

Leading Learning Trust

**The Leading Learning Trust consists of Selwyn
Primary School and Portway Primary School**

Join us! - our offer to staff

#LeadingLearning #LeadingLives

Spring 2019



**Leading
Learning Trust**

Selwyn Primary School and Portway Primary School are part of the Leading Learning Trust.



Why teach?



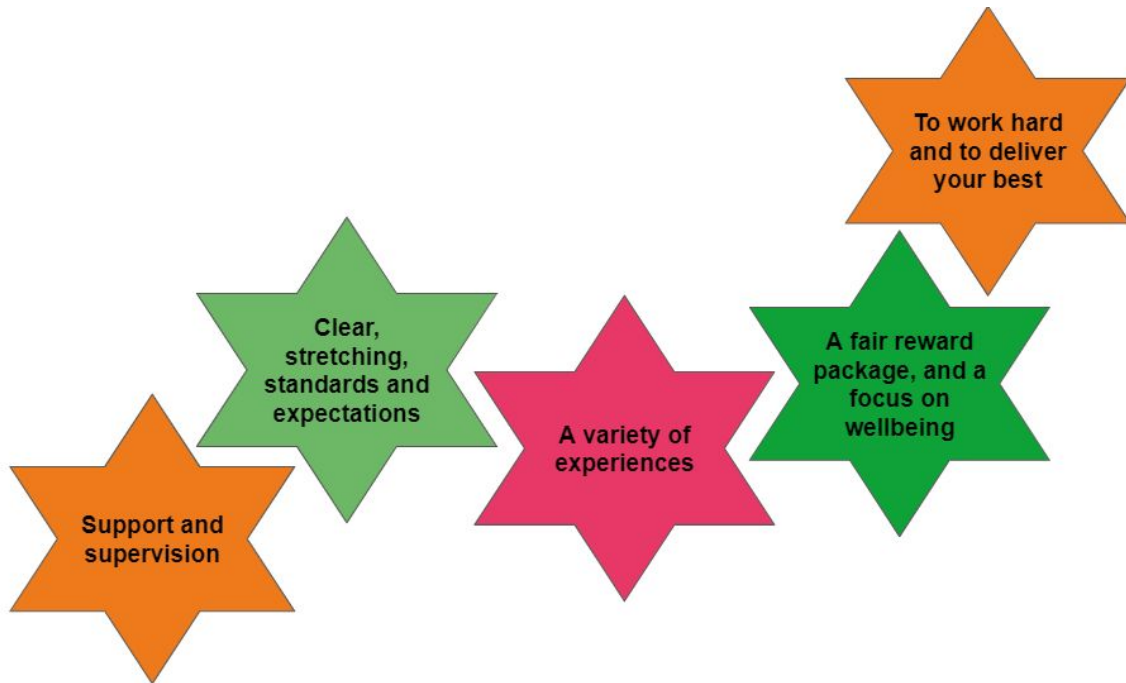
Why the Leading Learning Trust?



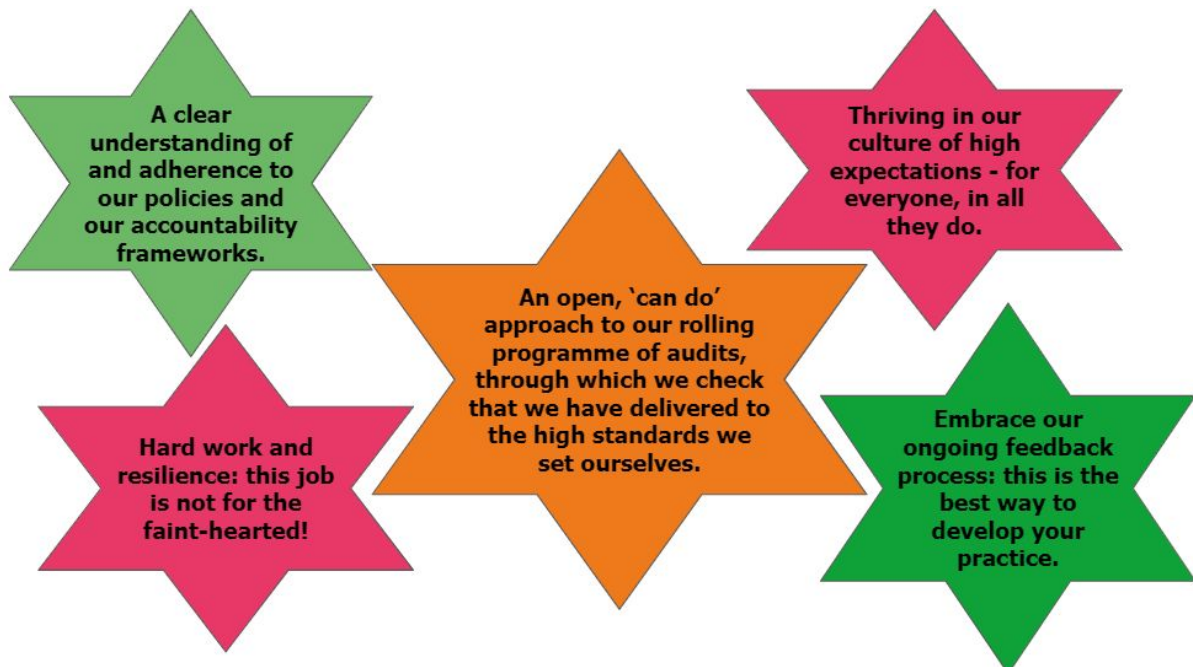
Underpinned by competitive pay and conditions; a supportive environment and committed colleagues.



What can you expect?



What do we expect?





Your career progression and reward

At the Leading Learning Trust, we recognise and value the contribution of every member of our staff team, as without our staff, we cannot effectively support our children's learning and growth. The ethos and culture across our schools, the support we provide both NQTs and teachers joining us from elsewhere, and our desire to support flexible working wherever possible reflect three of the four priorities in the DfE's Teacher Recruitment and Retention Strategy (January 2019) to which we are fully committed.

We have four main sorts of roles at the Leading Learning Trust - with opportunities across both schools to progress and develop. The priorities of the Teacher Recruitment and Retention Strategy run through all these roles, which are as follows:

Teaching roles

Role type	What we offer
Unqualified teachers	At the Leading Learning Trust, we are committed to training teachers and have established links with the East London SCITT. We have a successful track record of sign posting members of our support staff team who wish to train as teachers. We have excellent experienced practitioners and leaders who mentor trainees successfully through their training to become a valued member of our teaching staff team.
NQTs	We have a well-developed mentor programme in place at the Leading Learning Trust, and welcome NQTs. Currently our NQTs attend weekly training sessions at the The Boleyn Teaching School. NQTs receive a 'golden hello' on appointment to the LLT.
Experienced teachers	We welcome teachers with any level of experience, whose pay will be set accordingly. We recognise the value of prior experience, with starting salaries for teachers in this category anywhere between the bottom of the main pay scale and the top of the upper pay scale. We are committed to matching pay.



<p>Leading practitioners</p>	<p>As a learning community, we recognise Leading Practitioners - ie. teachers who use their excellent practice to develop others. A pay award is made for teachers in this role.</p>
<p>Post threshold roles</p>	<p>Experienced teachers who meet the Threshold Standards can apply to move to the Upper Pay Scale (point U1 - U3). At the Leading Learning Trust, we use progression to UPS as a way to recognise and reward both good practitioners and a sustained and substantial contribution to wider school life. We follow the DfE guidance, currently published here.</p>
<p>TLR payments</p>	<p>At the Leading Learning Trust, we support and encourage teachers to take on additional teaching and learning responsibilities as part of their development. This is rewarded via Teaching and Learning Responsibility (TLR) Awards, which fall into the following main categories:</p> <p>TLR3 - for teachers taking on a specific, time-limited project or school improvement initiatives.</p> <p>TLR2 and TLR1 - these recognise teachers taking on sustained additional responsibility.</p> <p>TLRs can be awarded to teachers on either the Main or Upper pay scales.</p>
<p>SEND payments</p>	<p>Across our trust, all our schools are fully inclusive settings. In addition, Selwyn Primary School is Newham's resourced deaf provision. We encourage staff to seek additional qualifications which mean that they can offer tailored support to our children with SEND (Special Educational Needs). SEND payments can be awarded to teachers on either the Main or Upper pay scales.</p>



School based support roles

Role type	What we offer
Teaching assistants (TAs)	<p>Teaching assistants are paid on qualified or unqualified scales depending on qualifications. Pay scales are determined by experience. Weekly training ensures that support staff have access to the same quality training as teachers so that they are able to provide high quality support in the mainstream classroom. As part of the performance management cycle, TAs can receive external training to develop a specialism in a particular area e.g. dyslexia, ASD, specific needs. Some teaching assistants also receive supervision from our commissioned services such as the Educational Psychologist and the Occupational Therapist - this supports the implementation of intervention programmes such as Active Bodies Great Minds, handwriting and Emotional Literacy groups.</p>
Higher level teaching assistants (HLTAs)	<p>We recognise teaching assistants with a desire to become classroom practitioners and provide training and coaching to become HLTAs. We have successfully supported members of our support staff team to become HLTAs through a bespoke training package. This includes a half termly coaching and support meeting with key members of the leadership team. HLTAs also attend weekly teacher training and phase meetings to ensure that they are continuing to develop their subject knowledge to deliver high quality teaching and learning opportunities for all pupils.</p>
Communication support workers	<p>Communication Support Workers (based at Selwyn Primary School only, where we are the Borough's Deaf Provision) have received additional training to support deaf pupils' learning and manage their audiological equipment. The minimum requirement for CSWs is an NVQ Level 3 or equivalent. Staff wishing to train to become a CSW can attend a year programme to gain the 'Certificate for Supporting Children with Hearing Loss' which is delivered by the Ear Foundation. Delegates attend two, one day workshops and complete four units independently between the two face to face workshops —6 units in total.</p>
Learning	<p>Learning mentors support vulnerable pupils or pupils with</p>



<p>mentors</p>	<p>challenging behaviour. Our Educational Psychologist provides training over 6 sessions to become an Emotional Literacy Support Assistant (ELSA). Learning mentors provide this programme to pupils that meet the specified criteria and are regularly supervised by the Educational Psychologist. The Learning Mentors also work closely with the Newham Behaviour Support Service and attend regular network meetings for training and support.</p>
<p>Speech and language therapists</p>	<p>At Selwyn, Speech therapists work specifically with hearing impaired children. Through partnership with Auditory Verbal UK, the speech therapists complete an online training package alongside regular supervision. This consists of Foundation Level (6 months) and Advanced Level (two and half years). Completion of both levels of the package leads to the opportunity to complete the exam to become a Certified Auditory Verbal Therapist (Listening and Spoken Language) which is accredited by AG Bell Academy. Speech therapists are also part of a local network, meeting termly to provide professional support.</p> <p>At Portway, the speech therapist works with pupils with speech, language and communication needs (diagnosed and undiagnosed). Additional expertise is available from the Selwyn team.</p>

School leadership roles

<p>Role type</p>	<p>What we offer</p>
<p>Assistant head teacher</p>	<p>At the Leading Learning Trust, a range of 5 points on the Leadership Spine has been approved for all the Assistant Head roles. Appointment salaries on this scale will be decided on an individual basis. Appendix 3 of the Model Pay Policy provides details.</p>
<p>Executive Deputy/ Deputy Head</p>	<p>At the Leading Learning Trust, a range of 5 points will be chosen from the Leadership Spine. The trust has adopted the structure of Executive Deputy Head teacher and Deputy Head teacher ranges, as set out in Appendix 3 of the Model Pay Policy. Appointment</p>



teacher	salaries on this scale will be decided on an individual basis.
Head teacher	A range of 7 points on the Individual Head teacher pay range has been approved by the Leading Learning Trust for a headship role. Whilst pay for the Head teacher should not normally exceed the maximum of the CEO / Head teacher Group Range, the Trust Board may exceed the maximum where they determine that circumstances specific to the role or post holder warrant higher than normal pay. Head teacher pay will take the specific circumstances of both the school and the trust into account, as well as the challenge arising from children's needs and the school and local context, in determining pay. Details are available in the Trust Pay Policy.
Progression	<p>At the Leading Learning Trust, we aim to recruit the best teachers, to ensure the best outcomes for our children. We recognise that ambitious, effective teachers will want to progress their careers with us rapidly - which we both support and encourage.</p> <p>Progression through the various pay scales is further to an appraisal review, which is conducted in the autumn term, with all changes effective from the 1st September. Detail of how pay awards match progression is provided in the Pay Policy. As a trust, we reserve the right to, within the framework of the Pay Policy, reward measureable exceptional performance via more rapid movement up the relevant pay scales.</p>
Leadership pay spine	All roles in this area are subject to the Leadership Pay Spine. As a school leader, you will be expected to contribute to all aspects of school life as part of your role as set out in the Job descriptions and in the Trust Pay Policy.



Trust support roles

Role type	What we offer
Business leads	<p>These roles provide leadership in all the key support areas across the Leading Learning Trust - eg. Finance, HR and IT. They are fluid in order to meet the needs of the trust, and report to the CEO.</p> <p>These roles are held by experienced practitioners with appropriate professional qualifications.</p>
Functional business support roles	<p>These roles provide support to the business leads, and whilst all have job descriptions, a key requirement of post holders is that they are flexible in these roles, in order to ensure that the balance of work best supports the evolving needs of the trust.</p> <p>These roles are held by those with the necessary technical experience, who are looking to further develop professional expertise in their area of practice.</p>
School support services roles	<p>These roles ensure that the school office functions smoothly and efficiently in order to meet the needs of the whole school and trust community.</p>

At the Leading Learning Trust, part of the way in which we recognise and value the contribution that our staff make is via our Pay Policy. The Trust Board has adopted (and adapted in order that all provisions make sense at our Trust) Newham's Pay Policy, a copy of which is available to all staff. The Policy very clearly articulates the way in which our pay structures operate, and how they aim to reward excellent practice in all school and trust-based roles.



Your health and wellbeing at work

At the Leading Learning Trust, we ensure that we make evidence-based decisions in order to develop our practice across all areas of school life. We know that the biggest driver of positive outcomes for our children comes from excellent teaching, by knowledgeable teachers with detailed subject knowledge.

We also realise that 21st century professional work can be very demanding - and teaching is no exception. Whilst we are clear that we have high expectations of our children and our staff, we are continuing to work with all members of our team to develop working practices that will safeguard their well-being at work. In January 2019, we joined the [Wellbeing Award for Schools](#), which has been developed in partnership with the National Children's Bureau, to bring together all the work that we do at school to promote the wellbeing of our staff and children under a single, focused banner. Key elements of the award scheme are available on the [Health and Wellbeing page of the Selwyn website](#), and the Portway website.

Membership of the award scheme, through which we will work to secure accreditation for our work, and ensure that it reflects current best practice, means that we have a structured, auditable programme in place to ensure that the health and wellbeing of our whole school community is routinely considered as part of the way we work at school. In addition, the processes, policies and interventions that form part of this award scheme all support a culture and ethos of wellbeing at school.

Whilst the information on our website is focused on how we work to ensure the wellbeing of our children, wellbeing of our staff has equal emphasis. As well as promoting a culture and school ethos where health and wellbeing are part of 'the way we do things around here', we have a number of specific interventions in place for staff:

- Dedicated PPA time with your year group partner
- A two-week October half term
- An annual 'well-being day' - to be taken at the discretion of individual staff
- Regular wellbeing and mental health sessions as part of whole staff training or through our Place to Be school counsellor
- Free before and after school childcare for staff with children in Selwyn or Portway
- Supervision for staff in the safeguarding team, leadership and Early Years Staff
- Regular Support and Supervision with the Leadership Team
- A Stress Management Policy and Risk Assessment Procedure, as well as a Positive Working Relationships Policy
- Dedicated well-being staff meetings
- Exit interviews for all staff to use feedback to action areas of common concern
- Employee Assistance Programme:



1. Up to 6 sessions of counselling - per employee and/or family member, per annum, (1 assessment + up to 5 further sessions)
2. 24/7 Helpline Access - via our free-phone (0800 number), to WSM's UK based Counselling Helpline Centre,
3. Life Management Advice - Comprehensive "citizens advice bureau style" advice, information and sign-posting,
4. Legal Advice and debt advice - expert and practical advice and sign-posting to external support specialists,
5. Employee EAP Website - information and sign-posting and online access to all EAP services.

Reducing workload

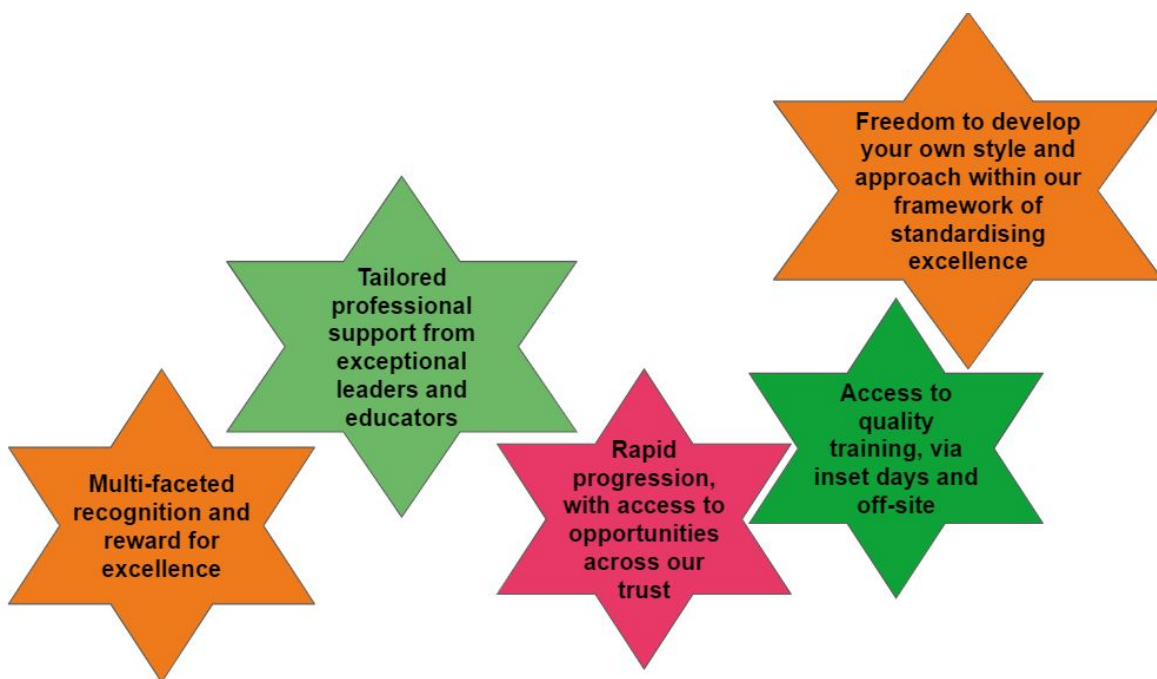
The leadership teams are mindful of the impact that workload can have on the wellbeing and day to day practice of teachers. We are fully committed to ensuring that the four priorities outlined in the [Teacher Recruitment and Retention Standards \(DfE, January 2019\)](#) are integral to everything we do at school - of which workload, flexibility and balance are the third priority. Prior to the publication of this document, we have already implemented the following:

- Developed our schemes of work for Science and the wider curriculum that include weekly planning outlines for every year group
- Adapted timetables to reduce marking
- Encourage marking and feedback during teaching times as a key part of assessment for learning
- Build display tasks into teaching times
- Give subject leads non-contact time for the majority of leadership responsibilities
- Use google classroom to explore ways of planning, assessing, and sharing practice



Supporting your development

At the Leading Learning Trust, we are committed to supporting the career development of all our staff. Specifically, we are committed to the newly announced Early Career Framework, as outlined in the second priority in the Teacher Recruitment and Retention Strategy. By choosing to learn, develop and grow with us, you are gaining access to the following:



**We look forward to welcoming you to the Leading Learning Trust -
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