

Netherhall School

An Ambitious, Caring Community



Staff Guide 2023 – 2024



Netherhall School 2023 - 2024

This is a school that fervently believes in the abilities of all our students, staff, parents / carers and community. A school that is governed by values and one that works to the highest ideals. Our values are faithfully applied to the facts before us: all young people want to succeed, feel confident, capable, in control, proud of their achievements and well prepared for their challenges. All teachers want to make a difference, be respected by their students and colleagues, want their students to attain the best results, progress in their career and achieve professional fulfilment. Every parent and carer would like their child to be happy, fulfilled, well-educated and successful at school. Each and every school governor is committed to supporting the school in its aspiration to become outstanding. Our community fully understands and appreciates the benefits for everyone of having a superb school, that actively engages with other community groups, plays its part, makes a full contribution and helps to build a cohesive, friendly, caring and supportive community. This is a relationship based on mutual respect, in which everyone benefits, built on an understanding that we rise and fall together.

When Netherhall School received its momentous Ofsted judgement of 'Good' in 2018 – the first time in the school's history that it had ever attained an overall rating of 'Good', because of the significance of the judgement (the only primary or secondary school in the entire northern region to have its directive academy order revoked, earning special commendation from the regional schools' commissioner) the HMI - Mr Neil McKenzie, asked me, the chair of governors and governing body, the deputy headteacher, the senior management team, all teaching colleagues and all of the school staff to give an assurance that we 'would not take our foot off the gas'. As you all know, we absolutely look forward to every day at school, we have honoured our commitment and none of us, for one moment 'have taken our foot off the gas'; despite the challenges of Covid-19, we have continued to drive the school forward, improve and to make exceptional progress. This is clearly known and understood by the community we serve, as more and more students, parents and carers place their trust in us, which is demonstrated in the record numbers joining the school in successive years, both in year 7, to our superb sixth form and by students joining the school in-year.

So, let's look in a bit more detail about our school's values of Ambition, Care and Community, how they're cashed out for all of our young people and how our actions match our values:

Ambition

We are a school that aims to provide the absolute best for every single student, which you will clearly see as you walk around the buildings, look in on classes, experience learning taking place, view the facilities, the resources in every classroom, from the sports fields, to music, art, design and technology, IT and science to the school cafeteria. We have the highest aspirations for each and every student and we want every single student to endeavour to be the best in all aspects of their schooling and in whatever discipline they apply themselves to, whether they want to go to the top universities, secure an apprenticeship with a leading firm or begin their working career with the job of their choice. We are a school where students are actively encouraged to be in control of their own futures and through their own agency to fulfil their considerable potential.

We work extremely hard to provide as many opportunities as possible for all our young people to learn, across our rich, varied, challenging and superb curriculum offer. We aim to make learning as interesting and enjoyable as possible, where students have successive opportunities to apply their learning in practical activities. At key stage 3, all students study at least two modern foreign languages and the full breadth and depth of National Curriculum

subjects, building toward the English Baccalaureate. In key stage 4, students can study the full range of the arts, humanities, languages, information technology, computer science, business studies, design and technology subjects, an extensive range of vocational subjects that run concurrently to the impressive academic core curriculum and we relentlessly support students in the development of their literacy and numeracy skills. At key stage 5, students can study a full academic suite of qualifications, which includes A level biology, chemistry, physics, maths, English literature and language, French, history, geography, RS, art, photography and music, alongside a suite of vocational subjects, complemented by additional qualifications, which include the highly regarded extended project qualification, core maths, sports leadership awards and the Duke of Edinburgh Gold Award.

At every year group age level there is a raft of extensive extracurricular and enrichment activities that complement and enhance the curriculum, which provide our young people with seminal and inspirational experiences from playing for some of the best sports teams in the county, winning multiple county cups in a range of different sports, musical and dramatic performance, rich and varied local and national cultural experiences, including live theatre, live performance and overseas travel. In short, whatever aspiration or ambition all of our young people have, this is a school that will encourage and nurture all of their dreams in a friendly, caring and supportive environment. Importantly, these aspirations and ambitions apply to every single young person; we are an institution founded on equality, which believes that all of these opportunities and experiences should be available to all.

Care

We know and fully appreciate that education is a unique and precious experience for every individual student, that every moment in school is an opportunity, that every interaction with teachers, school staff and peers is a personal interaction that is known, understood, interpreted and internalised by each student, and that each interaction has unlimited potential for positive reinforcement and positive change.

We are a fully inclusive school that has excellent pastoral care, we work extremely hard to get to know every single student, to know and understand each young person's character, strengths and areas for development; you will see this in all aspects of the school, from the pictures on the walls, in the interactions between the students and school staff, in the expressions on the students' faces, in the way they conduct themselves and in the way they represent themselves and their school. As Ofsted rightly cited in its most recent report: 'students are proud of their school...students love coming to school...there is great mutual respect between teachers and students, as students rightly believe that their teachers are doing an excellent job.' These are just a few of the many exceptional highlights detailed in the school's most recent Ofsted report.

At every level, we encourage constructive attitudes, positive behaviour and the development of good character, helping our students to make active and productive choices, to learn the values of honesty, kindness, courtesy, compassion and a great work ethic. Like any good parent or carer, we know that young people need good people around them, who care about them, lead by example and help them make productive decisions and to learn. We fully appreciate that if we want our young people to have higher expectations, we need to have higher expectations of ourselves.

We nurture courage and passion, and cultivate an environment in which our young people are fearless and not afraid to get involved and to have a go. We aim to develop young people who are resilient, determined and who are not deterred by failure, who see it as part of the learning process and who use it as a positive learning experience with which to spur themselves on to greater achievements. A school, that in partnership with our parents and

carers, creates an ethos where our young people are honest with themselves and with others, learn positive lessons from their choices, in an environment in which they embrace and accept responsibility; understanding that ultimately, it is the student themselves who is in charge and has both the power and the authority to make their own decisions to determine their future.

Community

We are a learning community where each person understands their individual responsibility to the collective and that their actions matter to themselves and to everyone in our school community, that we are all inter-linked and that our futures, our happiness and our successes are all inter-dependent and that we are reliant on each other. A community in which we all understand that we have far more in common that binds us together than what divides us.

We are a school that actively works to engage with our local and wider community, creating interfaces for our young people to work with as many community groups as possible, working to the principle that communities are built through shared enterprise, shared experience, understanding, respect and that in reality, we all want the best, and to be part of something truly worthwhile that makes a positive difference. That we create kinship and the bonds that bind us together, which will help to define our young people, sustain them through their challenges and establish strong foundations for each and every one of our young people to aspire and to grow.

For example, at Christmas and at the end of the summer term, there is a whole school celebration at the fabulous St Mary's Church in Maryport, fully supported by the Archdeacon for Cumberland; there are regular school visits the Maryport Aquarium for biology, the internationally renowned Senhouse Museum for history, art galleries, live dramatic performances, a full contribution to war memorial events, honouring the commitment of current and previous generations; we support the Army cadet unit, the Sea Scout unit and the RNLI in-shore lifeboat; we work in partnership with local charities, like the amazing Mary Graves Trust and the brilliant Cumbria Community Foundation to provide opportunities for all of our students, the excellent Maryport Town Council, participating and performing in public events, like the Christmas lights switch-on, supporting local initiatives, litter-picking, beach tidy up, fundraising for good causes, supporting environmental programmes, carol singing in care homes at Christmas and sharing school facilities with superb community groups, from Maryport Operatic and Amateur Dramatic Society to Maryport Athletic Football Club, Netherhall RUFC to Maryport Tennis Club, to name but a few, and operating the brilliant Netherhall Community Sports Centre, which provides vital and superb community leisure, recreation and sports facilities and classes in support of the local community.

Mr David W Tromans
Headteacher
Netherhall School

(Updated August 2023)

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The school's aim is to support the development of healthy, confident, capable and happy young people, who are supportive and tolerant of each other; a school that builds understanding and recognises individuality, whilst embracing collective responsibility. We aim to make school an enjoyable and productive experience for every child, where every young person looks forward to the possibilities of each day with energy and enthusiasm.

The five values that guide Netherhall School are:

- Students First - **students'** best interests are at the centre of all our decisions.
- Aspiration - **to be fiercely ambitious for all our students.**
- Quality - **to provide high-quality learning opportunities.**
- Opportunity - **to enrich students' learning.**
- Community - **to play an active role in the community.**

The core values of ambition, care and community are embedded in the ethos and culture of the school, they are manifest in the expectations, behaviours and relationships of the staff, students, parents / carers, governors and community.

'Pupils are enthusiastic about learning and teachers are enthusiastic about teaching. Pupils love coming to school.' Ofsted, February 2018

At Netherhall School, we are **ambitious** for every student. We have the highest expectations of all of our students, we want all of our students to have the best and most enjoyable experience of school, to ensure that all students fulfil their considerable potential and go on to can follow their chosen futures. We aim to support and challenge all our learners to give their best efforts, so they develop confidence, belief, self-esteem and pride. We are ambitious for all our staff and governors, always striving to provide the best possible training and care, so we are always able to fully support our students.

'Staff and pupils say, without question, the Headteacher has been an inspiration, giving them belief that all can achieve. Throughout his tenure, the Headteacher has demonstrated passion, integrity and highly skilled leadership. This school has been transformed in a remarkably short period of time.' Ofsted, February 2018.

We believe in **caring** for the whole person. It is essential that our students look forward to attending school and are therefore present in school with the highest expectations of the school and themselves, ready to work and able to enjoy their daily school experience. All of our staff are focused on helping students through any challenges, working cohesively with parents and external agencies to resolve any difficulties. There are extensive curricular, extracurricular and enrichment opportunities, with every student able to pursue their aspirations and chosen interests, whatever their ability. The rich variety of extracurricular and enrichment opportunities enables all students to acquire invaluable life affirming experiences to help them make important life choices.

'Relationships throughout the school are excellent. There is great mutual respect between adults and pupils.' Ofsted, February 2018.

We strive to engender a sense of **community**, where everyone feels valued as an individual and as a part of the school community. We are a school where students know, understand and appreciate the importance of individual responsibility as part of the collective: what each one of us does, matters. We celebrate together, learn together, appreciate and support each other in the community as a school, taking pride in each other's achievements and supporting each other to do our absolute best. We are mindful of the wider school community and our responsibility to Maryport and the surrounding area, to ensure that we are a school they can be proud of and a school that is at the heart of the town.

'Pupils have considerable respect for their teachers because they believe their teachers are doing a great job!' Ofsted, February 2018.

Adam	Jessica	JAA	Holliday	Leah	LAH
Allen	Sarah	SLA	Holliday	Lee	LPH
Askew	Lesley	LAA	Howell	Chloe	CFH
Bailey	Mark	MDB	Humes	Rhiana	RH
Barber	Lisa	LB1	Hyde	Jenny	JH
Barcock	Lisa	LRB	Irving	Barbara	BI
			Johnston	Jack	JYJ
Barlow	Martin	MAB	Johnstone	Beverley	BMJ
Bateson	Stephanie	SMB	Juhasz	Antal	ANJ
Bell	Justin	JEB	Kealey	Sally	SK
Bell	Rebecca	REB	Kirkbride	Daniel	DK
Bird	Damian	DBB	Kirkbride	Ian	IK
Birkett	Julie	JB	Kirkby	Clare	CK2
Bishop	Donna	DMB	Lawson	Kate	KAL
Blades	Christopher	CSB	Lawson	Karen	KEL
Bonney	Steve	SXB	Lister	Philip	PJL
Bowe	Patricia	PB	Little	Jacqueline	JL
Bradley	Rachel	RAB	Machard	Mickael	MCM
			McCleane	Shirley	SM
Butler	Katie	KB	McCrickard	Keifer	KXM
Byers	Alastair	AB	McMurray	Melissa	MM
Byers	Joshua	JFB			
Carruthers	Victoria	VC			
Clark	Kaylee	KEC			
Cooke	Amy	AEC	Mossop	Ronald	RM
Cooper	Samantha	SLC	Mumberson	Karen	KLM
Cotton	Hannah	HLC	Newton	Dean	DJN
Coulthard	Joyce	JC	Nicholson	David	DHN
Coulthard	Stacey	SC1	Norman	Katie	KLN
Cumberworth	Jane	JC	O'Connell	Debbie	DM\$
Dakers	Jemma	JXD	O'Hea	Marianne	MO
Davis	Samantha	SGD	Olley	Gillian	GO
Dawson	Liisa	LHD	Parker	Sophie	SJP
Dewar	Jake	JAD	Parslow	Sandra	SLP
Edwards	Charlotte	CRE	Pattinson	Christopher	CHP
			Poddington	Claire	CLP
Fisher	Sharan	SAF	Potts	Sam	SP
Forsyth	Ryan	RF	Rainsley	Mark	MIR
Fox	Emilie	EGF	Richardson	Joe	MJR
Frankland	Karen	KMF	Robertson- Barnett	Fabienne	FRB
			Scott	Andrew	AWS
Fulton	Neil	NPF	Scott	Sarah	SXS
Gebbie	Dale	DHG	Shipton	Sheila	SMS
Graham	Denise	DJG	Smith	Connie	CXS
Gribben	Alison	AG	Smith	Matthew	MS1
Haddath	Lucy	LRH	Smith	William	WJS
Haigh	Karen	KH			
Henderson	Rowena	RMH			
Heigh	Norman	NH	Smith	Victoria	VRS
Hidalgo	Estefa	EXH	Smithson	Melissa	MS2
Holliday	Chloe	CVH			

Stead	Ruth	RMS	Walker	Imogen	IW
Stephenson	Dale	DSS	Walling	Nicola	NW
Stevenson	Antony	AJS	Walsh	Mark	MW
Taylor	Brian	BT	Wassell	Lee	LJW
Taylor	Kirsty	KT	Watt	Nico	NJW
Taylor	Tracy	TT	Wright	Amy	ARW
Telford	Eileen	ET	Yates	Kelly	KY
Thorburn	Kirri	KT			
Tromans	David	DWT			

Staffing Structure 2022-2023

David Tromans	Headteacher
Mark Bailey	Deputy Headteacher
Ruth Stead	Assistant Headteacher
Leah Holliday	Assistant Headteacher
Steph Bateson	Assistant Headteacher
Martin Barlow	Assistant Headteacher
Justin Bell	Assistant Headteacher
Chris Pattinson	Assistant Headteacher
Claire Poddington	Assistant Headteacher
Lisa Barcock	Assistant Headteacher
Sharan Fisher	Associate Assistant Headteacher
Sheila Shipton	Associate Assistant Headteacher
Damian Bird	Head of English
Sarah-Louise Allen	Second in English
Liisa Dawson	English KS3 Co-ordinator
Lesley Askew	English, Literacy and Intervention
Kaylee Clark	English, Anthology and Reciprocal Reading
Beverley Johnstone	SENCo, English
Sophie Parker	English KS5 Co-ordinator
Martin Barlow	Line Manager for English
Samantha Davis	Whole school literacy
Victoria Smith	KS2-3 English transition and phonics lead teacher.
Nicola Walling	English
Amy Wright	Head of Maths
Steve Bonney	Second in Maths
Stephanie Bateson	Assistant Headteacher and Maths
Antal Juhasz	Maths KS5 Co-ordinator
Patricia Bowe	Maths
Andrew Scott	Maths KS4 Co-ordinator
Sandra Parslow	Maths KS3 Co-ordinator
Justin Bell	Line manager for Maths
Rhiana Humes	Maths
Claire Poddington	Head of Science
Karen Frankland	Science

Jake Dewar	Science, STEM Co-ordinator and Assistant Head of Year 8
Amy Cooke	Science KS3 Co-ordinator & Applied Science
Sheila Shipton	Science & SEND
Charlotte Edwards	Science
David Nicholson	Head of Chemistry and KS4 Co-ordinator for Science
Rowena Henderson	Science
Lucy Haddath	Science
Joe Richardson	Head of Physics & Second in Science
Neil Fulton	Maths & HoY 7
Leah Holliday	Assistant Headteacher Pastoral 7 Line Manager for PE
Lee Holliday	Alternative Provision and HoY 10
Sarah Scott	SSCO, Girls' PE and Sports Leadership
Jessica Adam	Girls' PE and Health & Social Care
Dale Gebbie	Boys' PE
William Smith	Boys' PE
Kate Lawson	Girls' PE & Sports Leadership
Connie Smith	Girls' PE
Nico Watt	Boys' PE
Anthony Stevenson	Boys' PE
Ryan Forsyth	PE Senior Teaching Assistant
Hannah Cotton	Head of Art, Design & Technology
Ruth Stead	Line Manager Art, Design and Technology
Chloe Howell	ADT
Fabienne Robertson-Barnett	ADT
Katie Norman	Art, Design and Technology
Imogen Walker	ADT Senior Teaching Assistant
Matthew Smith	ADT Senior Teaching Assistant
Denise Graham	KS3 IT
Dean Newton	Head of Music
Kiefer McCrickard	Second in Music
Lisa Barcock	Associate Assistant Headteacher, Line manager for RE, Careers, Guidance, SMSC, Well-being, Community Engagement 7 KS2-3 Transition.
Donna Bishop	RE and HSC
Chloe Holliday	Head of Guidance
Sharan Fisher	Associate Assistant Headteacher, Line Manager for Vocational Education
Rachel Bradley	Head of Geography
Chris Blades	Geography
Lee Wassell	Geography, D of E Co-ordinator and HoY 9
Rebecca Bell	Geography
Mark Rainsley	Head of History & Line Manager for Geography

Mark Bailey	Deputy Headteacher & Line Manager for History
Jack Johnston	Second in History
Jemma Dakers	History
Samantha Cooper	Head of ICT, Business Studies & Bedrock Mapper
Philip Lister	ICT and HoY 8
Mickael Machard	Head of MFL
Emilie Fox	Head of Spanish
Chris Pattinson	Line Manager for MFL
Joshua Byers	Second in Spanish
Estefa Hidalgo	Second in French
Karen Lawson	Head of Drama

Student Support

Beverley Johnstone	SENCo and Lead for the Entry Level Certificate qualifications
Julie Birkett	Senior Teaching Assistant
Katie Butler	Senior Teaching Assistant (p/t)
Melissa McMurray	Senior Teaching Assistant
Marianne O'Hea	Senior Teaching Assistant (p/t)
*	
Shirley McClean	Senior Teaching Assistant
Carrieanne Beasley	Senior Teaching Assistant
Kelly Yates	Senior Teaching Assistant
Alison Gribben	Senior Teaching Assistant
Stacey Coulthard	Senior Teaching Assistant
Lisa Barber	Senior Teaching Assistant
Kirri Thorburn	Teaching Assistant
Eileen Telford	Senior Attendance Officer
Clare Kirkby	Attendance Officer
Victoria Carruthers	Attendance Officer

Pupil Premium Mentor

Megan Scott	Data Manager & Pupil Premium Mentor
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Heads of Year

Lee Holliday	Head of Year 10
Neil Fulton	Head of Year 7
Philip Lister	Head of Year 8
Barbara Irving	Head of Year 11
Lee Wassell	Head of Year 9
Jake Dewar	Assistant Head of Year 9
Christopher Pattinson	Head of Sixth Form

Administrative and Support Staff

Dale Stephenson	Business Manager
Karen Haigh	Exams & Assessment Officer
Gill Olley	Office Manager, Receptionist/Cover Officer
Jenny Hyde	Examinations Assistant and Reprographics
Megan Scott	Clerk to the Governors
Sam Potts	Finance Assistant
Norman Heigh	Science Technician
Alastair Byers	IT Manager
Sally Kealey	Science Technician
Melissa Smithson	Science Senior Teaching Assistant
Debbie O'Connell	Science Senior Teaching Assistant
Karen Mumberson	Pastoral Assistant for Seclusion
Brian Taylor	Community Sport Centre Manager
Tracy Taylor	Assistant Community sports Centre Manager
Kirsty Taylor	Sports Centre Admin Assistant
Mark Walsh	Facilities Manager
Ian Kirkbride	Senior Site Manager
Ronnie Mossop	Assistant Site Manager
Daniel Kirkbride	Assistant Site Manager
Joyce Coulthard	Midday Supervisor (p/t)
Jacqueline Little	Midday Supervisor (p/t)
Sandra Crozier	Midday Supervisor (p/t)
Lisa Kirkbride	Midday Supervisor (p/t)
Jane Cumberworth	Cleaner

Netherhall School Leadership Structure 2022-23

Headteacher – DWT

Self-evaluation & School Improvement
Budget & Finance
Line Management of SLT, Sports Centre and Site Management
Governors
Line Management for Music

***Reprographics, Administration, Cover, Exams and Invigilators.**

Deputy Headteacher – MDB

Whole-school Academic Standards
Performance Management
Line Management Agenda and Middle Leaders
Line Management for History & Drama
School Council and Student Voice
Academic Reporting

Business Manager: DS	Assistant Headteacher: RMS	Assistant Headteacher: JEB	Assistant Headteacher: SMB	Assistant Headteacher: MAB	Assistant Headteacher: LAH	Assistant Headteacher: CHP	Assistant Headteacher: CLP	Assistant Headteacher: LRB
Budget & Finance HR Insurance Health and Safety IT Support Line management Educational Visits Co-ordinator	Teaching and Learning Homework INSET, CPD, ECTs & ECF Staff Induction Line management ADT	Data, Assessment & Recording Whole-school Numeracy Line Management for Maths	*Maternity Leave Curriculum Timetabling Duties Timetables Support Timetables KS3-4 Options Admin Line Management: IT & Vocational Courses Reprographics, Administration, Cover, Exams, SIMS and Invigilators.	Whole-school Literacy Line Management for English EAL WELL Project Lead	Attendance Behaviour Pastoral Care Multi-agencies Awards Day Heads of Year Safeguarding Admissions Online-Safety LAC Line Management PE *Duties & Support Timetables	Head of Sixth Form KS4-5 Options and Transition 16-19 Programmes of Study KS5 Attainment and Progress Line Management for MFL *KS-4 Options	Line Management for Science & Parent Pledge Pupil Premium *Curriculum Timetabling SIMS	Line Management for RE, Careers, IAG, Guidance & SMRC, Well-being, Community Engagement KS2-3 Transition
Associate Assistant Headteacher: Sheila Shipton – SMS Line Management for SEND				Associate Assistant Headteacher: Sharan Fisher – SAF *Line Management for IT & Vocational Studies				

LEAH HOLLIDAY - HEAD OF PASTORAL												
	7		8		9		10		11		12 & 13	
HOY	NEIL FULTON		PHIL LISTER		LEE WASSELL		LEE HOLLIDAY		BARBARA IRVING		CHRIS PATTINSON	
TUTOR	Estefania Hidalgo		Fabienne Robertson-Barnett		JEMMA DAKERS (Jan start)		Connie Smith		Anthony Stevenson			
AD	KAREN FRANKLAND	821	MICKAEL MACHARD	412	DALE GEBBIE	501	JACK JOHNSTON	421	SHARAN FISHER	222	12AD EMILIE FOX 313	Y12
CH	WILL SMITH	203			RUTH STEAD	202					KIEFER McCRICKERD	
FL	CHRIS BLADES	214	AMY COOKE	801	JESSICA ADAM	411	SAM COOPER	301	DONNA BISHOP	221	13AD DENISE GRAHAM 303	Y13
IS	DAVID NICHOLSON	811	KAREN LAWSON	211	LISA BARCOCK	402	CHARLOTTE EDWARDS	713			13CH MARK RAINSLY 422	
LI	LUCY HADDATH	726	CHLOE HOLLIDAY	401	RACHEL BRADLEY	321	JOE RICHARDSON	724	CHLOE HOWELL	205		
SE	NICO WATT	322	JOSH BYERS	311	ROWENA HENDERSON	725	HANNAH COTTON	206	LSD STAFF	LSD		
HA			REBECCA BELL	223								
CZ			KATE LAWSON	702								
TUTOR SUPPORT TEAM												
Katie Norman, Karen Mumberson												
	MON		TUES		WED		THUR		FRI			
CXS	AM		AM		AM		AM		AM			
KLM	AM		AM		AM		AM		AM			
ENGLISH INTERVENTION TEAM - LSD , Lesley Askew, Liisa Dawson. Damian Bird, Martin Barlow, Karen Mumberson, Sarah Allen, Kaylee Clark, Nicola Walling, Sophie Parker, Victoria Smith, Samantha Davis												

MATHS INTERVENTION TEAM - Justin Bell, Andrew Scott, Patricia Bowe, Amy Wright, Antal Juhasz, Sandra Parslow, Steve Bonney,
Rhianna Humes

INTERNAL TELEPHONES

Steph Bateson	268	Gill Olley	300
Mark Bailey	267	Sam Potts	237
Linda Borthwick	269	Ruth Stead	219
	239	Brian & Tracy Taylor	258
Karen Haigh	253	Eileen Telford	200
Leah Holliday	249	David Tromans	228
Bev Johnstone	210	Megan Scott	292
Dale Stephenson	221	Mark Walsh	293

DEPARTMENTS

Art	219	Music	236
English	226	401 / 402	246
French	225	RE	261
Geography	245	Reprographics	215
Health & Social/Guidance	242	Safeguarding	249
Health & Social/Guidance Rm207	266	Science	237
IT Room (303)	244	Science Office	218
IT Room (702)	231	Seclusion Unit	252
IT Support	203	Site Managers	235
Learning Support	231	Sports Centre Reception	259
Library	227	Staff Room	214
Maths	204	Technology	220

YEAR OFFICES

Yr 10 Lee Holliday	236
Yr 7 Neil Fulton	265
Yr 8 Philip Lister	211
Yr 11 Barbara Irving	296
Yr 9 Lee Wassell	236
Yr 12/13 Sixth Form Office	215

OUTSIDE LINES

Kitchen	815127
Sports Centre	812161
Switchboard	300
Kitchen Internal	

School Policies

The school policies for staff are embedded into the staff guide document and can therefore be accessed through the staff guide. All staff will be required to give their electronic signature to confirm they have received a copy of the Netherhall School staff guide.

Support Timetables and Duty Rotas

The colleague support, seclusion and sixth form study timetables will be distributed to staff before the start of the academic year.

Rotas for additional duties: detention, homework and coursework club will be distributed directly to staff at the beginning of the academic year, at the start of each half-term.

2023-24 Times of the School Day

- School will be open from 7.15am for staff to access the school buildings.
- School will be open from 7.45am for students to access the school cafeteria only.
- All staff are expected to enter and leave the school via the school reception and to sign in and out electronically on the school inventory system.

Monday morning meeting time: 8.15am – 8.30am

Registration & Assembly: 8.30am – 8.55am

Period 1: 8.55am – 9.45am

Morning Break: 9.45am-10.00am

Period 2: 10.00am – 10.50am

Period 3: lunch: year 7 and 9: 10.50am – 11.40am

Period 4: lunch: year 8 and year 10: 11.40am – 12.30pm

Period 5: lunch: sixth form and year 11: 12.30pm – 1.20pm

Period 6: 1.20pm – 2.10pm

Period 7: Staggered finishing times:

Years 7, 8 & 9 – 3.00pm

Years 10, 11, 12 & 13 – 3.05pm

Map

The school has two public entrances (main entrance, and the sports centre entrance) and seven student entrances, accessing each of the seven areas numbered on the diagram above. Each area has a staircase associated with it and each staircase is numbered the same as its area and entrance.

Rooms are identified by a three-figure code e.g. 721. The first figure identifies the area/staircase, the second figure the floor, and the third figure the room. 721 is, therefore, room 1, on the 2nd floor, on staircase 7.

Staircases are associated with curriculum areas as follows:

Stair 1
English

Stair 3
Geography
MFL
RE
History

Stair 5
Maths
PE

Stair 7
Maths
Science
Learning Support

Stair 2
ADT
Drama
RE
Guidance
IT

Stair 4
History
MFL

Stair 8
Science

**Music & Sixth
Form Centre**
Music
Sixth Form

Staff are expected to wear their ID badges at all times in the school buildings.

All visitors to the school must sign in at the main reception, where they will be issued with a visitor's badge.

Users of the sports centre should access the site via the main sports centre car park.

Duties - Responsibilities

All staff have a duty to maintain a physically and psychologically safe environment for students in their care; therefore, staff are on duty at all times and should always pick up on inappropriate, unhelpful or unsafe behaviour, whenever it is evident.

Briefing, break and lunch duties are an important part of our duty of care. If you are unable to do your duty you must inform your team leader and make alternative arrangements, to ensure it is covered. In the case of unforeseen absence, please notify your head of year.

Chewing gum is not allowed in school for students and teachers, as teachers are role models for students. If a student is caught chewing gum in school, please have a suitable conversation with the student and if appropriate issue a sanction.

Morning Gate Duty

The senior leadership team and heads of year are positioned on gate duties during morning entry to the school, to welcome students and to ensure that students have the correct uniform.

Monday Morning Teaching and Learning Briefing Duty

T&L briefing takes place every Monday morning from 8.15am-8.30am in the Ellen Theatre; heads of year are required to be on duty in their respective year group areas between 8.15am-8.30am on Monday morning.

House Keeping

Ensure that your classroom / teaching space is left clean and tidy – please refer to the house keeping policy for more detailed staff guidance.

Break Duty

Breaktime is for 15 minutes, between the end of lesson 1 at 9.45am and the start of lesson 2 at 10.00am; this is directed time and staff colleagues have a duty of care to ensure that students are physically and psychologically safe during this time. Staff break time duties are a statutory requirement and the staff breaktime duties organisation is issued to staff before the start of the academic year.

Toilets

Student toilets are located in the following areas:

- Stairwell 2
- Stairwell 5
- Stairwell 7
- Stairwell 4
- Sixth form area

Staff toilets are located in school reception.

Lunch Duty

Teaching staff are entitled to a lunchtime and are not expected or requested to be on duty during their lunchtime.

- **Lunchtime 1: 10.50am-11.40am: Years 7 and 9:** the respective heads of year and a member of SLT are on duty in each dining hall, while two PE colleagues will staff the astro-turf / sports hall for students who wish to be active during their lunchtime.
- **Lunchtime 2: 11.40am-12.30pm: Years 8 & 10:** the respective heads of year and a member of SLT are on duty in each dining hall, while two PE colleagues will staff the astro-turf / sports hall for students who wish to be active during their lunchtime.
- **Lunchtime 3: 12.30pm-1.20pm: Years 11, 12 & 13:** the respective heads of year and a member of SLT are on duty in each dining hall, while two PE colleagues will staff the astro-turf / sports hall for students who wish to be active during their lunchtime.

Last Lesson of the Day

At the end of the last lesson of the day in your classroom / teaching space, please ensure that you request the students to place their stools / chairs on the top of their table to facilitate effective end-of-the-day cleaning.

End of School Gate / Bus Duty

Senior staff are on duty at the end of the school day and are to maintain a highly visible and proactive presence in order to keep a calm and relaxed atmosphere. The staggered finish times to ease the egress from school are:

- Years 7, 8 and 9 - 3.00pm
- Years 10, 11, 12 & 13 – 3.05pm

Discipline Procedure

The school's discipline procedure is explained in more detail in the school's behaviour policy. If the classroom teacher is experiencing difficulties with a student's behaviour they can use:

Buddy System

Ask a colleague to take the student into their class, where they will continue their work.

Colleague Support

The student's transgressions require the student to be removed from the class as they are disrupting their own learning and the learning of other students. Using Edulink One, call for colleague support, who are available all lesson, every lesson; they will arrive and endeavour to resolve the issue with you and the student. The sanction is dependent on the situation, the severity of the transgression and the judgement of the persons involved.

Seclusion - Please note seclusion will not open until 8.55am. Students in seclusion should go to their head of year / tutor group for registration prior to seclusion opening.

Toilets

Students are NOT to be allowed to go to the toilets during lesson times unless they have a toilet pass, which is issued by their respective head of year. If a student is insistent that they need to go to the toilet during a lesson, contact colleague support – please do not get into a conflict with the student, let them know that colleague support has been requested and they will be escorted to the toilet. Colleague support will liaise with the head of year to determine whether the student requires a toilet pass. Students can use the toilet facilities at the start of school, at breaktime, at lunchtime, during lesson time and at the end of the school day.

Behaviour Points

Behaviour points are awarded to students via SIMS for poor behaviour, please refer to the school's behaviour policy.

Achievement Points

Achievement points are awarded to students for excellent conduct, contribution and performance. There is no limit to the awarding of achievement points and their award plays a significant role in the positive and constructive ethos of the school, please refer to the school's behaviour policy.

Friday Forum

Friday Forum is the opportunity for staff colleagues to nominate students for excellent effort, attitude and work from the week. Friday Forum plays a significant role in the positive ethos of the school.

Meetings structure

The majority of meetings will be held on Monday evenings.
The meetings are as follows:

Meeting	Chair	Standard Agenda Items
Department	HOD	Identification of agenda items for, and feedback from, school, college and senior management meetings.
Year Team	HOY	Identification of agenda items for, and feedback from, HoY meetings, school, college and senior management meetings.
Middle Leaders	MDB	Development work on common key issues identified through line management agenda and improvement plans.
Full Staff	DWT	Feedback from focus meetings if appropriate.

Other meetings will take place as follows:

Thursdays

Governors' meetings and governors' sub-committees.

Thursday pm

Senior leadership team (weekly).

SLT consists of core group of DWT, MDB, RMS, LAH, JEB, MAB, CHP, SMB, CLP, LRB, DS, SAF & SMS with other staff included/invited where appropriate.

Agendas and Minutes

Agenda items to be requested from participants (and others if appropriate) at least a week in advance of the meeting; agendas to be published at least 3 days in advance.

Minutes of meetings, (brief and concentrating on action points and staff responsible) to be published to all participants and to DWT as soon as possible after the meeting and no later than one week after. Departmental minutes and year team minutes to also be circulated to SLT line managers.

Line Management Agenda

The line management agenda informs the fortnightly line management discussion between heads of departments and their respective line managers. If SLT and HoD colleagues would like to put an item on the agenda, they should contact MDB directly.

Staff Mental Health and Well-being

The school adheres to the education well-being charter. The appointed mental health and well-being member of staff is Miss Barcock, who colleagues can contact for a confidential conversation. Miss Barcock will relay any information – agreed by the member of staff – to the headteacher and the HR manager at the weekly HR meeting. The staff mental health and well-being representative on SLT is Miss Barcock who, in consultation with staff, has constructed, and will continually re-evaluate and update the staff mental health and well-being policy. If colleagues would like to discuss, amend or add aspects to the school policy, please contact Miss Barcock.

The line management agenda includes the following items:

Are there any issues with dept colleagues work life balance / working time regulations?
Is there a need for any back to work interviews; if so, have they been conducted?
Are there any health and safety concerns; if so, when do they need to be addressed?
Are there any mental health and well-being issues?

Consultation Mechanisms

All members of staff are encouraged to comment upon, or suggest areas of policy development and implementation, either formally through the meetings structure or informally.

In between meetings, any member of staff who has an idea, or wishes to make a comment or observation on any aspect of school life, is encouraged to talk to a member of the senior management team, or to the head personally. Decisions made by the head or the governing body about school policy and practise are not dependent upon seeking a majority view, but the balance of opinion will be a crucial factor in making decisions that are capable of being 'owned' by the staff as a whole.

The process of decision-making at year group and department level will follow a similar pattern, and all staff are encouraged to make comments or observations to their head of department or head of year.

Most decisions made within the school will have direct impact not just on colleagues, but on students and parents. Consultation procedures will, therefore, be followed up with students through year councils and specially convened consultative groups of students.

Evaluation and Improvement

Each department and team produce an annual self-evaluation and an annual improvement plan outlining its priorities for the coming year, how these priorities match with overall school priorities, and the resource implications of the plan in terms of finance, time and staff development.

Each head of department will have a two-weekly meeting with their one-to-one senior

manager.

Outcomes of the one-to-one meetings will be scheduled into SLT agendas, where there will be updates on lesson observations, objectives achieved and work scrutiny.

Mental Health and Well-being

The school values the positive mental health and well-being of its staff, it works to the education staff well-being charter, it has a mental health and well-being policy, a nominated staff well-being and mental health representative – Miss Barcock.

The Netherhall School Newsletter

A newsletter for all parents is published every half term, which is posted on the school's website, e-mailed to parents and e-mailed to all staff. The newsletter is a major vehicle for home-school communications and contains a calendar of important dates and reports of recent happenings in the school. It also contains articles of general interest to students, parents/carers. All members of staff are encouraged to contribute articles to the newsletter.

Social Media: Facebook

The school has a Facebook account, which it uses as a social media platform for informing students, parents / carers and for posting a daily article of general interest to the school associated population. Mr Dale Stephenson, the school's business manager is the single point of contact for posting any information / article on the Netherhall School Facebook page.

EduLink One

EduLink One is the school's on-line learning platform, which is used as the central communication mechanism between the school, teachers, students and parents / carers.

Community Links

The school places a strong emphasis on developing and maintaining links with the local community.

These can take many forms, for example:

- Links with local businesses and employers.
- Work experience.
- Carol singing and senior citizens' parties.
- Vocational work in leisure and tourism, health and social care and business.
- Links with the employment service, Inspira and the Youth Service.
- Links with community groups and associations.
- Project work to support local individuals in need.
- Involvement of parents and other adults in curricular provision.
- Environmental projects.

The school is represented on the following groups:

- Cumbria Association of Secondary Headteachers.
- Western Headteachers' Consortium.
- Western Deputy Headteachers' Consortium.
- Western HoD's Consortium.
- West Cumbria Inclusion Panel; this is a multi-agency group across Allerdale and Copeland.
- One Cumbria.

Curriculum Plans

All HoD's have full curriculum schemes of work for Key Stages 3, 4 and 5. Curriculum plans are systematically shared /sent out to all students and parents / carers every half-term.

Extracurricular Activity

At Netherhall School we view extra-curricular activities as a vital part of our overall provision. Outcomes in terms of examination success are vital to young people; however, we hold the belief that we also have a duty to educate the whole person. To this end, we actively encourage all students to take part in a range of extra-curricular activities. This is done via the extra-curricular activities timetable.

Enrichment Activity

Enrichment activities play a significant role in students' positive experiences of school, all subjects endeavour to provide relevant enrichment experiences in different year groups and in different key stages.

Examinations

The school policy for examination remarks is that this is at the discretion and choice to pay for a remark of the students and their family.

School Events

School events are published, when possible, in advance on the school calendar.

Awards Day

This event is held in the summer term, and along with GCSE and A level results day, is of the utmost significance in the school calendar. Award winners are identified from each year group and from recent leavers. There are a large number of awards which are generously sponsored by local groups, businesses and individuals. These awards are for achievement and for endeavour across the whole curriculum (both academic and the wider school curriculum). Award winners are selected by heads of year and academic leaders. Parents are invited to the ceremony. The awards are presented by a guest of honour each year. The head teacher makes an annual report on the progress of the school. Pastoral leaders present awards and read citations on the achievements of students within their year group. The event is also a showcase for the talents and skills of our dancers, musicians and dramatists, who have an opportunity to display their skills. The head boy and head girl make a vote of thanks and present a gift to the guest of honour.

Sports Day

This event usually takes place in July and involves the whole school in track and field events. It is organised on a tutor group basis by the PE department. Trophies are awarded at the end of the sports day.

Parents' Evenings

Parents' evenings are a statutory requirement, and are included in the school calendar. It is hoped that we will be able to revert to face-to-face parents' evenings for this academic year.

Year 6-7 Induction Day / Evening

This takes place during the summer term. Students only attend during the day, pupils and parents attend during the evening. The day / evening includes an address by the headteacher, deputy headteacher, head of year, a meeting with the form tutor and a range of presentations on safeguarding, literacy interventions and the use of Edulink and Parent Pay.

Year 12 Open Day / Evening

This takes place during the summer term once year 11 students have completed their examinations. The day / evening includes an address by the headteacher and head of sixth form, along with opportunities to meet and talk with subject representatives.

Procurement / Requisitions

Ordering Goods

Purchase order requisitions are available from the school's business manager. The purchase order requisition must be signed by the budget holder who is paying for the goods. Purchases of up to £500 must be signed by the head of department, while purchases over £500 must be signed by the head of department and a member of the SLT as a counter-signatory. The purchase order requisition is then passed to the finance assistant who will ratify the order and purchase the goods.

Requesting Cash/Cheques

If one wishes to be reimbursed for expenditure on behalf of the school, one will need to complete a petty cash/cheque requisition. Requisitions are available from the finance office. It will need to be signed by the budget holder who is paying for the goods. One will need to attach a receipt as evidence of what has been spent and what it was for; reimbursement will be made by cheque, or if preferred and the amount is very small (up to £15), by cash.

Department Equipment Purchased

Any purchase of equipment made with a value greater than £100 should be identified in the department's stock book. Details should be recorded of the date of purchase, description of goods, serial number and location in school (room number). If the equipment is subsequently transferred/disposed of, this must also be recorded. Any proceeds of sale must be recorded.

If you have any further queries regarding finance procedures, please ask the finance office.

Staff Absence Procedures

Absences from school should be organised as far in advance as possible to allow arrangements to be made for your absence. All planned absence must be agreed and signed by your line manager and the headteacher. Please see the headteacher and Mrs Gill Olley to first check the suitability of dates. A yellow absence form must be filled in, signed and all planned absence is logged into the school calendar.

If you are ill, please let the school know as soon as possible if your illness will involve absence. Please phone/text Gill Olley by 7.15am at the latest. It would be helpful if you can be precise about the nature of your illness and the number of days you anticipate being absent. You will need to organise self-certification and/or a doctor's note if necessary. If possible, provide fully detailed lesson plans for the lessons to be covered during your absence and arrange for students' work books to be available – forward these to your head of department/department staff.

All support staff are also required to inform their line manager and the school office if they are absent from work. Keep the school office informed if the absence persists over several days. After you have been absent, you must have a meeting with your respective line manager, where you will be required to complete a return to work interview with your line manager and complete the associated form, which will be logged with the school's HR manager. The HR manager and the headteacher will meet weekly to review the Return to Work (RTW) interview meeting forms.

An absence return is submitted to Capita at the end of each month – please provide a doctor’s note or a self-certification form promptly when absent due to illness.

Medical Appointments

As far as possible, members of staff should arrange for medical appointments to take place either after school, at weekends if possible, or during school holidays. If appointments cannot be avoided during the school day, they should ideally take place during non-contact time, at lunch-time, or at the start or end of the day to minimise the impact of the absence. For those appointments where no variation is possible, for example at a hospital clinic with fixed hours of opening, staff will be given paid leave to attend, even if cover is required.

Dependent Children

A number of members of staff are also parents of dependent children. If a child has a medical appointment during the working day which cannot be re-arranged to an alternative time, then the member of staff should seek to find someone else to accompany the child to the appointment. If this is not possible, paid leave will be granted to the member of staff for this purpose. If a child is ill, and therefore unable to attend their own school or childcare setting, then the member of staff should seek to find someone else to care for the child. If this is not possible, paid leave will be granted to the member of staff for 1 day. If the illness of the child extends beyond 1 day and the member of staff has been unable to find someone else to care for the child, the second and subsequent days of leave may be granted as unpaid. However, there is discretion depending upon circumstance, and the head would expect to speak with any member of staff in this situation, particularly where their absence from work due to the illness of a child is a regular occurrence. (NB Where both parents are members of staff, 2 days of paid leave to care for the child can be granted, either 1 day to each, or 2 days to one parent).

Compassionate Leave

In situations where, for example, a member of staff suffers the bereavement of a close relative or where a child or family member has a serious illness, compassionate paid leave can be granted for up to 5 days in any one year. Leave beyond this time would generally be unpaid, unless accompanied by a doctor’s note, although again discretion applies, and again the head would expect to speak with any member of staff in this situation.

Unpaid Leave

Unpaid leave may be granted at the discretion of the head or the governing body in certain circumstances. Each individual’s case is dealt with on its merits. Since the absence is without pay, the school is able to use the saving on that pay to fund a substitute if necessary. Nevertheless, unpaid leave is a disruption to the work of the school, and therefore will only be granted sparingly.

Personnel Records

A file is kept by the headteacher for every member of staff. This file is kept in a locked filing cabinet in the admin store. It contains the original application form, references, a copy of the contract, copies of letters, pay review information, professional development information, attendance information, etc. All members of staff are welcome to look at their file by appointment with the head.

Job Applications

Any member of staff who is considering applying for a post at another school or elsewhere is asked, as a courtesy, to inform the headteacher in advance of making the application. He will always provide a reference, and provide advice and comment on the application if requested.

Own Vehicle Use & Expense Claims

Any staff member contemplating using their own car to transport pupils for whatever purpose will have to complete a volunteer driver declaration form before doing so; forms are available from the business manager.

An expense claim may be submitted for mileage if you make a journey in connection with your employment at the school, e.g. to a training course, meeting etc. These expenses will be paid directly into your bank along with your salary.

- Forms are available in the finance office.
- The journey is paid between **school** and the destination.
- Mileage is paid at 45p per mile, or return rail fare.
- If the distance is over 150 miles it may be more economical for the school to hire a vehicle and make a claim for reimbursement of fuel.
- Mileage is taken from the AA website.

If more than one person is going on a course, we would expect you to share travel arrangements. Otherwise the amount of the travel claim will be shared between participants.

Minibus

If you intend to use the school minibus, you must have a full driving licence and have passed a minibus driving test – assessor provided by the LA appointed person, which in this case is Mr Stephenson the business manager. The minibus should be thoroughly checked – as per instructions – before use, driven with extreme care and fully checked after use – as per the driver checklist. Any issues or faults, etc. should be reported to the site team immediately.

The Cumbria Community Transport minibus may be booked for hire through the finance assistant. Keys and information pack will be collected from Easterbrook's Garage, Glasson Industrial Estate, Maryport.

The driver must have passed their minibus driving assessment, and a copy of your licence is required, as this forms part of the conditions of insurance (copy to be given to the finance assistant). A full list of qualified drivers is available from the business manager. Anyone wishing to take their test should contact the business manager.

If you are using the minibus after school, it is not advisable to drive for more than 2½ hours. A break should be incorporated before setting off of at least 45 minutes after teaching. If this is not possible, a break of 45 minutes should be incorporated into the driving time, a second driver could assist with this.

Journeys in the minibus are covered in our generic risk assessment, *Travel to and from the Destination*. Please ensure you have read this document and applied any control measures required. Two adults should preferably accompany each minibus trip. If the journey is relatively short, and the behaviour of the pupils assessed to be good, then the second person can be appointed from the students travelling on the minibus.

Full emergency numbers are supplied with the information pack you receive on hiring the bus. The bus must be checked prior to setting off and on return. Any defects must be notified on the form in the appropriate section on return.

The minibus should be returned in the condition that you found it. Please ensure all belongings are removed from the minibus on return and all litter is disposed of. The keys must then be returned back to Easterbrook's Garage.

Any minibus assessed drivers who incur points on their driving licence must let the business manager know as soon as possible. This does not mean a ban from minibus driving but you will need to be risk assessed.

IT booking

The booking of rooms and IT facilities is done through Edulink One.

Photocopying

Requests for photocopying are dealt with by the reprographics assistant. Please ensure that you make requests in good time, preferably with at least 24 hours notice. You should ensure that you are not intending to infringe copyright laws. The reprographics assistant will provide help and advice whenever necessary.

Reporting a Fault

If you notice any defects, faults or repairs in the building, either in your own classroom or elsewhere, please notify it by making an entry via the site management help desk e-mail site@netherhall.cumbria.sch.uk. The facilities manager or a site manager will then make arrangements to investigate the fault. Please bear in mind that site managers are busy people, and are working to a budget. They will make the repair as soon as possible, or let you know if the repair is to be delayed. For all general enquiries please use maintenance@netherhall.cumbria.sch.uk

School Calendar

The school calendar is published every year and is available through Edulink One.

Making a Calendar Entry

The school calendar is drawn up in June for the following academic year and revised through the year. It contains the details of all directed time and other activities within the school.

Anyone wishing to make an addition or amendments to the school calendar needs to direct this to assistant headteacher, Mr Justin Bell. Calendar alterations, additions and deletions will be communicated to staff through briefing and through the daily broadsheet. Out of school visits are subject to further procedures in addition to calendar requests; please see the visits procedure in the policy section.

Appointments with the Headteacher

If a member of staff wishes to talk to the headteacher about their contract, terms of employment, timetable, salary or any other work-related issue(s), they need to book an appointment with the school business manager, Mr Dale Stephenson and state in advance to the HR manager the issue(s) they would like to discuss. The HR manager will organise and convene a meeting, be present at the meeting and make a full recording of the meeting dialogue, providing a full copy of the minutes to all persons involved.

Governors

The governing board has the legal responsibility for the effective management of the school, acting within the framework set by national legislation. The responsibility for the day to day management of the school rests with the headteacher. There is a supportive and productive relationship between the school and the governing board which results in a healthy partnership. The governing body has chosen to delegate many of its responsibilities to the headteacher and other members of staff but maintains a close interest in the business of

the school, and determination to raise standards and achievement by positively promoting the five values that guide Netherhall in everything they do, The governing board consists at maximum of 1 local authority governor, 7 co-opted governors, 3 parent governors 1 elected staff governor and the headteacher who is ex-officio, a governor.

On 1 September 2022, the governing board has 11 members:-

Neil Watt	Chair	Elliot Percival	Co-opted
Andy Speck	Finance	Norman Blackburn	Parent
Lee McGarry	SEND	Helen McCreadie	Co-opted
Vacant	Safeguarding	Mark Bailey	Co-opted
Shawn Ackerlay	Careers	Keith Little	Co-opted
David Peggs	PP & Literacy	David Tromans	Headteacher
Vacant	Staff		

The clerk to the governors is Megan Scott.

The committee structure will also be used to deal with student disciplinary matters including permanent exclusion, staff appointments/staff disciplinary matters and redundancies and performance management.

School Term Dates – 2023/2024

TERM DATES 2023/2024				
	Start	Finish	Half Term	
Autumn	Wed 06 Sept 2023	Tue 19 Dec 2023	Mon 23 Oct 2023	Fri 27 Oct 2023
Spring	Wed 03 Jan 2024	Thu 28 Mar 2024	Mon 12 Feb 2024	Fri 16 Feb 2024
Summer	Tue 16Apr 2024	Fri 19 Jul 2024	Mon 27 May 2024	Fri 31 May 2024
Good Friday 29 March / Easter Monday 01 April / May Bank Holiday 06 May				