

Teacher Survival Guide



Welcome to Wood End Academy

Warner Stainbank Headteachers, says

I'm very pleased to be welcoming you to teach at our wonderful school.

Partnership

I am very proud of the fantastic progress children achieve each year at our school, but I'm prouder still of the positive partnership between children, parents and staff that makes this possible. I believe that children's achievement is founded on an understanding that we all do our best when we feel safe and happy, and when we feel valued.



Sean Gorman says:

Always make sure you come to the staff room as much as possible though the week. Even if it's just for a coffee or chat, it's always good to get out of the classroom once and while in the day.

Keep a good balance between work life and home life. Don't let work consume your home life, and if you feel it is, come and talk to someone about it.



Rebecca Cook says:

Teaching here is all about working as a team, so invest time in the friendships with your colleagues, they will be there when you've had a bad day!

Use the holidays to your full advantage, explore the world instead of getting bogged down with work!



Morgan Curnow says:

"It is important to create a work/life balance. Set a working roster for yourself. Personally I never take work home and prefer to work strictly from 8 til 5."

"Don't take it all too personal and remember to smile - what you don't get done today will still be there tomorrow!"

Many practical websites including, but not limited to: <http://www.smartclassroommanagement.com/> (behavior management), twinkl/tes (resources) and pinterest (dangerous - be inspired and lost in it)

Learning opportunities

We aim to ensure that learning is active and enjoyable. You will work to generate a wealth of positive learning opportunities for the children in your class.

Rewarding

Working as a teacher in this wonderful school is fun, challenging, rewarding and the best job in the world!

Welcome

Lastly, I know you will enjoy teaching in our school and I look forward to working with you, and getting to know you!

Rachael Walker says:

"Enjoy school. The children will instantly pick up on this and your passion for learning will transfer to their attitude and behaviour helping you build strong working relationships with them."

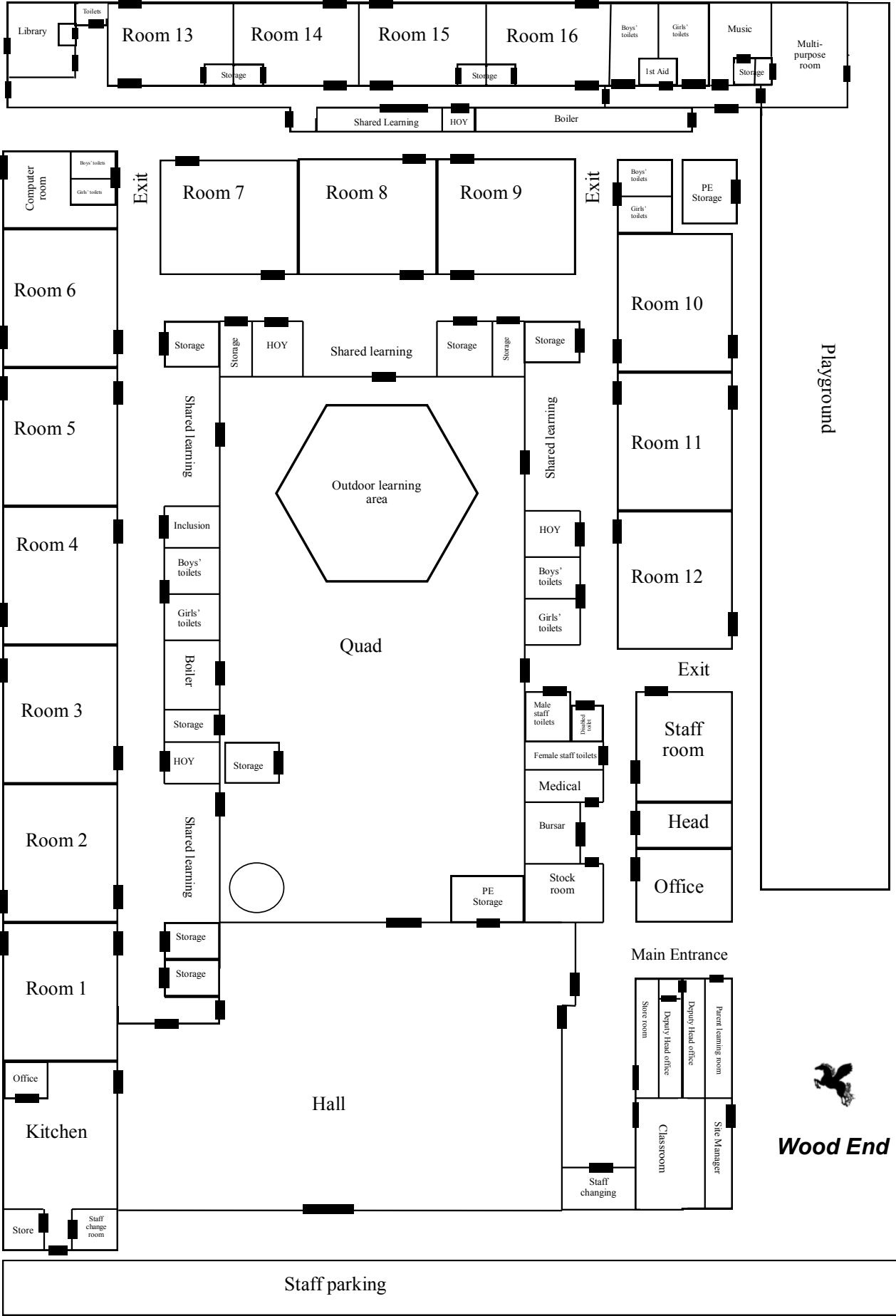
"Have a list of 'things of do' for everyday so you can maximise your time. Make sure they're all achievable within the day, try not to leave the hardest/most time consuming till last."

"Build good relationships with all staff, as they are extremely friendly and will be willing to help with anything you need. Use people as a vital resource to your work, everyone's still learning on the job no matter how experienced they are!"

Lowri Evans says:

1. Always talk to everyone- chances are the TA's will know the children much better than anyone!
2. Have a decent work/life balance- there's always more you can do, that's the nature of teaching... family, health and happiness is very important too.

School Map





Amar Aggarwall
(Head of Year)



Anna Alambrides
(SMSA)



Vicky Andrew
(Kitchen staff)



Uzma Asim
(Kitchen staff)



Elizabeth Balalians
(Teaching Assistant)



Jane Barnes
(Nurse)



Brenda Bertin
(Teaching Assistant)



Arti Bhopal
(SMSA)



Jack Brady
(Sports Apprentice)



Theresa Bromley
(Teaching Assistant)



Karen Campbell
(Teaching Assistant)



Pat Cayless
(SMSA)



Linda Chick
(Kitchen staff)



Rebecca Cook
(Teacher)



Neil Crosbie
(Deputy Head)



Lloyd Davies
(Teacher)



Gita Dayal
(Teacher)



Jan Dew
(SMSA)



Jean Dias
(SMSA)



Steve Donovan
(Site Manager & Teaching Assistant)



David Eaton
(Head of Year)



Lowri Evans
(Teacher)




Moira Farmery
(Teacher)



Sarah-Jane Francis
(ICT Manager)



Sean Gorman
(Inclusion & Head of Year)



Max Graves
(Teacher)



Ian Greeves
(Head of Year)



Pinky Harrid
(SMSA)




Rose Harries
(Teacher)



Anni Houston
(Teacher)



Gill Howarth
(Display co-ordinator)



Lindita Hysa
(SMSA)



Agnieszka Kowalska
(Teacher)



Lisa Lee
(Kitchen staff)



Sarah Lindsey
(Bursar)



William Lock
(Teacher)



Jessica Lucien
(Teaching Assistant)



Samantha Madgwick
(Teacher)



Shini Mahendran
(Teacher)



Jasminder Manku
(Teaching Assistant)



Tracey Martin
(Teaching Assistant)



Gabrielle Mason
(Teaching Assistant)



Rita Kanga
Mathurandas (SMSA)



Tina Murphy
(Administrator)



Supna Pankhania
(Trainee)



Sindy Patel
(Administrator)




Janice Phillpot
(Teaching Assistant)



Jane Piper
(Kitchen staff)



Chrys Psaradakis
(SMSA)



Manpreet Punny
(Teacher)



Fahim Rashid
(Teacher)



Manjola Rushiti
(Teaching Assistant)



Tirath Sehmbi
(SMSA)



Lyn Smith
(Attendance Officer)



Paula Smith
(Deputy Head)



Warner Stainbank
(Headteacher)



Matthew Sturge
(Teacher)



Mafe Sukhia
(Spanish Teacher)



Cathy Surey
(Teacher)



Kerry Swanson
(Kitchen Staff)



Punam Topiwala
(Teaching Assistant)



Karen Trent
(Librarian)




Janice Van Krinks
(Trainee)



Gaby Vince
(Teaching Assistant)



Marian Wilson
(Teaching Assistant)



Oliver Worsdall
(Trainee)

The following documents will be provided

- School Prospectus.
- Job Description.
- Plan of the school.
- School term dates.
- Staff absence policy.
- Safeguarding policy.
- Health and Safety policy including Evacuation procedures.
- Staff list and the roles and responsibilities.
- Handwriting policy.
- Marking policy.
- Calculation policy.
- Behaviour policy.
- Acceptable use Policy for staff.

Morning briefings and staff meetings

Morning briefings take place in the staff room on Monday mornings at 8:30am-8:40am. Staff meetings take place in the staff room, classroom or appropriate room, depending on the topic of the meeting, Monday afternoon at 3:45pm-5pm.

School day

The school day begins with registration. The class teacher opens the outside door at 8:40am allowing the children to enter the classroom and start the day with an appropriate set task (eg. Mark Making). Registration is at 8:50am. Registration is taken through SIMs.

Assembly and break is from 9:55am to 10:45am each day in the School Hall or Multi Purpose Room.

Period 1	8:55am
Assembly/Break	9:55am
Period 2	10:45am
Period 3:	11:30/45am
Lunch	Year 3 & 4: 12:30pm-1:25pm
	Year 5 & 6: 12:45pm-1:40pm
Period 4	1:30/45pm
Period 5	2:30pm
Home time	3:30pm

Registration, registers and absences

Registration is the opportunity to do the following:

- Check uniform.
- Deal with behaviour issues (Children on Levels, etc.) and complete behaviour on Sims.
- Complete the register.
- Collect in letters and reply slips.
- Check students have the correct equipment.
- Follow up absences and monitor attendance.

The Sims system is to be used to register the students in the morning and after lunch, as well as track achievement and behaviour. Training in the use of Sims will be given on the first day of training. Children who are late complete the late log in the office. Sims has a key of codes. When dealing with absence, make sure that the pupils hand in letters explaining why and record them accordingly. Place all absence letters in the class register.

Staff health and sickness

All appointments for the doctor, dentist etc. should be in school holidays or out of school time, whenever possible. If appointments are in school time or you have a hospital appointment (over which you have no control), please bring the appointment card with the date and time for a member of the Senior Leadership Team to see and then write the appointment on the Google calendar.

If you are sick and cannot attend work then you **must** inform the school by phoning a member of the Senior Leadership Team by 7am. Please inform the school when you will return to work before 2.00 p.m. You will require a doctor's note and confirmation that you are fit to return if you have been off for more than a week. On your return from illness you must not start work again without a 'return to work interview' with a member of the SLT. This will allow the school to make sure that you have the necessary support and provide you with information of any events/ incidents that may have taken place in your absence. If you are poorly and should be attending a course then you must phone a member of the SLT that you are ill and will not be able to attend the course. If you are unwell in school you must inform a member of the SLT that you are too poorly to continue work and that you are going home or to see the doctor.

Sickness of family members

If your child or a family member is ill and you cannot attend work, then you should inform a member of the SLT. If it appears that you may have to be off work longer than one day, then please keep the SLT informed in the same manner as you would do for your own illness.

You are entitled to one day of paid leave for the sickness of your child so that you can organise child-care for any subsequent days that your child requires it. If this care is provided by you, after the initial day, this leave will be classed as unpaid and a substitute teacher will be arranged.

Communication

The diary for each week is on display in the staff room. Each member of staff has log- in details for the Google Calendar, to add to (please check with the Senior Leadership Team first) and see events for the year.

Useful phone numbers

Headteacher: 223
Deputy Head (Pastoral): 226
Deputy Head (Achievement): 228
Inclusion (SENCO): 229
Head of Year 3: 333
Head of Year 4: 334
Head of Year 5: 335
Head of Year 6: 322
Welfare: 225
ICT support: 232
Admin: 221 & 222
Site Manager: 231

Duties

The duty timetable is in the staffroom.

The staff room

The staff room is available for all-teaching staff, non-teaching staff, students, volunteers, visiting professionals and guests to use. Parents should not use the staffroom. Tea, coffee, milk and sugar are all free for staff.

Staff meals

A school dinner can be booked by ordering and paying the Attendance Officer. The cost of a meal is £2.00 per day. However, if you eat with the children in the hall or you carry out a club, the meal is free.

Useful information

Behaviour

The Academy is very proud of the outstanding behaviour of its pupils. We follow a behaviour policy across the whole school. All new members of staff must read the behaviour policy.

- If a situation arises which requires the presence of another member of staff, either send a child to request assistance or phone through to the relevant extension number.

Please also be aware that children should:

- Walk on the left.
- Not eat in school corridors.

Put up their hand to ask to go to the toilet and only be sent one at a time. On no account should children ever be sent ‘en masse’.

In addition, school uniform should always be enforced eg no hats, no jewellery (except stud earrings), no nail varnish and sensible shoes, not boots. The behaviour of every child is everyone’s responsibility. You must never ignore an incident of unacceptable or poor behaviour because you are reluctant to confront it. Similarly, good behaviour is the responsibility of every member of staff and children should be praised for it.

Play and lunch times

All children use ONLY their year group toilets during class time and the one adjacent to the ICT suite during playtime and lunch. This allows the children to go to the toilet at playtime and lunch without having access to the whole school. No children are allowed in the school building without an adult.

The end of play is announced by a long blast on the siren from a member of the duty team. When this happens, all children **must assemble in the designated areas**.

Assemblies

Assemblies take place every day. Adults must be proactive in assembly praising children who are setting a good example.

When a prayer/reflection is said the children should be invited to bow their heads and close their eyes or look at the candle flame. The children exit the assembly silently and in single file. They are dismissed a class at a time by the person taking the assembly. The assembly rota is available on the notice-board in the staff room. Class assemblies are held on Thursdays and parents are invited in to watch.

Star Citizen and Learner of the Week

Every Tuesday and Friday there is a celebration assembly. **Every class should select one child as a Star Citizen.** The teacher should write the name of the child on a **provided** star, date it and record the reason. These are to be placed on the Deputy Head’s desk before Friday’s assembly. Star Citizens stay behind after assembly to have their photo taken.

Each year group also chooses pupils who have **excelled in maths, writing and reading.** The HOY should write the name of the children on a **provided** certificate, date it and record the reason. These are to be placed on the Deputy Head’s desk before Tuesday’s assembly.

Praise postcards are also sent home on Fridays. These are sent to the office for the Head or Deputy Head to sign before they are posted home.

Presentation of work

Neatly presented work is essential and every effort must be made to ensure this. All writing from children and staff should be legible and in the handwriting style of the school. Please ensure that you also follow these guidelines and insist that they become second nature to the children.

- All books and loose pieces of paper should be named with both **first and last names of every child.**
- All work (including worksheets) must be correctly **dated** and the date underlined with a ruler.
- The title or Learning Challenge must be underlined in pencil and with a ruler.
- There must be NO graffiti of any sort on the covers or pages of the children’s books.
- The decision to use pens will be made on an individual basis by the Head Teacher who awards a pen licence to appropriate children sent to him by the class teacher.
- Once a pen licence has been awarded, blue ink must be used unless stated by SEN requirements.
- Rulers must be used when labelling diagrams.

Maths

- Margins must be drawn in books as a matter of routine.
- At the beginning of each lesson (after the child responded to the teachers markings) the work should be ruled off using a ruler, unless continuing the next day with the same task.
- Work for new lessons should be started under the line not on a clean page.
- **Work must be in pencil.**

On occasions if there is no recording in the maths books the children should record, for example, ‘a practical session today’ or ‘I worked on the computer’ or ‘I worked on the interactive whiteboard.’ An outline of the learning/lesson can also be written by the teacher and stuck in the book.

Literacy

- All work must be well presented and legible (including spellings) and follow the guidelines written above.
- Margins must be used for all written work.
- Ensure a dictionary is always available (preferably on the desk) during any written activity.

Marking

- Remember your own writing should reflect high standards and should be neat and legible. You should follow the same style as the whole school writing policy.
- Poor presentation should always invoke a comment or be completed again.
- All teachers must insure they follow the agreed marking policy.
- **From day 1 introduce regular skills sessions.** These should include sessions on:
 - Correct use of rulers for drawing lines, using a pencil or pen, measuring and crossing out.
 - Use of scissors, cutting skills.
 - Letter formation and handwriting practice.
 - Letter joining from Year 3.

Useful information

Display Boards

Communal and Corridor Boards

Boards should be changed every half term. The theme will be determined by the topic each year group is teaching. These boards may serve as overflow boards so that when a display is removed from the classroom it may be displayed in the corridor. If additional boards are needed for classroom displays, then corridor boards may also be used. They may serve the function of whole school displays such as an art competition or photographs of an event.

Classroom Display

All classrooms should have:

- **a permanent English display board** (displaying vocabulary etc.) – at the front of the class with a yellow background.
- **a permanent Maths interactive display board** (displaying vocabulary, tables, rules, 100 square, number-line etc.) - on the side wall of the class with a blue background.
- a Science vocabulary board.
- a topic board must be evident.
- a PSHCE board must be evident.

Responsibility for other areas of the school

Subject Leaders are responsible for their storage areas but all staff have a responsibility to keep them tidy. These should be labelled clearly and if necessary, systems put in place for the safe and orderly return of resources. **Under no circumstances must children be asked to collect from or return equipment to curriculum areas (such as maths, PE, DT, Art or music equipment) or to stock cupboards.**

Medication, first aid and welfare

First Aid boxes, epi-pens and information are situated in the Welfare room. Information about individual children is situated in each class, the Welfare room and the Staffroom. Any medication that needs to be administered should have a letter from parents and carers and be sent to the Welfare room.

Each classroom has a first aid box for inhalers, etc. Only children who possess an asthma pump must have access to it. Serious injuries should result in a call to one of the designated first aiders who holds valid certificate (see staff room notice board). Children should never be sent to the office unaccompanied if they are feeling unwell. Equally they should only be sent to welfare if they are really ill. The Welfare Officer will then contact the parents if necessary. No child should sit in a corridor if they are ill. **A child should never see illness as a way out of the classroom.**

Emergency Procedures – see policy

Staff drinks

When children are on the premises staff must only take hot drinks in a cup with a lid – no open cups, glasses or mugs are allowed whilst children are on the premises. Cold drinks may be taken into classrooms but cups must be returned, please.

Letters

Under no circumstance are letters to be sent from school without the approval of the Senior Leadership Team. A copy must be sent to the office for filing.

Curriculum newsletters

These must go out on the first Friday of the autumn, spring and summer terms. It is the HOY responsibility to email them to the office to be uploaded onto the school website. Newsletters should be current and up to date and **inform parents of how they can support their child’s learning.** It should also give **dates of trips** that term.

Homework

Literacy and numeracy homework **must** be set weekly and valued. You should set the homework for those children on the SEND register linked to their on a weekly basis EHCP if necessary. It is imperative that our Gifted and Talented children are presented with as many open, investigative, challenging tasks as possible. Homework goes out Thursday and is due back on a Tuesday.

School uniform

Children must wear a school uniform- **there are no exceptions. You must be ruthless and relentless in pursuing non-compliance. A text must be sent home each and every time a child is not in full uniform.** Children must never be castigated for non-compliance- it is the parent’s fault not the child’s.

P.E.

All adults taking P.E. should wear school PE kit with pumps or trainers, as staff are not allowed to have bare feet. **All children must take part in Physical Education lessons unless they have a doctor’s note.** If a child does not bring the P.E. kit then they still take part in bare feet in the hall, removing jumpers etc. Do not berate the child for not having their P.E. kit as it might not be their fault. Remind them to bring their P.E. kit next time. If they continually (more than twice) forget their PE kit then it becomes a disciplinary matter and a text should get sent home. **If the child has a doctor’s note then they must still watch the P.E. lesson taking notes of what has been taught.** This should be kept by the child and valued.

Similarly for swimming, **every child in Year 4 must go swimming.** If they have a doctor’s note then they make detailed notes of what has been taught in their group. If the child has no costume then again, the child must take detailed notes of the lesson missed and a letter should go home to the parents telling them that their son or daughter neglected to bring a costume or trunks. Do not berate the child, as it might not be there fault; remind them to bring their costume or trunks next time.

Changing arrangements– children should get changed in the changing rooms in the Year 6 block or in the classrooms. Should any child not wish to get changed in the classroom with the opposite sex then an agreed area outside the classroom may be used. **All children must place their clothes back in their PE bags before and after the lesson.**

After School Clubs

Please let the Extended Schools Officer know what clubs you would like to support or run each term. Taking a club allows you to have a more ‘relaxed’ relationship with the children (though never informal). It also allows you to work with children that you wouldn’t normally teach. Teaching assistants are welcome to take a club if they wish. There are never clubs on the first or last week of terms.

Whole School Diary

The school Google diary is for staff to use.

Username: xxxxxxxxx@woodendacademy.org.uk

It is your responsibility to look in the diary for advance notice. **Do not book events without first consulting the diary.** Ensure events are visible to all staff. If you are booking an event that parents/children need to know about, please also enter this into the Parent School Diary which is available to everyone via the school website. **Please be careful to ensure that ‘private’ diary events are not put into the ‘parent’ diary.**

Houses

The House system is an important part of the school. Every pupil and member of staff will be allocated a House when starting at the school, by the administrative staff. Siblings will be put into the same Houses.

School Council

Each class elects two children for the school council every year. It must be a secret ballot with the teachers also having a vote. These children meet with HOY. From this group of children two children are nominated to meet with the head teacher to share the ideas from the rest of the year group (Executive School Council). The school council's decisions feed into the school development plan and guide the governors. (The school council chooses 2 charities which the school supports each year.) Meetings take place monthly and councilors give feedback to classes – this must take place.

Staff meetings and insets

Staff Meetings and Insets are in the diary, the topics can change so check regularly. Attendance at all meetings is compulsory for teaching staff. All staff are welcome to attend Staff meetings.

Parent evenings

Parent evenings are directed time and are over 2 evenings for the autumn and spring term. The summer parents’ evening is an open day.

Lesson planning

All lesson plans need to be saved in the planning folder on the Google drive. These are to be completed a week in advance. Lesson plans are monitored by the Head of Year and Curriculum Leader. The Academy has a marking policy, which all teachers must adhere to.

If you are out on training or other activities you must have the lessons clearly planned for the cover teacher. Remember to include information about children in your class who

have specific educational/medical needs or behaviour plans. Ensure your information on all children and on Child Protection is seen. Include or indicate where in the classroom the policy is for the school system of managing behaviour.

Monitoring of school/classroom performance

The School Plan will drive monitoring. Monitoring of classroom performance will continue to take place either through the NQT process or the performance management process. There will be unannounced visits from the Senior Management Team. These visits are separate from performance management and are to support and celebrate your teaching, **not to catch you out!** The focus will be on learning, classroom management and inclusion.

Performance management – teachers should set up with their appraiser, classroom observations (3), linked to their performance management objectives within the academic year.

ICT

All staff and pupils **must** complete an Acceptable Use Agreement.

Reports and data

Children progress reports are written at the end of each year. Each child is also assessed on entry into the Academy and each term or half term. This data is analysed by the Assessment leader, Inclusion Manager, HOY and teaching staff. Interventions are put in place if a child is underachieving or if staff feel a child needs extra support in a particular area for any reason.

Assessment data is computer generated and needs to be updated on a regular basis.

Staff development

If you wish to go on a course, you must consult the and Head of Year or Head Teacher.

School trips

All classes are expected to have at least three school trips in the school year. When organising a school trip you need to keep this in mind.

Notice of a trip needs to go out to parents at least 3 weeks in advance. If you want parent volunteers then you should make clear that it is first come first served.

A risk assessment must be undertaken and given to the head teacher at least 3 days before the trip.

The organisation of the trip should be made clear. It should have designated meeting points for all adults at regular times.

Make sure all adults have a mobile phone and a school contact number.

Make sure that all adults are clear and happy about all the arrangements.

The cost of the trip should not exclude any child. Where you know a family will have difficulties please let the SLT know so funds can be provided.

Preview/inspection visits **MUST** always be made. This can be done in school time with prior arrangement and agreement with the SLT.

Costing for the trip must be cleared with the head teacher before letters are sent out. Letters should be drafted by the teacher organising the trip and approved by a member of the SLT.

Governor visits

It may be that a governor will visit your class with an agreed agenda. This agenda will always be linked with school policies. Governors will only be there to see that the policy/policies are being followed. They do not have a role in the performance management process or reviewing your teaching and learning.

Always make governors welcome as they have a difficult role to play in monitoring the functions of the school. They will be looking to see that what the Head Teacher says is happening in classrooms or around school is actually happening. If you have any concerns about the way governors work or visited your classroom then the correct procedure is to speak to the head teacher or your governor representative. The matter can then be brought to the attention of the governing body (or relevant committee).

Child protection

The Academy’s first priority is the welfare of our pupils. We are committed to the highest standards in protecting and safeguarding the children entrusted to our care at all times.

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse and that all staff are well placed to identify such abuse and offer support to children in need.

The **Child Protection Officer (CPO)** at Wood End Academy is **Warner Stainbank (Head Teacher)**. He has been fully trained and has had frequent updates on current practice and legislation. All child protection concerns must go through him. In the event of his absence **Sean Gorman (Inclusion Manager)** who also has been fully trained.

Key issues and Principles

- The child’s welfare should be of paramount consideration throughout
- Child Protection concerns should always be given immediate priority. Delay is unacceptable.
- Any individual with a child protection concern has a responsibility, regardless of their place in the organisation, to take the matter further
- Communicate!

Monitoring Pupils

Effective monitoring and recording is vital in cases where there is no direct disclosure of abuse or when the child has communication problems or is too young to give such information. Classroom teachers and teaching assistants play a valuable role due to their closeness to pupils and the regular contact they have with them. Good records can be valuable contributions to child protection conferences.

The following may be useful:

- Patterns of attendance
- Changes in mood
- Changes in classroom attitude
- Changes in social groups
- Behaviour
- Relationship with peers and staff
- Appearance
- Changes in family situations
- Response to swimming/PE changing
- Parental comments/interest/actions

Dealing with disclosures

- It is vital to offer the child time to talk
- Don’t be judgmental, or express horror or anger
- Use only open ended questions eg Can you tell me what happened? When did it happen? Who was there?
- **Never promise confidentiality**
- **Never use leading questions eg Was itor.....that hit you?**
- Recording should be verbatim using the actual words of the child and noting any questions the child raises. Make notes as soon as possible
- Note days, time, who was present, positions in the room, anything factual about the child’s appearance
- These notes must be kept secure as they may be needed later
- If possible use a silent witness to record and clearly clarify

- Check notes with the child
- Always sign and date notes

Never:

- Take photographs
- Arrange medical examination
- Attempt a medical judgement
- Remove clothing
- Tape record an interview

Fundamental principles for protecting yourself

- Treat the child with dignity and respect
- Look after the children in the same way in which you expect to be looked after
- Use the same rules you would in any situation - basic common sense
- If something does go wrong then tell someone
- Be as public as you can
- Always avoid unnecessary physical contact
- Redirect attention away from personal matters which may arise (That is an adult question so when you are an adult you can ask it.)
- Contact during class activities should be restricted to what is appropriate and should be as visible as possible to others
- If a child is distressed, physical contact can be given but discretion should be used over the level and justification. Avoid this in a one to one isolated area
- Apparent sexualised behaviour should be discouraged. Discuss with the CPO (Child Protection Officer) immediately

Use of Force

The school has a regularly reviewed Care and Control policy of which every teacher and teaching assistant must review. Physical restraint should only be exercised on rare occasions **when there is no alternative**. The designated adult will use the minimum amount of force for the minimum period of time. All other attempts to resolve the situation should have been used and the child must be informed clearly that force will be used. A record must be made following any positive handling incident.

Physical restraint will normally only be necessary to prevent the pupil:

- Causing harm to himself/herself or others
- Causing serious crime to property
- Committing an act which risks harm to other people

Tutoring

It is good professional practice to inform the head teacher of any activity that you take part in, after or before working time, that may reflect (either positively or negatively) on the school and/or involves personnel or children attending Wood End Academy. One area of contention can be Tutoring. **It would not be acceptable for any member of staff to privately tutor a child that attends this school.** If you intend to tutor children that do not attend this school it would be professionally courteous to inform the head teacher of such an activity.

Taking care of children’s property

As a matter of course children should never bring into school any object or possession that is valuable (mp3 players, personal games consoles etc). Neither should any item that would cause distress to the child or their carer or parents if were lost, broken or stolen. Children who break this rule or hide the fact that they have secreted an object into the classroom are responsible for that object themselves. The duty of a parent is never to allow a child to bring such an object into school. The duty of a child is never to bring such an object into school or to immediately inform a teacher that such an object is in their possession. The teacher may decide to confiscate it. Confiscated items should in every case be returned to a parent/ carer so that they are aware their child has brought the item into school. If you need to temporarily confiscate an item, please follow the guidance below:

- Label it with the pupil’s name;
- Store it securely and safely. This must be in a locked filing cabinet, box or room, staff room, or even the school safe, depending upon the item’s value and size;
- **Items should be handed back to pupils individually**

This policy will be placed on the school website, within the staff handbook and in school newsletters fulfilling our duty to clearly communicate this information to pupils, parents and staff. Teachers must be aware that if they cannot show that they have not been negligent whilst looking after a pupil’s property, they will be liable for loss or damage whilst it is in their control.



Manpreet enjoys helping children develop and progress in the friendly atmosphere at Wood End Academy



Manpreet Punny is a Year Three teacher at Wood End Academy in west London and is the PSHCE (Personal, Social, Health and Citizenship Education) lead for the school.

Social skills

Manpreet believes teaching is about more than just helping the children learn about the various subjects. "It is also about assisting the children's social and emotional development, promoting resilience and creating well rounded individuals who can cope in the world," she says. "As the lead on PSHCE, I look after the children's health, well being and safety. I monitor the way it is taught across the school and ensure good coverage of important areas such as relationships and sex education. I really enjoy the role and am passionate about it."

Mentoring role

Now in her third year as a qualified teacher, Manpreet currently takes a Year Three class. "I did my final placement at Wood End during my PGCE year and then applied for a job here because I really liked the school. Teaching is very challenging but I love it. This year I mentored a student teacher doing his placement here and enjoyed being able to pass on what I have learnt so far," she says.

Enjoying learning

"This year I have a relatively small class of 23 children, compared to as many as 29 in previous years. I also have a full time LSA in the classroom, who gives one to one support to a little girl with severe learning difficulties," Manpreet says. "The children, who are aged between seven and eight, are well behaved and enjoy learning. In the morning they come in buzzing and full of questions. We start with numeracy and then they go to assembly or for their break while I get on with marking or lesson preparation. The second lesson is either RE, PSHCE or PE and then we do literacy before lunch. In the afternoon we do either Topic, Art, PE, Science, Spanish, for which there is a dedicated Spanish teacher, or Recorders, for which an external teacher comes in."

Extra support

"Many of the children can work independently but some require you to sit next to them and help them with whatever task they are doing. There is a wide range of abilities in the class. I have one child who is learning basic phonics while another is a free reader and writing her own stories," Manpreet says.

Helpful colleagues

"One of the reasons I applied for a job at the school was because the other staff were all very welcoming when I started here as a student. It is also lovely to know that if I have any thoughts or suggestions I can speak to the head teacher or deputy head teacher. Everyone is very approachable and you feel your voice is being heard. There are many opportunities for career development, depending on the way you want to progress. The resources at the school are brilliant and we are assisted by the latest technology, such as interactive touch screens, which are a great help in lessons. I would definitely recommend Wood End Academy to other teachers."

Matthew has enjoyed the challenge of his first year as a qualified teacher at Wood End Academy



Newly-qualified teacher Matthew Sturge has taught a class at Wood End Academy for nearly a year, having done a placement at the school as a student the year before.

Developing skills

"My first year as an NQT has been challenging but enjoyable," Matthew says. "I have had to learn how to time things so lessons don't overrun and for all 23 children in the class to get the help and attention they need. Experienced teachers know how to do this but I have been learning along the way."

Good class

"I teach a Year Six Class, which has been a great year to start with and I have enjoyed seeing the children progress. They are at a nice age and respond well in conversation. Their behaviour is good as there is consistency about discipline all through the school, so by the time they get to Year Six they know what is expected of them," Matthew says.

Earning respect

"Wood End has a lovely atmosphere and there are always smiling faces in the corridors. It is a cosmopolitan environment with lots of different languages spoken.

I enjoy the challenge of making sure all the children are catered for. Some need extra help, while some need stretching. There have been lots of good moments but the highlight has been earning the children's trust and seeing how far they can progress in a short space of time."

Varied schedule

"No two days are ever the same and, as this is a career change for me, I am aware some jobs can be repetitive," Matthew says. "The first lesson of the day is usually literacy when the children work in groups according to their ability. Then they have assembly or playtime while the teachers do marking and preparation. Afterwards they go to their different classes for numeracy followed by guided reading sessions in their literacy groups. We do a short lesson before lunch preparing them for either science or a topic lesson in the afternoon and then it is either PE or ICT. The children leave at half past three but I tend to stay behind making preparations for the next day."

Individual ideas

"I like being able to come up with my own ideas for lessons as the school does not lay down strict rules about how things should be taught. There have also been lots of fun things during the year, such as when the whole school ran a mile for Sports Relief and when we went to the British Museum and the Imperial War Museum."

Self-belief

"I would definitely recommend Wood End Academy to new teachers. My advice is to believe in yourself and be confident when you start out. Expect the children to be well behaved and things to go well. This school is relaxed and you needn't be afraid to ask if you need help. Everyone will make you feel welcome here," Matthew says.

Autumn term

5th September 2016 to
21st December 2016

Half term: 24th to
28th October 2016

Spring term

3rd January 2017 to
31st March 2017

Half term: 13th to
17th February 2017

Easter holiday 31st March
to 18th April 2017

Summer term

18th April 2017 to
21st July 2017

Half term: 29th May to
2nd June 2017

Staff training days: 5th and 6th September 2016, 3rd January 2017, 18th April 2017, 5th June 2017. Occasional days: 24th, 25th, 26th July 2017. Please note that children do not attend school on staff training or occasional days.

I don't want to get it wrong, so...

What do I call everyone?

- We all use first names but never if children or parents are present.

What should I wear?

- Smart clothes are ideal for school. We must set the example for the children. On training days you may dress down. Jeans and T-shirt are acceptable.
- When taking P.E. you should be suitably dressed wearing either pumps or trainers and the school staff PE kit.

Where should I park?

- There are parking spaces available in the car park. Please do not use the designated spaces for the Head Teacher and Deputy Head Teacher. If parking places are full please double park on the right hand side on entering the school gates.

Can I go out at lunchtime?

- This time is your own time. If you do leave the building please remember to sign out and then in again. The signing out book is kept in the office.
- Please ensure you are back on the premises in good time to prepare for the afternoon's lessons.

What would it be inappropriate for me to ask children to do?

- To return your drink cup at playtimes.
- To escort strangers around school.
- To leave the buildings and grounds.
- To admit adults or children onto the premises.
- To keep a secret.

What is expected of me in school?

- To maintain a commitment to raising the achievement of all pupils in school and to high expectations and respect for their social, cultural, linguistic and ethnic backgrounds.
- To recognise the importance of being part of a team and to develop good working relationships with all members of staff.
- To demonstrate and promote the positive values, attitudes and behaviour that you expect from your pupils.
- To remain motivated and to take responsibility for your own professional development with support from senior members of staff.
- To have a professional attitude towards your teaching and to establish a purposeful learning environment where your pupils feel secure and confident.

Are there any things that are frowned upon?

- **Smoking** - This is not allowed anywhere on the school site.
- **Shouting** - Raising your voice at children or other adults in anger is unacceptable.
- **Humiliation** - This is an unacceptable form of punishment.
- **Leaving cups** around school, in your classroom or in communal areas.
- **Untidy, outdated or irrelevant displays** - It is your responsibility to create a stimulating environment for your pupils.
- **Clutter** - Your classroom should be well organised and an efficient, work-like environment (tidy classroom = tidy thinking)
- Having your mobile phone volume on during teaching time. **Mobile phones should be turned off or on silent!**



Wood End Academy
Vernon Rise
Greenford
UB6 0EQ

Tel: 0208 4226175
Email: admin@woodendacademy.org.uk
Web: <http://www.woodendacademy.org.uk>

