

**Transition leading to Transformation**

What is the gap between our Vision for New Charter Academy and where we are?

- Stage 1 – Awareness

Do we recognise the characteristics of a good /outstanding Academy?  
 Are we conversant with the criteria and what it means?  
 Is this understanding reflected in the NCA Development Plan and SEF?  
 What are the implications for staff transition activities?

- Stage 2 – Analysis

What have been the barriers to meeting these criteria in the two schools?  
 What barriers remain?  
 If we do more of the same will we simply get more of the same?  
 Synchronising policies and protocols is a transition activity but it isn't  
 transformation  
 If we can't measure it – can we manage it? What is our true baseline  
 position?  
 What are the implications for staff transition activities?

- Stage 3 – Application

How do we apply our understanding to the Academy context?  
 What are the implications for staff training and developing the new ethos  
 (climate) for NCA?  
 What are the implications for staff transition activities?

- Stage 4 – Assessment

What monitoring, evaluation and review procedures do we need in place to  
 accurately assess the progress of NCA?  
 What are the implications for transition activities?

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## ALL TEACHING AND SUPPORT STAFF

### **Rationale**

The core values of the New Charter Academy reflect the importance of recognising and celebrating the importance of **every colleague's** contribution to the development of the Academy. Continuous professional development, staff well-being, team working and distributional leadership will be significant features of the NCA.

New Charter Academy will use the Professional standards for Teachers in England to bring coherence and clarity of expectation to the NCA teaching staff transition and induction activities. Professional standards are statements of a teacher's professional attributes, professional knowledge and understanding, and professional skills. The standards are not to be confused with the professional duties contained in the School Teachers' Pay and Conditions Document, which sets out the roles and responsibilities of teachers.

Support staff will have a bespoke transition and induction framework which recognises the importance of developing their professional attributes, professional knowledge and understanding and professional skills. For all colleagues working in the Academy Performance Management will be a key process. It will provide the context for regular discussion and review of areas of strength and areas for further professional development.

The professional standards provide a framework and they are designed to support colleagues in identifying their professional development needs. The New Charter Academy is committed to 'professional growth' for all colleagues and wants all employees to be engaged in effective, sustained and relevant professional development. All the standards are underpinned by the five key outcomes for children and young people identified in Every Child Matters and the six areas of the Common Core of skills and knowledge for the children's workforce. This framework will facilitate effective multi-disciplinary working.  
[www.everychildmatters.gov.uk/deliveringservices/commoncore/](http://www.everychildmatters.gov.uk/deliveringservices/commoncore/)

### **Professional attributes** covers:

Relationships with children and young people  
 Frameworks  
 Communicating and working with others  
 Personal professional development

### **Professional knowledge and understanding** covers:

Teaching and Learning  
 Assessment and monitoring  
 Subject and curriculum  
 Literacy, numeracy and ICT  
 Achievement and diversity  
 Health and Well-being

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**Professional skills** include:

- Planning
- Teaching
- Assessment monitoring and giving feedback
- Reviewing teaching and learning
- Learning environment
- Team working and collaboration

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## TEACHING STAFF TRANSITION / INDUCTION FRAMEWORK

### **Professional knowledge and understanding:** All teaching staff

- The Government's academies programme (<http://www.standards.dfes.gov.uk/academies/>)
- Vision, mission, core values and principals of New Charter Academy (NCA)
- NCA Strategic objectives
- NCA Governance
- NCA Management structure and line management responsibilities
- NCA Performance Management and training needs identification process
- NCA Equal opportunities / complaints procedures
- NCA Child Protection, Pupil Safeguarding and well-being
- NCA Every Child Matters, achievement and diversity agenda
- NCA Home / Academy protocols
- NCA Health and Safety procedures
- Ofsted criteria : Quality of provision
- Effective self monitoring and review procedures

### **Professional attributes:** All teaching Staff

- Evaluating own performance and commitment to improving practice through appropriate professional development
- Act upon advice and be open to coaching and mentoring
- Being prepared to adapt own practices where benefits and improvements have been identified

### **Professional skills:** All teaching Staff

- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of students
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the NCA behaviour policy
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self control and independence of the students

Executive Directorate, the Strategic management team and all teaching colleagues with management and leadership responsibility

### **Professional knowledge and understanding:**

- HMCI criteria : statutory compliance, Every Child Matters framework for the inspection of schools in England, Guidance for the completion of the records of inspection evidence and judgements (ROIEJ), Record of Monitoring Evidence (ROME) used in Academies

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- Guidance for inspectors on the use of performance data – Raise online and effective target setting
- Improving performance through academy self- evaluation and improvement planning – the SEF and NCA development plan
- Tameside Vision and Learning Campus  
[www.sci.mus.mn.us/sln/tf/s/strata/strata.html](http://www.sci.mus.mn.us/sln/tf/s/strata/strata.html)
- The findings of Professor Dyson’s national research project on Full Service Extended Schools (FSES) to support the work of the NCA in ‘overcoming barriers to learning’ and ‘transforming cultural aspirations and expectations across communities’
- Academies Fourth Annual Evaluation Research Report (DCFS)
- Their Space – Education for a Digital Generation (DEMOS)
- Developing Enterprising Young People (HMI 2460)
- Connecting with Citizenship Education (Department for Constitutional Affairs)
- Why sit still in your career? The Training and Development Agency for schools’(TDA)

**Professional attributes:** Executive Directorate, the Strategic management team and all teaching colleagues with management and leadership responsibility

- Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues.

**Professional skills:** Executive Directorate, the Strategic management team and all teaching colleagues with management and leadership responsibility

- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback
- Taking a leading role in developing, implementing and evaluating policies and practice that contribute to NCA improvement
- Apply high level skills in classroom observations to evaluate and advise colleagues on their work
- Devise and implement effective strategies to meet the learning needs of pupils which will result in improved outcomes

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## SUPPORT STAFF TRANSITION / INDUCTION FRAMEWORK

### **Professional knowledge and understanding:** All support staff

- The Government's academies programme (<http://www.standards.dfes.gov.uk/academies/>)
- Vision, mission, core values and principals of New Charter Academy (NCA)
- NCA Strategic objectives
- NCA Governance
- NCA Management structure and line management responsibilities
- NCA Performance Management and training needs identification process
- NCA Equal opportunities / complaints procedures
- NCA Child Protection, Pupil Safeguarding and well-being
- NCA Every Child Matters, achievement and diversity agenda
- NCA Home / Academy protocols
- NCA Health and Safety procedures
- Effective self monitoring and review procedures

### **Professional attributes:** All support Staff

- Evaluating own performance and commitment to improving practice through appropriate professional development
- Act upon advice and be open to coaching and mentoring
- Being prepared to adapt own practices where benefits and improvements have been identified

### **Professional skills:** All support Staff

- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of students

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STAFF TRANSITION & INDUCTION PLAN

Date	Transition Stage 1	Transition Activity	Transition Objectives	Transition Success Criteria
March 08	<b>Awareness</b>	<p>One evening and one day residential for the Executive Directorate and the Strategic Management Team.</p> <ul style="list-style-type: none"> <li>Selected members of the support staff will be invited.</li> </ul>	<ol style="list-style-type: none"> <li>Shared Vision for the Academy</li> <li>Agreed framework for the Development Plan and SEF</li> <li>Shared understanding of the characteristics of what is a good / outstanding Academy</li> <li>Agreed transition plan with a focus on a transformation agenda</li> <li>Shared knowledge and understanding of the following :  Ofsted criteria : statutory compliance, Every Child Matters framework for the inspection of schools in England, Guidance for the completion of the records of inspection evidence and judgements (ROIEJ), Record of Monitoring Evidence (ROME) used in Academies. Improving performance through academy self- evaluation and improvement planning – the SEF and NCA development plan</li> </ol>	<ol style="list-style-type: none"> <li>Shared ownership by the Strategic team for the Academy Vision</li> <li>Clear understanding of where we need to be in terms of national standards</li> <li>Development Plan and SEF responsibilities identified.</li> <li>Transition framework including timescales agreed</li> </ol>

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STAFF TRANSITION & INDUCTION PLAN

Date	Transition Stage 2 & 3	Transition Activity	Transition Objectives	Transition Success Criteria
April 08	<b>Analysis &amp; Application</b>	One evening and one day residential for the Executive and Strategic team <ul style="list-style-type: none"> <li>• Selected members of the support staff will be invited.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the management issues operating on two sites?</li> <li>2. What are the barriers to improvement?</li> <li>3. What are the CPD priorities for the Executive and Strategic team</li> <li>4. What are the key whole Academy CPD priorities for the staff?</li> <li>5. What are the staff mentoring and coaching opportunities that are needed to secure sustained improvement?</li> </ol>	<ol style="list-style-type: none"> <li>1. Management plan agreed</li> <li>2. Barriers identified and action plan produced</li> <li>3. Training needs of Executive and Strategic team identified</li> <li>4. Whole Academy CPD priorities identified and action plan agreed</li> <li>5. Staff coaching and mentoring framework agreed.</li> </ol>

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