



Ravenshall

all different | all equal | all important

Handbook for Teaching Staff

September 2019

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 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

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.
- To recognise that the mental health and wellbeing for the school community is an integral part of the school ethos.
- 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.

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
Deputy Headteachers:	Mr Gareth Owen Mrs Clare Blackburn
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	-	10:30am	Lesson time
10:30am	-	10:45am	Break
10:45am	-	11:50am	Lesson time
12.00	-	1:00pm	Lunch
1:00pm	-	1:05pm	Registration
1:05pm	-	2:00pm	Lessons
2:00pm	-	2:10pm	Break
2:10pm	-	2:55pm	Lesson time
2:55pm	-		Pupils escorted to bus assembly area and supervised
3:00pm	-		Pupils escorted to buses

Secondary School

8.45am	-	9:00am	Registration
9:00am	-	11:00am	Lesson time
11:00am	-	11:15am	Break
11:15am	-	12:15pm	Lesson time
12:15am	-	1:00pm	Lunch
1:00pm	-	1:15pm	Registration
1:15pm	-	2:20pm	Lessons
2:20pm	-	2:55pm	Communication and Social Interaction
2:55pm	-		Pupils escorted to bus assembly areas and supervised
3:00pm	-		Pupils escorted to buses

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

Staff Briefings

Briefings take place from 8.30 - 8.45 three times each week, currently Monday and Friday in the staff room where all staff are expected to attend as part of their directed time. (Wednesday briefings are split into Key Stages). 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 Integris G2, between 8.45 and 09.00 and between 12.45 and 13.05 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 9.05 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.

Teaching staff may be allocated two to three break duties 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.

At 12.55 a bell will ring - this indicates that teaching staff need to be in class to await pupils for registration.

Staff Development Meetings

Staff Development meetings are normally held on Wednesday evenings between 3.15pm and 4.45pm. 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 at the end of the day:-

KS3 - Tuesday 2.20pm

KS4 - Thursday 2.20pm

Primary - Friday 1.30pm

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. Some pupils are also escorted by members of staff 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. A Key Stage leader will decide if it is a wet break.

In KS3 and KS4 it is customary for pupils to remain in the room where they are being taught in the period before break. Primary pupils stay in their class.

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 via their email 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 Jo Street (Cover Supervisor - KS3/4) or Charlotte Maclean in Primary.

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 which is available on the Website.

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 Safeguarding Lead (Mr Steve Caines) immediately, rather than taking action yourself. A blue '15 minute' form needs to be filled in (within 15 minutes of the disclosure and passed onto the Safeguarding lead in school at the time.

Safeguarding Lead and Deputies in school are:-

Steve Caines, Safeguarding Lead -

Jo Graham, Deputy Safeguarding Lead - based in Key Stage 3/4

Deb Halliley, Deputy Safeguarding Lead - teacher in Key Stage 3/4

Lisa Harrison, Deputy Safeguarding Lead - based in Primary

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

Lanyards and Colours

Members of staff and visiting members of the school community will wear different coloured lanyards. Members of school staff will wear a burgundy lanyard with their ID badge - these must be worn at all times.

Visitors to school wearing a green lanyard have been DBS checked and cleared to work in school unaccompanied.

Visitors wearing a red lanyard may not be DBS checked by school. They are able to work in school but must be accompanied at all times by a member of staff. If you see an adult with a red lanyard unaccompanied you must speak to them and direct them back to reception / office staff.

Visiting Governors will wear a black lanyard.

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.

GDPR – please see school policy on Website.

Professional Expectations

- Staff are expected to wear identity badge at all times. (See lanyards and colours)
- 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.

- Jewellery 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. Lockers are available from the office.

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.

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.
- 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.
- Staff at Ravenshall use a generic lesson planning format this may vary according to Key Stages.
- Medium Term planning to be finalised at the start of teach term. A hard copy is passed to Gareth Owen and a copy on the system (JPStaffWeeklyPanning).
- 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

See Assessment and Target Setting policy

Marking and Feedback

See Marking and Feedback policy

Achievement for All (AfA)

At Ravenshall we want every child to achieve and meet their potential. To help achieve this, teachers set termly targets in an AfA document for every pupil in their class. Targets are set for:-

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

With each target, strategies to achieve are suggested and at the end of every term outcomes are reviewed and new targets set.

This is recorded in AfA documents on the server under Resources

Any specific behaviour targets are shared with the Inclusion team and displayed in the Staffroom. They are printed on different coloured paper:-

- Yellow – Autumn Term
- Blue – Spring Term
- Green – Summer Term

Pupil Profile

At the beginning of each academic year each class tutor is responsible for providing a short Pupil Profile for every pupil in their class. A booklet of Pupil Profiles, for the whole school, will be collated and made available in every classroom. These documents can only be updated once tutors feel that they have sufficient knowledge of each individual in their class. It is important when updating the Pupil Profile to confer with other members of staff, including support staff, who may come into contact with the pupils on a regular basis.

These are then collated into Key Stages via the admin staff.

The Pupil Profile documents provide a short, concise description, of every child and identifies those for whom an SEMH issue is in place. Medical notes and Safeguarding issues are also

noted, also toileting and communication needs.

It is extremely important to recognise the need for confidentiality and to ensure that the Pupil Profile documents are not left in inappropriate places. It is the duty of the class tutor to find a suitably safe place to store the booklet.

Refer back to previous Pupil Profile booklets for information and guidance.

Educational Health Care Plan

- The annual review process is a legal requirement and must take place for every child who has an Educational Health Care Plan. 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, the progress towards targets and to set new targets.
- 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.
- Class tutors are asked to update sections 2 – 5 in the Headteacher's report for each child approx. 6 weeks before the meeting.
- 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 English and/or Maths you will be asked to support the class tutor regarding the pupil's progress since the last review.
- The admin staff usually prepare a pack of necessary documentation.
- Liz McGrath and Charlotte Maclean chair the review and complete the necessary paperwork.
- For support in completing the paperwork, please see the help guides in Public server/annual review folder or see Liz or Charlotte.

Reporting to Parents

The annual 'Reporting to Parents' process is a legal requirement. This report provides information on pupils individual progress in English and Maths, notable successes in all other subjects and a general class tutor comment. The report is sent home in 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.

We also hold a 'Meet the Teacher' afternoon towards the end of the Autumn half term.

Leavers' Presentation

Each year a Leaver Celebration event is held for pupils Year 11 and Preparation for Adulthood. 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.

Health Care Plans

These are completed for every pupil in school who takes medication which at school or may need medical intervention at school. These are completed and signed by the Child's family. Tracey Stanley, Associate Nurse and Mark Whittaker, Intervenor will be involved with the Health Care Plans.

Intimate Care Plans

Are completed for every child who requires personal care during toileting. These plans are completed and signed by the class tutor and family and provide information on the routine and strategies used. Please see the Intimate Care Policy on the Website.

Purple Class Files

Each teacher has a purple class file where all paper copies of pupil information is kept e.g. All About Me, AfA, Health Care Plan, Intimate Care Plan etc. Please see your Key Stage leader for further information.

Behaviour Support and Management

It is essential that you familiarise yourself with the school's Behaviour Policy and pupil information e.g. All About Me, AFA's, personal health care plans and Intimate Care Plans. All school policies can be found on the Website.

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

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 3 support workers. 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 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.

A Risk Assessment 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 Business Manager.

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 planned and the number of pupils in the group requiring packed lunches.

The mini bus booking diaries are kept in the office. Ask advice from the admin staff about these.

All letters to Parents/guardians will be prepared by the admin team 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 pupils 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 and duties 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.

School Mini Buses

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. All entries are made via the admin team.

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. Please ensure the admin team have an up to date contact number.

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. The admin team will provide a register pack for you to check your pupils.

Accident and medical information

There is several staff that hold appropriate First Aid qualifications. The list is displayed in classrooms, 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.

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. The relevant forms are kept in the 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.

Keys

The school business manager 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 business manager.

Lockers are also available on request. It is always unadvisable 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

There are two stock rooms located within school, one in the Primary Department and one in Secondary.

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.

Stock will be re-ordered on a termly basis.

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.

Work to be printed in colour can be sent via the Network on the P:/ drive with details of quantity etc. This can then be collected from the repro room.

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 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.

Reward System

The school now operates a whole school rewards system based on 'Class 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, GDPR 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

Gareth Owen
Deputy Headteacher

Clare Blackburn
Deputy Headteacher

Leadership Team

Becks Errett	Preparation for Adulthood Leader
Jason Swaine	KS4 Leader
Gareth Owen	KS3 Leader (Acting Deputy Head)
Charlotte Maclean	KS1/KS2 Leader
Sarah Fawcett	Intervention and Partnerships Leader
Sue Greenwood	Inclusion Manager
Rachel Thackray	Business Manager
Jo Street	Senior ETA/Cover Supervisor

Primary Teachers

Primary 1:	Charlotte Maclean
Primary 2:	Beth Turnwood
Primary 3:	Alanah Tonge
Primary 4:	Callum Hudson
Primary 5:	Amy Bellamy

Key Stage 3 Teachers

KS3 Leader	Richard Turner
Secondary 1	Tara Travis
Secondary 2	Charlotte Tunningley
Secondary 3	Chelsea Collins
Secondary 4	Phil Etchells
Secondary 5	Steve Garside
Secondary 6	Fliss Farrar-Smith
Secondary 7	Sophie Cocker (Maths Co-ord)

Key Stage 4 Teachers

KS4 Leader	Jason Swaine
Secondary 8	Karen Hodson
Secondary 9	Nicky Wood
Secondary 10	Kerry Horan
Secondary 11	Deb Halliley
Secondary 12.	Jackie Kilbride (English Co-ord)

Preparation for Adulthood Teachers

Becks Errett	Leader
Janet Ellis	Instructor

School Support Staff

Cover Supervisors

Jo Street
Kat Gornostaj
Andrea Ramsden
Lynn Lewis
Dan Woodward
Joel Wright
Karen Turnbull
Jane Lewyckyj

Inclusion/Behaviour Support

Sue Greenwood	Inclusion Manager
Andy Turner	BSW
Ian Silkstone	BSW

ETAs

Sue Addinall	Sharon Jagger
Saeeda Ali	Debbie Tolson
Rachael Booth	Rebecca Richardson
Karen Millar	Emma Wakelin
Joel Pollard	Lisa Harrison
Yvonne Ingham	Daniel Woodward
Diane Johnson	Gail Cooper
Lynn Lewis	Estelle Steele
Jane Lewyckyj	Christine Greenwood
Alison Hall	Mark Whitaker
Saleha Mulla	Matthew Hill
Mark Short	Joel Wright
Gill Sizer	Rachel Gommersal
Aisha Zubair	Sara Caie
Janice Tumber	Claire Wasilewski
Julie Dalton	Nabeelah Hussain
Lindsay Tilby-Baxter	Claire Holmes
Louise Blagbrough	Natalie Shaw
Nosheen Hussain	Claire Holmes
Natash Sikhosana	Sue Pryor
Liam Gallagher	Richard Herrington
Megan Tarbett	Activity Support Worker
Helen Townend	Activity Support Worker
Aisha Younis	Activity Support Worker
Tanjim Mirza	Activity Support Worker (Primary)
Tracey Stanley	Associate Nurse
Mark Whitaker	Intervenor

Admin Staff

Rachel Thackray	Business Manager
Frances Kemp	
Yasmin Khan	
Julie Newsam	
Penny Oates	
Liz Blyth	
Debbie Tolson	Reprographics
Richard Clayton	ICT Technician

Ancillary Staff

Nigel Ingham Caretaker

Donna Walker Caretaker

Tina Paton (Head Cook)

Sarah Ellis (Catering Staff)