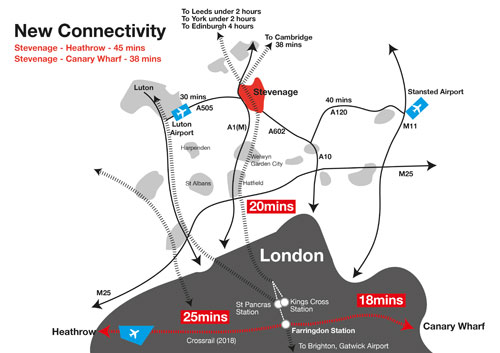
**Why you should choose Nobel**

The Nobel School is located in Stevenage, a town and borough in Hertfordshire, England, situated on the A1 between Letchworth Garden City to the north and Welwyn Garden City to the south. Just 20 minutes from London via train, a 40 minute drive from Cambridge with nearby airports just 20 minutes away (Luton) and 40 minutes away (Stansted), Stevenage has excellent transport links to London and the rest of the country. Stevenage Old Town has a village feel with historic buildings, cafes, coffee shops, restaurants and coaching inns and is lively in the evenings and weekends (for more information, see <http://www.stevenage.gov.uk/regeneration/131675/>).

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjS9PSsqPHRAhXFqxoKHTUSDmEQjRwIBw&url=http://www.stevenage.gov.uk/regeneration/172013/172007/&psig=AFQjCNEdHOl6wC1Ot-CRrRV6D4ffZQeW8w&ust=1486121530276066)

**Staff CPD**

* We provide a comprehensive induction programme for all colleagues joining our school and all our new teaching staff are paired with a buddy to support them.
* On-going in-house professional development is an expectation for all via our core CPD days; weekly after school development time, middle leader training; and open door policy practiced by both our Senior Leadership Team and our Directors of Faculty, all of which
* support the aims of our school improvement plan and encourage colleagues to develop their careers with opportunities provided for staff to advance within school, as well as offering support for those who may wish to find promotion elsewhere.
* We are active members of the Stevenage Educational Trust and the North Herts Educational Partnership, so we have excellent links with other schools in the area, plus robust networking and CPD opportunities.
* We are a lead school in Stevenage for School Direct and we are the leading school in the town for the delivery of the ECF.
* Competitive salaries and pay progression - all our staff are entitled to an annual professional appraisal review, with strong performance evaluation systems and linked pay progression.

**Staff wellbeing**

* We have a staff wellbeing charter (please see below) and have signed up to the DfE’s Education Staff Wellbeing Charter.
* Our school building is only ten years’ old and was part of a government rebuilding programme, which means that we have a ‘state of the art’ £38 million 21st century school with outstanding facilities (<http://thenobelschool.org/venues/school-facilities/>).
* We have superb sports facilities that include a large sports hall, a gymnasium, a dance studio, AstroTurf, a climbing wall, a multi-use games areas and the trim trail. In addition to these facilities, we have a fitness centre available for use by staff for free until 6pm (<http://thenobelschool.org/venues/fitness-suite/>).
* An ample car park, offering free parking
* Christmas and summer all-staff parties plus regular faculty-wide socials.
* Our Governing Body comprises professional people from business, finance and education (<http://thenobelschool.org/about-the-school/governors/>). Our Governors have both general and specialist roles in supporting the school and are very active backers of the leadership, staff and students. Additionally, the school has well-established and very close community links, with strong parental support.
* Employee Assistance Programme – a free and confidential 24-hour employee assistance programme which provides advice and support, including a counselling service.

**Financial benefits**

* We subscribe to Perkbox, which includes access to a free Café Nero or Greggs every week, a free birthday box, free access to Aura Mindfulness App and discounts at Cineworld, John Lewis, Curry’s (to name but a few!).
* Local Government Pension Scheme with generous employer contributions and the option to make additional contributions.
* Child Care Voucher Salary Sacrifice Scheme, with access to tax free childcare vouchers.
* Reduced rates for facilities hire (<http://thenobelschool.org/venues/>).
* Lunches are provided free on weekdays during term time for those that undertake school duties. The meals are prepared daily from fresh ingredients by the school’s caterers and hot and cold food choices are available.

Our prospectus is available on our website (<http://thenobelschool.org/>) and you can find out still more about our lovely school at the following links: <https://www.facebook.com/nobelschooluk> and <https://twitter.com/nobelschooluk>

The Nobel Staff Well-Being Charter

* We commit to placing well-being and mental health at the heart of our decision-making.
* We commit to supporting staff to make positive choices for their own well-being and encourage a collegiate culture across and between all roles.
* We commit to developing a long-term strategy for improving staff well-being.

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| **Reducing Workload** | **Improving Professional Development** | **Acting strategically and communicating clearly** | **Prioritising your mental health** |
| **Centralised resources:** Lessons and resources for KS3 and KS4 lessons are all written and pre-printed. | **Subject based CPD:** We allocate three SDT sessions a half term to departments, with a view that the meeting should focus on sharing subject expertise and enhancing subject knowledge. | **All CPD time is linked to the school plan:** CPD time is planned in advance and a schedule is published annually. All CPD sessions are identified in the school plan. | **No rollover timetable:**  We recognise the importance of gained time in departments during the summer term to prepare for the subsequent year. As a result we do not ‘roll over’ our timetable. |
| **Manageable marking:** Individual marking policies are set by the department CTL in consultation with their department members with no set expectation for volume of teacher marking from SLT. | **Outward-looking CPD:**  Staff are able to (and indeed encouraged) to attend courses to broaden their own knowledge.  In recent years this has included staff attending ResearchED, AQA, Edexcel and OCR training, courses by Evidence based Education, a wide variety of external speakers and NPQML/SL qualifications. | **Clear SLT messages:** We ensure that there is a clear message from SLT through the weekly Oracle, briefings and line management. | **Disaggregated** **Inset days:** We operate a model where three of our Inset days are disaggregated, thus allowing staff to have complete weeks off during the holidays. |
| **Data collection:** SLT only collect data twice a year for KS3 and three times a year for KS4/5. | **No formal observations:** After completing their training and induction, teachers will be given feedback rooted in our principles of learning on their teaching based on learning walks. | **A highly visible SLT:**  SLT walk the school site every period to ensure all feel supported. The only question SLT will ask a teacher during these walks is ‘Who is doing really well this lesson?’ | **Mental Health First Aider:** We employ a member of the support staff to act as a mental health first aider for all our staff. This means that all colleagues know they can refer colleagues to a trained professional if they have concerns. |
| **Inset time to mark:** There is eight hours of Inset time given to staff to mark KS3 exams and mock exams for exam classes. | **Use of CPD Standards:** All CPD delivered at Nobel is aligned to the Standard for Teachers’ Professional Development from the DfE. | **Communication with the unions:**  The headteacher has frequent meetings with the union and work collaboratively with the union reps. | **Free counselling:** Our Perkbox subscriptions includes four free counselling sessions for each member of staff. |
| **Centralised detention systems:**  We operate a centralised detention system. All staff take part in the rota system once every five weeks and SLT run the weekly Friday evening detention. | **Pedagogical Approach:** At Nobel our T&L view is shaped by a research informed view of pedagogy and we resist fads and gimmicks.  We do not have a diktat for lessons and instead utilise the Nobel Principles of Learning that are primarily derived from Rosenshine’s Principles of Instruction and Lemov’s Teach Like a Champion. | **Communication with the headteacher and SLT:**  The Headteacher runs a fortnightly drop-in clinic. All staff are welcome to attend and discuss any concerns with him. | **Briefings based on intrinsic motivation:** Every week we give out an ABC award to a colleague who has gone Above and Beyond the Call of Duty. We also collate student thank yous and share them at briefing every term. |
| **Rarely cover policy:**We operate a rarely cover policy where mainscale teachers are only asked to cover in exceptional circumstances. To support this, we employ three cover supervisors. | **Performance targets based on learning not data:** Every member of staff meets with their line manager to agree 3 performance targets. These targets include one based on professional learning and one based developing classroom practice. The success criteria of performance targets are never based solely on student outcomes. | **Lunch duties:** We recognise the importance of comprehensive supervision at break and  All lunch duties are carried out on a voluntary basis. Where staff sign up to a lunch duty they receive free lunch and a £50 John Lewis Voucher at the end of the year. | **Communal Events:**  Coming together as a staff body is important and we subsidise a Christmas Party and a Summer party for all staff. We have a whole-staff breakfast and tea party at the end of each term. |
| **A rationalised approach to intervention:**  We do not require or encourage intervention sessions in the Autumn term. There is also no expectation to provide intervention sessions during the school holidays. |  |  | **Encouraging flexible working:** We support flexible working wherever possible and *(aside from meetings days)* there is no set time that staff need to remain on-site until. Parents’ Evenings are held remotely, giving staff the choice to work in school or at home.  There is no expectation to reply to school emails outside of the working day, although it also acceptable to send them outside of the school day, if it suits staff better. |