



Priory Staff 'Shop of Support'

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PRIORY STAFF 'SHOP OF SUPPORT'

SUPPORT AVAILABLE FOR ALL STAFF AT PRIORY

This document outlines the type of collaborative support on offer for **all staff** at Priory, **you**, to complement **your** CPD, as well as our PM, appraisal or capability processes.

This 'shop of support' is not an exhaustive list. It will evolve year on year and throughout the year. It will be specific in some cases to certain individuals – whether that be teachers, TA's or the headteacher for example, but is nevertheless listed within this document to provide concrete examples of the type of support available to **you** as an individual, as and when **you** might need or want it.

It will allow **you** to initiate conversations with colleagues about what needs to improve, what will move **you** from good to great, but importantly, **how** that might actually be achieved.

Why should I need support?

- Minimum expectations (as outlined in the teacher standards) are that '**you make the education of your pupils your first concern, and are accountable for achieving the highest possible standards in work and conduct. Where you act with honesty and integrity; have strong subject knowledge, keep your knowledge and skills up-to-date and are self-critical; where you forge positive professional relationships; and work with parents in the best interests of your pupils.**' (Teacher standards document)
- Because **you** must ensure the best academic and pastoral progress of **all** our pupils.
- **You** must be willing therefore to reflect on **your** practice, year on year, to **avoid complacency** and change, evolve or tweak the way **you** do things so **your** practice is continuously honed and improved to achieve this.
- Because, '**what got you here, will not necessarily get you there**' – **you** must break any mind-set that chain **you** to certain ways of doing things and to doing things the way **you** have always done them.
- Because the highest form of accountability is **your** own professional accountability for the quality of **your** work and to the pupils who **you** support.
- Because **you** must be an agent of **your** own accountability - committed to **your** own professional learning – improving **your** pedagogical skills, accessing and using best evidence, innovating, evaluating and improving learning.
- Because **you** must ultimately take ownership and accountability of **yourself** for the outcomes and the quality of education that **you** provide at Priory.

What will Priory aim to do?

- Recognise that developing the quality of leaders, teachers, TA's and support staff is one of the most important jobs in the school and make it the starting point that professional learning can always be better.
- Ensure there is sufficient investment in professional learning for **you**, and that developing professionalism is a key strategic priority.
- Remove obstacles and create the conditions that will allow **you** to develop.

- Support **you** to work collaboratively to evolve, to cultivate peer learning within school and between schools and to encourage innovation.
- Support **you** to plan and evaluate **your** teaching with colleagues, observing and learning from each other and sharing what works within or across groups of schools.
- Support **you** to access, where necessary and at the right times, relevant support as listed in this document.
- If necessary, prioritise support in the following order. Those staff following:
 - Formal capability
 - Informal capability
 - Appraisal
 - Staff not following appraisal or capability procedures.

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- Support within Priory from **other colleagues** – e.g. Teaching staff, T&L team, ELT lead.
- Support for staff to **become markers for their exam board**.
- Support for staff in Specialist (subject) Leaders in Education (**SLE's**) **applications**.
- Support for staff in National Leaders in Education (**NLE's**) **applications**.
- Support from **SLT** in:
 - Leadership, Appraisal, Performance Management – ME
 - T&L, DP – LCO
 - Data and all pupil outcomes – NG
 - Pastoral, Behaviour for Learning – DC
 - Curriculum – HY
- New/continued support from a teacher/s/leader/s from **another school/s**.
- **Visiting** other teacher/s/leader/s from other school/s - observing lessons, leadership discussions, moderation etc.
- Involvement in **Learning Walks**.
- **Regular meetings** with ELT lead/SLT subject line manager (co-ordinator).
- **Observations** of other colleague/s/department/s - including those at other schools, and other colleagues at Priory.
- Support from **Lancashire advisors** – please refer to the relevant documents highlighting support available such as:
 - Specialist (subject) Leaders in Education (SLE's)
 - Senior advisor support – to undertake external reviews such as:
 - Behaviour and attendance
 - SEN Support
 - Curriculum and schemes of work
- Support from our **Teaching School Alliances** (Preston TSA, Endeavour Learning Trust TSA, Red Rose TSA) – please refer to the relevant documents highlighting support available such as:
 - Specialist (subject) Leaders in Education (SLE's)
 - Subject network groups with the ELTSA
 - Preston's TSA – leadership conference attendance

- Preston's TSA – Leading teams courses and school support staff courses
- Preston's TSA – involvement in research and development projects
- RedRose TSA CPD Twilight Programme.
- ELTSA executive support/involvement in SEND, CEIAG, CPD, Curriculum and assessment.
- **PiXL** - Strategies and attendance at subject specific conferences
- **PiXL** engagement leadership programme
- **PiXL** middle leaders programme
- **Primary transition project work** – English based – Maths based.
- Secondary work with **maths disadvantaged KS4** (Lancs sub regional improvement board).
- **SIP** support.
- **Independent associate advice** where applicable.
- **Qualified mentor status** for ITT mentors.