



Northern Ambition
Academies Trust

Staff Handbook



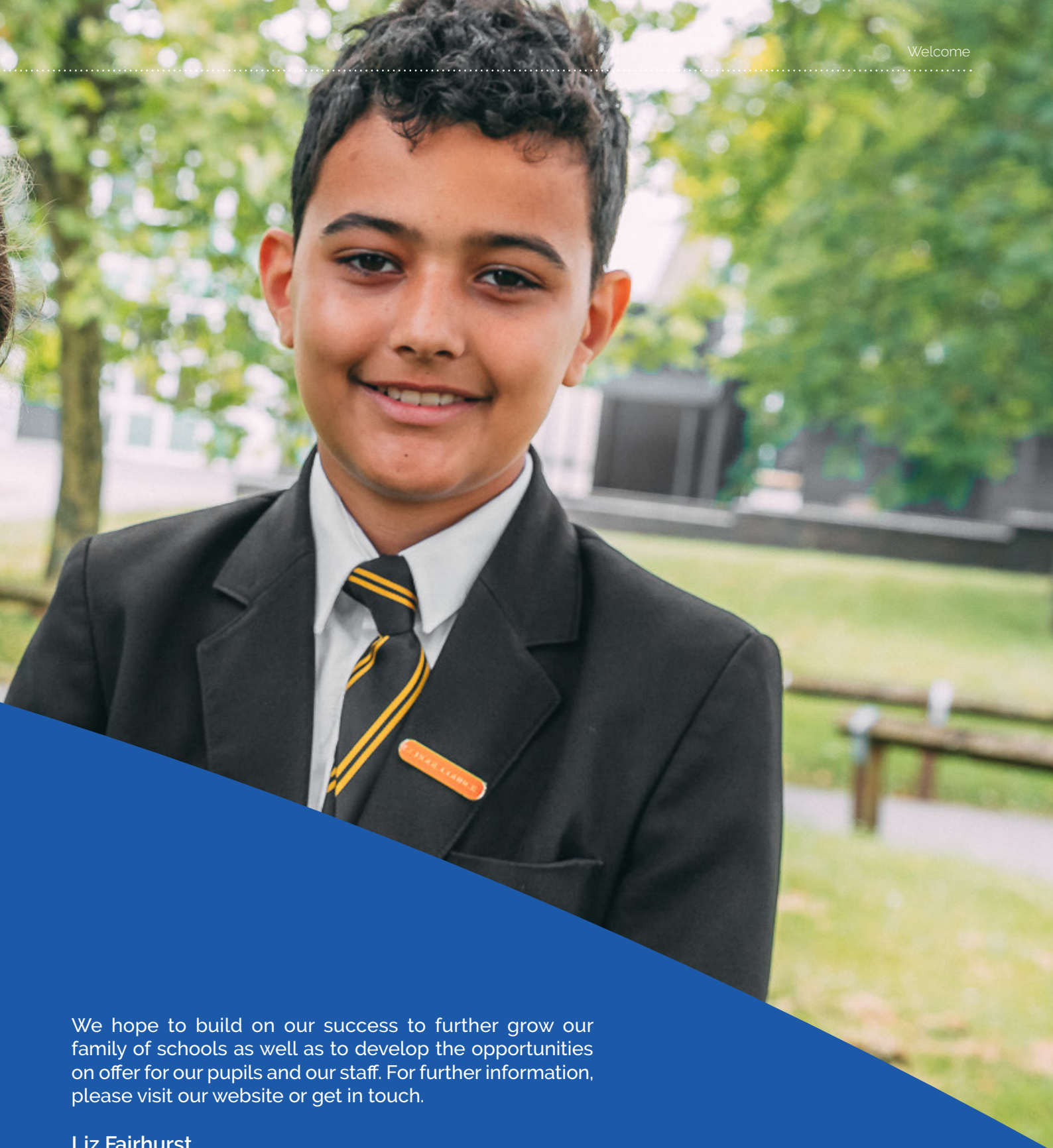
Welcome to Northern Ambition Academies Trust

It is often said that each child gets one chance at education, and here at Northern Ambition Academies Trust (NAAT), we ensure that our pupils are given every possible opportunity to reach their potential, unlock their creativity and succeed in life.

We are proud to be a values-driven organisation with an unwavering commitment to our children and young people, our families, our staff and the community. We place our pupils and staff at the heart of everything we do.

Our family of schools, our leaders, academy councils and trustees are committed to our core values of Ambition, Bravery and Respect. We are hugely ambitious for every pupil within the Trust and are committed to continuous school improvement.

We aim to facilitate the very best experiences and achievements for our pupils through high-quality, wide-ranging curricular and extracurricular experiences underpinned by rigorous and systematic support and challenge of all our schools.



We hope to build on our success to further grow our family of schools as well as to develop the opportunities on offer for our pupils and our staff. For further information, please visit our website or get in touch.

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Who's Who?

Executive Team

CEO

Liz Fairhurst

Chief Financial Officer

David Walton

School Improvement Team

Katie Robinson (Primary)

Joanne Richmond (Secondary)

Head of Human Resources

Nikky York

Trust Governance Professional

Izzy Parkinson

Airedale Academy

Principal

Lyndsey Proctor

Oyster Park Academy

Headteacher

Jodie Chapman-Kemp

Airedale Infant & Airedale Junior Schools

Headteacher

Kirsten McKechnie

Members

Mike Dixon

Richard Sloan

Andy Clark

Alex Nicholson

Board of Trustees

Chair

Rob Hall

Vice Chair

Elizabeth Hayden

Alison Latham

Simon Fox

Stephen Groves

Kevin Guy

Nina Wrightson

Bruce McDowell

Our Trust Wellbeing Ambassadors

Airedale Academy

Tim Fulford
Charlotte Parker
Rebecca Kelly

Airedale Infant School

Leanne Dann

Airedale Junior School

Rachel Saunders
Sara Fish

Oyster Park Academy

Kelly Walker



Vision & Values

Our Vision

*At Northern Ambition Academies Trust,
our vision is to create a world in which all young
people can flourish, dream and succeed.*



Our Values

Our mission is for every child to leave our schools equipped with the essential skills they need to contribute effectively to society and to become well-rounded, confident, happy adults. To do this, we keep the following values at the heart of everything we do:



Ambition

- We aim high and don't put limits on ourselves or other people.
- We are relentless in assessing our performance and seeking to continuously improve.
- We make the most of the opportunities offered to us to help us achieve our goals.



Bravery

- We try new things and see mistakes as opportunities to learn.
- We don't shy away from tough decisions or difficult situations.
- We don't give up if things are hard.



Respect

- We think about the impact of our actions on others in the choices we make.
- We value what makes us different and believe everyone has something to contribute.
- We encourage honest, open debate and listen to constructive feedback about how to make things better.

Curriculum Statement

Our central purpose is to ensure that all children and young people within the Northern Ambition Academies Trust achieve the highest standards. We aim to develop and deliver a coherent curriculum that is ambitious, enriched, broad and engaging. One which builds on young people's experiences and prior learning, enabling all of our young people to make progress, to leave our schools equipped with the essential skills they need to contribute effectively to society and to become well-rounded, confident, happy adults.

NAAT defines the curriculum as the 'totality of a child's experience' of education from 3-18, but particularly:

- the quality of teaching and learning
- the explicit taught subject knowledge
- the development of cultural capital
- the development of broader skills and personal qualities

In NAAT Academies children and young people can expect:

- to be inspired
- to be ambitious
- to be inquisitive
- to be nurtured
- to be challenged

We will assess in different ways but always to recognise the skills, attributes and characteristics of our school communities.



We understand the need for knowledge to underpin the application of skills – our academies will ensure skills are taught alongside the mastery of subject knowledge.

In NAAT, although made up of individual academies, our essentially, all-through model, recognises the importance of effective transition across Key Stages and of following progressive and developmental phases of learning. Our Hub working is instrumental in ensuring smooth transition.

As a consequence of our curriculum model our expectations for each of our pupils are for them to:

- be ambitious and want to be the best they can be in whatever they choose to do
- be brave, be able to work independently and interdependently
- respect others and grow as a person
- be a positive and an active member of their school community
- be lifelong readers with a love of reading
- be employable

All staff within our academies must have a firm and common understanding of the curriculum intent and what it means in practice. At NAAT, we expect the work that our pupils are expected to do, to match the curriculum aims and to be consistently of a high quality. In order for this to happen, we ensure that teachers have access to focused and effective professional development and are supported with work load and wellbeing.

What are our Non-Negotiable Expectations?

1. Total commitment to improving the life chance of pupils – high expectations and a total focus on pupil performance.

Commitment to the very highest pupil outcomes for our children, at all key-stages. Headteachers and senior teams that focus on pupils and their outcomes, with everything else as peripheral.

2. High quality and outstanding leadership that is ethical, visible, has impact and action. Leaders that model Ambition, Bravery and Respect. They 'see it and sort it'. No excuses.

Leadership sets the tone for any organisation, and our leaders will inspire, be visible and act as role models for other leaders and for pupils, and will be proactive and build high performing, unified teams.

3. Positive relations, especially between staff, pupils, parents and carers. Our immediate stakeholders need to feel that they are part of a supportive learning community.

Relationships set the tone for any organisation. All relations will be positive, we will seek to understand and inspire our pupils, parents and wider community in a way that outstanding organisations can and should do.

4. High quality staff, especially the standard of teaching delivered, with totally committed teachers. No acceptance of requires improvement teachers.

Highly effective teachers in the classroom, through proactive, high quality recruitment and excellent CPD.

5. Always strive to improve and do things better. No complacency.

Our Academies will always strive to be outstanding for the communities they serve, there will be no excuses for under performance.

Absence Procedures

Each of us has a professional responsibility to our colleagues if we are not well enough to come to work. It is imperative that a colleague must phone into work in line with the school's guidance and expectations on the first day of sickness.

Notification of Absence

If an employee is not able to attend work for any reason they must personally (where able) telephone school in accordance with the protocols for the site at which they are based (details provided during Induction). Text message, social media or email must not be used to notify absence unless employees are advised by the Trust that this is acceptable for a temporary period due to exceptional circumstances.

Return to Work Interviews

Following each and every period of sickness absence, a return to work interview will take place with the employee's line manager (or other designated representative of the school as advised to the employee) on the day of their return. This should ideally take place prior to the employee starting work.

Stage Meetings & Triggers

Whilst we appreciate that people can become ill from time to time the Trust has acceptable levels of absence that it operates within (Triggers). Should colleagues exceed the trigger points they will be invited to stage meetings as part of the absence processes (See Sickness Absence Policy & Procedure).

Leave of Absence

The Trust operates a leave of absence policy. All leave of absence requests must be formally requested and signed off by the Principal/Headteacher at school level.

Leave of absence requests are limited to 5 days in a 12-month period (rolling). It is not an automatic right that these are requested and taken every 12 months the policy is for use in extenuating circumstances. Should any colleague exceed these days (due to exceptional circumstances) these will be processed as unpaid days.

Ethical Leadership

NAAT is driven by a strong moral purpose. We are first and foremost an educational charity established to benefit children and local communities. We have therefore chosen to be part of the Ethical Leadership in Education Pathfinder Project.

As a Pathfinder, we join over 150 other schools and Trusts across the country who are testing the Framework for Ethical Leadership in Education. Through this, we hope to further improve our ethical foundation, provide appropriate training for our leaders, and lead the way as an exemplar of ethical leadership.

Framework for Ethical Leadership in Education

Selflessness

School and college leaders should act solely in the interest of children and young people.

Integrity

School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.

Objectivity

School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.

Accountability

School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness

School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.

Honesty

School and college leaders should be truthful.



Leadership

School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do.

Leaders should show leadership through the following personal characteristics or virtues:

Trust: Leaders are trustworthy and reliable.

We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.

Wisdom: Leaders use experience, knowledge and insight.

We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.

Kindness: Leaders demonstrate respect, generosity of spirit, understanding and good temper.

We give difficult messages humanely where conflict is unavoidable.

Justice: Leaders are fair and work for the good of all children.

We seek to enable all young people to lead useful, happy and fulfilling lives.

Service: Leaders are conscientious and dutiful.

We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.

Courage: Leaders work courageously in the best interests of children and young people.

We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

Optimism: Leaders are positive and encouraging.

Despite difficulties and pressures, we are developing excellent education to change the world for the better.

Curriculum Hubs

As a Trust, we pride ourselves on our united approach to delivering a broad and effective curriculum, preparing our pupils for the next steps in their educational journey. As part of this mission, we have set up curriculum hubs for Mathematics, English, Subject Leaders, SEND, Attendance and Transition.

Mathematics Hub

The Mathematics Hub is one of the more established hubs within the Trust. We have worked on a shared vision and approach with our schools and developed Trust-wide Mathematics and Calculations Policies. Staff also use technical terminology consistently, exposing children to rich vocabulary on a daily basis. The impact is that all children use similar methods and strategies in their work and are increasingly confident when approaching reasoning questions.

English Hub

The aim of the English Hub is to facilitate the sharing of best practice in English teaching across the Trust. This approach has increased the consistency of English teaching and assessment across all of our schools, with a shared focus on reading, vocabulary and transitional phases between units. Staff are regularly given opportunities to visit other schools within the Trust, allowing everyone in our community to learn from each other and develop together.

Subject Leader Hub

Subject Leaders (Primary & Secondary) meet each half term to collaborate on development of curriculum, planning, leadership, transition and professional development.

SEND Hub

The aim of the SEND hub is to enable staff from across all schools to discuss and reflect upon any issues regarding SEND, whether that be school-specific, locally, regionally or nationally. The hub enables our staff to share best practice, act as sounding boards and critical friends to ensure the most effective provision for pupils with SEND.

Attendance Hub

Through our Attendance Hub, we have introduced a Club 100 programme across all schools in the Trust, encouraging pupils to aim for 100% attendance rates. Across NAAT, pupils who achieve 100% attendance each half term are rewarded with a postcard, badge and reward experience. We also run competitions between classes to further motivate pupils. As with all Trust hubs, the Attendance Hubs facilitates sharing of best practice between schools with the aim of improving attendance throughout.

Transition Hub

Primary & Secondary Headteachers meet termly to discuss key information to ensure the smooth transition of all pupils within all key stages.

Working With Us

School Improvement Support

The principle of school-to-school support is at the heart of what we do at NAAT.

Across our academies there is a wealth of expertise and outstanding practice which is shared throughout our community. We have an increasing number of Specialist Leaders of Education (SLEs) and Lead Practitioners (LPs) as well as a Lead School Resource Management Advisor (SRMA) and two School Improvement Directors specialising in primary and secondary provision respectively.

We follow the David Carter Model for School Improvement, directly linking level of support to the individual status of each academy and its needs as follows:

- **Sustain:** For securely 'Good' and 'Outstanding' schools.
- **Improve:** For those securing or on the journey to 'Good'.
- **Stabilise & Repair:** For those in need of intensive support.

All academies within our Trust benefit from our core offer with the following central support:

- HR
- Finance
- Health & Safety
- Governance
- Communications
- Collaboration
- CPD

Development Opportunities

At Northern Ambition Academies Trust, we live our values – including that of ambition. We are committed to offering high-quality professional development that helps individuals reach their career goals. This applies to everyone in the Trust, no matter what their role.

We believe in providing the best opportunities for our pupils, meaning that we do the same for our staff. Demonstrating our value of bravery, we encourage staff to move out of their comfort zone, help them to continuously develop and improve their practice, and support them to take on new challenges and excel in what they do.

All staff have access to a wide variety of general and role-specific training opportunities (delivered in-house, through a suite of e-learning courses or by external providers). Teachers can access regular CPD across a range of teaching and learning topics, and we support teachers and headteachers to access nationally-recognised qualifications including NPQSL and NPQML. We have provided the opportunity for staff across the Trust to study for other qualifications, including Master's degrees and doctorates that generate

new ideas and evidence-based research which we can use to improve our organisation. We also develop staff through our commitment to apprenticeships. Before advertising a role, we consider whether we can offer the post as an apprenticeship and we support access to apprenticeship opportunities for existing staff where possible as part of our commitment to CPD.

We are proud that our apprentices have undertaken qualifications including:

- **Accountancy and Taxation Professional Level 7**
- **Chartered Manager Degree Level 6**
- **School Business Professional Level 4**
- **Data Analyst Level 4**
- **Business Admin Level 2 & 3**
- **Supporting Teaching & Learning Level 2**

We are also keen to offer the Teaching Apprenticeship for prospective or existing staff with the passion and aptitude to train as a teacher.

Other Benefits

All staff at Northern Ambition Academies Trust benefit from:

- **The opportunity to work collaboratively within a vibrant, supportive family of schools.**
- **Use of School IP to assist with CPD and the development of all staff.**
- **Our commitment to staff wellbeing (as shown by our Wellbeing Awards for Schools and school-based Staff Wellbeing Ambassadors).**
- **Annual appraisals.**
- **National College membership.**
- **The Key membership.**
- **Recognition including Random Acts of Kindness and Staff Awards.**
- **Our Northern Lights.**
- **Discounted Microsoft products.**
- **Annual flu jabs.**



Airedale Academy

Welcome

I am thrilled to take this opportunity, as Principal, to welcome you to Airedale Academy! This Trust handbook will help you to begin to acquaint yourself with our school and should be read in conjunction with our Airedale Academy staff guide. Airedale Academy is the secondary school at the heart of this community and we work tirelessly to engage our families and wider stakeholders.

Our school has approximately 1000 students on roll in years 7 to 11 with just over 60 young people in our Sixth Form. About 50% of our students are in receipt of Pupil Premium funding and just over 16% of students receive SEND support. Historically, we have been predominantly a white British school community, but have been pleased to embrace more diversity in recent years.

Airedale Academy is a very unique school and we are very proud of the support and challenge that we offer all of our students. We strongly believe that every young person, regardless of their background or ability, has the right to a high-quality education. There is no limit to what they can achieve if they are given the right levels of encouragement and support. Our values of Ambition, Bravery and Respect run through everything we do here at Airedale, and we aim to instil these values in all of our students. We want to help develop our students into happy, well prepared and confident adults, who adopt an 'I can' mentality and aim high in all they do. To enable us to achieve this and to be the very best we can be, we are committed to working in partnership with students, their parents/carers and the community. Our absolute aim is to make the most of every young person's time with us, so that they leave us as the very best version of themselves.

Miss L Proctor
Principal



Quality of Education

As a member of Northern Ambition Academies Trust, our central purpose is to ensure that all students achieve the highest standards expected of them and we aim to provide a curriculum which is ambitious, enriched and engaging.

At Airedale Academy, we have a broad and balanced curriculum in place which is constructed to meet the needs of our learners and to address the potential barriers to learning that some of our students may face. Our curriculum offer is adapted to meet individual needs, as and when this is appropriate, and ensures that our students have been exposed to a broad range of subjects and qualifications throughout their five year journey with us, enabling them to be ambitious and brave and ready for their next step of education or training at Post-16.

At Airedale Academy, we implement our curriculum through our sequential approach, which enables effective teaching and learning to take place (see the Approach to Teaching & Learning document below).

We expect each staff member to embrace our method of curriculum implementation and work scrutiny and lesson drop-ins will focus on ensuring that this method is being followed. In addition, we have a clear intent for our curriculum model and all staff need to know and understand our intent and ensure that it is incorporated into their own lessons and schemes of work.

Airedale Academy's

Approach to Teaching and Learning

At Airedale Academy, we expect key components of the curriculum to be delivered following the structure of our Teaching and Learning Sequence and all aspects of the curriculum being currently taught should build on and make links to prior learning. The purpose of this approach to teaching and learning is to ensure that new concepts, knowledge and skills embed in long-term memory and hook onto existing schemata.

In addition, we expect all teachers to model and encourage expert reading and to expose students to an expansive Tier 2 and Tier 3 vocabulary, through the lesson feature of the Vocabulary Vault. Teachers are also expected to model and insist upon the use of Standard English and correct grammar usage at all times.





Behaviour & Attitudes

PRIDE, it's who we are, it's what we do! This is our mantra and it drives our behaviour and rewards ethos at Airedale Academy. Our culture is based on rewarding and celebrating when our students get it right or take PRIDE. PRIDE encompasses 4 key elements of school life: attendance, behaviour, attitude to learning and demonstration of school values. Points are awarded both in and outside of lessons for students who demonstrate PRIDE and rewards are given daily, weekly, half-termly and yearly based on points earned! Rewards are 'shouted out' via our social media channels and are celebrated via Form Time each morning. Our academic years culminates with Airedale on Tour, where all eligible students attend a visit of their choice which is usually financially discounted based on PRIDE.

Support is in place for students who need help and guidance to make the right choices. Our SEND, safeguarding and behaviour teams work tirelessly as a team to support our young people. We are very proud of the relationships that we foster and build with our families as we work jointly to advocate for our students.

Personal Development

Throughout their academy life, our students will be exposed to opportunities which will enable them to reflect and to discuss and respectfully question aspects of citizenship, British Values and religion. In addition, all of our students have a weekly lesson of Student Wellbeing. During these lessons, students will be taught all aspects of the statutory framework for Relationships and Sex Education. Student Wellbeing ensures that our students are equipped to become the happy, healthy and respectful British citizens of the future, who know how to keep themselves and others safe from potential harm.

We have a strong and vibrant LGBTQ+ community supported by staff and student diversity ambassadors. All our students tell us that they feel safe and that they have a trusted adult in school that they can go to for guidance.

Building cultural capital is a high priority for the Academy. We extend a varied extra-curricular offer to our students and supplement learning in classrooms with exciting and relevant out of school visits. We also aim to broaden horizons and enrich experiences and offer overseas residential visits to places like Iceland, Florida, France and Belgium.





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Ambition • Bravery • Respect

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