

Staffing Policy



Learning together in a changing world, creating success for all.



Trinity Fields School and Resource Centre

Staffing Policy

Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF’s “**Rights Respecting School Award**” (January 2017).

The ‘Rights Respecting School’ Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

Trinity Fields is a Healthy School

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

Trinity Fields is an Inclusive School (IQM Flagship School status)

We have demonstrated through national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and publish classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales' National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales' transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in "Education in Wales: Our national mission (2017)". These are:

- Developing a high-quality education profession.
- Inspirational leaders working collaboratively to raise standards.
- Strong and inclusive schools committed to excellent, equity and well-being.
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

At Trinity Fields our staff are recognised as our most important resource. It is imperative that the TEAM ethos which is central to the school's daily and strategic work is actively understood and "lived" by all employees. All staff will work collaboratively in order to develop and enhance effective partnership working with parents/carers, the local authority, and with statutory and non-statutory groups in order that all pupils, irrespective of their abilities and needs achieve their potential.

Our process for appointing new staff is fair and objective, following the guidelines within the South East Wales Safeguarding Children Board (SEWSCB). A link to this guidance can be found by clicking here. [SEWSCB Safer Recruitment.pdf](#)

Job descriptions and person specifications promote equality of opportunity and avoid any form of discrimination. Interviews will be planned in such a way that they provide a structured framework for selection and avoid disadvantaging any candidate.

Aim

To ensure that the governors and school council appoint the very best staff the recruitment process is managed in an effective way that allows appointments to be made based upon candidate's strengths, skills, qualifications and experiences, in addition to meeting the requirements of the school.

Selection process

All application forms are anonymised before the governing body staffing sub-committee receives them. A rigorous recruitment process will be implemented for **ALL** posts at Trinity Fields. Application forms will be shortlisted against the relevant person specification for the particular post. Following on from the shortlisting process candidates will be invited for a school based interview.

The interview process will provide candidates with a range of opportunities to demonstrate their knowledge, skills and understanding in terms of the post for which they have applied.

Our interview process will include the following activities:

- school council interview;
- tour of the school by school council members or by our head boy/girl or their deputies;
- interview with members of the governing body's staffing sub-committee;
- written task relating to the post;
- for teaching and teaching assistant posts there will also be a teaching observation.

Senior teaching appointments: Headteacher, Deputy Headteacher, Assistant Headteacher

Senior teaching posts will all be advertised through the Local Authority (LA) system; currently the LA uses e-Teach to advertise all appointments; these positions will also be advertised via CCBC's website, the school website, as well as nationally. The job description and person specification for the post will be drawn up by the Headteacher in consultation with LA officers, appropriate staff, School Leadership Team (SLT) and members of the Governor's Staffing Sub-Committee.

Where the post being advertised is that of the Headteacher or Deputy the LA will take a strategic role, working in partnership with the Staffing Sub-Committee.

Teaching appointments

All teaching vacancies are advertised through the Local Authority (LA) system; currently the LA uses E-Teach to advertise all appointments. Posts will also be advertised on CCBC's website.

The job description and person specification for the post will be drawn up by the Headteacher in consultation with appropriate staff, School Leadership Team (SLT) and members of the Staffing Sub-Committee.

Shortlisting will be undertaken by the Headteacher and members of the Governors' Staffing Sub-Committee. LA advice will be sought, particularly for senior posts.

Shortlisted candidates will be invited to visit the school, as part of the interview process in order that they can understand the ethos of the school and the contribution that they would be expected to make to support effective working practices.

The interview panel will agree questions in advance of the interview. During the interviews they will ensure that all candidates have equal opportunities to present their skills, knowledge and experience.

Our prime aim is to appoint highly effective teachers with the experience of and/or a qualification in Special Educational Needs. Although for some posts we may be looking for specific curriculum strengths, we feel that subject leadership is a transferable skill.

Teaching assistant appointments

All Teaching Assistant vacancies are advertised through the Local Authority (LA) system; currently the LA uses E-Teach to advertise all appointments. Posts will also be advertised on CCBC's website.

The job description and person specification for the post will be drawn up by the Headteacher in consultation with appropriate staff, School Leadership Team (SLT) and members of the Staffing Sub-Committee.

Shortlisting will be undertaken by the Headteacher and members of the Staffing Sub-Committee. Shortlisted candidates will be invited to visit the school as part of the interview process in order that they can understand the ethos of the school and the contribution that they would be expected to make to support effective working practices.

Administrative appointments

These posts will be advertised through the Local Authority (LA) system; currently the LA uses E-Teach to advertise all appointments. Posts will also be advertised on CCBC's website.

The job description and person specification for the post will be drawn up by the Headteacher in consultation with appropriate staff, Senior Leadership and Management Team (SLMT) and members of the Staffing Sub-Committee.

Shortlisting will be undertaken by the Headteacher, appropriate staff (dependent upon the nature of the post) and members of the Staffing Sub-Committee. LA advice will be sought, particularly for senior posts.

Shortlisted candidates will be invited to visit the school as part of the interview process in order that they can understand the ethos of the school and the contribution that they would be expected to make to support effective working practices.

School council

Our school council will play a pivotal role in all interviews. Senior school council members will undertake the tour of the school with shortlisted candidates and they will also agree interview questions.

The views from the school council will be fed into the governing body staffing sub-committee by the staff member supporting the governing body.

Where appropriate the Head Boy or Head Girl might take part in the whole of the interview process by joining the members of the governing body's staffing subcommittee.

Policy review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Signed		Headteacher
Signed		Chair of Governors
Date of Review: Spring 2020		

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

Article 12: Every child has the right to be heard.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 42: Every child has the right to know their rights.