

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, Investors in Families School, an ECO School, a MOVE school and an Inclusion Quality Mark (IQM) Flagship School.

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

School context

Trinity Fields is a **Rights Respecting School**; 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. We are a school where pupils are at the heart of everything we do. We successfully achieved UNICEF’s “Rights Respecting School Award” in **January 2017** and we have a well-established record of developing pupil engagement at all levels.

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

We are a **Healthy School**; 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 by enabling them and staff to take control over aspects of the school environment that influence their health and wellbeing. We achieved the Welsh Network of Healthy School Schemes National Quality Award in **March 2018, with re-accreditation in December 2020**.

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

We are an **Investors in Families School**. We are committed to developing active and effective relationships with parents/carers and families and recognise the value of close partnership working to improve outcomes for our pupils. We were the first Special School in Wales to achieve the Investors in Families Quality Mark, and regularly share our excellent practices with other settings.

We demonstrate our commitment to the Rights to Action agenda and value and support the important role that families play in the education of their child. We strive to promote social inclusion and a sense of wellbeing for families through positive participation in their child’s education.

During the re-accreditation process (2019), the school’s work was judged to be of a very high quality. Family and Community Engagement are fully embedded and it was evident that the school works hard on its journey towards excellence. The assessor was very pleased to award the school the **Diamond Standard**.

We have demonstrated through a 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 develop classroom-based research.

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

In **summer 2022** we gained our **Platinum ECO Schools Award**; the Eco-Schools programme is designed to be pupil-led and looks at the impact of our actions on the environment.

Our sustained journey towards attaining the Platinum Award showcases pupils' ideas and helps to inspire others to make the right environmental choices.

More recently (2019), the school started its journey towards becoming a **MOVE school**; successfully accredited at Silver level in **December 2021**. The MOVE Programme is an activity-based practice that enables children and young people with physical disabilities to sit, stand, walk, and transition as independently as possible.

Our overarching philosophy is summarised in the following statement:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning experiences. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

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
This policy will be reviewed in line with the school's policy review cycle.		

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.