



STAFF

HANDBOOK

“Bringing aspirations to life in a happy, hardworking and caring community”

September 2018

Welcome to the 2018/19 Edition of The Christleton High School Staff Handbook

This handbook will provide you with the necessary information to manage your day-to-day activities in school and has been updated for the School year 2018/19.

This handbook has been prepared with due consideration to the Equality Act and MUST be read and fully understood by both new and existing staff.

Please let us have your views – they are welcomed – this is *your* handbook.

(Please note : all details correct as at 01 September 2018)

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Staff Behavioural Expectations – The way we do things around here

1. Caring for our students

Caring is a central quality of human relationships. Caring goes beyond a particular behaviour or action provided on behalf of others. Caring also goes beyond feelings of concern and sentiment about others. It refers to the matter, manner, and motivation of personal and professional actions and interactions. We understand and recognise that students are the focus of our work, *caring* for students lies at the heart of effective schooling and good school leadership.

Key behaviours

- To be guided by a mindset of attentiveness to others and motivation to act on their behalf.
- Bring services and provisions to staff and students that can help address their needs and concerns and help them achieve their objectives.
- All our staff will promote the functioning, success, and general well-being of students
- We will all help students grow and develop in their own right.
- We will promote inclusion, commitment, and positive psychological states, such as self-concept, esteem, and efficacy, as well as motivation, persistence, and resilience.
- Developing the capacity for caring among others; including the social relationships that students have with adults and peers in school
- Our school is characterised by a respectful and orderly environment, where teachers can focus on teaching and pupils can focus on learning. We teach, recognise and reinforce good behaviour, and we don't tolerate poor behaviour. We don't accept any excuses, and we don't make any either.
- Respect for individuals - we work together to create a culture based on trust, respect and dignity.

Key descriptors:

Tolerant
Appreciative
Values all members of the school community
Considerate to others
Kind
Honest
Have integrity
Empathetic
A strong sense of fairness, justice and respect
Compassionate
Aspirational

2. Commitment to high standards

This means being dedicated to the welfare and success of all in our school. We believe that every student can achieve great things. So we set exceptionally high expectations for all our students, and we do whatever it takes to meet them. Our aspirations are no lower for our most vulnerable students. We hold ourselves accountable and take ownership of those things for which we are responsible.

Key behaviours

- Staff who frequently go the extra mile to do their very best for the people they support
- We expect all our staff to give a commitment to make every lesson the best it can be.
- We will not tell you how to teach, but we expect a commitment to our pillars of learning:
- All students are actively engaged in their learning;
- All students are challenged, whatever their personal need, by the lesson and its activities;
- All students make progress;
- Students enjoy their learning;
- Appropriate pace to learning;
- There is an appropriate use of assessment to support all the above.
- To make sure that no student is left behind
- To use appropriate data management tools to monitor progress - this shows when students, or indeed staff, need extra support.

Key descriptors:

Loyalty and friendship to colleagues and to the school
Go the extra mile /Time investment
Demanding the best for our students
Working to the highest level you can
Pursing excellence in all things at all times
Perseverance and determination
A sense of service
Reliability
Determined
Self-assurance but never arrogance

3. Creative and change orientated

Creativity is a set of beliefs and attitudes as much as it is a toolbox of skills and knowledge. A creative outlook leads naturally to high quality classroom activities carried out by creative learners. Creativity can also be evolutionary, being an innovative changer and adapting what you do, to develop rather than invent something new. To succeed in a world characterised by rapid change and increased complexity, it is vital that Christleton High School grows, develops, adapts creatively to, and takes charge of change so that we can create our own preferable future. Continual improvement – we are a learning organisation that strives always to ‘make our best better.’ We want our school to fizz with new ideas and fresh thinking. We will empower people to use their imagination, give them the freedom to explore, take risks and experiment.

Key behaviours

- A belief that creativity can change things and improve things.
- An ability to see familiar things in new and different ways.
- A belief that mistakes are to be celebrated, learned from and used to add momentum to progress.
- We want colleagues who are not afraid to experiment in the classroom, new resources, new approaches to pedagogy; if it doesn't work – don't do it again; if it does, do more of it and share it - an attitude of 'smart risk-taking'
- A belief that creative potential is inside everyone and can be found everywhere.
- An ability to use both analytic and holistic thinking to solve problems in a unique way, to not be bound by orthodoxy – have an attitude of openness to new ideas and experiences.
- Be a life-long learner.
- Things can only be changed through hard work, high expectations and evidence-driven approaches.
- Be adaptive in lessons, if things are not going well – change the direction of learning.
- Be adaptive in planning, just because something worked last time, doesn't mean it will work again – be a reflective practitioner, embrace change.
- Articulate how changes in their practice impact on student outcomes.
- Constantly reflect that what we do now and what we will do in the future will be the most effective use of our resources.

Key descriptors:

Solutions focused
Clear Vision
Courage to experiment and try new things
Resilient
Curious
Interested in pedagogical development
Pro-active in finding new ways to do things
Prepared to Challenge
Reflective
Open-minded

4. Collaborative

The needs of our students cannot be met by schools and teachers working alone. Complex needs require collaborative solutions. Effective collaboration improve staff performance, but it will also improve student performance. Collaboration begins with finding time to connect with colleagues, to share thoughts, and provide support. We can have a bigger impact when we work with others, such as government and education organisations, as well as people at a local level too. From having key members of the community as governors, to engaging parents and taking part in local events, our school works with others to create happy, safe communities.

Key behaviours

- Staff must be versatile, well-trained and multi-skilled.
- In order to competently fulfil the requirements of their respective roles staff must:
 - *develop their own capacity
 - *develop knowledge and skills as it relates to current and potential assignments;
 - *be prepared to work collaboratively as part of the educational partnership which includes parents, teachers, other professionals and other support staff.
 - *remain flexible and be prepared to adapt duties and schedules in order to respond to changes in students' needs in the school.
- Find time to collaborate: with shared planning time, teachers are able to make strides in planning rigorous and appropriate lessons for their students. This also means stepping outside your department, get involved in cross-curricular links and partnerships
- Share responsibility: the best teacher teams complement each other; build relationships; observe the best; ask questions; share
- Take responsibility for your own CPD, lead CPD sessions for our own staff.
- Engage in frequent, ongoing formal and informal conversations about pedagogy and teaching practice.
- Work together to research, plan and design effective teaching strategies and programs
- Engage in regular classroom observation and feedback

Key Descriptors:

Team work
Sharing
Supporting
Inclusive

5. Cheerful

Positive emotional experiences have long-lasting effects on our personal growth and development. Specifically, positive emotions broaden our attention and thinking, enhance resilience and build durable personal resources which fuel more positive emotions in the future. Strong social ties are at the very core of our well-being. Do you want to spend six hours of the day with a miserable person? Neither do our students.

Key behaviours

- Smile, even when you don't feel like it – it has a positive effect on others!
- Passionate, positive teachers have an effect on student achievement. There is a strong correlation between passionate teaching and successful student learning.

Key descriptors:

Infectious Positivity
Smiling
Humour
Enthusiasm
Motivating
Inspiring
'Can do' approach



The Governing Body have undertaken a number of Staff surveys wherein, staff were asked to highlight the three words that best described the school. The words below are representative of the comments received – the larger the words, the more times they were mentioned.



A-Z of Information

<p><i>Administrative Support</i></p>	<p>The school office provides a wide range of administrative support to teachers. Routine requests, eg typing, photocopying, completed claim forms etc., should be placed in the 'Administration' tray located in the staffroom, which is emptied on a regular basis. Completed work will be placed in teachers' trays.</p> <p>Please give as much notice as possible for requests, as this will enable the admin staff to plan their workload to meet everyone's deadlines. In general, the administrative staff work term time only.</p> <p>The office will endeavour to accommodate short notice requests, which must be delivered to Suzanne Wong, Office Manager. The office area is secured by keypad code 4537.</p>
<p><i>Assemblies</i></p>	<p>Year Assemblies are held daily throughout the school year when the Hall is available. A rota with themes is promulgated termly and can be found in staff(y): staff handbook: 2018-2019 downloads Assembly Rota.</p> <p>Members of the Leadership Group and Heads of Year conduct Assemblies.</p>
<p><i>Badges</i></p> <p> </p> <p><i>Bulletin</i></p>	<p>Identification Badges must be worn at all times. The school has four colours of designations of badge lanyards:</p> <ul style="list-style-type: none"> • Blue : Staff • Purple : Governors • Red : Supply staff & Visitors (visitors should be accompanied) • Black : Sixth Form (an introduction in 2017/2018 Year) <p>In accordance with the school's Safeguarding Policy, it is incumbent on all members of staff, to question any individual on school premises who is not wearing an appropriate identification badge.</p> <p>All visitors MUST be accompanied on site at all times.</p> <p>The school publishes two weekly bulletins, one for students and one for staff. Items for inclusion should be e-mailed to bulletin@ christletonhigh.co.uk by 10:30 every Thursday, when a draft version is produced.</p> <p>The 'Final' Staff and student Bulletins are emailed to all staff every Friday. Student bulletins are also published on the school website.</p>
<p><i>Calendar</i></p>	<p>The <u>Whole School External</u> calendar is updated regularly and appears on the school's website (www.christletonhigh.co.uk).</p> <p>A <u>'Sports Events'</u> and <u>'Trips'</u> calendar can also be found on the school website within the Calendar tab.</p>

<p><i>Cash Office</i></p>	<p><u>Internal School Calendar</u> – It is possible to add a subset of the calendar items from the school website into Outlook 365, such as Inset Days, Term Dates, LG Meetings, ACT & HoDs Meetings and Parents’ Evenings. This saves staff having to add them manually and will be updated automatically, if and when the website is changed. Further details can be found under the “IT Troubleshooting” section of the intranet by searching for “How to add the School Internal Calendar to Outlook Web App”</p> <p>The Cash Office is open from 08:30 – 08:45, breaks, lunchtime and 15:20 – 16:00. It sells equipment and collects payments for trips, concerts etc. and there is a facility for parents to pay for items online or by credit/debit card.</p>
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<p><i>Cashless Catering</i></p>	<p>The school introduced a cashless catering system in June 2016. All staff and students can purchase food items from the various canteen areas on site by using biometric scans and loading money on their accounts through the ParentPay system or by using the re-val cash inputting machines, located near Student Reception in the Maths block and near to the Mini C food area. This is the same system used by parents/ guardians, when paying for school trips.</p> <p>To activate an account, and to load credit onto your account, you will need:</p> <ul style="list-style-type: none"> • A personal email address • Your unique link code (please email cashoffice@christletonhigh.co.uk for your link code) • A card with which to pay • To have your finger scanned in the canteen <p>"Simply click the ‘pay online’ icon on the school website homepage and click on the drop down box for Cashless Catering, trips and other click on the link to <u>Parentpay for trips and cashless catering</u> and register as a new user. You will need your temporary password and username (if you haven't got this, please request from cashoffice@christletonhigh.co.uk) You can also add credit to your account by placing cash in the machines in the Covered area and by the Mini C."</p>
<p><i>Communications</i></p>	<p>The school uses SchoolComms for direct email/text messages to parents, and staff are encouraged to use this. Please see ICT Support for training and advice.</p> <p>The School has an ‘External Communications with Parents’ protocol, which can be found in staff(y): staff handbook: 2018 - 2019 downloads and is published on the school website (within Contact Us).</p>

Conflicts of Interest Register

It is important that the school operates beyond reproach in all its external financial dealings with suppliers and third party. As such, **all** staff with budgetary responsibility or as a cheque signatory are required to declare any potential conflicts of interest – even if a “nil” return. The forms are available on staff(y): staff handbook: 2018-19 downloads: conflicts of interest. All returns must be passed to Lesley Carding.

Cover

In general, a teacher who is likely to be absent for less than five days is replaced with a Cover Supervisor. In the case of a long-term absence, a longer-term Supply Teacher may be used.

The school has on the staff, three daily Cover Supervisors, who will assume cover duties in the first instance. In addition, some part-time staff within the school are also employed as Cover Supervisors to help supplement the school’s needs.

NB: Cover is not normally provided for Year 12 or Year 13 lessons.

Cover remains the overall the responsibility of Nigel Folloos but is arranged in advance through Tracey Ascroft and daily, due to illness being reported by 07:45, by Marian Warburton. If required, additional Cover Supervisors will be sourced from external agencies wherever practical and possible, but with due regard to budgetary and time/notice constraints. All Cover Supervisors will be provided with photographs of students within the classes they are covering.

Where the Cover Supervisor is externally sourced from an Agency, the attendance register is taken manually each lesson and returned to main Reception.

All requests for known cover requirements must be made in a timely enough fashion to allow cover to be planned and **all staff must provide cover work** for the Cover Supervisor.

NB: Duties must also be covered (see Duties).

NB: If the cover is for a school trip, please see the relevant section on Trips within this Handbook

For cover being requested in advance, **no commitments should be made until approval has been given by Nigel Folloos (ATBD) &/or Darran Jones, Deputy Headteacher and given monetary constraints, more requests may be refused than in previous years. All requests will be viewed fairly against the current cover demands of the day already in place.**

Where the Cover Supervisor is externally sourced from an Agency, the attendance register is taken manually each lesson and returned to main Reception.

<p><i>Duties</i></p> <p><i>Emergency Cover / Support</i></p> <p><i>Enrichment (Futures Week)</i></p>	<p>All requests for known cover requirements must be made in a timely enough fashion to allow cover to be planned and all staff must provide cover work for the Cover Supervisor.</p> <p><i>NB: Duties must also be covered (see Duties).</i></p> <p><i>NB: If the cover is for a school trip, please see the relevant section on Trips within this Handbook</i></p> <p>For cover being requested in advance, no commitments should be made until approval has been given by Nigel Follos (ATBD) &/or Darran Jones, Deputy Headteacher and given monetary constraints, more requests may be refused than in previous years. All requests will be viewed fairly against the current cover demands of the day already in place.</p> <p>All staff are required to consult the lesson and registration list, which appears each morning online in the Staffroom, to see if they have been used. (see also Staff Absence).</p> <p>Emergency covers will also be placed on the IT system within the Staffroom board as well as by email, and Reception will attempt to contact the member of staff to alert them.</p> <p>The Duty Rota and the areas to be covered are published by Sheila Lister Assistant Headteacher, which can be found on the Google Drive which is updated throughout the year together with the Staff Duty Guidance.</p> <p>All situations within the classroom <u>should</u> be managed by the teacher of that class in the first instance, as it is regarded as a key part of the role of a teacher.</p> <p>However, as a last resort, a teaching member of the LG or Head of Year is normally available to provide emergency cover or assistance, if any situation cannot be handled locally. In case of an emergency, ring Reception (x3100) when a member of the SLT or a Head of Year will be contacted.</p> <p>Each year, in the second half of the summer term, the school <u>normally</u> organises ‘Futures Week’ whereby all events and activities are best tailored to suit the students’ individual needs. These include foreign trips, days out, in-school activities and sporting competitions.</p> <p>No revision sessions should be organised unless to support external exams within the week, and certainly not affecting the relevant Year groups (7-9) involved in Futures Week.</p>
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Examinations

Fund Raising by students for Charities

- The Examinations Office is located on the ground floor of the i-Research Centre. They have responsibility for all aspects of registration, invigilation, security of papers etc. for examinations. The office is managed by Charlotte Hallam supported by Tracey Ascroft.

The school is open to requests from students for fundraising activities for charities. The procedure is as follows:

- Any student who expresses a wish to fundraise must first clear the request through Head of Year.
- If the event is to be held in school, the student should complete a proforma, available from ATBD which must be submitted back to ATBD for clearance and calendar input.
- ATBD then to confirm with Head of Year or SLT Lead, before event takes place.

Futures Week

Governing Body

(See Enrichment)

Christleton High School is an Academy, within The Christleton Learning Trust, a Multi Academy Trust, under the control of the Trustees of the MAT. Strategic Staffing and Finance Panels are Trust wide panels.

Christleton High School has its own Local Governing Body, which meets twice termly and is supported by two panels:

- Curriculum and Achievement
- Pastoral
- Resources

Governors as at September 2018 are:

Name	Capacity	Term of Office ends
Mr Catford, Sean	Parent	10/21
Mrs Bridgewater, Fliss	Co-opted	10/20
Mrs Charlton, Jean	Trustee	10/20
Mr de Winter, Hems	Co-opted	10/18
Mr Heath, Paul	Trustee/Parent	10/20
Mrs Cresswell, Dawn	Staff	10/18
Mrs Lister, Sheila	Staff	10/18
Mr Mackinson, Alex	Co-opted	02/20
Mr Richards, Stephen	Parent	10/20
Mr Taberner, Nigel	Parent	10/20
Mr Myers, Janet	Parent	10/20
Mr Stenhouse, Damian	Headteacher	Voting Member
Mr Follos, Nigel	Clerk	Non-Voting Member
Mrs Wong, Suzanne	Assistant Clerk	

NB Staff Governor elections (Cresswell and Lister) pending Autumn Term 2018

Membership of Panels will be confirmed at the Business Meeting in September and published on the school's website.

Parent and Staff Governors are normally re-elected on a 4 yearly basis and elections are held in the Autumn term.

CLT Trustee & CHS Local Governing Body Meeting Dates 2018 – 2019

MEETING	Date of circulation of Agenda & Papers	Christleton Learning Trust	Christleton High School
Autumn 2018			
Local Governing Body	Wednesday 8 August 2018		Monday 10 September 2018 5.00pm
Local Resources LGB	Thursday 6 September 2018		Thursday 20 September 2018 5.00pm
DATA Group Meeting			Monday 24 September 2018 13:20
Trustee Staffing & Finance		Monday 1 October 2018 5.00pm	
Local Pastoral Panel	Monday 1 October 2018		Monday 15 October 2018 4.00pm
Local Curriculum & Achievement Panel	Monday 8 October 2018		Monday 22 October 2018 5.00pm
Local Business Strategic LGB	Tuesday 23 October 2018		Tuesday 6 November 2018 5.00pm
Finance and Audit (Sign off meeting)		Tuesday 13 November 2018 5.00pm	
Trustee Business		Tuesday 27 November 2018 5.00pm	
Members Meeting and AGM	n/a	Thursday 29 November 2018 5.00pm	
Topic Meeting	tbc		Thursday 6 December 2018 5.00pm
Spring 2019			
Trustee Staffing & Finance		Tuesday 15 January 2019 5.00pm	

	DATA Group Meeting			??????
	Local Curriculum & Achievement Panel	Monday 28 January 2019		Monday 11 February 2019 5.00pm <i>(To approve 19/20 curriculum)</i>
	Trustee Staffing & Finance		Thursday 14 February 2019 5.00pm	
	Local Resources LGB	Tuesday 12 February 2019		Tuesday 26 February 2019 5.00pm
	Local Pastoral Panel	Friday 15 February 2019		Tuesday 5 March 2019 4.00pm
	Local Business Strategic LGB	Monday 25 February 2019		Tuesday 12 March 2019 5.00pm
	Trustee Business		Tuesday 26 March 2019 5.00pm	
	Topic Meeting	tbc		tbc
	Summer 2019			
	Members Meeting		Tuesday 16 April 2019 5.00pm	
	Trustee Staffing & Finance		Thursday 25 April 2019 5.00pm	
	Trustee Business		Tuesday 14 May 2018 5.00pm	
	Local Resources LGB	Tuesday 7 May 2019		Tuesday 21 May 2019 5.00pm
	Local Pastoral Panel	Tuesday 21 May 2019		Tuesday 4 June 2019 5.00pm
	DATA Group Meeting			??????
	Local Curriculum & Achievement Panel	Friday 24 May 2019		Tuesday 11 June 2019 5.00pm
	Local Business Strategic LGB	Tuesday 11 June 2019		Tuesday 25 June 2019 5.00pm
	Members Meeting		Tuesday 2 July 2019 5.00pm	

	Trustee Business		Tuesday 16 July 2019 5.00pm	
	Topic Meeting	tbc		tbc
Health & Safety	<p>All members of staff have a responsibility to be vigilant as regards the general safety of themselves and the students in their charge and should ensure that they have read the Health and Safety Policy and are aware of risk assessment information for their department.</p> <p>In all situations, it is the finder's responsibility to take ownership and progress the issue to safe and successful completion.</p> <p>All hazards/defects should be reported to the Facilities Manager, Phil Hill using the electronic defect book system, or in the case of an emergency, such as a broken window, to Reception, who will then contact the Site Team.</p> <p>Accidents resulting in injury to staff or students must be reported to the First Aid room to be logged.</p> <p>In an Emergency Never leave students unsupervised. Ring Reception (3100) who will consult the Emergency Call-Out Rota.</p> <p>Security ID Badges As part of the school's child protection measures, all staff and visitors are issued with an ID Badge. Please ensure you wear yours at all times. Report losses to Reception.</p> <p>Smoking Christleton High School is a non-smoking environment. All staff are reminded that they are important role models. Staff who feel they need to smoke should bear this in mind, and only smoke <u>completely off site</u> during the school day, and <u>well out of the view of students</u>.</p> <p>No staff, students or visitors are to smoke on the site. Sanctions are in place for non-compliance.</p> <p>Electrical Equipment User checks/ visual inspection of portable appliances (Items you plug into a power source e.g. Fans, Radios, Heaters Battery Chargers etc.) should be carried out before electrical equipment is used, with the equipment disconnected. Staff should look for:</p> <ul style="list-style-type: none"> • Damage to the lead including fraying, cuts or heavy scuffing • Damage to the plug, eg to the cover or bent pins • Tape applied to the lead to join leads together • Coloured wires visible where the lead joins the plug (the cable is not being gripped where it enters the plug) 			

	<ul style="list-style-type: none"> • Damage to the outer cover of the equipment itself, including loose parts or screws • Signs of overheating, such as burn marks or staining on the plug, lead or piece of equipment • Equipment that has been used or stored in unsuitable conditions, such as wet or dusty environments or where water spills are possible • Cables trapped under furniture etc. <p>If you notice any signs of the above, the equipment should not be used but locked away and the Site Team contacted immediately for repair.</p>
How To	There is a folder in “Y” Drive with useful “How to do....” references.
IT Policy	See separate document, which also includes the Staff IT Acceptable Use Policy.)
IT Trouble shooting Guide	A troubleshooting guide outlining the most frequently asked questions is available on the school intranet.
Laminating	Facilities are available for laminating documents and requests should be placed in the Administration tray. Teachers are asked to complete a simple form, available from the staffroom and Repro area, which outlines the requirement. Requests for large amounts may need to be charged to Department budgets. Reprographics does not operate during the school holidays as the school is operating on skeleton staff.
Senior Leadership Team (SLT)	<p>Senior Leadership Team (SLT) comprises:</p> <ul style="list-style-type: none"> • Damian Stenhouse(Headteacher) • Darran Jones(Deputy Headteacher) • Adrian Francis (Assistant Headteacher: KS3 & Transition) • Paul Goodwin.....(Assistant Headteacher: Curriculum & Data) • Michael Cosstick(Assistant Headteacher: Sixth Form & Pathways) • Rachel Harding (Assistant Headteacher: T&L & CPD and Safeguarding) • Sheila Lister (Assistant Headteacher: KS4 & Behaviour) • Nigel Folloos (Academy Trust Business Director <i>non-teaching member</i>) <p>For Roles and Responsibilities, see ‘Key Roles’ on page 44.</p> <p>You should expect teaching members of the SLT to visit lessons; if you are talking to the class when they enter the room, they will remain quiet;</p>

	<p>if the class is working, they may walk around and talk to individuals about what they are doing.</p>
<i>Lesson Monitor</i>	<p>(Please see Registers and the separate page later in this Handbook)</p>
<i>Lost Property</i>	<p>Student Reception deals with Lost Property. Please do not keep lost property in your Form or teaching rooms but bring it to Student Reception as soon as possible.</p> <p>All Lost property will only be returned to students if acceptable proof of ownership is provided.</p>
<i>Medical</i>	<p>On admission to the school, parents are asked to provide health information and to discuss any relevant issues with the First Aid Co-ordinator.</p> <p>Similarly, the First Aid Co-ordinator should be notified of students who are taking regular medication, to enable them to supervise the dosage if appropriate. These details are then recorded on the students' records in SIMS.</p> <p>The school has two defibrillators, which are located in the Sports Centre and Main Reception. Instructions are automatically given, once the devices have been activated.</p> <p>The school's First Aid Co-ordinator, Mrs Fiona Rackham, should be informed of any students with a medical condition, which could impact upon school or residential activities.</p> <p>First Aiders A list of current first aiders can be found on the Medical Room door in the Exhibition Hall and elsewhere around the school. Several staff have Emergency Aid qualifications, whilst a number of Support Staff hold a First Aid certificate. As well as the Medical Room, the other sources of aid are within the Science and PE departments and the school office. The First Aid Co-ordinator should be informed of any aid administered and accidents will be recorded.</p> <p>If further treatment is required, parents will be contacted. In emergencies, an ambulance will be called to take the injured person to hospital. If the treatment is not urgent, then parents will be asked to arrange transportation to a surgery or hospital.</p> <p>Illness If and when a student feels unwell during a lesson and in the opinion of the subject teacher, is <u>clearly</u> unwell, and <u>only</u> when clearly unwell, the subject teacher should send the student with an out-of-lesson pass to the Medical Room. Avoid using other students as guides unless vital.</p>

	<p>The First Aid Co-ordinator keeps a log, in which details are entered, of all students who receive treatment and/or are sent home ill.</p>
<i>Minibus</i>	<p>The school has two 12-seater minibus (available to other schools in the Trust) which members of staff are eligible to drive, subject to certain conditions (i.e. holding MIDAS certificate following appropriate training). Please see the Finance Manage for details. The Trust also has a 15 seater minibus which can also be used, if available and driver holds relevant qualifications</p> <p>The Minibus booking diary is held online within the Room Booking Software.</p> <p>Please note, that any penalties / fines or damage incurred by the staff driver eg parking, speeding, must be settled by the driver responsible for the minibus at that time, and that driver will also incur an additional administration fee.</p>
<i>Mobile Phones</i>	<p>In lessons students know that phones should be in bags and switched off. (Watch out for Surreptitious texting and recording under the desk!)</p>
<i>Ordering Goods or Services</i>	<p>All purchasing of goods and services will be undertaken in accordance with Christleton High School's Financial Manual, a copy of which is available on the Y drive.</p> <p>All staff have access to online ordering: (please see y:howto/Finance_Corero_Web_User_Guide or see finance staff if you would like training). Orders will be approved by the relevant budget holder via this system.</p> <p>Staff should aim to provide sufficient time to enable goods to be ordered (2 weeks ahead of required delivery time where possible please). Heads of Department will be advised of the final date during June, to place final orders for each academic year. Carry forward of budgets will only be permitted in exceptional circumstances and with the approval of the ATBD.</p> <p>In exceptional cases, the Finance Team will send orders by Fax or telephone; however, the ATBD will expect Departments to provide a justifiable reason for all short notice orders. Any additional handling charges for short notice orders will be paid from the ordering department's budget.</p> <p>The Finance Office holds a Charge Card for purchases via the telephone or Internet. This includes the purchase of rail tickets for staff attending meetings or courses. It should also reduce the need for staff to make their own purchases and thus seek reimbursement.</p> <p>Requests for Charge Card purchases are the same as for all other purchases.</p> <p>Invoices - Budget holders are requested to approve all invoices for goods</p>

	<p>or services received (if they are satisfactory) and in a timely manner. During term time, invoices are paid weekly, so please try to approve invoices by Wednesday of each week and when requested before each holiday.</p>																												
<p><i>Pathway</i></p>	<p>PATHWAY is the name for all the activities and initiatives we offer to best prepare our students for their future world of work.</p> <p>Quite simply, we believe that we should do all we can to ensure that all students are given the best possible start for a rewarding future career during their time at Christleton, so that they can more confidently move on to a secure working future, whether it be at ages 16, 18, 21 or beyond.</p> <p>PATHWAY activities include careers advice sessions, work experience placements, events designed to ease the 'progression to employment', and higher education / university conventions and visits. Through these activities and the exposure to wider career opportunities, we hope to increase the awareness of employment and pathway opportunities available, to further develop employability skills of all students, and to offer impartial and independent careers advice and guidance.</p> <p>Colleagues are encouraged to use the PATHWAY branding in any relevant activities. We try to include a large number of PATHWAY activities in The Swan magazine. Further details are also given in the PATHWAY section of the school website</p> <p>http://www.christletonhigh.co.uk/students/pathway-introduction.php</p> <p>Our PATHWAY Careers Advisor is Sylvia Wood, who is based in school one day a week. Appointments for students and parents to meet with Sylvia can be made through Karen Varley in the office.</p>																												
<p><i>Payroll and Pensions</i></p>	<p>Lesley Carding, Finance Manager, is responsible for all Payroll and Pensions related matters. All staff should inform Lesley of any changes to personal details, particularly with reference to pay information and overtime claims.</p> <table border="1" data-bbox="563 1570 1469 2018"> <thead> <tr> <th>Payroll for</th> <th>Date to be submitted</th> </tr> </thead> <tbody> <tr> <td>September 2018</td> <td>16 August 2018</td> </tr> <tr> <td>October 2018</td> <td>14 Sept 2018</td> </tr> <tr> <td>November 2018</td> <td>12 October 2018</td> </tr> <tr> <td>December 2018</td> <td>16 November 2018</td> </tr> <tr> <td>January 2019</td> <td>07 December 2018</td> </tr> <tr> <td>February 2019</td> <td>18 January 2019</td> </tr> <tr> <td>March 2019</td> <td>08 February 2019</td> </tr> <tr> <td>April 2019</td> <td>08 March 2019</td> </tr> <tr> <td>May 2019</td> <td>12 April 2019</td> </tr> <tr> <td>June 2019</td> <td>16 May 2019</td> </tr> <tr> <td>July 2019</td> <td>14 June 2019</td> </tr> <tr> <td>August 2019</td> <td>28 June 2019</td> </tr> <tr> <td>September 2019</td> <td>16 August 2019</td> </tr> </tbody> </table>	Payroll for	Date to be submitted	September 2018	16 August 2018	October 2018	14 Sept 2018	November 2018	12 October 2018	December 2018	16 November 2018	January 2019	07 December 2018	February 2019	18 January 2019	March 2019	08 February 2019	April 2019	08 March 2019	May 2019	12 April 2019	June 2019	16 May 2019	July 2019	14 June 2019	August 2019	28 June 2019	September 2019	16 August 2019
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	October 2019	13 September 2019
Personnel Matter	<p>The 'strategic' responsibility for all HR matters for Teachers lies with Darran Jones and for Support staff with Nigel Follos.</p> <p>Dawn Cresswell is the school's HR Administrator.</p> <p>All contractual, pay or operational or day-to-day HR issues for all staff should initially be directed to Dawn Cresswell.</p>	
Photocopying	<p>Photocopying costs the school a great deal of money and staff should always consider alternative ways of passing information wherever possible. We operate a hub and spoke approach. The Reprographics Unit has a colour and black & white copier and is manned only during the mornings.</p> <p>Colour copies cost three times more than black and white copies and should only be used when colour is vital to student understanding. Other black & white photocopiers can be found in the Staff room, i-Research Centre and English department.</p> <p><u>The dos & don'ts of photocopying</u></p> <ul style="list-style-type: none"> - Do question the need...twice! - Do use black and white rather than colour - Do use double sided - Do use A5 rather than A4 if possible - Do use white paper - Don't use colour unless vital - Don't just print it out because it's easier <p>There are three systems for requesting photocopying:</p> <ul style="list-style-type: none"> • Copies of documents held electronically should be e-mailed to repro@christletonhigh.co.uk, with a simple covering message outlining the requirement, number of copies and date required. • All other requests for photocopying should be placed in the In-Tray within the reprographics room. Teachers are asked to complete a simple form, available from Repro, which outlines their requirement. Two days' notice is preferable. • For small quantities of photocopying, teachers may use the copier in the Staffroom, the Sixth Form Study Room or the colour copier in i-Research. Please note that copiers are networked and it is just as easy to print to them as it is to fill in a form. <p>The colour copier in i-Research should not be used for black and white copying as it is much more expensive to use than the other copiers.</p> <p>A scanning facility is available in Repro. Repro does not operate during school holidays.</p>	

Policies	<p>All school policies can be found on the school's y drive under Staff: Policies.</p> <p>Policies are updated regularly, approved by the Trustees (for trust wide policies – usually HR and Finance related) and the Governing Body (school specific policies – usually Pastoral and curriculum), where required and advised via weekly staff bulletin.</p> <p>It is the responsibility of each member of staff to be aware of any changes and apply policy accordingly.</p> <p>In the interests of cost and convenience, policies are not printed in this book but It is individual's responsibility to ensure they have read, understood and applied all relevant policies.</p>
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POLICY	CLT	LGB
Absence Management (staff) policy	x	
Absence Management (staff) procedure	x	
Access Arrangements		X
Accessibility Plan		X
Admissions Policy (changes each year)		X
Allegations of Financial Impropriety	x	
Attendance		x
Anti Bullying		x
Behaviour policy		x
Careers Education		x
cctv	x	
Charging for School Organised Activities		x
Child Protection		x
Collective Worship		x
Complaints		x
Curriculum		x
dbs policy	x	
Data Protection (GDPR) - Employees - policy	x	

Dealing with Allegations of Abuse against staff**	x	
Disciplinary policy	x	
Disciplinary procedures	x	
Educational Visits Policy		x
Equality Act statement	x	
Examinations Policy		x
First Aid Policy	x	
First Aid Procedures		x
Freedom of Information Act policy and list	x	
GCSE Controlled Assessment		
Health and Safety Policy Statement	x	x
Homelearning		x
Lettings		x
LGPS Discretionary statement 2012		x
LGPS Discretionary statement 2015	x	
Maternity Leave	x	
Non Radicalisation Policy		x
Paternity Leave	x	
Shared Parental leave	x	
Pay Policy (changes each year)	x	
Privacy Notice (Employees)	x	
Privacy Notice (Candidates)	x	
Privacy Notice (Students / Parents)	x	
Recruitment & Selection	x	
Returns & Refunds policy	x	
Risk Management	x	x
Risk Register annexes to Risk Management	x	x
Safeguarding		x
SRE		x
Additional Educational Needs (SEN)		x
AEN - The Local Offer		x
(Non) Smoking	x	
Social Media - Policy and Procedures	x	
Staff Code of Conduct	x	
Staff Grievance	x	
Staff ICT Acceptable Use	x	

Substance Misuse		x
Teacher Appraisal and Capability	x	
Wellbeing	x	
Whistleblowing Policy	x	
GUIDELINES		
Assessment, Marking, Recording and Reporting		x
British Values	x	
Cycling Guidelines		x
Facebook Guidelines	x	
Financial Handbook	x	
Looked After Children Guidance	x	
Personal & Intimate Care	x	
Smoking Guidelines		x
Redundancy Procedures	x	
Retention of Records (Staff)	x	
Retention of Records (students)	x	
School Exclusions - A parents Guide	x	
Transfer of Child protection Guidelines	x	
Uniform Guidelines		x
Dealing with and managing Unfounded and Unsubstantiated allegations against Staff. A good practice guide**	x	

Registration

Electronic registration is completed both AM and PM. All AM registrations **MUST** be completed by 08:50 every morning. Both AM and PM Registrations are a statutory requirement and can be used as evidence in court.

AM registration is taken by Form Tutors at the start of the day in a five-minute registration period. Form Tutors must “save” this immediately. This registration, together with the first two lesson monitor marks, are critical in deciding which students are deemed to be present and whether parents should be contacted.

Form Tutors should still collect their registers from the rack located in the Staff Quiet Room for PM Registration, as they may contain important information for students.

Registers **must** be returned immediately following registration for Health & Safety reasons. They should be returned to the rack, together

	<p>with any letters from parents concerning a child’s absence. The Attendance Officer will investigate any unexplained absences.</p> <p>Additionally, electronic registration is now taken for each lesson. An effort grade using simple criteria is given, details of which are shown later in this book and more information is in the “How to...” guides.</p>
<p><i>Reports & Parents’ Evenings</i></p>	<p>Reports to parents form part of the “public face” of Christleton High School and it is important that we are all producing reports to the same high standards; if we are making judgements about student performance, then we should be communicating ideas in a professional and consistent manner.</p> <p>It is vital that staff input marks and comments for report by the internal deadline date.</p> <p>Reports should also have a positive effect on students’ attitudes, motivation and self-esteem. Targets are set at the beginning of each year. They should be aspirational, motivating and achievable. Targets should be discussed with students on a regular basis throughout the year.</p> <p>Feedback from tests and homework should be used to develop strategies for improvement and students should become more involved in the process and come closer to reaching their full potential.</p> <p>All new staff should speak to their Head of Department for advice. All reports, including a copy to be signed and returned to the school by parents, are produced by Suzanne Wong.</p> <p>Parents’ Evenings are also vitally important sessions for feeding back on student performance. It is important that all staff are well prepared, briefed and able to feedback on a specific, not general, basis on each student.</p> <p>The Reports, Open Evenings and Parents’ Evening schedule for 2018-2019, is outlined on pages 75-76.</p>
<p><i>Room Bookings</i></p>	<p>Requests to use the Hall (through room bookings / SIMS) an occasional basis should be addressed to Michelle Cayeux. Requests to use the Lecture Theatre should be addressed to Simon Phillips. Permanent changes to timetabled rooms are dealt with by Paul Goodwin, who administers the timetable.</p> <p>There is an online Room Booking system so that any staff can book other teaching rooms, meeting rooms and other resources like the minibus</p>

	<p>and WowWall. Please note that any changes made within SIMS will overwrite the room Booking system</p> <p>The Hall and Lecture Theatre schedules are available to 'view only' on the online Room Booking system and should be consulted, <u>prior</u> to requesting the room from Michelle Cayeux or Simon Phillips.</p>
<p><i>Signing In</i></p>	<p>All staff who are NOT on the permanent payroll, <u>must</u> sign in and out at Main Reception every day. This includes Supply staff.</p> <p>All staff who have part time contracts, whether within days or within weeks, and do not normally work the full school day every day, must sign in if not starting at 0830 and out at reception if not finishing at 1530. This is for Health and Safety reasons as previous fire drills have shown the importance of improved speed and the precise knowledge of the whereabouts of part-time staff, at the time of the fire alarm.</p>
<p><i>Site Security</i></p>	<p>The school remains an open site but the front entrances are controlled by magnetic locks. The Maths block entrances should not be used by students to enter or exit the school. Reception has a double lock controlled by a key pad. The outer door code is 5621# and the indoor code is 5621. These codes must not be given to students or visitors. It is individual staff responsibility to know and use these numbers as Reception will not, as a matter of course, open doors for staff.</p>
<p><i>Social Media</i></p>	<p>'Social Media' is the term commonly given to websites and online applications and tools which allow users to interact with each other in some way – by sharing information, opinions, knowledge and interests. Common examples include, but are not limited to, 'Facebook', Twitter, blogs, online forums, 'LinkedIn'. For definition, the use of the words 'School' or 'Christleton' within this policy is deemed to encompass Christleton High School itself, all other schools within Christleton Learning Trust and the Trust itself.</p> <p>All employees, Volunteers and Governors <u>must</u> follow these Guidelines <u>whenever</u> they are using any form of Social Media, otherwise this could be deemed as a breach of the Social Media Policy.</p> <ul style="list-style-type: none"> • Do not bring the school, its students, suppliers, or colleagues into disrepute by posting negative comments about them - remain professional at all times • Do stay within the law • Do not connect with students on social media. • Do not disclose anything confidential or sensitive about the school or another third party associated with the school • Do not do anything that could be considered discriminatory or bullying • Do avoid any conflicts of interests with third parties, such as clients, suppliers or service users

	<ul style="list-style-type: none"> • Do set privacy settings as high as possible and ensure you cannot be tagged in photos without permission. • Do not use the school's name and/or logo or a school email address in personal profiles i.e. your online name • Do not make commitments or engage in activities on behalf of the school unless authorised to do so • Do include a disclaimer statement if providing a personal opinion/engaging in discussion and there is a connection to the school • Do limit access to Social Media sites, for personal use during work time, to your own time • Do act in accordance with your professional standards of conduct; any breach of the Code(s) or the Social Media Guidelines could result in disciplinary action. • Do ensure all mobile devices are password pin encrypted. • Do not discuss pupils, parents, carers or other members of staff online. • Do review historic information on profile and access. •
<i>Staff Attire</i>	Staff must be smart in appearance and portray the appropriate image at all times. The definition of appropriate lies with Headteacher/Deputy but as a working principle, business attire.
<i>Staff List</i>	A full list of all Christleton High School staff can be found in: staff(y): staff handbook: 2018-2019 downloads): staff name - phone by department lists
<i>Staff Absence from school – Pre-planned</i>	<p>NOTIFIED OCCASIONAL ABSENCES</p> <p>If a member of staff wishes to be absent from school for any reason, a request must be made IN ADVANCE to the ATBD, who will approve or refuse, based on already known absences on that date and on a case-by-case basis.</p> <p>In the case of a teacher, this request must also be pre-approved by the Deputy Headteacher.</p> <p>Requests for Leave of Absence for personal reasons must be made via a form available from the HR Administrator and should be approved by the Headteacher.</p> <p>All requests must be made as early as possible and maximum notice should be given. It is unlikely that any request will be accommodated with less than two weeks' notice unless in exceptional circumstances.</p> <p>A decision on whether to grant the request and whether the leave will be paid or unpaid will be made in accordance with the Governors'</p>

*Staff Absence
from school – Un-
planned*

Guidelines, which state that absence with pay of up to 5 days in an academic year, may be granted at the Headteacher's discretion for the following reasons, including but not limited to:

- **Serious** illness of a near relative, where the absence is essential to make other care arrangements (usually up to five days)
 - Funerals of close relatives (usually one day on each occasion)
 - Weddings of mother, father, brother, sister, child (usually one day on each occasion)
 - Legal business (eg. attendance in court) (usually one day on each occasion)
 - To sit approved examinations (one day per exam).
 - Interviews for a new teaching appointment (usually one day on each occasion)
- Medical and Dental Appointments (usually a maximum of two days across the school year)
- Marriage (one day)
 - House move (one day)
 - Paternity and Adoption (five days). *(NB see other relevant policies)*

In addition, staff **may** apply for unpaid leave, but this is subject to the discretion of the Headteacher.

All absences are monitored and staff may be interviewed about their attendance. Consistent and long-term absences will be dealt with in line with the school's HR policies and procedures.

ABSENCE DUE TO ILLNESS

If a member of staff is unable to come into school due to illness, a telephone call must be made to school **before 07:45**, leaving a message in the voice mailbox at Reception. It is also good practice to email and/or ring/email their Head of Department, especially as some illnesses (ie throat infections) can sometimes mean that the voice message is not able to be deciphered or understood.

Staff must also advise ATBD on their return

Sickness absences of fewer than five days, require self-certification, using a form available from the Staffroom. For all absences longer than five days, a GP's note must be sent into school. Teachers who are sick during the holidays and would have been off school for 4 or more days had it been term time, should notify the ATBD of this fact.

It is essential that the teacher who is absent keeps the ATBD and their Head of Department fully in the picture about the likely date of return.

During the teacher's absence, it is his or her responsibility to ensure that work is set for the classes involved for as long as possible, but for at least 3 days. If this is not possible for any reason, then the Head of Department will assume the responsibility.

If a teacher has to leave a class or needs to go home due to illness during the school day, they should contact Reception (3100) who will inform the ATBD. Do not use email, as these are not always monitored.

ABSENCE DUE TO ILLNESS OF A CLOSE FAMILY MEMBER

Having exhausted all other possible routes for alternative cover, if a member of staff is unable to come into school due to the unexpected illness of a close family member (eg a child), a telephone call must be made to school **before 07:45**, leaving a message in the voice mailbox at Reception. It is also good practice to email and/or ring their Head of Department. Staff must also advise ATBD on their return

If a member of staff is called from school due to the unexpected illness of a close family member (ie a child), permission must be sought from the Headteacher or Deputy Headteacher AND ATBD to arrange cover prior to departure.

In both circumstances, a decision on whether the leave will be paid or unpaid will be made by the Headteacher. Normally, a maximum of two days per school year will be paid with any extra days being unpaid.

ABSENCE DUE TO UNFORSEEN CIRCUMSTANCES

Occasionally, staff may be unable to attend school due to circumstances out of their control (ie a flight delay after a weekend or holiday due to weather). Normally such absence will be unpaid but a decision on whether the leave will be paid or unpaid will be made by at the Headteacher's discretion and will be judged on a case by case basis.

All absences are monitored and staff may be interviewed about their attendance. Consistent and long-term absences will be dealt with in line with the school's HR policies and procedures.

Absent staff are expected to use the Cover Lesson Plan pro-forma, copies of which are available from the Staffroom.

The work:

- should be suitable for a Cover supervisor to manage.
- should not require "teaching".
- should not be wholly new but should not be repeated work.
- should have concise instructions regarding what to do with completed work.

	<p>Seating plans are also really helpful, as are any specific rules you have for a particular group does help the lesson progress.</p>
<i>Staff Fund</i>	<p>All members of staff are invited to contribute to Staff Fund on an annual basis. Staff Fund covers gifts for occasions such as retirement, get well, new baby etc. staffroom equipment and aspects of social activities. If you would like to help in this area, please email staffroomcommittee@christletonhigh.co.uk</p> <p>End of Autumn and Summer term meals are funded through this and to be fair to those in the scheme, non-members, unless they have specifically paid for the event separately, will be refused a meal.</p>
<i>Staff Attendance & Monitoring</i>	<p>It is vital that the school is aware of student absence from lessons ASAP. Therefore, all staff should complete Registers within 10 minutes of the lesson starting.</p>
<i>The Swan</i>	<p>Twice per year, The Swan magazine is published for all students, families and stakeholders associated with the school (i.e. Christmas and Summer) and distributed to students during the last week of terms. These are also needed to market the school on Year 7 & Year 12 Open Evenings.</p> <p>All staff are expected to provide a FINAL DRAFT of stories (no further amendments will normally be made) of activities, events and trips from within their departments no later than two weeks after the activity or event.</p> <p>These articles will also be used on various news feeds via the website and social media and staff should ask all students permission to use photographs in line with GDPR.</p> <p>Please adhere to the following specifications:</p> <ul style="list-style-type: none"> • A final draft (in Microsoft Word format) and pictures (in Jpeg format) should be to be emailed to Michelle Cayeux. • Every paragraph of the story needs to be <u>maximum</u> six lines with a line space separating them. • Please take / save close-up pictures and save actual size / large size high quality high pixel photos. Please note when a photo has been taken with the 'zoom' function, this does not produce high quality photos. Please do not include the pictures on the document they must be separate.

Timetables

The school operates a two weekly timetable – Week A and Week B. The calendar is outlined below:

Monday	Week	Monday	Week	Monday	Week
03/09/2018	A	24/12/2018	Christmas	15/04/2019	A
10/09/2018	B	31/12/2018	Break	22/04/2019	B
17/09/2018	A	07/01/2019	B	29/04/2019	A
24/09/2018	B	14/01/2019	A	06/05/2019	B
01/10/2018	A	21/01/2019	B	13/05/2019	A
08/10/2018	B	28/01/2019	A	20/05/2019	B
15/10/2018	A	04/02/2019	B	27/05/2019	Half-term
22/10/2018	B	11/02/2019	A	03/06/2019	A
29/10/2018	Half-term	18/02/2019	Half-term	10/06/2019	B
05/11/2018	A	25/02/2019	B	17/06/2019	A
12/11/2018	B	04/03/2019	A	24/06/2019	Futures Week
19/11/2018	A	11/03/2019	B	01/07/2019	B
26/11/2018	B	18/03/2019	A	08/07/2019	A
03/12/2018	A	25/03/2019	B	15/07/2019	B
10/12/2018	B	01/04/2019	Spring		
17/12/2018	A	08/04/2019	Break		

The A / B Calendar can be found in staff(y): staff handbook: 2018-2019 downloads: A and B Calendar 2018-2019.

The timetables by teacher for each week can be found on staff(y): staff handbook: 2018-2019 downloads: whole staff timetable 2018-2019. **Staff timetables can also be found on SIMS.**

Training

Chisleton High School is committed to a partnership with university departments to train high quality teachers for the future benefit of the profession. The school is also involved in Initial Teacher Training (ITT). As a lead school trainer, this places a responsibility on the school and demands on staff and resources, and is seen as a benefit to students and teachers.

Staff collectively contribute to the training of Associate Teachers by allowing them to observe their good practice and sharing their expertise. Individual departments choose to become more closely involved by taking Associate Teachers to train in their subject area.

We carry out our ITT training with the Cheshire Vale Teaching School Alliance, in partnership with Liverpool John Moores University.

ITT is organised and co-ordinated by the ITT Co-ordinator, assisted by Subject Mentors, who liaise with the Associate Teachers on a daily basis.

Induction

Experienced teachers joining the school will have a personalised induction from Rachel Harding, Assistant Headteacher in charge of CPD, and the relevant Head of Department.

	<p>Newly Qualified Teachers (NQT) The school offers a clear program of support with regular meetings with a committed and caring induction team, personalised for each NQT. There are Subject Mentors and critical friends supporting the induction mentor, providing a wealth of support and enrichment. The programme leader is Rebecca Bradley.</p> <p>Continuing Professional Development (CPD) The school fully supports and encourages suitable professional development, which is managed by Rachel Harding. Full details are to be found in the CPD advice booklet.</p> <p>All Training requests must be approved by Rachel Harding and Nigel Follos prior to any financial / time commitments being made to any external providers.</p>
<p><i>Telephone Messages</i></p>	<p>Reception and the telephone exchange is manned from 07.45 until 16.30, Monday to Thursday and from 07.45 until 1600 on Fridays, during which time, the Receptionist will take messages for teachers. In the case of an emergency, the relevant person will be contacted immediately.</p> <p>Wherever possible, Reception will forward the call to a voice mailbox. Alternatively, for routine staff matters, a message will be placed in the relevant tray prior to break, lunchtime or at the end of the day.</p> <p>When Reception is closed, an answering machine service is available. This is checked every morning at 07.45 and messages passed on to staff.</p>

Travel

In order to fulfil the requirement of your role, you may be required to travel on school business. The school has Business Use Insurance which states that you will maintain your vehicle in a roadworthy condition and your vehicle should of course be taxed, insured, have an MOT certificate and be regularly serviced.

To comply with our duty as a caring employer and to ensure that we are compliant with current Health & Safety regulations, staff may be asked to produce these documents.

Travel and Subsistence Claim Forms are available from the staffroom. Completed forms should to be sent to the Finance Office. Forms must be submitted as soon as possible following the event. Payment will be made by BACs transfer. Mileage will normally be reimbursed at the current HMRC rate.

By claiming expenses, you are confirming that all relevant paperwork is in place.

For the avoidance of doubt, there is no contractual entitlement to car parking at the school.

Trips

Please speak to the **Deputy Headteacher** before arranging any trip (including Duke of Edinburgh trips) for advice on the suitability of the proposal. Amongst other things, he will review applicability to curriculum as well as the disruption to the school and impact on cover prior to approving visits.

You should not assume that the trip will automatically be approved and no commitments, either financial or 'emotional' to children, should be given until approval has been granted by the Deputy Headteacher and subsequently by the Academy Trust Business Director (ATBD).

NB: If it does not meet minimum financial thresholds, the trip may well be pulled even after initial authorisation has been given.

For overseas trips, those involving an overnight or residential stay in the UK and those deemed of a hazardous nature must be logged with and approved by an external risk assessor, prior to approval by the ATBD. The decision of the External Assessor is final.

The ATBD will advise on documentation to be completed. A Visit Authorisation Form (VAF) and Risk Assessment Form (R) will be the minimum requirement.

These can be found on: staff(y): educational visits: forms (NB Please do not use previous versions)

In essence, the documentation will be as follows:

- Local Visit – VAF + R + Emergency Form (E)
- Visit Abroad – VAF + R + E + Itinerary Form (A)
- UK Residential – VAF + R + E + A
- Any visit including Hazardous Activities must have Risk Assessment for trip overall and individual Risk Assessments for each hazardous activity.

Due consideration must be given to numbers and gender of students on the trip to ensure correct staff manning levels are in place.

The office will provide administrative support, including the booking of coaches and collection of parental contributions.

Educational Visits Aide Memoire:

- 1. Meet with ATBD: Obtain advice, discuss forms needed and deadlines.**
- 2. Helpers:** Identify staff and arrange for suitable staff members to help on the trip.
- 3. Visit Approval Form:** Complete and pass, together with any relevant documentation re booking information, tickets etc to Deputy Headteacher and ATBD for approval and JMO for cover.
- 4. Costs and Transport:**
 - a) Once the VAF is approved, Finance Office will establish costs and relevant details, conferring with the trip leaders as necessary.

	<p>b) Finance Office will book school minibus using 'Room Booking' software on desk top, or ask Reception to book a coach, using the transport booking form, once the trip has been approved.</p> <p>5. Letter:</p> <p>a) Letter will be prepared by office staff (MW) and passed to leader for checking, before being emailed to Priority 1 parents.</p> <p>b) Subsequent letters may be required, particularly for foreign visits, to remind parents about information evening, kit list, passports, EHIC cards etc.</p> <p>6. Parents' Information Evenings: These are essential for foreign visits and may also be necessary for some UK trips – ATBD to advise.</p> <p>7. Invoices: Please pass any invoices or letters detailing amounts needed to Finance dept.</p> <p>8. Risk Assessment: HR Administrator will provide copy of previous visit's Risk Assessment for updating, or advise on completing Form R.</p> <p>9. Additional Forms <u>A (residential only)</u> and <u>R (all trips)</u> Complete Form A (detailed information) and Form R (Risk Assessment) at least 4 weeks before visit and pass electronic version to the HR Administrator.</p> <p>10. First Aid: Ensure the correct cover for first aid is available, to agree with your risk assessment. (Principle First Aider can provide First Aid kits).</p> <p>11. Form E (Emergency Contact): Completed by Office, 2 weeks before trip, including NOK information for staff. Group leader should inform office of any staff changes.</p> <p>12. Students' details: LH to provide details of participants, medical information etc (SIMS report).</p> <p>13. Cash Float: Is petty cash required for incidental expenses? Please request from Finance Office, at least 1 week before the trip.</p> <p>14. One week before: Check with Cash Office that all forms have been completed and payments received as required.</p> <p>15. Day before: Form E and trip lists to be passed to group leader, Office NB, Emergency Contact. Meet with ATBD to confirm all is in order. Collect first aid kit/school gate key (if applicable).</p> <p>16. Expenses incurred: Complete Petty Cash Claim Form, (less than £10) or Expenses Claim Form. Pass to Finance Office (with VAT receipts where possible).</p> <p>17. Photos of the trip should be downloaded on the P drive under the relevant Year with the photos labelled by the name of the trip and date. Please ensure students have permission to be photographed. A cameras is a bookable resource on the room bookings system.</p> <p>The 'Aide Memoire' check list and Educational Visits - Office Procedure documents can be found in Y/Educational Visits/How to.</p>
<p><i>Typing</i></p>	<p>The Office will undertake typing tasks. Requests should be placed in the Administration tray with clear instructions for the typist. Please be aware that resources are limited, so optimum notice of work needs is requested.</p>

<p>Visitors</p>	<p>All visitors to school, no matter how well known they are to you or the school, are required to report to Reception and wear identification whilst on site.</p> <p>No visitor unless holding a current DBS/CRB check should be unaccompanied on site.</p> <p>Please let Reception know if you are expecting a visitor and where you can be contacted on their arrival. <u>It is your responsibility to collect from reception.</u></p> <p>Please remember that visitors must be accompanied by you at all times. It is everyone's responsibility to challenge any individual not wearing appropriate identification, whilst on the site.</p> <p>If you have someone coming for more than one day eg work experience, then they need to be DBS checked etc. in advance.</p> <p>It is the individual's responsibility to see Dawn Cresswell, HR Administrator, to ensure all paperwork is in place in a timely fashion.</p>
<p>Voicemail</p>	<p>All Staff must check their voicemail throughout the day to ensure messages are dealt with promptly, so that communication with parents is of the highest standard.</p> <p>To access your voicemail, please dial 3334, your extension number and password. If you have any issues please email ICT.</p> <p>To check voice mail on a digital extension</p> <ol style="list-style-type: none"> 1. Dial 3333 2. Enter password 3. Listen to messages and follow the menu system as needed 4. Hang up when finished <p>To check voice mail from a digital extension (where the mailbox is not the extension)</p> <ol style="list-style-type: none"> 1. Dial 33333 2. Press 2 3. Enter mailbox number 4. Enter password 5. Listen to messages and follow menu system as needed 6. Hang up when finished <p>To leave a voice mail for someone</p> <ol style="list-style-type: none"> 1. Dial 3334 2. Enter their mailbox number 3. After their greeting leave a message 4. Hang up when finished <p>To transfer someone to a voice mail</p> <ol style="list-style-type: none"> 1. Put call on hold 2. Dial 3334 3. Enter their mailbox number and press the release key 4. The caller will now be transferred to the mailbox and should here the mailbox greeting if the owner has added one.

<p>Website</p>	<p>The School’s website can be found on www.christletonhigh.co.uk</p> <p>All staff must ensure they regularly update areas applicable to them and their department and make themselves fully conversant with the content of and navigation around the site, to enable them to answer any queries from parents/community.</p>
<p>Weekly Briefing</p>	<p>A weekly update briefing meeting takes place in the Staffroom at 08:30 every Tuesday. All Teaching staff and Line managers within the Support Team are expected to attend and are free to contribute.</p> <p>Formal whole school Staff Meetings take place termly, as and when required and staff will be given notice of the meetings, by the Headteacher, in advance.</p>
<p>Wellbeing</p>	<p>Staff are encouraged to read the Wellbeing Policy and in addition, we now have available as part of our insurance package, a counselling service.</p>
<p>Working Alone</p>	<p>There should be no occasion with the exception of Site Team or in the event of an emergency or a call-out, when any member of staff will be totally alone in the building. However, there may be occasions when staff wish to work outside of their normal hours or during school holidays. Ideally, staff should not work alone in school, as there are risks involved. Indeed, you should carefully consider if you really need to be on site at all outside of reasonable hours, as it is important to preserve a ‘work-life balance’.</p> <p>The school site is large, and there may be occasions if, when you come into work, you are the only person working in a particular area. You must ensure that at least one other colleague is also on site – ideally within ‘hailing distance’, when outside of the school day.</p> <ul style="list-style-type: none"> • You must complete the ‘Signing In/Out Book’ at Reception on arrival and departure. • Carry a mobile phone with you; even if network reception is poor, it may be of use. • Do not work at heights, on a ladder or on steps. • Do not enter lofts or any other confined space in which you might become trapped. • Do not undertake any tasks involving power tools or hazardous materials. • Make sure that you have locked doors and windows behind you to prevent any unauthorised ingress. • Know the location of your nearest fire exit and how to open it in an emergency. • Know the location of the nearest first aid kit. • If working after dark, always carry a torch. • When leaving, limit the amount you are carrying to have one hand free.

	<ul style="list-style-type: none">• Ensure someone knows where you are and your estimated time of arrival home.• If you arrive at school and find any sign of intruders, do not enter the building. Instead, call the Police.• Do not work alone if you know you have a medical condition that might cause you to become incapacitated or unconscious. <p>When working alone, do not attempt any tasks which have been identified as medium or high risk, or which common sense tells you are potentially hazardous given your own level of expertise and the nature of the task.</p>
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TERM DATES

Term Dates 2018/2019

In conjunction with other schools in Cheshire West and Chester, as a result of the late Easter and to help better balance the available learning time in 2019, we will be employing a Spring Break that does NOT include the Easter Bank Holidays.

Holiday Period	Inset (staff in)	Term begins
Autumn Term 2018	Mon 3rd Sept 2018	Tues 4th Sept 2018
Holiday Period	Date of closing	Date of re-opening
Autumn Half Term	Fri 26th Oct 2018	Mon 5th Nov 2018
Christmas 2018/19	Fri 21st Dec 2018	Mon 7th Jan 2019
Spring Half Term	Fri 15th Feb 2019	Mon 25th Feb 2019
Spring Break	Thurs 28th March 2019	Mon 15th April 2019
Easter	Thurs 18th April 2019	Tues 23rd April 2019
May Day	Fri 3rd May 2019	Tues 7th May 2019
Summer Half Term	Fri 24th May 2019	Mon 3rd June 2019
Summer 2019	Fri 19th July 2019	

Autumn Term 2019 starts on Monday 2nd Sept with Staff Inset & Students return on Tuesday 3rd Sept.

Inset Days	
Mon 3rd Sept 2018	Staff in
Fri 29th March 2019	Staff in (moderation)
Mon 22nd July 2019	Staff not in
Tues 23rd July 2019	Staff not in
Wed 24th July 2019	Staff not in

Term Dates 2019/2020

Holiday Period	Inset (staff in)	Term begins
Autumn Term 2019	Mon 2 nd Sept 2019	Tues 3 rd Sept 2019
Holiday Period	Date of closing	Date of re-opening
Autumn Half Term	Fri 25 th Oct 2019	Mon 4 th Nov 2019
Christmas 2019/20	Thurs 19 th Dec 2019	Mon 6 th Jan 2020
Spring Half Term	Fri 14 th Feb 2020	Mon 24 th Feb 2020
Spring Break	Thurs 2 nd April 2020	Mon 20 th April 2020
May Day	Fri 1 st May 2020	Tues 5 th May 2020
Summer Half Term	Fri 22 nd May 2020	Mon 1 st June 2020

Summer 2019	Thurs 16 th July 2020	
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Autumn Term 2020 starts on Tuesday 1st Sept 2020 with Staff Inset & Students return on Wednesday 2nd Sept.

Inset Days	
Mon 2 nd Sept 2019	Staff in
Fri 20 th Dec 2019	Staff not in
Fri 3 rd April 2020	Staff in (moderation)
Fri 17 th July 2020	Staff not in
Mon 20 th July 2020	Staff not in

Term Dates 2020/2021

Holiday Period	Inset (staff in)	Term begins
Autumn Term 2020	Tues 1 st Sept 2020	Wed 2 nd Sept 2020
Holiday Period	Date of closing	Date of re-opening
Autumn Half Term	Fri 23 rd Oct 2020	Mon 2 nd Nov 2020
Christmas 2018/19	Fri 18 th Dec 2020	Mon 4 th Jan 2021
Spring Half Term	Fri 12 th Feb 2021	Mon 22 nd Feb 2021
Easter	Wed 31 st March 2021	Mon 19 th April 2021
May Day	Fri 30 th April 2021	Tues 4 th May 2021
Summer Half Term	Fri 28 th May 2021	Mon 7 th June 2021
Summer 2019	Fri 16 th July 2021	

Autumn Term 2021 start date to be confirmed.

Inset Days	
Tues 1st Sept 2020	Staff in
Thurs 1st April 2021	Staff in (moderation)
Mon 19 th July 2021	Staff not in
Tues 20 th July 2021	Staff not in
Wed 21 st July 2021	Staff not in

TIMINGS OF THE SCHOOL DAY

The school operates a 5 x 60 minute lesson day on Monday, Tuesday, Thursday and Friday. On Wednesday, there will be 4 x 60 minute lessons.

Timings of the School Day		
Time		Duration (mins)
By 08:40	Students should be on site	
08:45 – 08:50	Registration	5
08:50 – 09:50	Lesson 1	60
09:55 – 10:55	Lesson 2	60
10:55 – 11:15	Break	20
11:15 – 12:15	Lesson 3	60
12:15 – 12:30	Registration for Years 9, 10, 11, 13	15
12:30 – 13:20	Lunch time for Years 9, 10, 11, 13	50
12:15 – 13:05	Lunch time for Years 7, 8, 12	50
13:05 – 13:20	Registration for Years 7, 8, 12	15
13:20 – 14:20	Lesson 4	60
14:25 – 15:25	Lesson 5	60
On Wednesdays, formal lessons will end at 14:20		

At 08:45 students will be registered during Form Time.

On Wednesdays, formal lessons will end at 14:20 to allow time for staff development, extra-curricular sport, music, support lessons and extension work.

We operate a split lunch between 12:15 and 13:20. Staff and students have a lunchtime of 50 minutes' duration and Tutor time of 15 minutes, split over Year groups, as shown above.

STAFF DUTY GUIDANCE

The duty system must ensure effective and comprehensive supervision of all students whilst on the premises. Whilst a duty rota is displayed in the Staff Handbook please be mindful that changes may occur and can be seen on the current staff rota via. Google sheets.

Staff must be prompt to duties and duties must always take priority over all other issues.

Different team leaders and member of the Leadership Group are responsible for a duty team on each day. If you have a planned absence, **you** must inform your team/LG leader of the arrangements you have made to cover your duty/duties on that day. Any unplanned absence will be covered by your team leader.

Team leaders should check the cover list on the morning of their day, to plan for absent colleagues, and patrol the school to check that members of staff are in position. Colleagues who fail to carry out their duty will be asked to do so at another time. It is not appropriate for staff to be completing work or using their mobile phones when on duty.

Whilst circulating the buildings, team leaders should drop into organised lunchtime extra-curricular activities to support the supervision of sixth form students.

Before school **08:30 – 08:40**

Leadership Group members on duty should patrol around the front of school, guiding students away from the front as they arrive or get off the buses.

Break Duties **10:55 – 11:15**

Lunchtime Duties **Session 1 12:15 – 12:35**
Session 2 12:35 – 12.55
Session 3 12:55 – 13:15 (at this stage move students to lesson 4)

If you are on Sessions 1 and 2 it is important that you do not leave your duty until you have been relieved by those doing Sessions 2 and 3.

Positions

Junior Yard

- No uniformed student should leave school at break/lunchtime without permission.
- No students should be waiting or playing at the front of school. Please remind students to move to their areas.
- No students should be in the bike sheds.
- Please move constantly between the gates at the front of the Maths block to the tennis courts.
- All ball games should be played on the grass verge and not on the yard.
- Only Year 7 and 8 students should be in this area.
- Students should be reminded to place their rubbish in the bins.
- In wet weather, please move constantly between the Maths block, covered area and PE corridor.

Dining Room

- Students are permitted to take food out of the dining room to eat at break, but rubbish must be disposed of correctly.
- Students are allowed to eat their packed lunches in the dining room, but those purchasing food, should take priority.
- Students eating packed lunches may enter the dining room via the English corridor and sit at this end of the hall.
- Students purchasing food and drinks should enter via the Sixth-Form Deli Bar entrance.
- Students should queue and behave sensibly.
- A member of LG will be assigned to support the queuing of students for food. However in the exceptional circumstances of LG not being available, one duty staff must stand at the Sixth-Form Deli Bar entrance to control the number of students queuing inside the Dining Hall
- Please ensure students put rubbish into the bins before they leave.
- All students should exit the dining hall via the Quad exit.
- Whenever possible, there should be a member of staff at both the entrance and exit doors.
- The student code of conduct applies within the dining room; including the use of mobile phones being with the permission of staff only.

Senior Yard

- Please cover the area by circulating from the Sports Hall entrance, the school yard, the bike sheds to the Dining Room.
- Students should not use the Sports Centre vending machines.
- No uniformed students should leave the premises at break or lunchtime, unless they have permission.
- No students should be in the bike sheds.
- No ball (unless soft) games on the yard.
- All students may use this area but please encourage Yrs 7 & 8 to use the Junior Yard.
- In wet weather, please move constantly between the covered Bistro area, both floors of B block and the Art corridor

Picnic Area/Field

- Please move between the picnic area, the field and the Sports Hall.
- Years 9, 10 and 11 students only in these areas.
- Students on the field should not go beyond the All-weather pitch.
- Students should keep off the field when closed during the winter months.
- All rubbish should be tidied and placed in the bins provided.
- In wet weather, please encourage students inside from the field and Quad area and move constantly between both floors of C block.

Corridors

- Team leaders and Leadership Group should patrol corridors and use their judgement in terms of moving students on.
- Unless the wet weather bell has rung, students should be outside the building or participating in an organised and supervised activity.

Buses

- Duty team leaders and LG will supervise the students' departure from school.
- A member of the LG will close the gates on Village Road at 14:20 (Wed)/15:25.
- Staff should ensure that they dismiss their classes and are in position for 14:20/15:25.
- Buses leave from the Junior Yard and exit via Plough Lane.
- Staff positioned at the zebra crossings need to be very active, looking after student safety and vehicular movement.
- Cyclists should walk bikes through the school grounds and mount their bikes at the school gates.

IRC

- Please ensure students are using the IRC facilities following the displayed IRC code of conduct
- Key Stage 3 and Key Stage 4 have allocated times over Lunchtime. Please be guided by K Cowley.
- Students should not use this area to congregate. It is an area to study.
- When the IRC is full, students should not be allowed to gather in groups outside the IRC doors but should be asked to move outdoors.

STAFF DUTIES 2018-2019

If you need to edit this document please contact Sheila Lister or Jenny Monaghan

	Monday	Tuesday	Wednesday	Thursday	Friday
Team Leaders	Jake Rose Nia Roberts	H McNally S Lister	A Ralphson	J. Monaghan B McDonnell	L Callender K Sykes
SLT	R Harding	P Goodwin	M Cosstick	A Francis	D Jones
BREAK 10.55 - 11.15					
Dining Room Door SLT	R Harding	P Goodwin	M Cosstick	A Francis	D Jones
Dining Room	Ruth Pritchard	Dita Skinner	Ruth Pritchard	Max Hornby	S Jenkins
Dining Room	Alison Bolam	Katie Croft	Alison Bolam	S Jenkins	Nicola Farley
Dining Room (Small Canteen)	Charly Hillier	Cath Cutler	Alan McClenaghan	Ailne O'Malley	Gina P-L
Senior Yard	Oliver Hall	Neil Prouse	jez llewellyn	Robert Burns	Charly Hillier
Junior Yard	Lynsay Lawson	Becky Davies	Sara Buxton	Emma John	Neil Prouse
Field	Claire Stewart	Cat Dowsett	S. St Clair	Stephen Hodkinson	Sophie Bennett
iResearch	R Binyon	L Hayden	C.Spencer	L Bradshaw	Jane Snelson
LUNCH – 1st Session 12.15 – 12.35					
Dining Room Door SLT	P Goodwin	S Lister	D Jones	R Harding	P Goodwin
Dining Room	Dave Miller	Becky Bradley	Mark Wood	Becky Bradley	Dave Miller
Dining Room	Diane Roberts	Stephen Hodkinson	S Heaver	Gina Hearst	Gina Hearst
Dining Room (Small canteen)	Simon Phillips	Caroline Olijnyk	Kate de Winton	Caroline Olijnyk	Paul Chafer
Junior Yard		Barry Holmes	Barry Holmes	Kevin Sewell- Davies	Kevin Sewell- Davies
Field	Kim Pitchford	Josie Forsey	Jen Edwards	Kim Pitchford	Emma John
All Weather Pitch	PE	PE	PE	PE	PE
LUNCH – 2nd Session 12.35 – 12.55 All Year groups out					
Dining Room	ian hollywood	Faye Russell	Faye Russell	claire stoker	claire stoker
Dining Room	Penny Chapman	Ian hollywood	Katie Williams	Adam Simpson	Penny Chapman
Dining Room	Max Hornby	Daniel James Campbell	Paul Chafer	Paul Chafer	D Csizmadia
Dining Room (Small canteen)		Katie Lowe	D Csizmadia	D Csizmadia	Katie Lowe
Senior yard	HilaryKelly	Harriet Anderson	Helen Watson	Helen Watson	Diane Roberts
Junior Yard	Lynsay Lawson	Rebecca Kennedy	Ruth Day	Ruth Day	Rebecca Kennedy
Field	Daniel James Campbell	Daniel James Campbell	Hannah Monks	Hannah Monks	Greg Seller
Field	Julie Jones	Greg Seller	Julie Jones	New H&SC teacher	Barry McDonnell
All Weather Pitch PE STAFF	PE	PE	PE	PE	PE
iResearch	Mark Wood	Katie Williams		Jez llewellyn	J Byrne.
LUNCH – 3rd Session 12.55 - 1.15					
Dining Room	Robert Burns	JOH	JOH	Adam Simpson	Ian hollywood
Dining Room		Claire Jones	Chris Woolley	Chris Woolley	Nicola Farley

Senior Yard	Oliver Hall	jose vilches	Claire Jones	jose vilches	Lynsay Lawson
Field (start on junior yard until 1pm)	Rachel Robinson		Rachel Robinson		Alan McClenaghan
Field	Hilary Kelly	Jennie Gibson		Jane Hughes	Austin Ralphson
All Weather Pitch PE STAFF	PE	PE	PE	PE	PE
iResearch	J Parker	Lynsay Lawson	S Kippax	J Parker	
BUS DUTY - Team Leaders and SLT					

The Duty Rota can be found on the Google Drive which is updated throughout the year.

FORM TUTORS AND ROOMS: 2018 – 2019

Key Stage 3

Assistant Headteacher: Mr A Francis

Year 7		
Mrs J Monaghan		
BA1	Mr B Holmes	M2
BA2	Mr S Phillips	DRS
By1	Ms K Pitchford	M5
By2	Mr D J Miller	A6
K1	Mrs R Pritchard	A13
K2	Ms R Kennedy	M7
L1	Mrs A Bolam	A14
L2	Mr J Davies	IT2

Year 8		
Mrs L Sweet		
BA1	Mrs A O'Malley PT / Mrs J Forsey PT	B8
BA2	Miss G Hearst	1
By1	Miss C Olijnyk	15
By2	Miss K Lowe	M8
K1	Mrs J Jones	B5
K2	Mrs R Day	M3
L1	Mr G Seller	A16
L2	Mr S Hodkinson	B6

Year 9		
Mr B McDonnell		
Ba1	Mr M Wood	B4
Ba2	Mrs H Kelly	19
By1	Mr A McClenaghan	C2
By2	Miss S Jenkins	C8
K1	Miss H Anderson	B1
K2	Miss F Russell	13
L1	Mrs C Jones	B10
L2	Ms C Hillier	6

KS3 Intervention: Mrs C Spencer PT; Mrs A Price PT; Ms L Hayden PT; Ms S Heaver PT; Miss R Binyon PT

Key Stage 4

Assistant Headteacher: Mrs S Lister

Year 10		
Miss K Sykes		
Ba1	Miss K Williams	22
Ba2	Mrs C Stewart	8
By1	Mr J Byrne	C1
By2	Mr J Clark	23
K1	Mrs R Robinson	A4
K2	Mrs C Stoker	B2
L1	Mr D Campbell	A10
L2	Mr N Prouse	A7

Year 11		
Mrs H McNally		
Ba1	Mr J Vilches Sevillano	B9
Ba2	Mrs L Lawson	IT1
By1	Ms E Garner	21
By2	Mrs C Woolley	A15
K1	Mr M Hornby	A12
K2	Miss K Croft	C3
L1	Mrs J O'Hare	14
L2	Mr I Hollywood	7

KS4 Intervention: Mrs E John PT; Mrs S Bennett PT; Dr C Dowsett PT; Mrs L Bradshaw PT.

Key Stage 5

Assistant Headteacher: Mr M Cosstick

Year 12		
Mrs N Roberts		
12.1	Mrs P Chapman	A5
12.2	Mrs C Cutler PT Mrs D Roberts /	C10
12.3	Ms S St Clair	19
12.4	Mr J Llewellyn	2
12.5	Mrs L Humphries PT / Mr K Sewell-Davies	M4 / ICT 3
12.6	Mrs K de Winton PT / Mr A Simpson	C9
12.7	Mrs R Bradley	B7

Year 13		
Mr J Rose		
13.1	Mr R Burns	A1
13.2	Mrs J Parker PT / Mrs J Hughes PT	A2
13.3	Mrs N Farley	4
13.4	Ms H Watson	A3
13.5	Mr O Hall	IT4
13.6	Mrs H Monks	M6
13.7	Mr A Ralphson	32

KS5 Intervention: Ms S Kippax PT; Mrs J Hughes PT.

SCHOOL LEADERSHIP TEAMS

LEADERSHIP GROUP

Headteacher	Mr D Stenhouse
Deputy Headteacher	Mr D Jones
Assistant Headteacher (KS3 and Transition)	Mr A Francis
Assistant Headteacher (Curriculum and Data)	Mr P Goodwin
Assistant Headteacher (KS5 and Pathways)	Mr M Cosstick
Assistant Headteacher (Teaching & Learning/CPD and Safeguarding)	Mrs R Harding
Assistant Headteacher (KS4 and Behaviour)	Mrs S Lister
Trustee Business Director	Mr N Follos

HEADS OF YEAR

Year 7	Mrs J Monaghan
Year 8	Mrs L Sweet
Year 9	Mr B McDonnell
Year 10	Miss K Sykes (maternity cover)
Year 11	Mrs H McNally
Year 12	Mrs N Roberts
Year 13	Mr J Rose

KEY STAGE CO-ORDINATORS

English KS3 Co-ord.	Mr J Byrne
English KS4 Co-ord.	Miss K Croft
Maths KS3 Co-ord.	Mr B Holmes
Maths KS4 Co-ord.	Mrs R Day
Science KS3 Co-ord.	Mrs P Chapman
ICT KS4 Co-ord.	Mrs L Lawson
DT: Progress & Achievement Co-ord.	Ms C Hillier
DT: Teaching & Learning Co-ord.	Mrs C Stewart

HEADS OF DEPARTMENT

Art and Design	Mrs R Pritchard
BITE	Mrs N Farley
Citizenship & PSHE	Mr I Hollywood
D & T	Mrs H Kelly
English	Mr A Simpson
Geography	Mrs C Stoker
History / Gov. & Politics	Mrs J O'Hare
Mathematics	Mr K Sewell-Davies
MFL	Mrs R Bradley
Performing Arts	Mr S Phillips
Sport and PE	Miss E Garner
Psychology / Sociology/ H&SC	Mr J Llewellyn
RE / RS	Ms L Hayden
Science	Mrs D Roberts
Student Services	Miss J Edwards

HEADS OF SUBJECT

Biology	Mrs J Parker
Chemistry	Ms H Watson
Drama	Mrs K de Winton
Media Studies	Mrs C Cutler
Physics	Mrs D Roberts

SENIOR LEADERSHIP GROUP MEETINGS 2018-19

- Every Tuesday at 3.30pm in the Headteacher's office.

ACHIEVEMENT, CARE & TRANSITION MEETINGS

September	Monday	17
November	Monday	19
January	Monday	14
March	Monday	04
April	Monday	29
June	Monday	17

HEADS OF DEPARTMENT MEETINGS

September	Monday	24
January	Monday	21
May	Monday	13

KEY ROLES AND RESPONSIBILITIES

These are not job descriptions but serve to highlight the roles of key personnel.
The aim of this is for staff clarification in their search for support.

HEADTEACHER (DS)

- Lead Christleton High School.
- Maintain and improve the quality of all we do.
- Lead and oversee the function and individuals within Leadership Group.
- Liaise with Trustees, Governors and other agencies to develop CHS
- Take direct responsibility for exam results at KS4 + KS5.
- Work on long-term projects to secure bids and bring about improvements to Teaching and Learning.
- Continue to seek and secure additional funding.
- Attend Governors' Meetings, as appropriate.
- Support the development of the Multi Academy Trust.
- Lead the development and vision of I.T.
- Ensure morale and climate empowers learning.

DEPUTY HEADTEACHER (DJ)

- Lead on Quality Assurance systems
- Lead on recruitment and retention of teaching staff
- Lead on Performance Management.
- SLT lead for Governors' Resources Committee.
- Lead on Heads of Department Meetings.
- Ensure the efficient, smooth running of the school.
- Lead on Exclusions.
- Lead on student absence requests/Student Services issues from Assistant Head/trip requests.
- Deputise for the Headteacher.

ASSISTANT HEADTEACHER (PG)

- Design, consult, construct and implement CHS timetable, including option process.
- Co-ordinate curriculum, design and implement short and medium term change.
- Lead the intelligent use of data, targets, assessment to raise standards.
- Lead for Governors' Curriculum and Achievement Committee.

ASSISTANT HEADTEACHER (AF)

- Lead and improve transition Y6-8.
- Lead the Every Child Succeeds strategy at KS3, with a focus on Pupil Premium.
- Lead on whole school Pupil Premium students.
- Lead the Achievement and Care Team (HoYs).
- Lead for Governors' Pastoral Committee.
- Line manage Heads of Years 7, 8 and 9 to ensure all students make progress and fulfil their potential.

ASSISTANT HEADTEACHER (SL)

- Line manage Heads of Y10 and 11 to ensure all students make progress and fulfil their potential.
- Lead on Every Child Succeeds in KS 4
- Lead on and ensure the efficient, smooth running of Staff Duties.
- Lead on whole school Behaviour management systems.

ASSISTANT HEADTEACHER (RH)

- Act as Lead Safeguarding Officer.
- Lead and line manage EWO function and outcomes.
- Lead and line manage Student Services and SENCO
- Improve the quality of Teaching and Learning outcomes for all SEN students/attendance concerns.
- Lead CPD and organise staff Wednesday sessions.

ASSISTANT HEADTEACHER (MC)

- Lead the Sixth Form staff team with responsibility for Sixth Form achievement.
- Responsible for the vision, climate and morale in the Sixth Form.
- Lead the strategic monitoring of Sixth Form progress.
- To raise standards in Sixth Form.
- Oversee and manage the wellbeing of Sixth Form students.
- Manage the transition from KS 4 to Key Stage 5.
- Lead of post-18 transition including UCAS, Apprenticeships and the World of Work.
- Lead on Pathways and IAG (whole school).
- Lead on Employer Engagement.

TRUST BUSINESS DIRECTOR (NF)

- Lead and improve support function.
- Manage team leaders and their workload
- Information Technology
- Finance
- Premises
- Secure additional income and seek savings.
- Provide expertise where appropriate for the Trust development.

HEADS OF DEPARTMENT

- Leading the delivery of effective learning experiences for all students.
- Maximising opportunities for success and celebration in conjunction with Heads of Year.
- Providing strategies for inclusion for all students.
- Acting as a lead teacher to guide staff working within their department.
- Challenging under-performance within Departments and celebrating successes
- Responsible for subject attainment and achievement.

FORM TUTORS

- Monitoring and celebrating individual learning progress
- Supporting personal and social development
- Delivering Citizenship & PSHCE Curriculum
- Taking action to encourage, challenge and change low expectations or standards of learning and/or behaviour.

HEADS OF YEAR

- Leading students and tutors to ensure student progress and success, so that students achieve their academic potential.
- Utilising student data and direct observation to work with Heads of Department and maximise student potential.
- Liaising with agencies and parents to ensure pastoral care and guidance.
- Planning, delivery and monitoring high quality tutor sessions.

Head of Year 12

Key Tasks:

- To monitor and celebrate the progress of individual students.
- To provide guidance and counselling for students.
- To co-ordinate Interim Reports and analyse key data points.
- To track key groups e.g. PP, Boys, LAC and ensure progress for all students in line with national averages.
- To organise and lead Parents' Evenings and prepare and hold Year assemblies.
- To organise and monitor the 360 Futures Programme.
- To monitor and act to improve attendance and punctuality.
- To liaise with outside agencies when necessary.
- To keep in contact with parents of students in the Year group, celebrating success and challenging underachievement.
- To have oversight of academic progress and encourage the highest possible standards.
- To promote the development of the Sixth Form Student Leadership Team and its contribution to the School.
- To take a lead role in creating an ethos of excellence at KS5 through CPD, inset and quality assurance of Sixth Form staff.
- To play an integral role in marketing and selling the Sixth Form brand.
- To undertake interviews in the post GCSE results week to ensure a smooth transition between Year 11 and Year 12.

Head of Year 13

Key Tasks:

- To monitor and celebrate the progress of individual students.
- To provide guidance and counselling for students.
- To co-ordinate Interim Reports and analyse key data points.
- To track key groups e.g. PP, Boys, LAC and ensure progress for all students in line with national averages.
- To organise and lead Parents' Evenings and prepare and hold Year assemblies.
- To organise and monitor the 360 Futures Programme.
- To monitor and act to improve attendance and punctuality.
- To liaise with outside agencies when necessary.
- To keep in contact with parents of students in the Year group, celebrating success and challenging underachievement.
- To have oversight of academic progress and encourage the highest possible standards.
- To promote the development of the Sixth Form Student Leadership Team and its contribution to the School.
- To take a lead role in creating an ethos of excellence at KS5 through CPD, inset and quality assurance of Sixth Form staff.

- To play an integral role in marketing and selling the Sixth Form brand.
- To undertake interviews in the post A Level results week ensuring a smooth transition between Ys12 & 13.

ATTITUDE TO LEARNING CRITERIA - YEARS 7-11

Attitude to Learning Criteria	Example behaviour	Resulting action
1 - Excellent		
<ul style="list-style-type: none"> • You are hard-working, highly motivated and contribute fully to learning. • You are enthusiastic and co-operative with staff and collaborate very effectively. • You take full responsibility for your own learning, show perseverance, meet all deadlines and complete work to the very best of your ability. • You complete research, preparation and home learning thoroughly and are fully equipped for lessons. 	<ul style="list-style-type: none"> • Worked independently to complete tasks to the best of your ability. • Assisted with the learning of other students. • Used own initiative to complete tasks to the best of your ability. • Worked collaboratively with other students during lesson activities (practical/discussion). 	Examples may include: <ul style="list-style-type: none"> • Praise in lesson. • Positive comment on SIMS/Behavioural point. • E cards/email home. • Inform FT/HoY/HoD.
2 - Good		
<ul style="list-style-type: none"> • You work hard and present a positive attitude to learning. • You are willing, co-operative with staff and collaborative with others. • You complete work to a good standard. • You are well-prepared and fully equipped for lessons with home learning completed appropriately. 	<ul style="list-style-type: none"> • Work completed to a good standard. • Contributions made to lesson activities. 	Not always necessary; examples may include: <ul style="list-style-type: none"> • Positive comment on SIMS/Behavioural point. • E cards/email home. • Verbal praise. • Inform FT/HoY/HoD.
3 – Passive / Inconsistent		
<ul style="list-style-type: none"> • You are not working to the best of your ability and need encouragement to stay on task and think for yourself. • You are coasting and putting in variable effort. • You are not fully prepared for lessons, you do not have all the required equipment and home learning is not completed or shows minimal effort. 	<ul style="list-style-type: none"> • Satisfactory work but easily off task. • Needed to be reminded more than once to complete a task. • Talked at inappropriate times after a warning. • No evidence of home learning. 	Not always necessary, but if a cause for concern: <ul style="list-style-type: none"> • Student moved in class. • Discussion after lesson. • Comment on SIMS. • Home learning to be complete. • Possible detention. • Subject Report (if persistent).
4 – Unsatisfactory		
<ul style="list-style-type: none"> • You need frequent reminders to stay on task. • You do not meet the expected standards of behaviour or effort. • You are not prepared for lessons and need to accept more responsibility for your learning. • Your lack of effort and focus has a negative impact on your learning and sometimes that of others. • Passive/inconsistent behaviour in addition to no home learning. 	<ul style="list-style-type: none"> • Needed to be reminded three or more times to stay on task. • Did not use school equipment correctly. e.g. seen using the incorrect website. • Distracted others by repeatedly talking at the wrong times. • Sent out of the lesson for a period of time. • Used inappropriate/insulting language during the lesson. 	At least one consequence will be issued: <ul style="list-style-type: none"> • Permanent movement in lesson. • Detention. • Email/call home. • Communication with FT. • Subject Report (if consistently receiving 4s). • Lesson isolation e.g. working with a Sixth Form group/another teacher (if consistently receiving 4s).
5 – Unacceptable		
<ul style="list-style-type: none"> • You do not involve yourself in the learning process without frequent prompting. • You seem unprepared to learn and also often stop others learning. • You do not meet the expectations regarding behaviour and your response to correction is negative. 	<ul style="list-style-type: none"> • Refused to follow instructions. • Rudeness shown towards a member of staff. • Argumentative/aggressive. • Sent out of the lesson more than once. • Used inappropriate/insulting language during the lesson directed in a malicious manner. 	At least one consequence will be issued: <ul style="list-style-type: none"> • Detention. • Lesson isolation e.g. working with a Sixth Form group/another teacher. • Referral to FT/HoY/HoD. • Subject Report. • Senior staff call out.

The highest grade achievable, if you do not have the correct equipment, or if you have failed to complete and hand in home learning is a 3.

The above criteria are used as the basis for the Attitude to Learning grades, given on all Reports and Interim Assessments.

ATTITUDE TO LEARNING CRITERIA - YEARS 12-13

<p>1 - Excellent</p> <ul style="list-style-type: none">• You are hard-working, highly motivated and contribute fully to learning in lessons.• You are enthusiastic and co-operative with staff and collaborate very effectively.• You take full responsibility for your own learning, show perseverance and complete work to the very best of your ability.• You complete research, preparation, and home learning thoroughly and are fully equipped for lessons. <p>Your performance in a test/assessment is exemplary.</p>
<p>2 - Good</p> <ul style="list-style-type: none">• You work hard and present a positive attitude to learning, but could contribute more to lessons.• You are willing, co-operative with staff, and collaborative with others.• You complete written work to the best of your ability.• You are well prepared and fully equipped for lessons, with home learning completed appropriately. <p>Your performance in a test/assessment is commendable.</p>
<p>3 – Passive/Inconsistent</p> <ul style="list-style-type: none">• You do not always work to the best of your ability and sometimes need encouragement to stay on task and think for yourself.• You coast sometimes and put in variable effort.• You are not always fully prepared for lessons; you do not have all the required equipment, and home learning is sometimes not completed or shows minimal effort. <p>Your performance in a test/assessment is disappointing due to insufficient revision/below expected target grade.</p>
<p>4 – Unsatisfactory</p> <ul style="list-style-type: none">• You need frequent reminders to stay on task.• You do not meet the expected standards of focus or effort.• You are not prepared for lessons and need to accept more responsibility for your learning.• Your lack of effort and hard work has a negative impact on your learning and sometimes that of others. <p>Your performance in a test/assessment shows a lack of preparation and effort and needs to be re-done.</p>
<p>5 Unacceptable</p> <ul style="list-style-type: none">• You do not involve yourself in the learning process in a mature way and often need prompting to stay on task.• You seem often ill-prepared for learning and rarely meet deadlines.• You do not meet the expectations regarding attitude and approach to effective learning and have a negative influence on others. <p>Your performance in a test/assessment reflects neither preparation nor effort. This should be referred to Heads of Department/Subject.</p>

PUPIL PREMIUM (PP)

Pupil Premium (PP) is available for Schools and Academies to provide additional support for students who fall into one or more of the following categories:

- have received free school meals at any point in the last six years
- are looked-after children
- are children adopted from care
- are children of service personnel.

All Pupil Premium students in Years 7 to 11 are clearly identified on SIMS, and can be shown on any class list by right-clicking in the 'Name' heading and selecting PP.

Approximately 10% of our students in Years 7 to 11 are PP students.

As a school, we have a number of different initiatives in place to further support the learning of PP students.

All staff are expected to adhere to our **Pupil Premium F1RST** initiative, a whole-school initiative which aims to give disadvantaged students priority in all aspects of their education, primarily through classroom teachers targeting those students before any others.

The idea behind **Pupil Premium F1RST** is a simple one; these disadvantaged students, of whom they may only be one or two in each class, are always looked at first, and given the first opportunity in most or all situations.

Pupil Premium F1RST has little or no additional cost in terms of time or money, but can have a big cumulative impact.

Some of the main strategies are as follows: -

- **Books and equipment out:** always check PP students have got these ready at the start of the lesson first
- **Date and heading in books:** always check PP students have done this before anyone else
- **Class questioning:** always ask PP students first
- **Checking understanding:** always check PP students before anyone else
- **Group presentations:** always ensure PP students present first
- **Recording homework:** always check PP students have written in their homework before any others
- **Handing in homework:** always check PP students have handed in homework first
- **Lesson Monitor comments:** always add a comment for PP students first
- **Book marking:** always mark PP students' books first
- **Giving Rewards:** always reward PP students first
- **Choosing volunteers:** always choose PP students first
- **Contacting Parents / School Comms:** always contact PP students' parents first
- **Form tutor monitoring and support:** always see PP students first
- **Mentoring / 1:1 support:** always arrange for PP students first
- **Places on Trips:** always check PP students have taken up places first

Colleagues who are aware of any other **Pupil Premium F1RST** strategies that are worth using are encouraged to share these across the school.

Another initiative open to Pupil Premium students is a free breakfast. The school provides a popular breakfast service for all students, from 8.15 am to 8:40am. £1.05 of credit will automatically be added to their account to be used in the morning up until 8.40am, and can be used to purchase cereal and milk, orange juice, toast, or a breakfast bap.

If the progress of some students demonstrates a need for additional support we will do our best to offer this, and will work with parents in sharing what can be offered. Our Pupil Premium Strategy statement is available to view on our website and this details all the different approaches that are on offer.

Educational visits and Enrichment Activities are enjoyable and add to the learning students receive inside the classroom. If you feel that finance is preventing PP students from attending an Educational Visit or an Enrichment Activity, we will do our best to provide financial support if appropriate.












OUR CODE OF CONDUCT





















It is important that all staff are familiar with the Behaviour Policy

A TEACHER HAS THE RIGHT TO TEACH

You will do your best to:

- Co-operate with all members of staff
- Attend school regularly and on time.
- Bring the correct equipment and be prepared for learning.
- Wear the correct school uniform with pride.
- Do all classwork and homework to your highest standard.
- Be courteous and helpful to others.
- Use your planner daily to plan your work.
- Respect the school environment and local community.
- Travel to and from school in a responsible way.

Out of lesson misconduct: A student is misbehaving outside of lesson		
This is low level disruption	This is a Behaviour incident	This is a serious incident?
 Challenge the student	 Separate the student from others to allow a private conversation	 Call for assistance from another member of staff nearby or send a student to bring another staff member for support
 Record the low level disruption via Behaviour Management on SIMs and award an appropriate Behaviour Point	 Challenge the student and call for the assistance of another member of staff if support needed	 Remove student from the situation and take to the Year Head's office OR Student Services
 Form Tutor to have a conversation with the student when monitoring Behaviour Points	 Record the incident on SIMS via 'Behaviour management' alerting the Form Tutor Add behaviour point	 Ensure HOY or LG is informed immediately. HOY to investigate incident and set sanctions
	 Follow up with the student; for example a conversation about behaviour and a Break time detention	 HOY to log the incident on CPOMS and contact parents/guardians

In lesson misconduct: A student is misbehaving within a lesson				
This is low level disruption	This is persistent/continued low level disruption within one lesson	This is a behaviour incident	This is a serious incident and you need support	This is poor behaviour over 2 or 3 lessons showing no improvement despite earlier sanctions
 Conversation with the student	 Move within the classroom	 Remove from classroom to work in another supervised room and provide work	 LG Callout	 LM score recorded, comment and behaviour point on SIMS
 LM score recorded, comment and behaviour point on SIMS	 LM score recorded, comment and behaviour point on SIMS	 LM score recorded, comment and behaviour point on SIMS	 LM score recorded, comment and behaviour point on SIMS	 Contact home and place on Subject Report
	 Department break or lunchtime detention issued	 Department after school detention issued	 Department after school detention issued	 Inform HOD and HOY and have a 2 week review
	 Review with student at the end of detention	 Contact home	 Refer to HOD and contact home	 Improvement? Take off Report
			 If incident is particularly concerning, the HOD may dialogue with HOY for escalated consequences	 No improvement? HOD to refer to HOY for internal isolation
Positive behaviour within the classroom should be encouraged and regularly celebrated e.g. positive names on the board, achievement points, stickers or certificates				

CHRISTLETON HIGH SCHOOL CODE OF CONDUCT



Treat students, members of staff and visitors in a polite and respectful way



Take responsibility for your learning, behaviour and actions



Be punctual, fully equipped and prepared to learn



Co-operate fully with all members of staff



Always speak in a respectful manner



Take care of the school environment



Be attentive and walk quietly on the left in corridors and on the stairs



Phone/tablet use is permitted inside school, only with the permission of staff



Students should be outside or engaged in supervised activities during break times (unless the wet weather bell rings)



Fill water bottles and visit the toilet during break and lunch times



Food and drink must be consumed only in approved areas



Place all litter in bins provided



Bringing Aspirations to Life, in a Happy, Hardworking and Caring Community

A STUDENT HAS THE RIGHT TO LEARN

We will do our best to:

- Provide a safe, well-ordered and caring environment.
- Value, respect and care for each student.
- Provide challenging lessons which meet everyone's needs and encourage high aspirations.
- Ensure each student achieves his/her full potential by being clear about classwork, homework and assessments.
- Record and reward good performance, effort and progress.
- Deal with poor behaviour quickly and effectively.

THE ROLE OF THE FORM TUTOR

- The Form Tutor is the key person in the school's pastoral care system and is responsible for managing the welfare and the personal, social and academic progress of students. It is the aim of the pastoral system to improve the quality of school life for young people. In recent studies it has been found that a sense of self-esteem and skill in social relationships have as great an influence on productiveness and satisfaction in our lives as scholastic attainment.
- The prime purpose for attendance at school is that students achieve the maximum possible in terms of their academic performance. It is the Form Tutor who is in a position to monitor the individual's work most closely and to have an overview of all the issues, which affect achievement. It is in this context that pastoral provision should underpin our curricular thinking.

The role and responsibilities:

- **Build an ethos:** The most important thing a Form Tutor can do is to create a positive culture within Form. A team spirit should be fostered which is supportive and inclusive. Students need a respectful and calm environment where each student is able to listen to each other and feel secure to discuss matters of a sensitive nature. Form time should encourage an attitude of reflection regularly providing opportunity for the students to review their learning and set targets.
- **Manage administration:** Taking the register is a legal requirement and a Form Tutor needs to be regularly discussing attendance with students. Absences and lateness should be challenged and questioned along with conduct, uniform, lack of home learning (see Q&A for guidance)
- **Establish routines:** Each Head of Year will agree a weekly programme for the Form groups. It is important for the Form Tutor to establish good routines during Form Time to model the value of this time. Silent reading/study once a week will enable the Form Tutor to speak with individuals about their learning, academic progress, LM scores and to have time with pupil premium students. Create space to allow time for discussions around current affairs and activities which allow students to engage with the wider world.
- **Create connections with home:** The Form Tutor should be the primary point of connection between home and school and therefore maintaining contact with parents/guardians is essential. Concerns should be communicated home at the earliest opportunity (see Q&A for guidance) but positive feedback home highlighting success and achievement, must also be established and maintained.
- **Be aware of issues:** It is the Form Tutor who is the regular point of contact for each student, seeing the student twice a day, every day. It is likely that the Form Tutor will notice changes in behaviour or appearance and is responsible for acting upon such concerns (see Q&A for guidance) It is expected that the Form Tutor will take time to help resolve conflicts and help students build resilience to cope with relationships and prepare for adult life.
- **Working with other staff:** The role of the Form Tutor is one of team. Regular meeting with other Tutors within the Year group will encourage dialogue and working together. The Head of Year will provide overall direction, advice and support but the Form Tutor should be primarily responsible for the well-being of the students within the Form. Form Tutors should liaise with Subject teachers and Heads of Department over progress and behaviour, liaising with outside agencies, when appropriate.

- **What to do if...?:** A list of commonly asked questions and answers is included in this handbook to ensure that all Form Tutors are responding to circumstances with continuity.

The Role of the Form Tutor What do I do if.....?	
A student does not have the correct uniform	<ul style="list-style-type: none"> • Add a comment on SIMS 'Uniform' so that it is logged • FT contact the parent/guardian on the <u>same day</u> by email or phone call • HOY will have trousers, black plimsolls, ties and tights – send the student to collect more suitable uniform for the day (to be returned the next day) • If the problem persists despite contact home on more than one occasion, refer to HOY
A student is wearing excessive make-up	<ul style="list-style-type: none"> • Students in Years 7-9 should not be wearing any make-up – instruct the student to wash off the make-up • Students in Years 10-11 are permitted natural make-up. Send those with excessive make-up to the HOY who will have make-up wipes to tone it down. • FT contact the parent/guardian on the <u>same day</u> by email or phone call • If the problem persists despite contact home on more than one occasion, refer to HOY
A student is wearing nail varnish/false nails	<ul style="list-style-type: none"> • Students in Years 7-9 should not be wearing any nail varnish – send the student to the HOY to remove the nail varnish. • Students in Years 10-11 are permitted nail varnish in a natural colour. Send those with bright colours to the HOY who will have nail varnish remover or a natural colour to paint over the bright colour (for shellac/gel polish) • FT contact the parent/guardian on the <u>same day</u> by email or phone call • If the problem persists despite contact home on more than one occasion, refer to HOY
A student is wearing jewellery (except the permitted stud earrings and watch)	<ul style="list-style-type: none"> • Add a comment on SIMS 'Uniform' so that it is logged • Jewellery should be handed to the FT who will take it to Student Reception. • The student may collect the jewellery from Student Reception at the end of the day. • FT contact the parent/guardian on the <u>same day</u> by email or phone call • If the problem persists despite contact home on more than one occasion, refer to HOY
A student has an inappropriate hair cut or hair colour.	<ul style="list-style-type: none"> • Alert the HOY who will speak with the student and assess whether the haircut/colour is inappropriate. • HOY contact parent/guardian
A student continues to get 3s and 4s on LM despite conversations about the matter.	<ul style="list-style-type: none"> • Place the student on FT Report and inform parents/guardians • Review after two weeks • If there is no improvement invite parents/guardians for a meeting with the student to discuss behaviour and attitude to learning. • Send out a round robin to the teachers of the student via Schoolcomms so that you have some specific feedback to discuss at the meeting. • Keep the HOY in the picture and discuss strategies moving forward.
A student is failing to complete home learning in many subjects.	<ul style="list-style-type: none"> • Discuss the issue with the student to see what the reasons are. • Contact the parent/guardian and ask if there are any issues at home which might be preventing the student completing home learning. • Ensure the parent/guardian is accessing Sims Learning Gateway and checking what home learning is being set. If the parent/guardian has lost the password, refer them to the office staff who will re-issue them with a new password. • Place the student on FT Report and set a target for home learning. • Review after two weeks but continue on Report for another two weeks so that new habits are established.
A student doesn't have the correct equipment	<ul style="list-style-type: none"> • Add a comment on SIMS 'Equipment' so that it is logged • FT contact the parent/guardian on the <u>same day</u> by email or phone call

	<ul style="list-style-type: none"> • If the problem persists, place the student on FT Report • If the student is PP or you suspect that the family is having difficulties providing equipment, alert the HOY
A student fails to arrive for Registration.	<ul style="list-style-type: none"> • <u>Morning Registration</u> – the student will pay back the time via the punctuality detention system. If this continues to happen i.e. the third occasion; FT contact home via email or phone call • Keep contacting home if there is no improvement and speak with HOY for a next step strategy. • <u>Afternoon Registration</u> – alert the HOY immediately (every time) via email and contact home by phone call or email. • HOY will speak with the student and set a HOY lunchtime detention. • If the problem persists this will be escalated to an internal isolation by the HOY
A student is behaving unusually.	<ul style="list-style-type: none"> • Make a phone call home to see if there are circumstances to justify the change in behaviour. • Alert the HOY • If you have safeguarding concerns alert the Designated Safeguarding Officer via CPOMS • If you believe the student to be in immediate danger alert the Designated Safeguarding Officer via CPOMS <u>plus</u> have a face to face conversation with one of the safeguarding team that day.
I'm having difficulty contacting a parent/guardian	<ul style="list-style-type: none"> • Alert the HOY
KS3 ONLY: A student does not have their planner signed.	<ul style="list-style-type: none"> • Ask the student to have it signed for the following day • If the problem is not resolved, contact home.
A student's attendance falls below 96%	<ul style="list-style-type: none"> • Discuss the absences with the student and set a target with the student to raise their attendance figure above 96% • Monitor the student to check that the attendance figure does not continue to fall • Communicate with parent/guardian to see if we can support the family to ensure the student is in school.
A student has a lot of broken weeks.	<ul style="list-style-type: none"> • Discuss the absences with the student and set a target with the student to be in school for full weeks. • Communicate with parent/guardian to see if we can support the family to ensure the student is in school.

Morning Registration, Form Tutors should:

- Arrive in the Form Room promptly and greet the students with a smile.
- Ask students to sit down and remove their coats also ensuring that all mobile phones and ear phones are away.
- Routinely check uniform and confiscate jewellery (see Q&A for guidance)
- Touch base with any student on Form Tutor Report.
- Take the register at 8.45am in silence calling the students' names.
- Dismiss the students as soon as the register has been taken to allow them to arrive at period one for 8.50am.

Afternoon Registration, Form Tutors should:

- Arrive in the Form Room promptly and greet the students with a smile.
- Ask students to sit down and remove their coats also ensuring that all mobile phones and ear phones are away.
- Take the register in silence calling the students' names.
- Follow the timetable agreed by the Head of Year allowing for the flexibility to swap the days of an activity if needed.

- Timetabled activities will include; reading the weekly Student Information Bulletin, checking student planners (KS3 only), reflection/thought for the week, equipment check, discussions, quizzes and silent reading/study to allow for the Form Tutor to have one to one discussions with students.
- The Form Timetable should be displayed in the Form Room so that routines are established and the purpose of Form Time is clearly communicated. This timetable should be routinely referred to.
- School information should be distributed – notices, letters, messages from staff.
- Choose one day a week to celebrate students and award achievement points. Liaise with you Year group to ensure that the awarding of achievement points is consistent across a Year group.
- Use the time to embed the school code of conduct and nurture a positive attitude, challenging inappropriate behaviours or students failing to comply with school rules.
- Weekly Assemblies will be held in the Main Hall. Form Tutors should arrive promptly at greet the students as they arrive, establishing and maintaining an orderly, respectful atmosphere. Students should be registered in silence in the Main Hall using the paper registers. These should be collected from and returned to the register rack (located in the Staff Quiet Room)
- Refer to the 'Commonly asked Questions and Answers' when addressing issues such as a student failing to attend registration.

Assemblies

Assemblies are the responsibility of the Leadership Group and Heads of Year and take place in the Hall on a rota basis. Form Tutors should accompany their Forms to the Hall and sit with them for the duration of the assembly. During examination periods, modifications to the assembly pattern will occur. Assemblies should be viewed as part of the pastoral curriculum.

During Form periods, Tutors should:

- Greet students with a smile, preferably at the door, and ask them to remove their coats and sit on chairs ready for the register to be taken in silence.
- Take the register by calling students' names and insisting on an appropriate response.
- Check all students for uniform and jewellery and confiscate inappropriate items.
- Take the names of any students who are not complying. This information should be passed on regularly to Heads of Department and Heads of Year.
- Encourage students to volunteer to read out the Weekly Student Information Sheet.
- Build in a time for reflection/thoughts for the week, as given in the weekly Student Information bulletin.
- Check, discuss the contents and sign Homework Planners at least once per fortnight.

- Take the names of those students not using their planners appropriately and write a comment to inform parents. If the planner is not available, or the student has failed to have it previously signed, contact home.
- School information should be distributed – notices, newsletters, messages from staff.
- Read and forward letters from parents/medical notes to the appropriate person.

A successful Form Tutor will be both caring and demanding. All students, not just the vulnerable ones, need our support to achieve their potential.

Mobile Phones

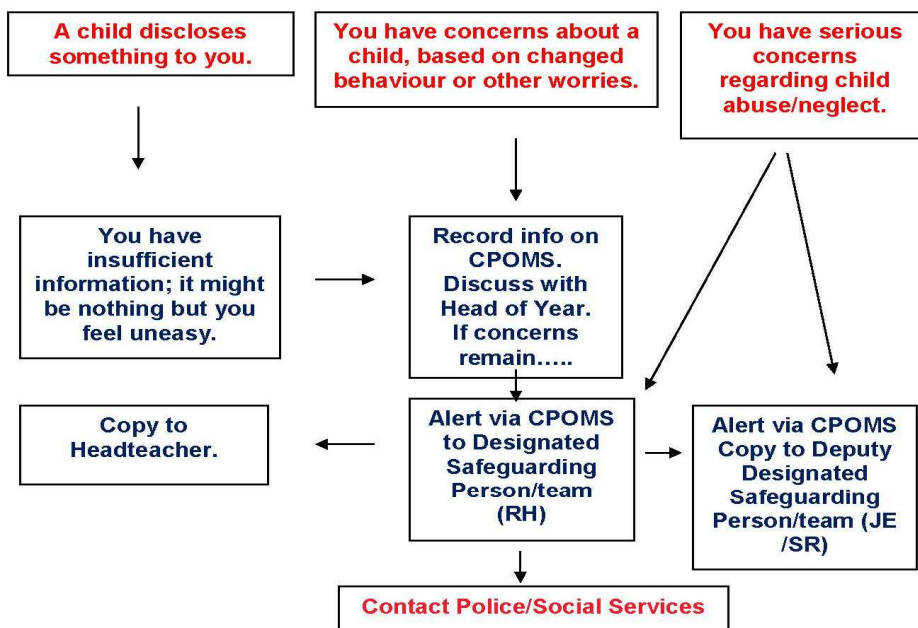
In lessons phones should be in bags and switched off. (Watch out for surreptitious texting and recording under desk!) Mobile phones should not be used by students unless permission is given by the teacher in charge. Teachers Support Staff should not use their mobile phones during lesson time.

A list of Form Tutors and Rooms can be found on page 42 and electronically on the Y:\Staff Handbook\2018-19 Downloads\FORM TUTORS & ROOMS 18-19.

SAFEGUARDING CHILDREN GUIDELINES

- You have a statutory duty to safeguard and promote the welfare of all students
 - The welfare of the student is of paramount importance
 - Never offer total confidence
 - Listen, do not interview
 - Make a written record, record on CPOMS and alert it to the Designated Safeguarding Officer/TEAM.
 - If in doubt, refer to the next level of seniority.
- In the event that you cannot contact any of the Safeguarding Team or the Head Teacher and you have serious concerns about a child please contact the Integrated Access and Referral Team (i-ART) on 0300 123 7047 or CWAC Children's Social Care Emergency Team (Out of Hours) 01244 977277 or Cheshire Police.

Designated Safeguarding Person: Mrs R. Harding
Deputy Designated Safeguarding Person: Miss J Edwards / Mrs S. Rose



Safeguarding is everybody's responsibility. If you have concerns about a child's welfare you must follow the procedure set out in the flow chart. All staff should have access to CPOMs and record their concerns and alert the appropriate person. Please also speak directly to the Designated Safeguarding Person (Rachel Harding) or Deputies (Jennifer Edwards /Sarah Rose) in the event of serious concerns.

All staff should familiarise themselves with the Safeguarding Policy and Keeping Children Safe in Education (2018).

HOME LEARNING

It is school policy that appropriate homework is set regularly for all students. Homework can develop independent learning skills and the effective use of time and can reinforce class work. It can develop positive study habits, consolidate and/or extend learning and allows evaluation of students' progress.

Purposes

- a To promote consistency across the school.
- b To ensure appropriate homework is set and completed.
- c To promote the use of Assessment for Learning (AFL). Homework should be a valuable part of the learning process.
- d To involve parents in the learning process.

Guidelines

- a Homework should be set and assessed regularly in accordance with each homework timetable:

Year 7	Up to 60 minutes per night (5 hours per week).
Year 8	75 minutes per night on average.
Year 9	Between 75 and 90 minutes per night.
Years 10/11	Between 90 and 120 minutes per night plus revision for two months, prior to examinations.

Homework is set once per week (or, where this is not possible, twice per fortnight) or once per fortnight (according to the number of lessons per fortnight for each subject) in all subjects at all Key Stages. The quantity of work should vary according to the Key Stage.

- b The type of homework should vary both across the curriculum and within subject areas.
- c KS3 & 4 Homework Guidelines are devised by Heads of Year who also monitor homework.
- d In KS5, the amount of homework set will depend upon the nature of the subject and set at the discretion of the subject teacher. The Assistant Headteacher KS5 monitors homework set.
- e All students are expected to take homework seriously.
- f The value of parental contributions is recognised.
- g All students are entitled to feedback.
- h Feedback should always be constructive (targets for improvement are particularly helpful).
- i Feedback for homework may take many forms e.g. written, verbal and electronic.
- j Comment marking can be used.
- k Frequency of marking should be subject and Key Stage appropriate.
- l Homework should be linked to learning objectives and consolidate earlier

- learning and/or prepare for future learning.
- m It is acceptable and sometimes desirable to assess homework during lessons.
- n Assessment of homework can include teacher, peer and self-assessment.
- o It is expected that regular Dedicated Improvement and Reflection Time (D.I.R.T.), is a key feature of Schemes of Learning and that students are given appropriate opportunities to participate and act on the outcomes.

Example Comments

T: A very good homework; well done! You have followed some of the instructions you were given very well but if you had refined your work a bit more, it would have been excellent. Always make sure your work is as good as you can make it. Don't stop too soon!

T: Thank you for handing your homework in on time. This is a good thing! You have done some of the work you were asked for but you also needed to spend time rubbing out and re-drawing some parts. This is how to develop and improve a drawing.

S: I completed most of the homework and I can use trigonometry to solve more complex, grade A problems. Although I got some of the answers wrong I understand where I went wrong. I could improve my work by drawing bigger diagrams to help me label the correct sides.

T: You have made some appropriate patterns. This is good! You also needed to follow all of the instructions you were given. Always check instructions before you start, as you go along and when you think you have finished your homework. Use your planner well by writing your homework down carefully too.

S: I have collected very useful images and I have filled the page and I am pleased with it! Next time, I will try to make a more balanced layout.

T: You have collected very useful images and you have arranged some areas quite well. You also needed to fill the whole page and spend a bit more time balancing your composition (layout). Always follow instructions very carefully.

S: I understand how to use trial and improvement to solve equations to 1 and 2 decimal places. I have constructed the tables accurately and correctly answered four questions. I found the question with x^2 the most difficult as it has two solutions.

UNIFORM – Years 7-11

Students are expected to wear school uniform and be neat and tidy at all times.

Black or charcoal grey tailored trousers
Black skirt/tailored trousers *
White shirt (buttoned to collar)
School tie (clip on) *
School sweatshirt *
White Polo Shirt * (summer term option)
Black shoes
Black, low-heeled shoes
Plain black tights or white or black socks
Waterproof, outdoor coat
School bag (large enough to hold files and books)

* Items obtainable online from Uniformity Clothing LTD.

All uniform should be clearly named. **Sportswear, hooded tops, caps and handbags are not part of the school uniform and should not be brought into school. These items should be confiscated by any member of the teaching staff, whether in lesson, Form or free time.**

Uniform check

Checks should be made daily by Form Tutors and periodically by Heads of Year, to monitor uniform and to encourage students to wear it correctly.

All staff should ensure that students are dressed properly as they greet them on entry to classrooms and Form Tutors should contact the parents of those students who do not adhere to the dress code.

Trousers	Smart, tailored, plain black school trousers of waist height and ankle length. (no jeans, chinos, hipsters, skinny-fit, leg pockets, walking trousers).
Skirts	Smart, plain black skirt of knee length – no more than 2 inches above or below the knee. Should be worn with black opaque tights or plain black or white socks. (no splits, tiered or tight/bodycon skirts).
Shirts	White, stiff-collared shirt buttoned up, that can be tucked in. Should always be worn with the clip-on school tie (no tightly fitting blouses). School-crested polo shirt during the summer term. (Students should not wear coloured or lettered undergarments, which may be visible through their collared or polo shirts.)
Shoes	All-black footwear with a sensible heel, with no logos or white stripes (no boots, flipflops, sandals).
Jumpers	School-crested navy blue jumper. (no cardigans, hooded sweatshirts or tops of sweatshirt material).
Make-up	Make-up/nail polish should not be worn by students in Years 7 - 9. Light make-up/nail polish may be worn in Years 10 -11. (Students wearing excessively heavy make-up or brightly coloured nail polish will be asked to remove it). Hair should be of natural colouring.
Jewellery	On the grounds of health and safety, we do not allow students to wear jewellery, with the exception of ear-studs/sleepers and a wrist-watch.
Bags	Bags should be large enough to hold files, textbooks and equipment.

SIXTH FORM

All the students know what is expected of them. It helps us greatly if all subject teachers can support us by picking up on any students who do not adhere to these expectations.

We all know that some students will push things as far as they can. If they think they can get away with things then it does not take long for standards to slip.

In most cases a gentle word should be sufficient. If there are any persistent offenders then please inform the Head of Year.

The main issues are as follows: -

Dress Code:

All students are expected to adhere to the code given. It is important that Subject Tutors (as well as Sixth Form Tutors) deal with those inappropriately dressed.

All Students should be seen as clean and smart so that the right standards are set for the rest of the school. In areas of potential uncertainty (e.g. what constitutes 'outrageous' clothing or hairstyle) students should check with tutors beforehand. Ultimately, the decision of the school is final.

	Appropriate	Inappropriate
Head, Face & Hair	Clean, smart and smiling. Hair and make-up suitable for the workplace	<ul style="list-style-type: none">Hats/baseball capsFacial piercingsOutrageous colours and styles of hair
All clothing	Suitable for a professional working environment	<ul style="list-style-type: none">SportswearCombat gearFrays and ripsBeachwear
Tops	<ul style="list-style-type: none">Full-length topsBlousesShirtsPlain T-shirts/polo shirts	<ul style="list-style-type: none">Exposed chest, shoulders and midriffLarge logos or slogans
Trousers & Skirts	<ul style="list-style-type: none">Full-length trousersReasonable length skirts	<ul style="list-style-type: none">Shorts of any typeCropped trousersTracksuit bottomsVery short/Lycra skirtsVery tight/Lycra leggings
Footwear	Plain and unobtrusive	<ul style="list-style-type: none">FlipflopsAnything inappropriate to conditions (laboratories)

Sixth Formers need to set the right standards of dress for the rest of the school. Clothing should reflect a learning and working environment. Hats and coats should not be worn in classrooms or the Assembly Hall. Chewing gum is not acceptable in lessons.

In areas of uncertainty (e.g. what constitutes inappropriate/outrageous clothing or hairstyle), students should check with tutors beforehand. Ultimately, the decision of the school is final.

Partnership for Learning Agreement

Christleton High School is a friendly, welcoming community which has high expectations of its students. We expect the following:

Commitment

- Attend all classes and achieve at least a 2 on lesson monitor.
- Work independently on consolidating classwork, preparing for lessons and reading around your subject.
- Meet all deadlines for homework and coursework, without fail.
- Understand that you are studying full-time. Part-time paid work must be limited to the equivalent of one full working day per week.
- Make any course changes before October half-term.
- Make any appointments outside lesson times, unless absolutely unavoidable.
- Contact school by email, phone or in writing to explain any absence or lateness. Holidays in term time will not be authorised.

Study Periods

- When not in a taught lesson, you are expected to study independently and effectively. Study periods are not free lessons; they are part of your commitment to full-time study.
- Adhere to the guidelines for conduct in IRC and the Sixth Form study areas.
- Understand that the silent study area means silent.
- Remain on the school premises in study periods.

Role Models

- Treat other learners, staff and the premises with respect at all times.
- Participate fully in the wider life of the school by taking on responsibilities such as mentoring, supporting academic lessons, and other duties.
- Understand that younger students look up to you as positive role models.
- Treat other learners, staff and the premises with respect at all times.
- Dress appropriately for an educational/work environment. Adhere to the Sixth Form Dress Code.
- Respect and adhere to school policies and procedures.

Failure to abide by the above guidelines will result in a review of your position in the Sixth Form.

Sixth Form Learning Facilities

You are expected to make effective use of your time when not in lessons, developing the skills needed to become independent learners who are responsible for their own progress and achievement. A variety of learning facilities are available and you should **choose the most appropriate area** for your needs.

Learning facilities include:

iRESEARCH CENTRE

The iResearch Centre is open daily from 8am until 5pm to all students and staff, and is of particular use to Sixth Form students in unsupervised free periods. There is a computer suite available for booking and a large library catalogue along with reading and study areas. The Leake/Charlton Suite is exclusively for the use of Sixth Formers for SILENT study only.

SIXTH FORM AREA is available for quiet work during lessons. It is essential that you respect your fellow students in this area and allow them to work without any distractions. The televisions and music are **not** allowed during lesson time.

IT Facilities

The **Acceptable Use Policy** for school computers applies to all Sixth Form students, and you should ensure that you are aware of this policy and the sanctions associated with it. You have increased privileges on the network system, including increased network storage area and access to a wider range of software. You may use IT facilities, unsupervised, and may also work quietly in the IT classrooms when lessons are in progress.

Unlimited Access to Email and Internet to Sixth Form Students is a privilege and will be removed from individual students who abuse this privilege. The breaching, or an attempt to breach, of any of our security measures or the 'Acceptable Use Policy', will be taken extremely seriously and the students concerned will be punished and have their IT privileges withdrawn.

Attendance and Punctuality:

Subject teachers should keep a register for each lesson. (Both attendance and punctuality appear on the interim reports).

Smoking:

This is not permitted on site. Students have been told not to smoke within the immediate vicinity of the school and certainly not outside the school gates. If you see any students smoking, then let Head of Year know.

Student Registration:

The School operates a Biometric scanning system for Sixth Formers to sign in and out of school. The scanner is located at the Sixth Form Office within the Common Room.

DATES & MILESTONES FOR REPORTS, OPEN EVENINGS & PARENTS' EVENINGS

New Year 6/7	Wednesday	26	September	Open Evening (17.30 – 19.30)		
	Thursday	27	September	Open Morning (09.00 – 10.30)		
	Friday	28	September	Open Morning (09.00 – 10.30)		
	Tuesday	02	July	Y6 Transition Day		
	Thursday	04	July	New Intake Parents' Evening (17.30 – 19.30 tbc)		
Year 7	Wednesday	19	September	Form Tutor meetings with parents (14.30 - 16.00)		
	Monday	10	December	Interim Report Template available		
	Thursday	10	January	All Interim report details to SWO		
	Friday	18	January	Interim Reports to parents		
	Friday	25	January	Report Data available on SISRA		
	Wednesday	20	March	Parents' Evening (15.30 – 18.30)		
	Tuesday	23	April	Report Template available		
	Wednesday	05	June	All report details to SWO		
	Thursday	20	June	Report circulated to parents		
Thursday	27	June	Report Data available on SISRA			
Year 8	Wednesday	28	November	Parents' Evening (15.30 – 18.30)		
	Monday	14	January	Interim Report Template available		
	Friday	01	February	All Interim report details to SWO		
	Friday	15	February	Interim Reports to parents		
	Friday	01	March	Report Data available on SISRA		
	Tuesday	23	April	Report Template available		
	Monday	20	May	All report details to SWO		
	Friday	07	June	Report circulated to parents		
	Friday	14	June	Report Data available on SISRA		
Year 9	Thursday	11	July 2018	KS4 Curriculum Evening (17:30 – 19:30)		
	Monday	15	October	Interim Report Template available		
	Friday	09	November	All Interim report details to SWO		
	Friday	23	November	Interim Reports to parents		
	Friday	30	November	Report Data available on SISRA		
	Wednesday	09	January	Students' Options Afternoon		
	Wednesday	23	January	Parents' Evening (15.30 – 18.30)		
	Monday	28	January	Options Choices to be returned		
	Monday	25	March	Report Template available		
	Wednesday	15	May	All report details to SWO		
	Thursday	23	May	Report circulated to parents		
Thursday	06	June	Report Data available on SISRA			
Thursday	11	July	KS4 Curriculum Evening			
Year 10	Monday	05	November	Interim Report Template available		
	Thursday	29	November	All Interim report details to SWO		
	Friday	07	December	Interim Reports to parents		
	Friday	14	December	Report Data available on SISRA		
	Thursday	28	February	Parents' Evening (16.30 – 19.00)		
	Monday	10	June	Report Template available		
Friday	05	July	All report details to SWO			

	Friday <i>Friday</i>	12 19	July July	Report circulated to parents <i>Report Data available on SISRA</i>		
Year 11	??????	???	September	Revision Workshop		
	Thursday	04	October	Parents' Evening (16.30 – 19.00)		
	Mon 3 Dec	to	Fri 14 Dec	Mock Exam Fortnight		
	<i>Monday</i>	03	<i>December</i>	<i>Interim Report Template available</i>		
	<i>Tuesday</i>	08	<i>January</i>	<i>All Interim report details to SWO</i>		
	Wednesday	16	January	Exam Results Day		
	Wednesday	16	January	Interim Report circulated to parents		
	<i>Friday</i>	25	<i>January</i>	<i>Interim Report Data available on SISRA</i>		
	<i>Thursday</i>	14	<i>February</i>	<i>Report Template available</i>		
<i>Friday</i>	01	<i>March</i>	<i>All report details to SWO</i>			
Friday	15	March	Report circulated to parents			
<i>Friday</i>	22	<i>March</i>	<i>Report Data available on SISRA</i>			
New Year 12	Thursday	17	January	Open Evening (5.45 – 8.00)		
Year 12	Tuesday	02	October	KS5 Curriculum Evening		
	<i>Monday</i>	12	<i>November</i>	<i>Interim Report Template available</i>		
	<i>Wednesday</i>	05	<i>December</i>	<i>All Interim report details to SWO</i>		
	Wednesday	12	December	Interim Reports to parents		
	Thursday	13	December	Parents' Evening (16.30 – 19.00)		
	<i>Wednesday</i>	19	<i>December</i>	<i>Report Data available on SISRA</i>		
	Mon 7 Jan	To	Fri 18 Jan	Exam Fortnight		
	<i>Monday</i>	11	<i>February</i>	<i>Interim Report Template available</i>		
	<i>Monday</i>	11	<i>March</i>	<i>All Interim report details to SWO</i>		
	Monday	18	March	Interim Reports to parents		
	Thursday	21	March	Higher Education Info Evening		
	<i>Tuesday</i>	26	<i>March</i>	<i>Report Data available on SISRA</i>		
	Wednesday	03	July	Careers Conference		
Thursday	04	July	Mock Interview Day			
Year 13	<i>Wednesday</i>	05	<i>September</i>	<i>Report Template available</i>		
	<i>Tuesday</i>	25	<i>September</i>	<i>All report details to SWO</i>		
	Friday	05	October	Reports to parents		
	<i>Friday</i>	12	<i>October</i>	<i>Report Data available on SISRA</i>		
	<i>Monday</i>	12	<i>November</i>	<i>Interim Report Template available</i>		
	<i>Wednesday</i>	05	<i>December</i>	<i>All Interim report details to SWO</i>		
	Monday	17	December	Interim Reports to parents		
	<i>Wednesday</i>	19	<i>December</i>	<i>Report Data available on SISRA</i>		
	Mon 7 Jan	To	Fri 18 Jan	Mock Exam Fortnight		
	Thursday	07	February	Parents' Evening (16.30 – 19.00)		
	<i>Monday</i>	11	<i>February</i>	<i>Interim Report Template available</i>		
	<i>Friday</i>	08	<i>March</i>	<i>All Interim report details to SWO</i>		
	Tuesday	19	March	Interim Reports to parents		
<i>Tuesday</i>	26	<i>March</i>	<i>Report Data available on SISRA</i>			
All Years	Wednesday	07	November	Careers Information Evening (18.00 – 20.00)		

