



Ravenshall

all different | all equal | all important

Handbook for Teaching Staff

June 2018

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“ There is a culture of continuous improvement throughout school and the values and ethos are captured within: ‘all different, all equal, all important’
Investors in People (Gold) 2017”

Welcome to Ravenshall.

Ravenshall is an outstanding school which provides a safe and purposeful learning environment where both pupils and staff feel happy and fulfilled. Achievements and Progress made by students are equally outstanding.

If you are a new member of staff you will be assigned an Induction Partner/Tutor, to whom you can turn for help and advice during your induction period. However, all staff and pupils alike will be more than happy to help you with anything you need to know or find, so please don't be afraid to ask.

We welcome you to the Ravenshall School and hope that you will have a happy and fulfilling time working with us.

Aims and benefits of the Induction Process

The aim of the induction process at Ravenshall School is to welcome you to the school and give you the necessary information and advice to help you to settle in, find your way around and meet the colleagues with whom you will be working. It need not always be a formal process; it can be carried out informally on a day to day basis.

The purpose of induction is to promote positive experiences by:

- Enabling employees to understand the vision, ethos, aims and objectives of the school and feel involved in the process
- Familiarising new staff with their role, the work environment, essential information and with other colleagues.
- Ensuring all staff settle into their new post, so they begin to feel efficient and effective as quickly as possible
- Identifying, naming and developing needs

- Ensuring all new staff enjoy and feel comfortable with their role at Ravenshall as soon as possible

‘At Ravenshall School we work to encourage each individual to reach their full potential in a caring and relaxed but purposefully disciplined atmosphere’

Our School Aims

At Ravenshall School we aim to:

- Promote equality of opportunity for every member of the school community regardless of gender, race or disability.
- Develop strong home/school partnerships
- Promote a positive and caring environment in which all staff and pupils feel valued and their successes and achievements are recognised and appreciated
- Provide appropriate guidance and support to achieve each pupil's maximum independence including preparation for adult life.
- Help each individual develop and achieve their potential.
- Help pupils to enjoy fulfilling and rewarding lives.
- To fully implement the ‘all different, all equal, all important’ ethos of Ravenshall School in all aspects.

Useful Information

The information contained in ***this*** booklet is specific to the Teaching Staff and has been written for ease of reference. Similar booklets are provided for other members of staff.

School Information

Type of school:	Ravenshall School is a Community Special School for pupils with Complex Needs
Age Range:	5 – 19 Years
Headteacher:	Mrs. Jeanette Tate
Head of School	Mr. Stephen Caines
Deputy Headteacher:	Mr. John Page (currently supporting Fairfield School)

School Telephone Number: 01924 456811

Fax: 01924 325235

School email address: office@ravenshall.org

School Address: Ravenshall School, Ravensthorpe Road, Thornhill
Lees, Dewsbury. WF12 9EE

School Website www.ravenshallschool.org.uk

The School Day Timings

This is a brief overview. Further details are given below.

Primary School

8.45am	-	9:00am	Registration
9:00am	-	13:30am	Lesson time
10:30am – 10:45am			Break
10:45am	-	11:50am	Lesson time
11:50am	-	12:50pm	Lunch
12:50pm	-	1:00pm	Registration
1:00pm	-	2:00pm	Lessons
2:00pm – 2:00			Break
2:15pm	-	2:55pm	Lesson time
2:55pm	-		Pupils escorted to assembly and supervised
3:00pm	-		Pupils escorted to buses

Secondary School

8.45am	-	9:00am	Registration
9:00am	-	11:00am	Lesson time
10:00am – 11:30am			Break
11:15am	-	12:15pm	Lesson time
12:15pm	-	1:00pm	Lunch
1:00pm	-	1:15pm	Registration
1:15pm	-	2:15pm	Lessons
2:15pm	-	2:55pm	Communication and Social Interaction
2:55pm	-		Pupils escorted to assembly and supervised
3:00pm	-		Pupils escorted to buses

Staff Briefings

Briefings take place from 8.30 - 8.45 three times each week, currently Monday, Wednesday and Friday in the staff room where all staff are expected to attend as part of their directed time. The purpose of the briefing is to disseminate relevant information to staff, to discuss any changes to the school day, to share news and

information which may affect the school community and occasionally to discuss individual pupils.

Procedures for marking the register

Electronic registers are taken, using Integrus G2, between 9.00 and 09.15 and between 12.45 and 13.00 each day. User name, password and initial training will be provided by the Admin staff.

Any messages regarding absence of pupils received by classroom staff should be passed to the Admin staff as soon as possible.

If a child arrives in school after 9.15 am they will enter school via the main office and the register will be completed appropriately by a member of the Admin staff.

Teaching Staff Duties

Duty rotas are distributed to all members of staff. Copies are also displayed in staff areas and near exits to the playgrounds.

KS3 and KS4 take separate morning breaks. Teaching staff are allocated at least one break duty per week, during which time you will be expected to remain outside with the pupils.

Teaching staff in the Primary department cover primary school class break times. Arrangements for breaks should be made following discussion with the Primary Leader.

Class tutors and support staff are expected to be in the classroom, awaiting the arrival of the pupils at 8.45.

At the end of the lunchtime period class tutors are expected to go to the play areas and accompany their own class back into the building so that afternoon registration may take place.

Staff Development Meetings

Staff Development meetings are normally held on Monday evenings between 3.15pm and 4.30pm. The frequency will alter from time to time at the discretion of the Headteacher. The meetings are primarily for teaching staff, but there are occasions when members of the support teams will be invited to attend. This time will be set against disaggregated hours. The focus for each meeting changes according to school needs and the school development plan. A schedule of meetings will be made available by the Headteacher.

Assembly Timings and Routines

KS3 and KS4 and Primary pupils have separate designated weekly assembly days, usually starting at 9am and finishing at approximately 9.30am. Arrangements should be discussed with key stage colleagues. Primary : Monday pm KS3: Weds am, KS4: Thurs am

Transport Arrangements

Almost all of the pupils are brought into school on transport provided by the local authority. The buses begin to arrive at approximately 8.40 and at 8.45 a team of

support staff meet and greet pupils, to ensure that they go straight to their classrooms. At the end of the day the pupils assemble in their bus groups either in the Gym or in the dining room where they are supervised by staff. A list of supervisory duties will be made available at the start of the school year and at this time the process will be clearly explained.

As soon as all the school transport arrives the school gates will be closed. The groups of pupils are escorted to their bus. Only when all the buses have accounted for all of their passengers will the gates be reopened and the buses allowed to leave.

Wet breaks

During extreme inclement weather when pupils are not allowed outside classrooms are to be made available to pupils under the supervision of teaching staff at break times and support staff at lunchtimes.

At KS3 and KS4 it is customary for pupils to remain in the room where they are being taught in the period before break.

Staff Communication

All staff are assigned a school email address and personal log in details for Integris2 and school servers. Passwords must remain confidential and regularly changed to maintain this. All staff must regularly check their emails as this is a crucial means of maintaining effective communication throughout school. Staff have access to the electronic School Calendar which is kept up to date by the administrative team. Teachers are required to inform the administrative team and liaise with them in ensuring the calendar is up to date and any future events or bookings are entered. Medical or general leave of absence needs to be sanctioned by the Headteacher and the necessary forms will need to be completed. (see Rachel Thackray). The office staff will need to be informed to enter dates in the calendar. Cover details may be discussed in advance with J Page. (Deputy Head).

Safeguarding

Safeguarding of pupils and staff is a high priority at Ravenshall School.

We are all equally responsible for the safeguarding of the pupils, ourselves and each other.

It is vital that you familiarise yourself with the school Safeguarding Policy as soon as possible.

All staff are responsible for the general welfare of all the pupils. If a child makes a disclosure, or if you have any particular concerns about a child emotionally or physically, it is your responsibility to inform the Designated Senior Lead (Mr. S. Caines) immediately, rather than taking action yourself.

Please read the schools most recent Safeguarding Policy as soon as possible, you will find this on the school website.

Confidentiality

Many issues are openly discussed in staff meetings, in the staff room etc which sometimes concern individual pupils or family circumstances. Whilst such discussion is encouraged and necessary to exchange important information it is

expected that all such matters remain confidential to the school and are not discussed or mentioned elsewhere.

Professional Expectations

- Staff are expected to wear identity badge at all times.
- There is an expectation that all staff will be punctual and arrive for lessons at the correct time.
- Staff are expected to switch off mobile phones during lesson and meetings. Staff mobiles phones are not to be used during break times/ lunchtimes within sight of pupils and particularly when staff are on duty.
- The school has a 'No Chewing Gum' policy and pupils are discouraged from bringing fizzy/energy drinks into school at any time. It is expected that staff be sensitive and follow the same protocols.
- Jewelry can be problematic in certain cases eg. P.E., so please keep this to a minimum.
- Staff are advised to keep handbags and personal belongings in their own lockable staff lockers or lockable cupboards within the classroom.

The pupils are expected to wear a uniform and to try to be clean and tidy at all times. Although there is no formal dress code it is expected that all staff wear appropriate clothing at all times and endeavour to be smartly dressed in order to set a good example to the pupils. The wearing of blue denim and other casual jeans is not acceptable, unless taking pupils out of school, when the choice of suitable clothing will be at the discretion of the staff concerned.

- Staff teaching P.E. are expected to wear appropriate clothing and footwear. There are staff changing rooms available.



Professional Duties

- All teaching staff are involved in an annual cycle of Evaluation, Review, Improvement and Monitoring. We are each responsible for providing the appropriate paperwork as outlined in the annual cycle document. (JPage resources/Cycle of Evaluation)

Planning Expectations

The Professional Standards for Teachers states quite clearly that every teacher should:-

- Teach challenging, well organised lessons across the age and ability range they teach.

In order to do this effectively they must:-



- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across a variety of lessons informed by secure subject / curriculum knowledge
- Design opportunities for learners to develop their literacy, numeracy, computing and thinking skills appropriate within their context.

“ The curriculum is outstanding and offer pupils an exceptionally wide and very rich variety of opportunities and experiences.

OFSTED October 2013

- Plan, set and assess class work, home work, other out of class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.
- Teaching staff are expected to provide comprehensive lesson planning, which is to be posted on the school network, before teaching begins on Monday mornings. (JPStaff Weekly Planning on the server)
- Staff at Ravenshall use a generic lesson planning format this may vary according to Key Stages.
- Please refer to the **Teaching and Learning Policy** on the school website which outlines all teacher expectations in this area.

PPA Time

Planning and preparation time will be allocated according to whole school timetabling requirements. Each member of staff will be given their own personal timetable, highlighting teaching and PPA times as appropriate. This time is allocated to support in planning, preparation and assessment. This may include meeting time with other staff (joint planning), marking and report writing.

Assessment Booklets

- Every child
- in school has their own personal literacy and numeracy assessment booklet. This is set up for them on entry to school and which moves through school with them.
- Any pupil joining Ravenshall, from another school must have a literacy and numeracy booklet set up for them. This may be done by the class tutor and be completed by the member/s of staff responsible for teaching the pupil literacy and/or numeracy.
- The booklets enable staff to track progress and set targets in these subjects and replace the tradition style I.E.P.. The booklets must be updated at the end of each term and new targets set for the next term, are entered in the appropriate box on the front of the booklets. The responsibility for maintaining and updating these records is that of the staff member who is responsible for teaching numeracy and /or literacy.
- At the end of the Summer term, especially, staff must ensure that they have set the target for the Autumn term, ready for the next teacher who may teach the pupils during the following academic year.
- For advice on how to complete these booklets speak to the Literacy and Numeracy coordinators. (Jackie Kilbride/Charlotte Maclean: Literacy – Sophie Cocker/Charlotte Maclean : Numeracy)
- At the end of each academic year a piece of marked and leveled work must be provided for every pupil, in each of the core subjects. This must be provided by the teacher/s responsible for the delivery of these subjects. It is the responsibility of class tutors to collect and collate this work. An

“A strong and representative senior leadership team is in place at Ravenshall, and people explained how leaders support them to deliver the school’s objectives.”

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individual moderation file is maintained for each student by the appropriate class tutor.

Individual Support Plans

- The I.S.P,s are intended to support staff when dealing with pupils who present with additional needs. This may be, and often is, related to behaviour but it may also be related to their general needs and to the level of support required by the pupil.
- The plans are set up in response to staff concerns which identify individual pupils for whom specific strategies need to be used in order to deal with their problems in a constructive, fair and positive way.
- The plan identifies areas of concern and suggests strategies which may be successful in dealing with them. The plans are posted on the school network and are monitored by the Inclusion Manager.
- The plans are reviewed and updated three times a year, indicated on the plan as required. It is important when updating the support plan to confer with other members of staff, including support staff, who may come into contact with the pupils on a regular basis.
- Pupil behaviour may vary between one lesson and another and the support plan should indicate possible 'hot spots'.
- The implementation and review of the ISP is the responsibility of the class tutor in consultation with other members of staff.
- It is often the case that a pupil will behave better in some lessons than others and class tutors need to be aware of the strategies needed to deal with poor behaviour in every situation. This will require consultation with all members of staff that come into contact with the pupils identified as needing an Individual Support Plan.
- Each member of staff is responsible for locating and reading the necessary ISP for pupils they teach.
- See Sue Greenwood (Inclusion Manager) for any advice on completion and submission of ISPs.

Pen Portraits

- At the beginning of each academic year each class tutor is responsible for providing a short pen portrait of every pupil in their class. A booklet of pen portraits, for the whole school, will be collated and made available in every classroom. Portraits can only be updated once tutors feel that they have sufficient knowledge of each individual in their class. It is important when updating the portraits to confer with other members of staff, including support staff, who may come into contact with the pupils on a regular basis.
- The pen portraits provide a short, concise description, of every child and identifies those for whom an Individual Support Plan is in place. Medical notes and Safeguarding issues are also noted.
- It is extremely important to recognise the need for confidentiality and to ensure that the Pen Portraits are not left in inappropriate places. It is the duty of the class tutor to find a suitably safe place to store the booklet.
- Completed copies can be found on the Server in JP Resources/Pen Portraits

"This supportive approach is reiterated in the online assessment results, with a 86% positive response to the statement "our leaders motivate me to achieve exceptional results"
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Annual Review Process

- The annual review process is a legal requirement and must take place for every child who has a Statement of Educational Needs. A cycle of reviews is set up by the admin staff and is available in the main office.
- The purpose of the review process is to discuss the appropriateness of educational provision for each child, whether or not the Statement is still appropriate and what progress has been made by the child.
- Parents / Carers and various outside agencies are invited to join the annual review discussion. Wherever possible the class tutor will be involved in this process and supply cover will be provided as appropriate.
- It is important that the tutor makes him/herself familiar with all information available for each individual, prior to the review taking place. You may be asked questions about the pupil's progress in subjects which you don't teach.
- If you teach literacy and/or numeracy you will be asked to provide a short report on the pupil's progress since the last review. Admin staff will remind you when these reports are due.
- The admin staff usually prepare a pack of necessary documentation, but it is expected that the tutor attending the review will make available the numeracy and literacy assessment booklets, as well as samples of work. The leveled work from moderation folders may be used as evidence/examples.
- A member of the leadership team is available to chair the review and complete the necessary paperwork.
- Transitional reviews are now scheduled for the next 3 years to fulfil requirement of the Children's Act 2014 which will transfer all Statements to EHC plans (Education and Health Care Plans) supporting provision up to the age of 25 years. Annual Reviews will be scheduled for Wednesday mornings and Transitional Reviews will run on Tuesday and Thursday mornings throughout the year. Teaching staff will be covered to attend the reviews of students in their tutor group.

Assessment and Target Setting

- Ravenshall School uses Integrus G2, as a data base to record, plot and analyse pupil progress across all subjects. Teaching staff are required to assess the progress of each pupil they teach and to set a realistic and challenging target for the end of year assessment. This is done twice a year. The week before Autumn half term an assessment level is entered and a new target set for the Summer term. At the end of the Summer term progress is assessed against the target that was set. Training is available for new staff who are unfamiliar with this process.

Reporting to Parents

- The annual 'Reporting to Parents' process is a legal requirement. This report provides information on the content of each subject studied by the

"Leaders encourage people to demonstrate the values through leading by example, acting exemplar in the way that they behave and act in line with them.

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pupils and on the individual progress made by each individual. The report is usually sent home at the end of the Summer Term.

- At Ravenshall School Integris G2 is used to support the report writing process and training will be made available for any staff member who is unfamiliar with this software.

Parents Consultation Meeting

- There is a requirement for teachers to meet with parents at least once a year to discuss their child's progress. This process is constantly under review and details will be provided as appropriate. The main consultation day is usually held before Spring half term.

Leavers' Presentation

- Each year a presentation event is held so pupils Year 11 and post 16 are able to receive their Exam Certificates. This is a great opportunity to celebrate the achievements of all pupils and give them a great send off as they leave Ravenshall. The event continues to be a great success and is combined with an invitation for all staff to join the leavers in a social evening meal including limousine transport. Key stakeholders and guests including governors and parents are invited to the final presentation.

Performance Management

- Performance management (Teacher Appraisal) takes place during the Autumn term and targets are set by the end of October. The purpose of the process is to discuss any issues which may have arisen and to set whole school and personal targets for professional development. Each member of staff is assigned to a 'team' where the team leader will arrange an appointment for appraisal to take place. As well as the individual discussion a time, which is agreeable to both parties, will be arranged for a lesson observation to take place. Written and verbal feedback will be given

following this observation. The senior leadership will have agreed a whole school target for appraisal for all staff which will reflect priorities within the current School Improvement Plan. See Teacher Appraisal Policy for more details of the process.

. Behaviour Support and Management

- It is essential that you familiarise yourself with the school's Behaviour Policy and pupil information e.g. pen portraits, ISPs, personal health care plans
- The school implements a Positive Behaviour Management Ethos which reflects an understanding of the barriers which may lead to a pupil's challenging behavior. If in doubt the Inclusion Manager is at hand to offer advice on strategies and approaches to maintain positive and supportive approaches. Any

"People also describe the highly collaborative and participative culture where their views are sought and listened to".

sanctions and follow up consequences should be discussed with the Inclusion manager so these can be supported appropriately.

- Class teachers will be required to use BfL (Behaviour for Learning) whole school targets in each and every lesson
- If the situation cannot be resolved, the pupil will be asked to leave the class with the TA in that group.
- For an initial period of 10 minutes, the TA and pupil will spend time in the time-out room with an intended outcome of the pupil calming and returning to class wherever possible.
- If the pupil is not ready to return to class after 10 minutes the TA will hand over the pupil to the Inclusion Team. Pupils will attend the next lesson with a fresh start approach but the above process may be repeated if necessary.
- The Inclusion Team will support and intervene in cases of more challenging and physical incidents as and when required. Staff are advised to avoid physical interventions when dealing with challenging behaviour and to follow school policy on de-escalation techniques and positive management. Should an emergency arise each class room is fitted with a panic button which will alert the administrative staff to a possible incident. Make sure you are aware of the location of this button. Pupils are to remain unaware of the existence of these buttons.
- It is advisable to discuss other behavioural support issues with the inclusion manager. (Sue Greenwood)

Can-Do Room

The Can-do room is a multi-purpose provision that supports all pupils. It is managed by the Inclusion Manager supported by the Inclusion Team. This support is provided in a variety of ways including: 1:1 support in class; supported withdrawal; cool down and reintegration to lessons; extra class support in 'hot spots' of the timetable; restorative discussions and social activities at break-time and lunchtime. This is a popular choice of pupils who find it hard to mix outside and helps maintain positive and supportive relationships with staff and pupils.

Educational Visits and outings

At Ravenshall School we encourage staff to expand the teaching environment outside the classroom, whenever possible. The school has mini-buses for this

“The school is aspirational and has a stretching organisational ambition to go “beyond outstanding” and identifies objectives around delivering the vision of the school, which is underpinned by the values.”

purpose and all staff are welcome to take advantage of this to arrange out of school visits. However, health and safety issues must be paramount and to this end we have strict processes in place. Below is a general outline of procedure, but the school bursar will guide new staff through the process.

An EV 1 (Educational Visit 1 or EV 1A) must be completed and submitted at least ten working days prior to the proposed visit, using the LA's Evolve on-line risk assessment process. Approval to proceed with the trip must be given by prior to arrangements being made.

- Advice on finding and completing the correct risk assessment will be given by the school bursar.
- Prior to arranging a visit the electronic school diary must be consulted to ensure that sufficient staff will remain in school to provide necessary cover.
- The visit should be arranged well in advance in order that the admin staff can inform the cook of the date of a planned trip and the number pupils in the group requiring packed lunches.
- The mini bus booking diaries are kept in the office. Ask for advice from admin staff about filling these in.
- All letters to Parents/Guardians will be prepared by the admin staff and a copy kept in the office. Please provide a list of your requirements e.g.
 - i) Venue
 - ii) Date
 - iii) Time of departure I return if outside normal school times
 - iv) Number of pupils and adults
 - v) Details of packed lunches required through the School Meal Service
 - vi) Any other relevant information
- All financial contributions to trips must be sent daily to the office, with the pupil's name clearly identified.
- Appropriate support should be selected taking into account the pupils involved.
- Consent of parents must be provided prior to any pupil being taken out of school. For short visits, which do not affect lunchtime arrangements, the annual consent is usually adequate. The member of staff arranging the visit is responsible for ensuring that the appropriate consents are obtained.

Members of staff taking pupils out of school are responsible for ensuring that their teaching commitments are fully covered during their absence. Detailed planning and resources must be made available to any colleague covering the lessons of another.

It is expected that out of school visits should cause as little disruption to the smooth running of the timetable as possible.

Rachel Thackray (Business Manager) is also school EV coordinator.

- In order to drive a school mini-bus it is necessary to have passed the recognized Kirklees driving test. A photocopy of the licence should be lodged with the admin office.
- Many staff hold a licence and arrangements can be made to provide a driver should the teacher organizing the trip not have their own.
- On each bus there should be at least two members of staff; one to drive and one to supervise the pupils.
- There is an expectation that buses are checked both before and after use and left in a clean condition.
- Pupils are not allowed to eat or drink on the school buses.
- It may be necessary to undergo access training if proposing to take out a wheelchair user. Training is available on request.

Diary Dates

The electronic diary is held on the office computers. The school calendar is available for all staff via their Gmail login. Staff are asked to provide full details of any trips as soon as they are arranged.

School Closure

If for any reason the school needs to be closed, due to bad weather, for example, staff will receive a group text that morning informing them of the closure.

Fire Procedure

On hearing the fire alarm the building must be fully evacuated and staff and pupils must make their way to the assembly areas. Please refer to fire evacuation procedures displayed in each classroom. Please also read the Evacuation Procedures documentation

Accident and medical information

There are several staff who hold appropriate First Aid qualifications.

The list is displayed in the medical room, in the staff room and in the school office.

- If a pupil is taken ill the office staff must be informed. They will attempt to contact the parents or emergency contact as soon as possible in order that the pupil may be collected from school. All children sent home will be recorded in the "Pupil Signing out log" located in reception.
- If a child is sent home the office staff will ensure that the class teacher is informed. The kitchen staff will be informed to cancel any lunch booked. A message will also be given to the escort if the pupil travels on school transport.

“Teaching is outstanding because teachers have exceptionally high expectations of what pupils can achieve and are very effective at ensuring work set matches pupils’ needs.”

OFSTED October 2013

- In all cases of accident and illness the pupil's well being is the primary concern and therefore it is better to take the view "better safe than sorry" when making judgments and deciding on what action to take.

- Should an incident occur which results in an injury to any member of the school community, it must be recorded in the 'Accident Report Book', which is kept in the main school admin office

Absence/sickness procedure

Any member of staff who is unwell or otherwise unable to attend school should contact the office as soon as possible and give an indication of the reason for and expected length of the absence. Staff will also be expected to leave a message for the admin staff via the school office (01924 456811). Staff should inform the office by 3.00pm each day when they expect to return to work.

It is expected that whenever possible medical / dental appointments will be made **outside** working hours. It is also expected that scheduled meeting times will also be avoided.

General Information

Keys

The school bursar monitors the allocation of keys. Teaching staff will need classroom and cupboard keys as well as an electronic key fob to gain entrance to the school. Any lost keys should immediately be reported to the Headteacher and /or business manager.

Lockers are also available on request. It is always inadvisable to leave personal items unattended in any area of school.

All classrooms should be locked when vacated by pupils.

Equipment/Resources

Any equipment borrowed should be returned to its original home. All colleagues will be pleased to help in locating necessary resources.

There are computers available for staff use in the staff work room. The school computers are connected to the school network, so personal files may be located on **any** computer around school, barring the administration PCs.

Staff will be allocated personal login and password details.

Induction Partners provide a basic introduction to the school computer system, however, further ICT training may be offered at an after school drop-in computer session as required.

General Stock Management

Secondary School

" This school is brilliant because teachers make learning fun and every day is different." **OFSTED October 2013**

- Small general stock items such as pens, pencils, rubbers, glue sticks etc are kept in the main storage room opposite Room 3. Staff are at liberty to restock as required but need to be mindful of over stocking and consider others

requiring resources. If you know stock is running low in a certain area then notify Aisha Zubair who coordinates stock requirements and purchases.

- Staff are discouraged from trying to maintain a stock of materials in their classroom. There is an expectation that staff take only the stock that is needed at the time. There is no need to stock pile materials in classroom cupboards.
- Many items of stock are purchased in 'Class Packs'. These are normally intended for mainstream classes of 25+ pupils. Please bear this in mind when collecting stock. Class sizes at Ravenshall rarely exceed 12 pupils.
- Stock must be collected by a member of staff, (teaching or support)
- Pupils will not be given general stock at any time
- Pupils must not be given access to either stock cupboard.
- All staff are reminded to **maintain tidiness and order** when using the stockroom. All packaging must be disposed of and the room left in order. This is particularly important with paper and art products.

Please consider your colleagues!

Primary School Stock Management

The Primary Department maintains its own stock supplies. Primary staff can help and advise with this matter. At times there is a need to negotiate and share resources.

Photo copying and Printing

There are several photocopying machines in school. They are directly connected to the school network. These are located in the Primary Store Room; the Reprographics Room and the main office area.

Printing supplies can be found in several areas.

Paper (printing)	Staff workroom, repro room,
Binder (spines)	Stock cupboards
Laminator	Repro room
Large sheets of card /paper	Stock cupboards
Display paper	Stock cupboards

Each member of staff has their own personal login and password details which will be asked for when printing directly from the photocopiers or from class computers through the photocopiers. Training in the use of the copying machines will be given on request. A reprographics assistant is employed to support staff who need printed resources to be produced. Any such work that needs to be done should be clearly labeled and left in the repro-room for the assistant to produce.

There is no set limit to the amount of photocopying that can be done. Staff are reminded however, that photocopying and printing, especially in colour, is very

“ Teaching is monitored frequently and the headteacher is highly effective in taking action through the management of staff performance to improve any areas of weakness. As a result, the quality of teaching is outstanding.”

OFSTED October 2013

expensive. Staff are expected to keep waste to a minimum and to respect photocopying legislation.

Pupils are not allowed to use the copying machines. though they may be sent to collect printed materials from the machines.

All colour printing now needs to be passed on to Mechelle Ellam or the Admin team. (see Admin. staff if you require support)

Token/praise card systems

The school now operates a whole school rewards system based on 'electronic dojos' linked to BfL targets. Mr Hudson oversees the rewards system where all pupils are awarded 'dojo rewards' for specific lessons. Pupil planners log the amount of dojos awarded and pupils are able to save these to 'spend' at the 'dojo shop'. Weekly assemblies celebrate the amount of dojos awarded to individual students for the week and by class. Time at the end of each lesson is put aside to the electronic logging of dojo rewards. Mr Hudson collates all the awards ready for assemblies each week. Extra dojo points may be awarded for exceptional work in class.

Computer/Internet Safety

Please read and acquaint yourself with the information contained in 'Kirklees Electronic Communications – Guidance for School Staff'. An electronic version can be found on the school's website. ***See the school website for further guidance and updates on safeguarding and e-safety.***

Pupil Records

- Pupil data files are kept electronically as imported documents on Integris G2. See administrative staff in the main office if you require support in accessing these.
- Contact addresses and telephone numbers for pupils are also kept in a record box in the office.
- Documentation relating to 'Looked after Children' is kept in the office.
- Pen Portraits can also be found on the school network in '*J Page resources/Pen Portraits*'.
- Individual Support Plans are also available to read in 'public (p)/individual support plans'. (see Sue Greenwood for further advice)

Policy Documents

It is the responsibility of all members of staff to read the school's Health and Safety Policy. You are also encouraged to read all policy documents relevant to your post. You will find copies of the most relevant via the school website.

Roles and Responsibilities

Senior Leadership Team

Mrs Jeanette Tate
Headteacher

Stephen Caines
Head of School

Gareth Owen
Acting Assistant Head

John Page
Deputy Head (currently supporting Fairfield School)

Leadership Team

Charlie Lomax PfA16 Leader
Jason Swaine KS4 Leader
Gareth Owen KS3 Leader
Charlotte Maclean KS1/KS2 Leader
Sarah Fawcett Intervention and Partnerships Leader
Sue Greenwood Inclusion Manager
Rachel Thackray Business Manager

Primary Teachers

Primary 1: Charlotte Maclean
 Primary 2: Kate Goldspink
 Primary 3: Chelsea Collins
 Primary 4: Callum Hudson
 Primary 5: Amy Bellamy

Key Stage 3 Teachers

Secondary 1 Karen Kidd
Secondary 2 Tara Travis
Secondary 3 Karen Holden
Secondary 4 Charlotte Tunningley
Secondary 5 Deborah Halliley
Secondary 6 Sophie Cocker
Secondary 7 Steve Garside
Secondary 8 Richard Turner KS3 Lead

Key Stage 4 Teachers

Jason Swaine Key Stage 4 Lead
Secondary 9 Vikkie Ward
Secondary10 Nicky Wood
Secondary 11 Becks Errett
Secondary 12 Jackie Kilbride
Secondary 13 Kerry Horran

Part-time teaching staff

Felicity Farrar Smith

Sarah Fawcett

Rob Smyth

Laura Jackson

Sue Cassidy

Liz Briggs

Lorna Clewis

Post 16 staff

Charlie Lomax Leader

Janet Ellis (Instructor)

Joel Pollard (ETA)

Natalie Shaw (ETA)

School Support Staff

Cover Supervisors

Jo Street

Kat Gornostaj

Andrea Ramsden

Karen Turnbull

Joel Wright

Inclusion/Behaviour Support

Sue Greenwood	Inclusion Manager
Trevor Abbott	BSW
Joanne Cook	BSW
Andy Turner	BSW

ETAs

Sue Addinall	Sharon Jagger
Saeeda Ali	Debbie Tolson
Rachael Booth	Rebecca Richardson
Karen Cook	
Liz Crowther	Lisa Harrison
Yvonne Ingham	Michelle Radford
Diane Johnson	Gail Cooper
Lynn Lewis	Estelle Steele
Jane Lewyckyj	Christine Greenwood
Alison Hall	Mark Whitaker
Saleha Pathia	Matthew Hill2 1
Mark Short	Joel Wright
Gill Sizer	Rachel Gomersal
Aisha Zubair	Sara Caie

Admin Staff

Rachel Thackray Business manager

Frances Kemp Exams Officer

Yasmin Patel

Julie Newsam

Penny Oates

Mechelle Ellam Reprographics

Richard Clayton ICT Technician

Support Staff

Nigel Ingham Caretaker

Donna Walker Caretaker

Joanne Vickers (lunchtime supervision)

Kay Hatfield (lunchtime supervision)

Jasmin Patel (lunchtime 1:1 support)

Tina Paton (Head Cook)

Sharon Bailey (Catering Staff)

Sarah Ellis (Catering Staff)

