



Central Region
Schools Trust

Founded by the RSA



OUR OFFER TO STAFF

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In Central Region Schools Trust (CENTRAL) we recognise that it is people who will enable our pupils to flourish, we understand that happy, well-motivated and well-trained staff will make the biggest difference to our pupils. Staff at CENTRAL go the extra mile so that pupils can achieve excellence.

We know that working in schools and for the Central Team can be demanding and pressured so we have a solution focussed mind set to try and remove barriers and make life that little bit easier. Whether that's making sure that you have time to have a cup of tea during the day or ensuring that you have access to the best professional development – it all counts!

The quality of our staff's experience at CENTRAL is a priority for all of us. We want staff to enjoy their time at work and thrive professionally.

CENTRAL is a great place to work. Our Staff Behaviours underpin the way we work together:

- We lead by example
- We communicate effectively
- We keep our promises and commitments
- We develop each other through line management
- We are solution focused
- We put the 'team' first
- We think about the bigger picture

In our school our pupils are hardworking, their behaviour is outstanding, our teaching pedagogy is based on research and we have excellent facilities. We believe that a successful school is founded upon

communication and teamwork and so staff contributions are essential in helping us move our Trust and schools forward. We recognise the importance of being heard and feeling valued and are relentless in our quest to ensure that our teachers are supported during their time in CENTRAL. Here are some of the ways, already established, recently introduced or planned, which makes CENTRAL an excellent place to work.

Professional development

1. A commitment to your professional development and growth whether you are in your first few years of teaching or have been teaching for 20 years or longer.
2. Regular planned CPD sessions that are led by colleagues, conducted in small groups to aid discussion and designed in house taking into consideration the school priorities and the views of the staff.
3. Access to a vast range of training courses offered by Central Professional Learning, Research and Development (CPLR&D).
4. Part payment of fees and use of apprenticeship levy towards further qualifications such as masters and doctorate programmes.
5. Opportunities for promotion. We are always looking for different ways and opportunities to promote colleagues within CENTRAL.

6. Opportunities to work at other schools within CENTRAL.
7. Cross-school/cross department working on training days to share best practice.

Safeguarding your time

8. Staff break duties scheduled on days where they are either free before or after break
9. There is no expectation for staff to answer out of hours emails. Guidance has been issued to staff in dealing with communication via email. The use of personal mobile phones to pick up emails is discouraged.
10. Training days that are calendared with a view to alleviate pressure at key times in the year.

There when you need us

11. A designated member of the senior leadership team in charge of staff wellbeing and workload.
12. Each school has a trained mental health first aider.
13. A half termly staff forum so that staff can highlight issues and concerns and we can move the school forward together. No issue is too small!
14. We offer an employee assistance programme that offers a wide range of support from emotional support and counselling to financial and legal advice and information.

15. Identification of pinch points during the year for teacher and consideration of this when creating the yearly calendar.

Other

16. Coffee and tea is provided in the staffrooms at break time and available at other times.
17. Access to the Teachers' Pensions Scheme and Local Government Pension Scheme.
18. Free eye tests.
19. Salary sacrifice cycle scheme.
20. Flu jabs are offered annually.
21. Pre-planned and published calendar so that staff can plan in advance.
22. Access to on-site gym and sports facilities. (all welcome to use facilities at our secondary schools).
23. Pay portability when arriving from other schools.
24. Trust wide shut down period over the Xmas week to help and support well-being.
25. Support staff on term time only contracts are allowed to take up to 3 days of leave during term time.

OUR OFFER TO MIDDLE LEADERS

Central Region Schools Trust (CENTRAL) recognises that middle leaders play a critical role in our schools. Middle leaders are the engine of a Trust and school ensuring the vision is turned into reality and that policies translate into practice. They provide a vital bridge between our senior leaders and our teaching staff, acting as both a filter and buffer.

We could not imagine a successful school without effective middle leaders.

It is our belief that successful middle leaders do not happen by accident nor is there such thing as a natural leader. Middle leaders become successful through continued support, targeted CPD and by working within an organisation that works hard to identify and remove barriers and red tape from leadership and teaching. We understand that teachers who progress either within our school or move onto promoted positions in other schools are a sign of our success as a school. Here are some of the ways, already established, recently introduced or planned, which makes CENTRAL an excellent place to be a middle leader.

Professional development

1. Full induction prior to starting as a middle leader.
2. Full in-house training programme for all middle leaders.
3. Handbook for all middle leaders to clearly define the role and expectations.
4. Access to recognised training and leadership courses such as the National Professional Qualifications and other accredited courses with travel expenses covered.
5. Designated middle leader buddy to make sure you always have a sounding board and someone to discuss and share ideas and solutions with.
6. Designated experienced line manager with fortnightly line management meetings.
7. Guidance on ongoing leadership support, such as what research to read, who to follow on Twitter and which professional bodies to join.
8. Opportunities to visit other Trusts and schools to identify and discuss best practice.
9. Opportunities to attend and/or organise area networking meetings to enable the sharing of best practice.
10. Regular middle leaders' meetings which include reading and discussion of educational research and discussion about the application of research in our Trust and school.
11. Opportunities to shadow senior leaders and support with long-term career planning.

12. Opportunities for promotion. We are always looking for different ways and opportunities to promote colleagues within the Trust and our schools.
13. Opportunities to work with middle leaders within CENTRAL.

Time to lead

14. Ongoing review of systems to improve efficiency.
15. Departmental time during the summer term to help you plan and prepare for the following year.

Safeguarding your time

16. Access to data analysis programmes that ensure quick and easy analysis of data.
17. Ongoing review of systems to ensure that systems meet the needs of all involved.
18. Discussion with your designated line manager about your 'to do' list and how to prioritise tasks.





TACKLING WORKLOAD TO IMPROVE WELL-BEING

Central Region Schools Trust (Trust) knows that teaching is exhilarating and rewarding, but recognise that it can also be exhausting. We understand that time is precious and that tired teachers do not make effective teachers.

Our vision for workload is to enable every teacher to become highly effective by:

- Ensuring every teacher has time to focus on what is important, namely planning, teaching and feedback;
- Believing in simplicity and aiming for maximum impact on pupil/student learning with minimal workload for staff; and
- Continuously reviewing and evaluating our systems in order to support all staff to achieve a healthy work life balance.

We care deeply about the well-being of our staff and are signed up to the Education Staff Well-being Charter (Education staff well-being charter - GOV.UK (www.gov.uk)).

WAYS THAT WE MANAGE WORKLOAD AND WELL-BEING

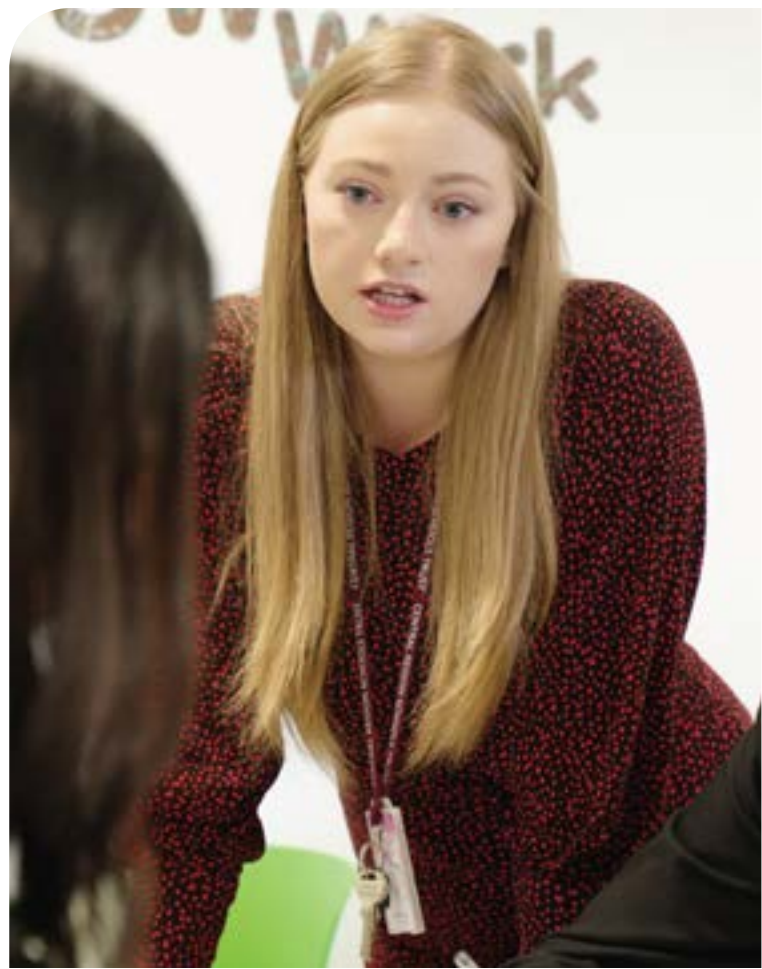
Teaching and learning, planning and curriculum

1. Collaborative planning enables teachers to discuss and share best practice rather than everyone busily planning the same lessons in their individual classrooms.
2. Where possible, and appropriate, staff have PPA time together to allow for collaborative planning.
3. We share resources across departments, year groups and through subject leads both at Primary and Secondary level.
4. We use high quality schemes of work that have either been developed by our co-design groups or are research-based programmes that have clear learning sequences, progression, teacher resources and carefully written guidance.
5. We aim to use quality textbooks, booklets and ready-made resources wherever possible to help reduce planning time and support better teaching.
6. We schedule extra TED days to support schools with the planning of any new initiatives and for staff training.
7. ECTs are supported through a carefully structured programme, an experienced mentor, weekly meetings, extensive CPD, Trust wide networking events and no unhelpful evidence collecting!
8. We have established a culture of support and challenge around the monitoring of teaching and learning – there are no graded lesson observations.
9. Creative timetabling with workload in mind.

10. We are staff and pupil focussed, not Ofsted focussed. Any inspection will see us as we are normally. We are Ofsted ready not Ofsted compliant.

Behaviour

11. Everyone has the highest expectations of behaviour, with all staff (not just teaching staff) reinforcing those expectations.
12. Schools have clear and robust behaviour systems that underpin impeccable behaviour, so you are free to teach.
13. The SLT support break and lunch time duties so that behaviour in unstructured time does not affect the smooth running of lessons.
14. It is not an expectation that staff do any lunch duties.



Assessment, feedback and reporting to parents

15. Wherever possible we encourage the use of online packages for homework to further reduce planning, setting and marking.
16. We have significantly reduced the number of data collections and the amount of data collected.
17. The whole school assessment calendar is created alongside middle leaders to ensure the best possible timings of assessments, exams and moderation, avoiding pinch points.
18. Wherever possible tests and exams contain multiple choice questions and knowledge questions so that they can be quickly marked.
19. The use of formative and summative data is purposeful and informs planning and next steps.
20. We work collaboratively within the Trust when creating assessments. This also improves their reliability and validity.
21. We use tests and exams that can be self/peer marked with minimal teacher marking whenever possible.
22. No onerous or impossible marking policies. Instead, we have a feedback policy that focuses on whole class feedback, verbal feedback and daily quizzes. We are aiming to prevent hours of marking at home wherever possible.

Professional Development

23. Directed time is built with staff at the forefront of planning.
24. Staff training on effective and ineffective feedback so that teachers are fully aware of what has the greatest impact on pupil/student progress.
25. Lesson observations are low stakes, high frequency, focussed upon supporting colleagues to develop their practice.
26. After school meetings and events have been rationalised. The gained time has been given to departments to support collaborative planning, subject specific CPD and preparation time.
27. There is a Trust programme for training middle and senior leaders which enhances the excellent training opportunities offered within schools.
28. The number of line management meetings have been reduced.
29. Comprehensive support for all teachers in their first five years of their careers e.g. dedicated mentors, specific training, regular meetings and access to the early career working party. The number of line management meetings have been reduced.
30. The school does not roll over its timetable during the summer term. Instead, this time is used on core priorities and providing staff with extra training time.



Need more advice?

Please see our website ([Central Region Schools Trust – Founded by the RSA](#)) for further details of our support and services offer for:

Strategic Leadership • School Improvement
Finance, Payroll and Procurement
Opportunities for Pupils/Students • Human
Resources • Governance • IT • Estates • Data



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