

# Viking Academy Trust



## Student Handbook Upton Junior School

The VIKING ACADEMY TRUST Student Handbook has been written following advice from EKLA & CCCU.

**Approved by the Trust: Term 2 2017**

**Reviewed annually: Term 2**

**Last review date: Term 1 2016**

**Signed:**

A handwritten signature in black ink, appearing to be 'A. M. P.', written over a light blue horizontal line.

**Chair of Trustees**

# Student Teacher Handbook

## The Viking Academy Trust

### Schools in the Viking Academy Trust (VAT)

Chilton Primary School  
Ramsgate Arts Primary School  
Upton Junior School

This '**Student Handbook**' is specific for **Upton Junior School**.

#### Introduction

A warm welcome to the Viking Academy Trust. We hope your time in a Viking School will be a happy, rewarding time of learning for both you and for the pupils you work with. This handbook has been designed to give you an insight to day to day procedures and should be read in association with the Viking school's staff handbook which details procedures.

#### Recommended Reading:

- Teaching and Learning Protocol
- Feedback and Marking policy
- Environment for Learning Protocol
- Learning Environment Expectations
- Learning Wall Expectations
- **Upton** Staff Handbook
- VAT Staff Code of Conduct / VAT Student Code of Conduct
- Safeguarding material

#### The Ethos, Culture and Values of Upton Junior School

Our vision is to ensure every child achieves his/her potential through a relentless focus on high quality teaching and learning. Ensuring all children make good or better progress in reading, writing and maths is our core purpose. All staff consistently and energetically use the most effective methods for teaching these basic skills. High quality training, from leading experts in English and maths teaching, equips them to do so.

Underpinning this is:

- outstanding day-to-day assessment and marking of children's work;
- first-rate systems for tracking, identifying and celebrating children's progress;
- an exciting, relevant and inspiring curriculum;
- excellent support for the needs of each child.

Our learning environment is vibrant, supportive and welcoming. Classrooms are full of children motivated by positive, well-paced and purposeful lessons. Our staff are passionate about the children's success and ensuring Upton provides a first class education for every child.

We understand that children will achieve best when home and school work together. Effective communication and our 'Open Door Policy' underpin our strong parent relationship. Every parent/carer feels proud of their child's/children's achievements - and knows exactly what these are. Clear guidance is given about the best ways to support children with learning out of school.

All of this is done because, at Upton, our children and their education matter more than anything else. One Childhood: One Chance!

### **Arriving at Upton**

Please arrive at school in plenty of time in order to prepare lessons and resources for the day. All adults must sign in and out (including lunch times) at the main reception and wear an identity badge.

The school building is open to staff from 7.00am and is locked at 6.00pm.

### **Parking**

The school has its own car park with limited spaces which are available to all staff and visitors. Please do not park on the yellow lines. If no spaces are available, the surrounding roads can be used but please be mindful of local residents.

### **Staffroom**

The staffroom has a kitchen area with tea and coffee making facilities and a microwave. Tea and coffee is also provided free of charge.

### **Photocopiers**

The school has two main photocopiers located next to the meeting room (near Year 5). Aim to keep printing and photocopying to a minimum to help us stay an eco-friendly

school. Additionally, try to print mainly to the mono copier (black and white) as much as possible.

### **Resources**

Card, paper and board backing are located in the cupboard next to the photocopying room. Additional paper and card is also kept in the photocopying room. Books are located in Year group cupboards in the Year group's corridor. Each class has its own stock of paper and card in draws. There is an art cupboard next to the resources room which stores a variety of art material. The key to this cupboard can be found in Mrs Walton's classroom. Please visit the resources team during break and lunch times if your class requires additional resources.

Each year group has its own paints and brushes stored under the sink.

### **Dress code**

Staff are seen as role models and, as such, should always give careful consideration to how they dress and act. To ensure consistency across the school it is important that the message given to pupils about expectations for clothing is reflected in the professional clothing choices of all staff. E.g. No flip-flops, jeans, or sports clothes when not teaching sports etc.

Please refer to the VAT Dress & Presentation Code Policy prior to starting your placement.

### **Personal Possessions**

Keep all possessions in a safe and secure place. Most classrooms have a cupboard for you to store your belongings. Please refrain from using mobile phones in classrooms during lesson times.

### **Staff Absence or lateness**

If you are unable to attend school, please contact your class teacher and the head of school (Miss Arthur) by phone before 7.00am or as soon as you are aware you are unable to attend. You should indicate how long you expect to be absent and for what reason.

### **Social Networking**

Social networking sites and blogging are extremely popular. Staff must not post material which damages the reputation of the school or which causes concern about their suitability to work with children and young people. Those who post material which could

be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.

### **Code of Conduct**

All teachers must comply with the Teachers' Standards introduced in 2013 which have replaced the core professional standards published by the TDA as well as the General Teaching Council for England's Code of Conduct and Practice for Registered Teachers. This document can be accessed at <http://www.gov.uk>. The document Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings March 2009 is also incorporated into this Code of Conduct. **Please read the staff handbook for details.**

Please also see appendices for VAT Staff Code of Conduct and CCCU Student Code of Conduct

### **Confidentiality, Integrity and Security**

We expect staff to have an awareness and high regard for the confidential, sensitive and important nature of their role and will be mindful of this at all times including formal and informal discussions with parents, other members of staff, children and the wider school community. Particular attention should be paid in public areas of the school such as corridors, the playground and the staff room.

Details relating to children are confidential and should only be shared with staff, as part of their professional role or with the parents/guardians of the child in question.

Confidential records including those in hard copy, on a laptop or on a memory stick should be kept in a safe place at all times and should not be left in open places in school at home or left in cars.

### **Photography**

Each class has a class camera. Please speak to your class teacher about taking and using photographs and refer to the staff handbook regarding protocol. Please also be aware that some children have certain restrictions regarding photos/videos so please talk to your class teacher with regards to who these children will be.

### **Behaviour**

We use a 25 point system where the Upton Junior School expectation is that all children should keep 25 points by the end of the week.

If a child is displaying behaviour which is not appropriate we first give a verbal warning. If the child continues we then give a warning card, this results in losing 1 point. If the behaviour improves we then take that card away. However, if the behaviour continues we

would swap the warning card for a consequence card. This then means 2 points have been lost. Please refer to the school's behaviour policy for further detail.

### **Raising concerns**

If you have any concerns regarding any of the children or adults please speak to the class teacher or a member of the Senior Leadership team. Further details are available in the staff handbook.

### **Safeguarding**

The Head of School is the designated personnel for Safeguarding (child protection). If you have any concern about a child you should bring it to the immediate attention of your line manager or one of the designated personnel for child protection.

The school website has detailed information on safeguarding procedures and this should be looked at alongside the safeguarding materials you will receive alongside induction paperwork.

### **Pupil Care and Well-Being**

It is expected that staff will maintain a professional relationship with children at all times and conduct themselves in a proper and acceptable way in their dealings with children. Staff must exercise judgement in deciding upon the difference between open, honest, friendly, and caring involvement with children based upon trust and good humour as against over familiarity, which might lead to a breakdown of what is universally accepted as appropriate staff/child relationships.

### **Security**

Children are to be supervised by adults at all times. Do not let the children leave the classroom for any reason unless you have given permission (e.g. toilet break, first aid), you are with them or they are supervised by another teacher or member of staff. The school gates are closed at 8.50am.

### **Emergency Procedures**

The continuous ringing of the school alarm system is the signal to evacuate the building. The class teacher will take responsibility for leading the class out onto the far side of the field. Once outside the class registers will be brought to teacher by the office staff. Staff and children should stay on the playground and await further instruction. There will be at least one drill per seasonal term.

### **Health and Safety**

The safety and well-being of our pupils is paramount. All staff therefore have a duty to assess risks before starting any activity.

### **Classroom Equipment and End of School Day**

The class teacher is expected to leave their class in a reasonable condition which does not hinder the cleaning. All electrical equipment should be turned off and resources returned to the appropriate places. Children should be encouraged to clear their desks and stack their chairs. Lights must be switched off whenever the classroom is unattended and it is the teachers' and other staff's responsibility to see that this happens.

### **The School Day**

8.40 - 8.50 Pupils arrive on the school premises

8:40 Pupils enter school- staff **MUST** be in their classrooms at this time

8:50 Registration starts

8:55 Assembly

9.20 Lesson 1 starts

10.30 Break (for Year 3 & 4 - with lesson 2 starting at 10.45)

10.45 Break (for Year 5 & 6 - with lesson 2 starting at 11.00)

12.15 Lunch

1.15 Registration

1.30 Afternoon lessons start

3.15 End of school day.

### **Collective worship and assemblies**

On **Monday** the assembly is led by the Head of School or Deputy Head teacher.

Monday afternoons (2.30) is a singing assembly. These assemblies are led by Mr Langridge and duty teachers are expected to stay.

**Tuesday** morning's assembly is normally led by a curriculum hub member and links to an area of the curriculum.

On **Wednesdays** there is not an assembly. This time is to be used for PSHE/E-safety with your class.

**Thursday's** assembly is usually a class assembly to share what they have been learning with the school. It is also open to the class' parents. Alternatively, teachers from across the school will focus on an area of the curriculum in this assembly.

**Friday** assemblies are a whole school 'Celebration' where children are chosen for 'Pupil of the Week' awards. These awards link to our core values; adaptability, thoughtfulness, communication, morality, co-operation, respect, enquiry and resilience. Children are also given opportunities to share any successes they have had outside of school in this assembly (trophies, medals, certificates). Additionally, mid-day meal supervisors choose a child from each year group who have shown exceptional manners during the week.

#### **LEADERS FOR THE ACADEMIC YEAR 2017-18**

<b>SUBJECT</b>	<b>LEADER</b>
Executive Headteacher	Michaela Lewis
Head Of School	Darci Arthur
Deputy Head Teacher	Dave Walker
Assistant Head Teacher - Lower School	Caroline Blunden
Assistant Head Teacher - Upper School	Steffi Egan
Leader of Learning - Year 3	Frances Pellett
Leader of Learning - Year 4	Caroline Blunden
Leader of Learning - Year 5	Nicola Sedgewick
Leader of Learning - Year 6	Steffi Egan
Creative Cats Leader	Lynne Walton
Healthy Minds Healthy Body Leader	Caroline Blunden
Logic Lead Leader	Hayden Stevens
Language for Life Leader	Steffi Egan
Head of Computing	Jamie Jackson
Child Protection	Darci Arthur
E-Safety	Nicola Sedgewick
Lead Mentors	Isobel Reed/Lauren Watmough
NQTs	Isobel Reed
School Direct	Lauren Watmough
Educational Visits	Sharon Ballen



## School Staff Deployment

<b>Class based staff</b>		
<b>Year</b>	<b>Teachers</b>	<b>Teaching assistants</b>
3	Mrs Pellett Miss Watmough Miss Reed Mrs Cooke Mrs Hart	Mr Mclaurin Mrs O'Donnell Miss Arthur Ms Johnston Mrs Shaw Mrs Baker
4	Mrs Lewis Mr Price Mrs Blunden Mr Stevens Mr Langridge Mrs Votta	Mrs Harding Mrs Mullin Mrs Regan Mrs Williams-Verrell
5	Mrs Ballen Mr Coleman Miss Hayes Mrs Sedgewick Mrs Edwards	Ms Danson Mrs Laffey Mrs Neal Mrs Williams-Verrell
6	Mr White Mrs Walton Mrs Denby Miss Papa-Adams Miss Povey Mrs Egan	Mrs Brown Mrs Budge Mrs Moynan Mrs Macey Mr Richards

\*Indicates also a Midday meals supervisor (MMS)

<b>Non Class based staff</b>	
<b>Role</b>	<b>Name</b>
School Office	Miss Burke Mrs Crompton Mrs Daley Mrs Hailey
Senior TA	Miss Arthur Mrs Harding Mrs Macey Mrs Laffey

LM (learning mentors)	Mrs Tuner and Ms Danson
ICT Technician	Mr Palmer
Senior MDMS	Chantelle Amini-Sedeie
Site staff	Mr Denny Mr Lacour
Sports team	Mr Tift Mr Coot Ms Barratt Mr Honour Mr Noble Mr McLaurin
Road Crossing Patrol	Mr Callanan
School Catering	CaterLink

## JUST ASK

Our Viking staff team have all been through the training and induction process. We do realise that you are new and will always be willing to help. Our vision statement 'One Childhood One Chance' will only become a reality if we are all able to perform at our very best. This requires teamwork - and Viking schools have super staff teams with excellent team spirit!

We look forward to meeting you and supporting you on your journey.

### Next Steps:

Please complete the online questionnaires that have been shared by your school based mentor.

Read relevant policies & website documentation

**Appendix 1: Staff Code of Conduct – see VAT policies on website for a copy of this document as well as a paper copy in your induction pack**

**Appendix 2: Student Charter: Code of Personal & Professional Conduct (written by CCCU)**

### **Student Charter: Code of Personal & Professional Conduct**

This Code of Conduct covers all school and University-based elements of training for all student teachers. It is underpinned by, and supplements, Part 2 of the Teachers' Standards (DfE, 2012).

As a student studying on a programme leading to the recommendation for QTS, you are expected to conduct yourself at all times in an appropriate professional manner by:

1. Demonstrating respect for, and maintaining appropriate professional relationships with, others, including pupils, colleagues, all school and University staff, staff from other agencies, parents and carers;
2. Becoming familiar with, respecting and adhering to all relevant statutory frameworks, University policies and documentation and the policies and practices of partnership schools in which you teach;
3. Prioritising the health and welfare of, and having high aspirations for, the education of the pupils in your care;
4. Promoting equality of opportunity, challenging stereotypes, opposing prejudice and respecting individuals regardless of age, disability, gender identity, marital status, race, religion, social class, or sexual orientation;
5. Acting with honesty and integrity and ensuring that any activity in one's personal life, including use of any social networking sites, does not risk bringing the teaching profession, or the ITE Partnership, into disrepute, and demonstrating the positive values and qualities required by the Teachers' Standards (2012) Part 2;
6. Maintaining high standards of attendance (at least 90%) and punctuality and strictly adhering to procedures for informing the University and partnership schools of any absences;
7. Maintaining high professional standards of dress and appearance whilst working in schools and other settings;
8. Maintaining high professional standards in all written and spoken communications, including those in email and to respond promptly and appropriately to university and school staff;
9. Taking responsibility for, and engaging actively in, your own learning and responding positively to and acting upon advice and feedback from University tutors, mentors, school based staff and other colleagues;
10. Reporting information honestly and accurately and not engaging in deception by, for example, falsifying qualifications / medical / criminal declarations and notifying the University promptly if there are any changes to this information during the programme.

**In the event of conduct being deemed to be unprofessional during the period of training, the following steps may be taken:**

- the student teacher may be put on an Area of Concern action plan;
- the placement in a school/college may be withdrawn and there may be no opportunity for re-assessment;
- the student teacher may be suspended temporarily from the programme;

- the case may be referred to the University Fitness to Practise Panel where further action may be taken, including termination of a student teacher's studies;
- persistent absence and/or lateness during University based training and/or School based training will be reported to the Programme Examination Board who may deem that the course requirements have not been met and that the student teacher is required to **either withdraw from the programme or repeat the course with full attendance the following year.**

**Declaration**

I have read, understood and agree to abide by this Code of Personal & Professional Conduct.

Student Teacher Name:

Student ID:

Programme:

Student Teacher Signature:

Date: