

C1. Staffing and Employment Policy

It is the policy of the School to employ teachers with relevant teaching qualifications e.g. B.Ed., B.A., P.G.C.E., M.A. Ed., MONT. Dip, N.N.E.B., EYPS or equivalent. To ensure a wide spectrum of ability, teachers are employed with specialisation in a variety of subjects. If a class teacher is also a subject specialist they may have the opportunity to take on classes in that area, if the School timetable allows for it, or the role of coordinating a subject.

In all Nursery Schools, EYFS, Key Stage One and Key Stage Two classes, teachers are responsible for the basic subjects within the EYFS and National Curriculum. Specialist teachers are also employed on a full time basis throughout the school.

The Director of Sport is responsible for the coordination of **Physical Education** throughout the School from Reception to Year Eight and a range of specialist coaches are employed on a part time basis to teach Games and Swimming.

Computing is taught in the Nursery School, Pre Prep and Junior Prep as part of the curriculum by the class teacher. **Computing** is taught by a specialist from Year Five upwards. **Science** and **Latin** are taught by a specialist from Year Five upwards, with access to the Science Laboratory from Year Five upwards. **Art and Design Technology** is taught by a specialist teacher for students in Year Two to Six.

Peripatetic Music staff are employed on a part time basis to teach instrumental music throughout the School to children from Year Two to Six.

PSHE/PSED is taught by form tutors and class teachers throughout the School.

The School has a well-equipped **Learning Enrichment** department with Learning Enrichment teachers. Learning Enrichment is available for all children from Nursery to Year Six.

Subject Coordinators/Heads of Department are employed and given an additional allowance. They are responsible for the curriculum, planning, assessment and reporting in their subject area and the maintaining of standards throughout the school. They report regularly to the **Assistant Head Academic** and the **Headmaster**.

Each year group within the School has a **Head of Year**. They are responsible for the pastoral care of students and smooth delivery of the School Curriculum, directing the schemes of work and standards within the year group, staff appraisals and observations with regular assessments and reports to the **Headmistress of the Pre-Prep, Deputy Head, Assistant Head Academic** and the **Headmaster**.

The Head of Nursery Schools ensures that the EYFS Curriculum is planned and adhered to in each Nursery setting.

The Head of the Nursery Schools, Headmistress of the Pre-Prep, the Deputy Head and Assistant Head Academic ensure the smooth day to day running of the School. The Head of Nursery Schools is based at 28/30 Eccleston Street. Each Nursery School has a head who reports to the Head of Nursery Schools. Together they ensure that the EYFS Curriculum is being implemented and that each Nursery School runs smoothly and happily. The Headmistress of the Pre-Prep is based at 28/30 Eccleston Street and is supported by the Pre-Prep Deputy. The Deputy Head and Assistant Head Academic are based at 79 Eccleston Square and at 29/31 Belgrave Road respectively. Staff in the relevant premises report directly to those Heads. The Headmaster of the School is responsible for the overall running of the School.

Each member of teaching staff is contracted to work from 8:20 a.m. to 4:20 p.m., Monday to Friday. All staff have a written job description detailing their specific responsibilities. In addition, Pre Prep and Prep School staff are expected to attend staff meetings which are held once a week, finishing no later than 5.30 p.m. without prior warning. Nursery Head meetings are also held on a weekly basis. Prep School Staff also organise an extra curricular activity on one evening a week from 4.00 p.m. to 5.00 p.m. throughout the year. Year Group meetings are also held on a weekly basis and Subject Coordinator meetings are held on a regular basis throughout the term. A Senior Leadership Team meeting is held once a week. All meetings are minuted with a clear agenda and action points.

Equal Opportunities and Discrimination

In order to promote an environment within which the School can call upon the widest possible range of knowledge, skill and experience, as well as ensuring compliance with the relevant legislation and codes of practice, we are committed to achieving and maintaining a workforce which represents the population within our recruitment area in terms of race or colour, nationality or national or ethnic origins, sex or marital status and disability.

To this end, we shall regularly review the operation of our recruitment, promotion, training and development policies to ensure that no applicant for employment or member of staff is disadvantaged by conditions or requirements which cannot be shown to be justifiable.

If, at any time, employees feel that they have been treated less favourably than others in relation to equal opportunities without reasonable justification, they should raise the matter with their immediate manager and utilise the grievance procedure. In the event that any employee has been the subject of discrimination by another employee in terms of physical or verbal abuse, or harassment, he or she should inform his or her

manager immediately. The perpetrator of any proven instance of discrimination will be subject to disciplinary action and may be dismissed.

Recruitment and Selection

The staffing process is governed by the School's principles of non discrimination and is designed to achieve the best match between, on the one hand, the individual's knowledge and skills, experience and character and, on the other hand, the requirements of the vacant post, recognising the need for flexibility to respond to changing conditions.

The capability of the individual to perform in the position will be the major selection criterion but the ability both to work with others and to be trained, coupled with individual potential will be taken into account. All applicants will be dealt with courteously and as expeditiously as possible. A standard Eaton Square Application form is sent out to anyone who wishes to apply for a position at Eaton Square School. When called for interview, an applicant will be asked to teach a lesson, be given a tour of the School and attend interviews with members of the Senior Leadership Team and the Headmaster. The School has implemented the Safer Recruitment directives and at least one member of the interview panel will have undergone Safer Recruitment training.

Appointments will be confirmed on receipt of satisfactory references and satisfactory completion of a probationary period.

Training and Development

Structured training and development at all levels within the School is essential to the efficient and effective operation of the School's support services and the development of the individual.

The School aims to ensure that all employees have the knowledge, skills and experience to meet satisfactorily the required standards of job performance. In order to meet its requirements, the School will provide opportunities for personal development and advancement to those employees with the requisite ability, aspirations and characteristics. There are many opportunities for Staff Professional Development including Inset, Training and Staff Appraisal/Observation. A process of Staff Induction is in place for all new members of staff and Newly Qualified Teachers (NQTs) where a mentor is provided and a programme of monitoring takes place.

Disability

A disability will not of itself justify the non-recruitment of an applicant for a position at the School. Such reasonable adjustments to the application procedures shall be made as are required to ensure that applicants are not disadvantaged because of their disability.

Before an applicant is judged because of a reason related to their disability to have failed to meet the requirements of a job description and person specification, or to have been less suitable than other applicants, full consideration will be given to

whether a reasonable adjustment can be made which will counteract this disadvantage.

The School will make such adjustments to work arrangements or School premises as are reasonable to enable a disabled staff member to carry out his or her duties. This will include, but is not limited to, consideration of the provision of specialist equipment, job redesign, retraining, flexible hours.

The School recognises the importance of taking pro-active measures to remove barriers to disabled people from the working environment.

Where during the course of their employment a disabled member of staff recognises their need for a reasonable adjustment to be made to work arrangements or School premises, he or she should discuss this requirement with the Headmaster. The expertise of the disabled staff member concerning their own disability will be recognised.

Where the School does not have the relevant expertise to resolve the problem, an outside specialist may be consulted. Once an adjustment has been made its operation may need to be reviewed at agreed intervals, to assess its continuing effectiveness.

Employee Relations

Eaton Square School places great value on good working relationships between employer and employee and between employees. Efforts are continuously directed towards maintaining a constructive relationship and finding mutually acceptable solutions to workplace problems and issues. To this end the following basic principles apply:

- Achieve high performance standards by encouraging employee commitment and teamwork, and promoting an attitude of trust.
- Maintain a work environment in which the personal dignity of each individual is respected and discrimination and harassment are not tolerated.
- Communicate regularly with employees about the School's objectives, achievements and significant developments.
- Recognise the right of every employee to present a complaint, to appeal against a decision and to receive a response within a reasonable time.

Eaton Square School also values the comments and ideas of staff. The methods used for communication are designed to encourage a two-way exchange between management and staff. In order to be truly effective, the full commitment of everyone within the School is essential.

Your attention is drawn to the notice boards in the Staff Rooms, which provide information of general interest as well as on specific issues relating to the School.

Details of any internal vacancies will be displayed on these notice boards.

Informal Communications

Notwithstanding all the more structured communications systems operated within the school, effective communications depend ultimately upon mutual trust and respect between the parties on a day to day basis to promote positive relationships and to avoid conflict. Staff support and co-operation is, of course, encouraged and will produce better relationships and an amicable working environment.

Monitoring and Absence Management Policy

Levels of absence need to be contained because not only is everybody's work important but persistent absences place an undue load on colleagues. With this in mind, absence is monitored on a regular basis by Managers. Nevertheless, the School's approach as an employer, in cases of ill health, will always be one of sympathy, compassion and understanding.

Personal Property

Whilst the School will take all reasonable precautions, it regrets that it is unable to accept responsibility for personal property. Valuables should not be brought to work and you should keep essential belongings with you, secured in your locker or in a safe place.

Lost and found property should be reported immediately to the SLT.

Maternity

The school follows the statutory provisions for maternity leave and pay. Time off will also be allowed for antenatal care. Information concerning maternity entitlements may be obtained from the Bursar.

Holidays

Holidays are to be taken within school holiday times, without exception.

Authorised by	The Headmaster
Date	17 th July 2017
Review Date	September 2019