



# Being Trafalgar

Working at  
The Trafalgar School at  
Downton



What is our purpose?

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## Towards a life fulfilled

To empower young people to be the source of their own success

The Trafalgar School at Downton is a member of the Magna Learning Partnership - a partnership of schools working together for the benefit of all young people in the local area. Excellence together is its founding principle with a clear goal to ensure that every young person has access to an excellent educational experience. Each school has its own ethos and set of values.

Empowerment, we believe, enables our young people to be independently competent and confident in taking charge of their own learning and in solving their own problems, enabling them to realise their hopes and dreams and lead successful and fulfilled lives.

An empowered organisation is also our purpose. Empowered staff grow both in effectiveness and confidence, often exceeding expectations. Empowerment enables staff to be in control of their lives and use skills they never knew they possess. An empowered organisation builds loyalty and trust. Staff are eager to contribute towards continued growth and greater success.





What do we do?

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# Great people Great teaching Great outcomes

At Trafalgar we strive for 'greatness' in all that we do. Foremost is to be great people. Great people stand by a set of 'social norms' or shared values that are lived out. Great people work hard, there are no shortcuts, towards a cause larger than themselves. They are persistent and resilient. They act with fairness. They act with humility and they show goodness.

Teaching is our business and our profession. Great teachers are welcoming, they care deeply. They are passionate about their subjects, their enthusiasm is unwavering. They demonstrate aspiration, optimism and an 'unreasonable ambition'. Great teachers are great learners they seek not to be the best but to be better today than yesterday.

We make no apologies for our culture of academic rigour and high achievement. High achievement inevitably leads to high attainment. High attainment opens many doors.



UNICATION

WORK

FAIRNESS

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EMPLOYEE  
ENGAGEMENT

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How do we behave?

Employee engagement



# Employee engagement

The Trafalgar School at Downton is committed to employee engagement. We define this as an approach to the workplace designed to ensure that employees are committed to our goals and values and motivated to contribute to the Schools success.

Our principal drivers are:

- A clear vision and promising direction
- Empowered employees
- A focus on quality
- Customer focused
- Respect and recognition
- Continued professional development
- Equal opportunity

An engaged employee shares our vision and values, is deeply immersed in our work and purpose, is inspired and challenged, is respected and appreciated and goes above and beyond.





How do we behave?

Our shared school values



Our values are shared by staff and students alike. They underpin our lives.

## Strong & Spirited

I believe that, as an individual and within a community, I am in charge of my own destiny and I have the power to change the world both for others and for myself. I am self-motivated.

## Giving

I look for opportunities every day to serve other people and to make the world just that little bit better in whatever way I can. By doing this I improve my own sense of self-worth. I understand the importance of civic responsibility, of being a positively contributing member of society.

## Determined

I do not give up even if the road gets tough. I am resilient, I persevere and I achieve my goals. I understand that commitment to a long term goal is the key to a successful and fulfilled life and gives me roots..

## Compassionate

I care about others and myself and I understand that sometimes people need our support.

## Enthusiastic

I enjoy life and I appreciate everything I see and do. I find joy in the smallest things. I always give of my best and expect the same from others.

## Trustworthy

I strive to do what is right and I value honesty and trust.

## Respectful

I realise that everyone has talents and gifts and should be respected. I expect that both for and from myself. I listen to others and I am courteous. I am socially confident and I understand the importance of self-regulation.

## Open minded

I understand that difference is a positive thing and that no one way is always the right one. I am tolerant of others and expect the same towards me.





# How will we succeed?

What we already are and what we aim to embed; each of us within the organisation has our part to play. We will ensure



## Professional leadership

- Give clear messages and ensure there is a consistent purpose throughout
- Decision making will be shared
- Identify lead professionals with an emphasis on the quality of teaching
- Be outward looking, research based and work collaboratively with other schools

## Professional management and Educational scrutiny

- Have clear lines of management
- Have clear job descriptions – Operational activities clearly defined for all staff
- Agree measurable performance goals – Standards, Key Accountabilities and KPIs
- Give ongoing feedback on performance
- Have regular developmental discussion

## Agree and communicate a shared vision and goals

- Agree values with all staff
- Ensure consistent practice and goals amongst staff
- Have a plan for developing all staff

## Create an inspirational learning environment

- Create an orderly atmosphere
- Provide an attractive working and learning environment
- Work inter-departmentally

## Secure high quality teaching & learning

- Organise resources and act efficiently
- Structured, planned lessons with an academic emphasis and progress driven
- Adapt lessons with effective differentiation
- Maximise learning time
- Plan and deliver an effective programme of professional development

## Maintain high expectations

- Expect a lot from everyone – ‘an idealistic ambition and unwavering optimism’
- Verbalise our high expectations to students
- Ensure intellectual challenge in all that we do

## Maintain positive reinforcement

- Communicate clear 'social norms' and fair discipline: expectations (rules), rewards and sanctions
- Give feedback to students that guides and inspires - intrinsically motivating

## Monitor progress

- Continuously monitor individual progress
- Continuously monitor the School's progress

## Communicate rights and responsibilities

- Model positive relationships
- Provide positions of responsibility
- Teach students how to take responsibility for themselves and others

## Stakeholder engagement

- Involve Parents
- Involve Governors and Trustees
- Involve the local community
- Make links with industry and Further Education
- Work with other professionals





What is our plan?



# Our Strategy

Our strategic objectives and aims

## Safeguarding

- Providing a healthy, safe, supportive and happy learning environment so that all students have the opportunity to grow emotionally, socially, morally, intellectually and spiritually

## Wellbeing

- Building positive relationships and a strong community so that all stakeholders feel valued and a sense of belonging
- Upholding high standards of behaviour so that all students have a moral understanding and a sense of civic responsibility to make the world a better place
- Promoting the physical, mental and emotional health of the child and the importance of a positive mind-set so that all students live long and happy lives
- Teaching students to 'fail well' so that students can rise to a challenge and are able to overcome barriers and setbacks

## Curriculum – 'BUILDING CULTURAL CAPITAL'

- Sharing a passion for our subjects and a love of life and each other so that it inspires others
- Developing 'academic habits' so that all students become highly effective people
- Delivering a curriculum that is knowledge rich and secured through application so that all students can both develop and demonstrate their understanding and capability
- Providing teaching of the highest quality so that it motivates, stimulates, builds confidence and ultimately enables students to think and act for themselves
- Providing a co-curriculum that builds character and develops lifelong interests





What will it look like?

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## Our vision for young people

By the time they leave our school our young people will be able to communicate effectively. They will be able to solve mathematical and scientific problems. They will be able to express themselves creatively and imaginatively. They will have a strong sense of self, a sense of others and a sense of place. They will make informed choices that effect positively on their own wellbeing. They will ask questions, be reflective and adaptive; capable of thinking and acting for themselves and ready to join forces with others to achieve a goal. They will be positive in their mind-set and willing to face up to a challenge. Our young people will understand what is right and what is wrong, and stand up for equality and human rights. They will appreciate other cultures and traditions. Our young people will be thoughtful, caring and active citizens making a difference to their community and to society.





**The Trafalgar School at Downton**

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