their concerns will be taken seriously and that the matter thoroughly investigated.

Staff receiving a report or witnessing any kind of racist incident should write an account on the school's Incident Report Form (available on staff shared area) and pass it to the Headteacher.

When making a report, the following should be included:

- The time of day and place that the incident occurred
- Any circumstances that may have led to the incident
- Any previous background knowledge of the incident
- The names of any witnesses
- Verbatim quotes
- Statements from the students involved where possible

The details and outcome of the incident are recorded on the Log.

A log of Racist Incidents is kept by the Executive Assistant to the Headteacher, Sonia East. The school has a statutory duty to report all racist incidents to the Local Authority in line with their requirements. Racist incidents are reported to the Governing Body on a termly basis, via the Headteacher's Report to Governors.

Achievement Coordinators log racist incidents that occur with students.

EDUCATIONAL VISITS

Information relating to educational visits and other school journeys should be processed through EVOLVE. Please see Ben Stickley if you have not received your log in details. Refer to Health and Safety Policy and information stored on the shared area for detailed guidance. Please also see/email Ben Stickley for further clarity. You should seek advice at the earliest opportunity.

Application forms via EVOLVE must be completed a minimum of 14 days before the event and submitted to NLA, HoD, EVC and Headteacher before the visit can go ahead. These deadlines are normally longer for any trip aboard or involving hazardous activities as the approval of the Council's Health and Safety Adviser and Chair of Governors also has to be obtained. No services can be booked without formal agreement been given for the activity to go ahead.

Ensure that all written risk assessments are carried out and uploaded, failure to do so will delay or even stop the activity taking place.

Please note that any planning of educational visits, staff must see Nadira Latchana at first instance to secure the date.

REPROGRAPHICS

- Any requests for the Reprographics Officer, Carmen Amas, must be given to her directly. Her room is accessed from the staffroom and there is a basket for work requests. Requests include laminating, design, printing etc.
- Reprographics – There is a normal turnaround time of 24 hours, with the exception of booklets and around the beginning of terms, the time of whole school mail outs or examinations
- In order to use the photocopier in your own time, you will require a copying card unless you have been allocated a pin code. Cards are available from the MRO – Please ensure that you do not give these cards or codes out to students.
- Printing and design are completed upon request on a first come first served basis

FINANCE AND ORDERING

The school has an annual budget which must be adhered to and a detailed set of financial procedures.

Each part of the budget (cost centre) has a designated budget manager responsible for planning its use and ensuring that it is not overspent. The great majority of cost centres are managed by the senior management of the school. However each department has a capitation budget which is intended for the purchase of consumables, small equipment and resources and also covers the cost of photocopying and prints by the department. This budget is intended to meet annual needs and developmental needs, although there is also a small reserve held by the Headteacher to meet exceptional developmental demands.

David Spring manages the ICT budget and Yvette Birchell manages the buildings budgets and major equipment budget.

Expenditure can only be undertaken with the authority of the budget holder. Staff who wish to order resources should discuss needs with their head of department or appropriate budget holder. Proposed orders must be detailed on a requisition form (available from the finance office) and must then be assigned by the budget holder before being submitted to the finance office to generate an official order to be signed by the Headteacher. This procedure for ordering goods must be followed without fail. Goods ordered by other means will be the personal liability of the member of staff concerned.

There is a procedure for local purchase of goods or minor expenses by staff with refund of the costs through the petty cash system. However this should be used only occasionally when there is a very good reason why normal ordering arrangements are inappropriate. The school has no commitment to refund of such expenditure unless staff must have the prior approval of the budget holder to the expenditure. In order to obtain a refund, staff need to have a "VAT receipt" (ie an official receipt from the vender detailing the purchase and containing the Vendor's VAT registration number) and then attach this to a completed petty cash claim form which then needs to be signed by the budget holder and staff purchasing goods prior to authorisation by the Headteacher.

Staff need to be aware of the school's general policies on probity and best value in all financial matters.

In general terms this means that:

- staff must declare all financial interests of themselves and their near relations that could impact on any financial choices or decisions of the school that they may influence – staff are asked annually to complete a financial interests form.
- staff must guard against the possibility of being accused of personal gain through any dealing with financial decisions for the school. In particular all gifts offered by suppliers or

others must be declared immediately and recorded – see the Business Manager Finance, Marilyn Richards. Normally these should be refused unless they can be used for the benefit of the children. Additionally staff should be careful to choose suppliers on the basis of the best value for the school but be cautious and declare using suppliers they use personally where there may be the possibility of accusations of covert personal gain.

- the principle of best value, which means not just the cheapest but the most cost effective taking into account quality and appropriateness, should be the basis for all purchasing. Staff should therefore think regularly about alternatives in terms of suppliers and alternative goods or approaches to meet particular needs, especially in the face of technological advance. Regular purchases from known suppliers should be market tested from time to time to ensure that they still represent best value for money.

There is further detailed advice on financial procedures and purchasing in the annual capitation memorandum sent to Heads of Department which is available in the shared area of the ICT system.

Collecting money

From time to time staff may become involved in collecting money eg a trip or event. The rules for this are simple but must be followed or staff could become personally liable for any loss or discrepancy.

Staff collecting money must:

- inform the Business Manager Finance, Marilyn Richards, in writing what they will be collecting money for so an account can be started for it.
- Ensure that a receipt is issued for each amount received and the amount received is checked in front of the person giving it.
- Ensure that any money received is kept safely and securely until it can be given to the Business Manager Finance to put in the safe, which must be done **on the same day as it is received**.
- The Business Manager Finance will check the amount you give to her in your presence and give you a receipt for it.

Remember if you follow these procedures there will be no problem but failure to follow them could make you personally liable for discrepancies

FIRE AND EMERGENCY EVACUATION PROCEDURES

Teachers with classes

- Impose silence and good order immediately
- If you are on the first floor, direct any disabled child to go by themselves to the nearest safe haven (they are trained to do this)
- If possible, without delaying evacuation, close windows, switch off electrical equipment, get children to take belongings with them, lock the classroom door
- Escort your class walking in single file under your control quietly and quickly via the nearest exit to the all weather pitch (note that the electronic doors between departments that are normally locked are automatically unlocked during fire evacuation providing alternative means of escape..)
- Ensure your class line up in their tutor group in alphabetical order in the correct part of the all weather pitch for their year group (see attached plan)
- Tutors and other staff attached to year groups should then join their year group and to ensure that the registers of all year groups are taken quickly and efficiently and absentees reported to Heads of Pastoral immediately.

All other staff and visitors

- Immediately stop what you are doing and proceed quickly to the fire assembly point on the all weather pitch
- If possible without delay, and only if you are certain it is unoccupied,, lock the door to any area you are leaving
- Assist en route, without delaying yourself, in the control of children evacuating the building and provide a good model of behaviour by proceeding in an orderly, quiet and purposeful manner
- Assist any disabled child on the first floor who needs help to get to a safe haven
- Report to the relevant assembly point on the all weather pitch (see below).
- Senior staff, admin and other key staff with special roles must give priority to these duties.

Preparatory action - ALL STAFF NOW MUST:

- Ensure they are familiar with the nearest fire exits to all areas where they are located
- Ensure they know the locations of the safe havens for disabled children (see plan overleaf)
- Ensure they know where the all weather pitch is and the assembly points on it (see plan overleaf)
- Report any lack of fire signage in classrooms or problems with the fire safety equipment immediately to the caretakers by email
- Permanent staff must read the full emergency evacuation instructions in the fire plan available in the staff shared area of the ICT system
- Senior staff, admin staff and caretakers with special responsibilities must ensure they fully understand and undertake their role including any reserve or deputising role as necessary

FIRE EVACUATION INSTRUCTIONS FOR FIRE ALARMS OUT OF LESSON TIME

In the event of the fire alarms sounding continuously outside lesson time

All staff

- All students must be instructed to walk immediately to the Astro turf pitch
- Staff in the building with groups of children should immediately stop the activity, take full control of the pupil group and follow the instructions for “Teachers with classes” as set out in the main instructions. It is important that staff running activities at lunchtime, before or after school are fully familiar with these arrangements.
- Achievement Coordinators and all tutors must make their way immediately to the Astro turf pitch, organise the students into year groups and tutor groups and take registers
- Staff in the building should check where safely possible and without delaying themselves that any children they see still in the building are making their way out under supervision.
- Without delaying their arrival at the Astroturf, Achievement Coordinators and tutors should assist in directing children to the Astroturf in a quick and orderly fashion.
- Staff in the building at lunchtimes and after school must be familiar with the arrangements for opening outside doors, be confident about being able to carry out requirements, and carry their keys with them at all times
- Staff supervising school lunches should
 - dismiss children queuing up and send them to the Astroturf.
 - impose silence in the dining hall Stop all food service. Tell all children to stop eating and leave food on the tables. Dismiss children to go the Astroturf quickly and quietly
 - staff should then take up their other fire duties as appropriate
- The Bursar and Headteacher or other staff deputising will seek to sweep the buildings to check that the evacuation is complete.

Senior staff, admin staff and caretakers have the same additional special responsibilities as for lesson time and must seek to ensure they fully understand and undertake their role including any reserve or deputising role as necessary. Staff should not re-enter the buildings to carry out their special duties if they are in any doubt that it is safe to do so.

The special duties of Senior staff, admin staff and caretakers, together with the full fire procedures and other fire safety policy is included in the Fire Safety Plan which is available in the staff shared area of the ICT system. , All such staff must be fully conversant with these arrangements.

LEARNING RESOURCE CENTRE (LRC)

The LRC is open throughout an extended school day from 8.30am to 4.30pm including breaks and lunch times.

The open plan LRC is divided into three flexible sections: a reading area, a class reading/working area with tables and 29 computers with tables and a quiet reading area. The computers can be booked by classes from any curriculum area.

In addition, the LRC provides a wide range of books both fiction and non-fiction, and special Reference, Project, Careers, Exams, EAL, Staff, PHSE and Black History collections. There are also newspapers and magazines. All the stock has been selected to underpin the curriculum and encourage student achievement and development and is computerised using the Oliver management system.

You are encouraged to make full use of the facilities and services on offer. The Librarian is always happy to collaborate with staff and planning research or reading-based lessons. Individual students or small groups may be sent down without prior notice, so long as you provide them with a named, signed and dated Library Pass indicating their purpose. Classes should be booked in advance. Alternatively book boxes can be prepared on request for you to use with classes in your room.

All members of staff are encouraged to visit the LRC to familiarise themselves with the resource available. The Librarian aims to provide a service which is integral to the work of the school across the full-range of subjects, activities and abilities. Reading is promoted for educational success, pleasure and broadening cultural horizons, and by helping students to use library resources effectively, essential information skills are developed and independent learners encouraged.

Staff recommendations for purchase and development are welcomed. Please provide the Librarian with up-to-date details of book lists for homework, set texts, coursework, textbooks and she will order them for you. Staff may borrow up to 20 items and keep them for up to four weeks or longer by arrangement. New resources and events are publicized via the school bulletin or direct communication with Faculties or Tutors.

A regular programme of enrichment activities takes place in the LRC including reading club, quizzes and competitions.

SECURITY

All staff have a responsibility to ensure the security of the school's resources. Valuable equipment should never be left unattended in unlocked areas. Areas of the building which are not in use should be locked to prevent damage and theft.

Keys and access controls issued to staff should be carefully looked after. Any loss should immediately be reported to the Bursar Mike Clayden, Yvette Birchell – Business Manager – Facilities and Student Services or the Headteacher.

Heads of department are responsible for maintaining an inventory of equipment worth more than £500 or which is of lesser value but attractive for theft (computers are centrally entered on an inventory and departments should not include them in their inventories). Departmental inventories will be collated by the Bursar annually. Heads of Department are also responsible for devising sensible security arrangements for their equipment and should consult with the Bursar, if they think extra security arrangements are necessary.

The school has good electronic security alarms and a wide coverage CCTV system to deter theft and vandalism and encourage good behaviour on site. These measures together with other methods of investigation are effective to the extent that it is known that all incidents of theft and damage will be pursued and the culprits found. It is therefore vital that all damage and loss are reported immediately and accurately (with timings, locations and any information on who may be involved) to the Bursar or the Headteacher who will put necessary investigations in hand. Thefts are always reported to the police, as may be malicious damage.

The school is insured against major losses but there is a substantial excess that the school has to meet.

Personal belongings of staff, students and others on the site are not insured for loss or damage. Any such property is brought to the site at the owner's risk. The school does not take responsibility for loss or damage on the site of personal property, including cars and bikes, and staff need to ensure that they take good care of personal belongings and have appropriate personal insurance.

There are arrangements for staff to take school equipment off site for work purposes. To do this you must obtain permission from the Bursar and complete an equipment off site request form which will then need to be authorised by the Headteacher. Only when this has been done is the equipment covered by the school's insurance. Removing school equipment from the site otherwise could make individual staff liable for any damage or loss and could be construed as theft.

THE STAFFROOM

The staffroom is available for all members of staff. There are refreshments available in the staffroom throughout the day.

Monday morning briefings are always held in the staffroom at 8.30am.

The daily cover sheet is placed on the 'Weekly and Daily' notices board every morning. Please check this by 8.30am.

There are computers and a printer in the staffroom. These are for general use by any member of staff. Please remember to log off once you have finished.

There are four areas accessible through the staffroom:-

- Reprographics
- ICT network
- Personnel
- Pigeonholes – please check them daily and each time you are in the staffroom

Next to the reprographics office, there is a rack of shelves containing blank lesson observation forms, inset opportunities and various posters for classrooms. These posters can be taken if they are missing from classrooms.

Students are not allowed in the staffroom

Please clear up after yourself and leave the room as you found it.

STUDENT SUPPORT SERVICES

1. The Student Support Service Office is staffed from 8.45am to 4.30 pm.
2. Special medical information on students is kept here.
3. All accidents and near misses must be recorded in the accident book. Official accident reports must be filled in on the day if medical or hospital treatment is required. The form must be signed by the teacher in charge at the time of the accident. This may be a duty teacher: please contact the Headteacher or Student Services if in any doubt.
4. Where a limb is broken, the Health and Safety Executive must be informed. The Student Support Services staff do this.
5. Students on medication must leave this with the school office, with the exception of asthma alleviants. Any other medication that needs to be taken during the school day, parents need to complete a form available from the school office. All drugs must be collected at the end of the school year. (July).
6. If students are ill, but are fit enough to walk, send them down to the medical room with a suitable escort and planner signed or a note sent.
7. No sick student may go home unless the Student Support staff have obtained parental permission.

POLICIES

1. Absence Management Procedure
2. Additional Admissions Policy
3. Anti Bullying Policy
4. Appraisal and Managing Staff Performance Policy
5. Capability Policy
6. Careers Education Policy
7. Charging of School Activities Policy
8. Child Protection Policy
9. Collective Worship Policy
10. Complaints Policy
11. CPD Policy
12. Curriculum Policy
13. Data Protection Policy
14. Disciplinary Procedures
15. Equality and Diversity Policy
16. E-Safety Policy
17. Examinations Policy
18. Freedom of Information Policy
19. Grievance /Complaint Policy
20. Health and Safety Policy
21. ICT Acceptable Usage Policy - Staff
22. ICT Acceptable Usage Policy - Students
23. Internet Policy
24. Lettings Policy
25. Literacy Policy
26. Minibus & Usage Policy
27. More Able and Talented Policy
28. Numeracy Across the Curriculum
29. Off Site Visit/Activities Policy
30. Pay Policy
31. Protocol for Governor School Visits
32. Quality Assurance Policy
33. Rare Cover
34. RE Policy
35. Rewards and Behaviour Policy
36. Safeguarding Policy
37. SEN Policy
38. Sex & Relationships Education Policy
39. Smoke Free Policy
40. Stress Management Policy
41. Teaching & Learning Policy
42. Whistleblowing Policy
43. Work Related Learning Policy

These policies can be accessed via:
InformationForAllStaff > Academic Year 2016-2017 > School Policies

Section 2

ROLE DESCRIPTIONS

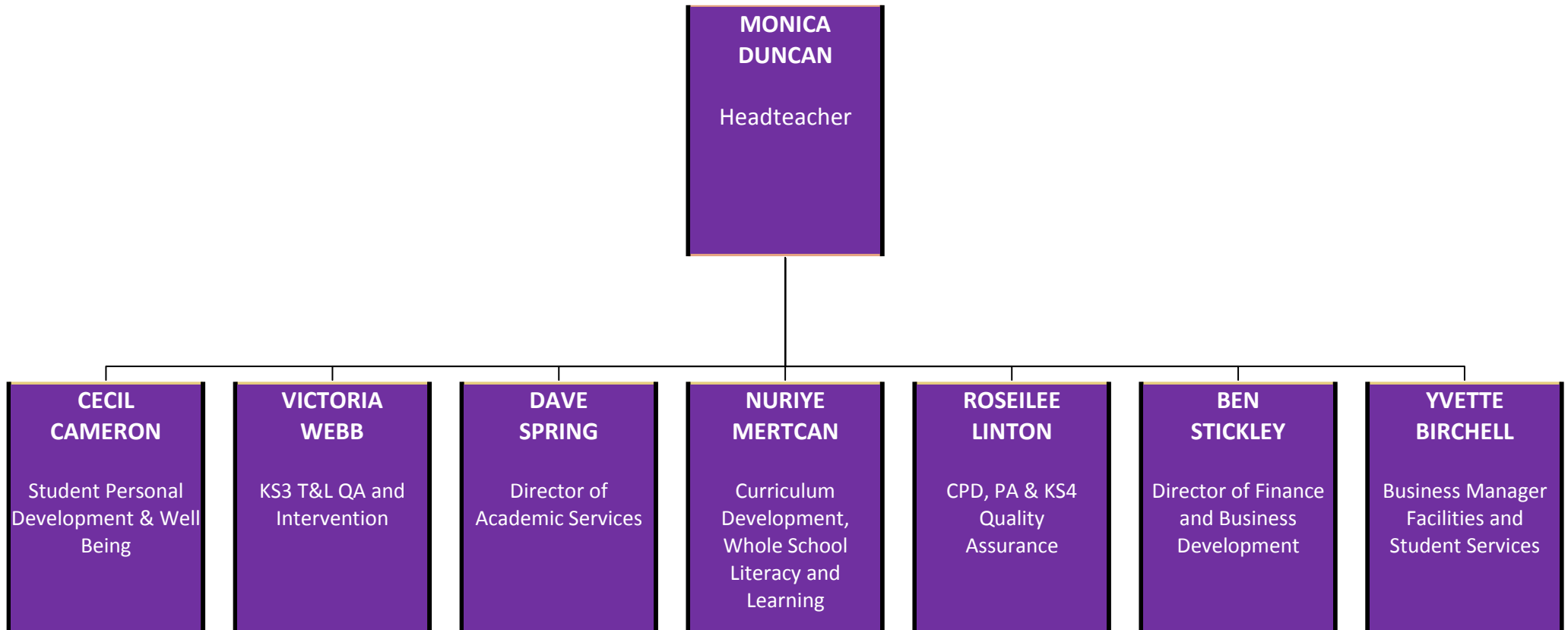
THE ACADEMIC BOARD

The Academic Board is composed of the Heads of Faculty/Department (HoF/D), Achievement Coordinators, More Able and Talented Coordinator, Teaching & Learning Coordinators, Subject Coordinators and the Senior Leadership Team.

The role of the Academic Board is:-

1. To challenge the thinking and strategic planning of board members in current educational philosophies, theories, strategies and school improvement implementation
2. To advise the Headteacher and Senior Team on matters concerned with:-
 - a) The monitoring of the SDP
 - b) The development of teaching and learning policies
 - c) The development of curriculum objectives and schemes of work
 - d) The forward planning of curriculum objectives and schemes of work
 - e) The agreement of plans and targets, and their monitoring and evaluation
 - f) The updating of educational policies and examinations
 - g) Assessment procedures across the curriculum
3. To evaluate the priorities for target setting with staff in departments.
4. To develop and evaluate teaching and learning programmes which raise achievement and attainment for all.
5. To monitor and analyse the quality of teaching and learning across the school and the impact of each cohort's attainment.
6. To evaluate CPD and training needs against the teaching and learning priorities of faculties and the whole school priorities.
7. To provide opportunities for the personal and professional development of members of the Academic Board.
8. To receive proposals and reports from staff on quality assurance.

SENIOR LEADERSHIP TEAM (SLT)



EXTENDED LEADERSHIP TEAM (ELT)

In order to support succession planning and continuous professional development, staff who have completed a leadership pathway programme or hold a senior responsibility in a core subject will be invited to join the ELT.

The ELT membership for 2016/2017 is:

- Monica Duncan
- Dave Spring
- Roseilee Linton
- Nuriye Mertcan
- Victoria Webb
- Yvette Birchell
- Cecil Cameron
- Fay Downie
- Emma Kell (Interim)
- Heena Shah
- Maria Christopher
- Charlotte Sayer
- Cheryl Braganza

This is an opportunity for staff who wish to progress to work with the Senior Leadership Team and to be involved in whole school policy making, review and implementation and the monitoring and review of the school development plan (SDP)

NB: ELT members are given no additional pay or time.

MIDDLE LEADERSHIP

In an organisation the size of Northumberland Park Community School much of the success depends on the interpretation of their roles by the middle managers.

The Head of Faculty/Departments, Achievement Co-ordinators and cross-curricular teams play an important part in the consultation and planning process. They represent the interests of their team and act as specialist advisers. The formal forums for such discussion include the Academic Board and Pastoral Board meetings. Other opportunities for bringing matters of interest or concern to the Extended Leadership team's attention for further discussion include the meetings with the line manager or via minutes.

However, most importantly, the middle leaders have a clear executive role. It is their job to explain and implement school policies. This is challenging, but crucial to the smooth running of the school. Their role may resituate at times having 'difficult conversations' with colleague(s). Middle leaders must also maintain the confidence of their team, allaying anxieties which may arise, working closely with, and giving clear support to and receiving support from senior leadership. They must keep the Headteacher and the Senior Team informed.

Qualified Teacher Status - <https://www.gov.uk/qualified-teacher-status-qts>

National Professional Qualification for Middle Leadership - <https://www.gov.uk/national-professional-qualification-for-middle-leadership-npqml>