

MY Schools Together

INFORMATION FOR SUPPLY TEACHERS



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Dear Colleague,

Welcome to Mather Street/Yew Tree, The MY Schools Together Federation.

I am incredibly proud to be the Executive Headteacher of this wonderful federation, and I hope, as you settle in over the next few weeks, that you too will come to realise what a special place this is.

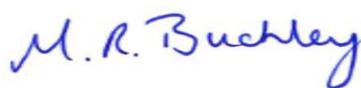
Our key aim is of course to ensure every child leaves our school fully equipped for secondary education and beyond, but on the way we must ensure we keep our children safe, secure and happy.

This induction pack is the first step in ensuring that as a member of the MY Schools Together team, you know exactly what I expect of you. If there is anything you need to know, it is your responsibility to ask. We will endeavour to give you as much information as possible, but it is sometimes the case that the obvious questions are left unanswered.

You will be joining team that works hard and takes its responsibilities seriously. Whether you are a support assistant, a new member of the admin team, a class teacher or a senior leader you have an equally important part to play in the success of our schools. Along with hard work comes a huge amount of fun and massive rewards.

Enjoy your time at and I look forward to working with you.

Martine R Buckley



Executive Headteacher



Staff Data Collection Sheet

MY Schools Together (Please return this sheet completed back to the Business Manager)

BASIC DETAILS	
Title	
Forename	
Legal Forename	
Surname	
Legal Surname	
Previous Surname(s)	
Middle Name(s)	
Gender	
Date of Birth	
Ethnicity	
National Insurance Number	
Qualifications	
Teacher Number (if applicable)	

ADDRESS AND CONTACT INFORMATION	
Address	
Home Telephone No	
Mobile No	
Home Email	

ID & DBS	
Passport/Driving License No	
DBS Certificate No	

NEXT OF KIN INFORMATION	
Name	
Relationship	
Mobile No	

Declaration – Refer to our Privacy Notice on why we and how we store data	
Sign:	
Date:	

Staff Induction Sheet

MY Schools Together (Please return this sheet completed back to the Business Manager)

Topic	Detail	Complete
General		
Staff Data Collection Sheet	Please complete and return to Steve Mould as soon as possible	
P46	For completion for employees without a P45	
List of Staff	For information	
Help with Queries	For information	
Employee Benefits	For information	
Teachers' Standards (Teachers only)	For information	
Start/Finish Time		
Lunch Break		
Work Location		
Key Member of Staff		
Tour of Premises		
Fire Exits/Procedures	Please familiarise yourself with written procedures in your work location	
Staffroom		
Cloakroom/Toilets		
Dress Code	Smart/Professional. No jeans. No backless shoes	
Mobile Phones	Please switch off when working with children	
Health & Safety Policy	Agreement to be signed	
MST Safeguarding	Agreement to be signed	
ICT Acceptable Use	Agreement to be signed	
Behaviour Policy	Agreement to be signed	
Privacy Notice	Agreement to be signed	
School Policies	Available for inspection in School Office or on website	
Health and Safety		
Personal Responsibility	Health and safety is your own responsibility Do not put yourself in a position where you are likely to be injured or cause danger to others (policy on website)	

Housekeeping	All areas should be kept tidy to prevent slips, trips or other hazards	
First Aid	First Aid boxes are located in each Key Stage and the school office. We have an AED located in the main school office.	

Accident Reporting	Accidents involving children should be reported to the Class Teacher. If you are involved in an accident, however seemingly trivial, please go to the School Office where it should be recorded on an Accident Form.	
Machinery and Equipment	Please do not operate machinery or equipment you are not familiar with faulty machinery should be reported to the Office – do not attempt to repair it.	
Risk Assessments	Where necessary these will be carried out by school staff. Pre generated Risk Assessments are available on First Class	
Manual Handling	Please do not lift any awkward or heavy articles.	
Ladders	For displays use ladders provided and read the ladder policy, safe systems of work and Risk Assess before use	

Date Induction Completed	
Employee Signature	
Induction Completed by	



Confidentiality

All adults working in a school, on a paid or voluntary basis, are in a privileged position regarding what they may see or hear. It is vital that, except where Child Protection issues are concerned, confidentiality is respected in all cases. It is NOT appropriate to:

- Discuss a child's progress or behaviour with anyone other than that child's parents or guardian or relevant member of staff.
- Discuss a child's progress or behaviour with a parent 'out of school' – this includes any internet social network.
- Discuss a child or family in front of others.

Professional Conduct

- Do not be tempted to be 'friends' with parents and pupils on any social networking sites.
- All staff are expected to act in a professional manner at ALL times.
- For any complaints, please refer to the schools Whistleblowing Policy First Class

Health & Safety

All members of staff are responsible for the health and safety of everyone in the school community. Please report any potential safety hazard or risk to the Federation Business Manager. Please read the Health and Safety Policy.

Staffroom

There are no 'special' chairs. Please put your washing up in the dishwasher. Please take your turn to unload the dishwasher. Please keep kitchen area tidy at all times. Please throw away unwanted food. Please keep the staffroom tidy. All staff need to be aware of confidentiality issues when using the staffroom.

No staff should carry hot drinks out of the staffroom unless in insulated mug.

School Office

Folder containing emergency numbers for all children in the school.

- Telephone directories.
- Supplies catalogue
- Order Forms, Accident/Incident Forms
- Attendance Registers are carried out electronically.
- Safe - all school monies should be kept in the school safe.
- All valuables are the responsibility of individual staff.

Things to remember

- Visitors must wear a visitor's badge
- CCTV is operational throughout both schools
- Visitors including work experience and students should sign in and out
- Supply staff must complete appropriate forms from the office

- All absent notes and monies must be sent to the office
- Attendance Register must be completed by ? and ?

Playtime/lunchtime

Duty staff to go straight to the playground. It is their responsibility to decide if it is too wet for outdoor play and to send a message to the other classes. If it is wet play please organise your own short break.

Please escort your class onto the playground and wait with them until duty staff arrive. Playtime is over as soon as the whistle is blown. Children are expected to walk quietly and calmly back to the classroom.

Refreshments

- Each class has access to drinking water.
- Some children have milk. The milk is kept in the fridge.
- Fruit – Free for Foundation Stage and Key Stage 1.
- Adult meals can be purchased from the school kitchen.

Meetings & Directed Time

In September you will receive a Directed Time Document. Directed time is your duties other than contact time with pupils.

- **Staff meetings**

Staff meeting for teachers take place every week.

- **PPA**

Each teacher has the appropriate allocation of PPA time.

- **Parent-teacher meetings**

Term 1 Parents Evening

Term 2 Parents Evening

Term 3 Parents Evening (July)

Support staff are expected to assist with parents evenings

- **Governors' Meeting**

Full governors' meetings take place at least once per term. A member of teaching staff is elected on to the Governing Body. Committee meetings are held throughout the year.

Members of staff are sometimes asked to attend meetings and produce reports to present to Governors.

What if?

I am unwell - Yew Tree Please inform Simon Howard via Email or Text (07792 136175) before 8:00am so cover can be organised and added to the daily diary. Inform Simon if you intend coming in the next day by 2:00pm. For long term sickness a 'Fit note' is required from your doctor
Mather Street - Please inform Sally Brown (07891 594983) or Caroline Spence (07946 792365) via Email/Text before 8:00am so cover can be organised and added to the daily diary. Inform if you intend coming in the next day by 2:00pm. For long term sickness a 'Fit note' is required from your doctor

I need leave of absence Complete appropriate pro forma and pass to Executive Head or Head of School. Leave of absence is usually unpaid (see flexible leave policy)

I cannot get to school Inform a member of the SLT as soon as possible but do not panic if you are stuck in a traffic jam.

There is an emergency in my classroom Send a child to your partner class to ask for help and phone the main school office.

A child runs away Notify a member of the SLT.

A child/adult has an accident Record the accident on the form available from main school office

A child has a behavior incident Report incident on CPOMS. For serious incidents send for an SLT member

A child feels unwell If a poorly child needs to go home please send details to the office.

I want to organise a visit Discuss with Year Group Team and complete a proposal form and risk assessment on Evolve.

I think a child in my class has a medical problem Speak to Teacher/ SENCO.

I suspect a child in my class is being abused Consult Child Protection Officer – Martine R Buckley/Rais Bhatti/Sally Brown

Useful Questions Answered

What should I wear? Comfortable, smart clothes present a professional image. Denim jeans or provocative clothing are not appropriate. Shoes should be sensible, with backs.

Are there any things which are really frowned upon? Shouting, Clutter, Tatty displays, inappropriate behaviour/language - including unnecessary physical contact with children.

Can I go out at lunch time? Yes. Please inform someone you are leaving the premises.

What would it be inappropriate for me to allow the children to do? Go home without a known adult. Leave the playground without supervision. Stay in the classroom without supervision.

Where can I find details of policies and procedures? These are available on First Class and on request from the school office.

Fire Procedures

Please see Fire Evacuation/Invacuation Procedures – You are responsible for making yourself aware of these procedures. Please familiarise yourself with the emergency escape routes and always keep fire exits clear.

Action to be taken in the event of fire

- On discovery of a fire, sound the alarm
- Your first priority is to evacuate the pupils from the building
- If possible, get a message to the school office regarding the location and nature of the fire
- Do not attempt to use a fire extinguisher unless you have been trained, or unless your, or pupil's life is in immediate danger

When the fire bell rings please observe the following procedure:

- Leave the classroom or work area by the nearest exit.
- Encourage the children to move quietly and without panic.
- Check toilets.
- Adult should be last to leave if there are two in the room.

- Assemble the children in class lines in advised location.
- Take the Register to check that all children and helpers are out of the building.

IMPORTANT

Talk to the children about the procedure and stress that they must leave by the nearest exit and do not need to return to the classroom to put on coats etc.

Invacuation Procedures

Procedures

Staff will usher the children into the school building as quickly as possible if they are in the playgrounds or the outside classrooms when they hear the alarm; if possible go to their own classrooms.

OR

When they hear the alarm, staff and children will remain in their classroom, close all windows and lock doors if possible.

Children or staff not in class for any reason (e.g. toilet, interventions) will go to their classroom as quickly as possible.

Leadership team and office staff will go directly to the assistant head's office and take precautions above. Office staff will bring their laptop computers.

Designated staff will ensure exterior doors are closed and then return to their area.

As soon as possible after the lock down staff should notify the assistant head's office – 206 of any children not accounted for. Staff in the office will notify police, using 999. SLT will also have mobile phones for communication.

Office staff will notify parents via school's text message system that either:

'School is having a "lockdown" practice and no-one will be allowed to leave or enter the building until the practice is complete.'

'School is in "lockdown" and no-one will be allowed to leave or enter the building until we give the all-clear. Further information will be sent asap. Do not phone.'

Once the all clear has been given the office staff will notify staff via the internal telephone system. Teachers in a classroom with an internal telephone will notify their year group colleagues.

Severe Weather

There is a legal requirement to keep schools open if at all possible when there are severe weather conditions, even if only a few pupils attend. Risk assessment will determine any occasion when closure is necessary. Staff will need to make their own risk assessment regarding travelling to and from school and should inform the school immediately if a decision is made to stay at home, giving robust reasons.

Staff should support the Senior Leaders in running the school when conditions are difficult.

Please note, it is your responsibility to make a professional decision to travel or not in severe weather conditions. You will not normally be paid for work not done.

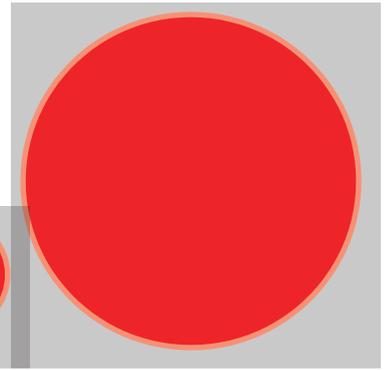
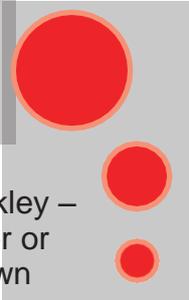
Mobile Phones

Mobile phones should be switched off during lesson times and NEVER used in view or presence of children. Staff are welcome to use their mobile phones in the staffroom, or off the school site at break and lunch times. If there is a serious issue where you feel someone may need to contact you, please give them the school number to leave a message which can be passed on urgently.



Safeguarding
Matters

Speak to Martine R Buckley –
Executive Headteacher or
Rais Bhatti/Sally Brown
Heads of Schools

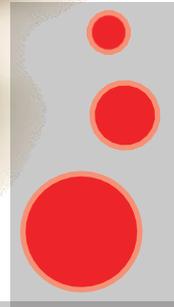


Mather Street Contact Sally
(07891 594983) or
Caroline(07946 792365)
Yew Tree - Contact Simon
Howard (07792 136175) via
Email or Phone/Text before
10.00am on day of absence



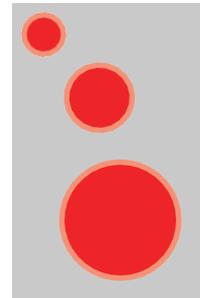
Pay & Personnel
Matters

Speak to Steve Mould
Executive Business Manager
smould@yewtree.oldham.sh.uk



Staff well being
services

Contact the school advisory for
all services
Tel: 01773 814400



Job
Related
Matters

Speak to Martine Buckley
Executive Headteacher
or your
Head of School

LOCAL GOVERNMENT PENSION SCHEME – Support Staff

The LGPS is one of the most generous pension schemes in the UK. The LGPS is a salary-related, defined benefit scheme and will not be affected by stock market changes or performance of investments.

Key benefits include:

- **A secure pension** – worked out every scheme year and added to your pension account. Your pension account is revalued each year to allow for inflation and to keep up with the cost of living
- **Tax-free cash** – you have the option when you draw your pension to exchange part of it for some tax-free lump sum cash.
- **Peace of mind** – your family enjoys financial security, with immediate life cover and a pension for your spouse, civil partner or eligible cohabiting partner and eligible children in the event of your death in service and, if you ever become seriously ill and you've been in the scheme for 2 years, you could receive immediate ill health benefits. See the 'Protection for your family' tab
- **Freedom to choose when to take your pension** – you do not need to have reached your Normal Pension Age in order to take your pension as, once you've been in the scheme for 2 years, you can choose to retire and draw your pension at any time from ages 55 - 75 (these may be reduced if paid earlier than your Normal Pension Age, or increased if paid after).
- **Flexibility to pay more or less contributions** – you have the option in the LGPS to pay half your normal contributions in return for half your normal pension. This is known as the 50/50 section of the scheme and is designed to help members stay in the scheme when times are financially tough. You can also boost your pension by paying more contributions, which you would get tax relief on. Please see the 'LGPS 2014' tab for further information.

TEACHERS PENSION SCHEME – Teaching Staff

Simply put, your teacher's pension is the way that you, your employer and the government help you to save for your future. Each time you get paid, you pay contributions towards the cost of your pension. Your employer contributes towards the cost and the government also helps out through tax relief, as you don't pay tax on pension contributions.

As a member of the Teachers' Pension Scheme, you're contractually enrolled into the Scheme from day one.

Your pension is one of the most important benefits available to new teachers. So spend a few minutes online and find out the things you should know about your pension right now. If you want to know more about the Scheme, like retirement planning, we've got other areas. This one, however, has the basics, or as we prefer to call them, the essentials.

Go on, read it. Your pension's worth it.

Basic things about your pension

1. You receive a guaranteed pension through the Teachers' Pension Scheme.
2. You pay into your pension and so does your employer.
3. It's a Defined Benefit Scheme, registered with HM Revenue and Customs, based on your salary and service rather than investments – so there'll be no nasty surprises when you come to claim your pension
4. Your pension will be a regular source of income when you retire – but you can also take some of it as a tax-free lump sum
5. You'll join the **Career Average** arrangement and accrue benefits each year based on 1/57th of your **Pensionable Salary** including **Overtime**.

STAFF WELL-BEING SERVICES

MY Schools Together Supply Insurance Scheme is provided by The Schools Advisory Service. The scheme provides insurance for long/short term absence for example if you was to be off sick for more than 2 consecutive days then school can make a claim.

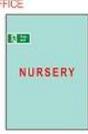
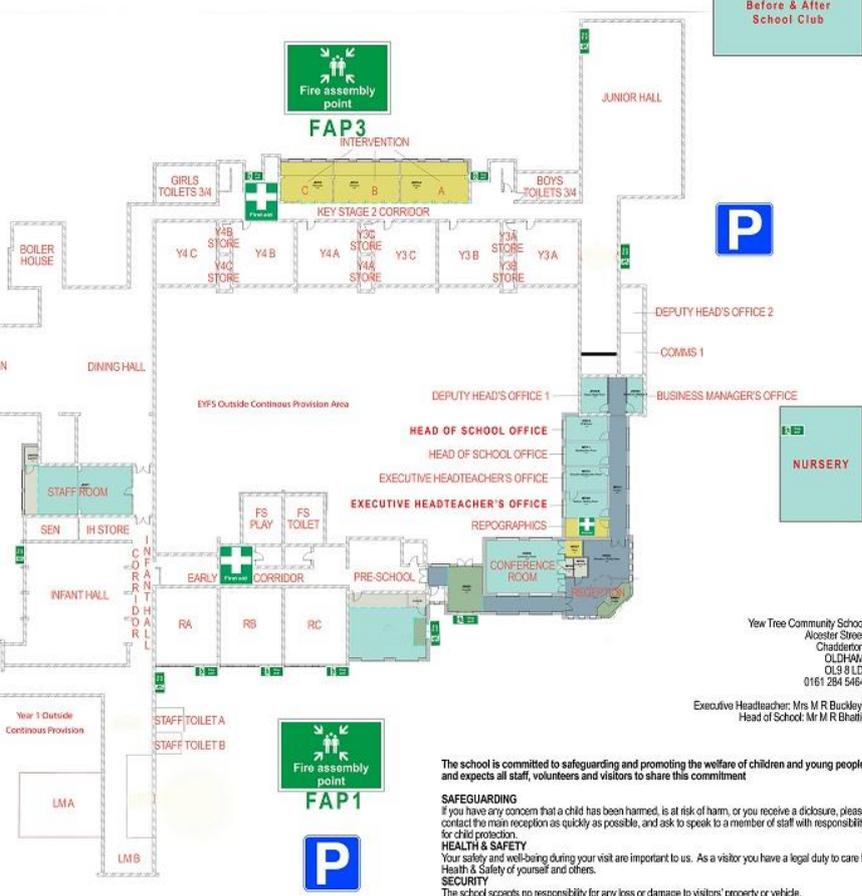
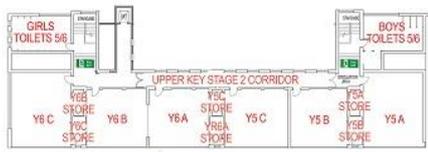
MY Schools Together also purchase from Schools Advisory Service a number of well-being services for all employees.

- Stress Counselling – includes home visitation
- Physiotherapy – up to 5 sessions
- Cancer Support
- 24hour GP Helpline
- Medical Operation
- Eye Tests

See Help with Queries Page 9 for Telephone Number to access well-being services

Version 21092017/18

FIRST FLOOR



Yew Tree Community School
 Alcester Street
 Chadderton
 OLDHAM
 OL9 8LD
 0161 284 5464
 Executive Headteacher: Mrs M R Buckley
 Head of School: Mr M R Bhatti

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment

SAFEGUARDING
 If you have any concern that a child has been harmed, is at risk of harm, or you receive a disclosure, please contact the main reception as quickly as possible, and ask to speak to a member of staff with responsibility for child protection.

HEALTH & SAFETY
 Your safety and well-being during your visit are important to us. As a visitor you have a legal duty to care for the Health & Safety of yourself and others.

SECURITY
 The school accepts no responsibility for any loss or damage to visitors' property or vehicle.

EMERGENCY
 If the Fire Alarm sounds, leave the building by the nearest exit and proceed to the designated Assembly Point. Do not re-enter the building until you are told it is safe to do so.

ACCIDENT/ILLNESS
 Any illness, injury or accident must be reported to the main school office

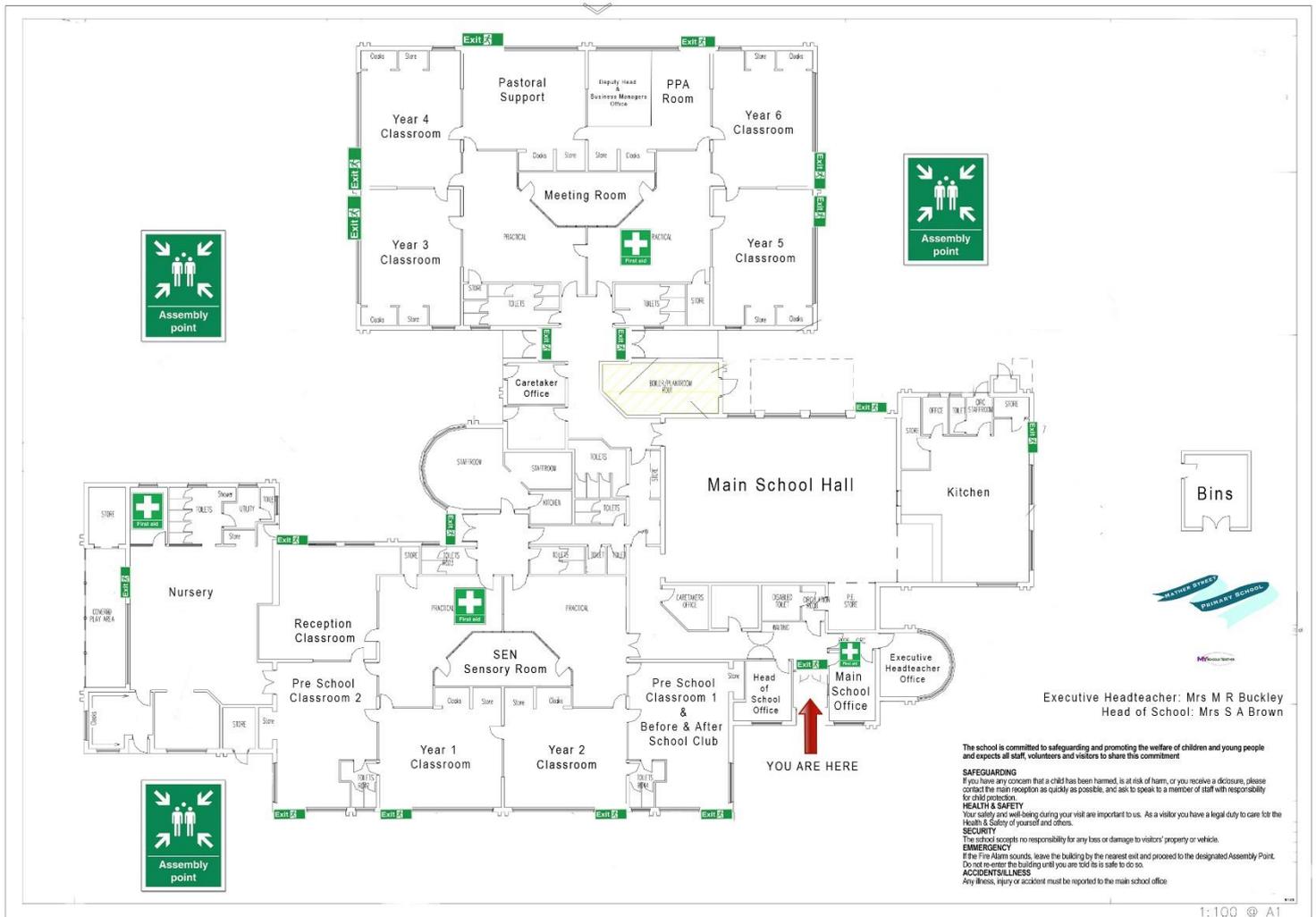
WE OPERATE A SYSTEM OF ASSISTED ESCAPE FOR DISABLED VISITORS. PLEASE TELL OUR RECEPTIONIST YOUR REQUIREMENTS. WE WILL PROVIDE YOU WITH A SUITABLE ESCAPE PLAN

Yew Tree Community School
 Alcester Street
 Chadderton
 OLDHAM
 OL9 8LD

0161 284 5464

info@yewtree.oldham.sch.uk
www.yewtree.oldham.sch.uk

Executive Headteacher: Mr MR Buckley
 Head of School: Mr M R Bhatti
 Deputy Head: Mr D Moore



Mather Street Primary School
Mather Street
Failsworth
M35 0DT

0161 219 1051

info@matherstreet.oldham.sch.uk
www.matherstreet.oldham.sch.uk

Executive Headteacher: Mrs M R Buckley
Head of School: Mrs S A Brown
Deputy Head: Mrs C Spence



At MY Schools Together we make things
better not worse by

using friendly language,

handling our feelings in a positive way,

**respecting everything and everybody
in our school,**

**being in the right place at the right
time,**

Choosing safe behavior,

and

Trying our best in everything we do.

Name.....

JobTitle.....

I certify that I have read a copy of the MY Schools Together Health & Safety Policy and agree to a signed copy being held on file.

Signed.....

Date / /

I certify that I have read a copy of the MY Schools Together Safeguarding Policy and agree to a signed copy being held on file.

Signed.....

Date / /

I certify that I have read a copy of the MY Schools Together ICT Acceptable Use and agree to a signed copy being held on file.

Signed.....

Date / /

I certify that I have read a copy of the MY Schools Together Behaviour Policy and agree to a signed copy being held on file.

Signed.....

Date / /

I certify that I have read a copy of the MY Schools Together Privacy Notice and agree to a signed copy being held on file.

Signed.....

Date / /



Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, 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.