

Roles and Responsibilities of the Leadership team - 2017

What constitutes a leadership team at Lings primary School?

The leadership team is made up of the following members:

- Headteacher (SLT)
- Deputy Headteacher. (SLT)
- Assistant Headteacher (Inclusion lead) (SLT)
- Key stage leaders. Reception, Key stage 1 and Key stage 2.(SLT when invited)
- Subject leaders. English and Maths. (SLT when invited)
- Members of the SLT are also DSL's.

Each member of the SLT has a responsibility to the areas they manage and we meet on a weekly basis. The SLT also holds multi agency meetings on a weekly basis during lunchtime to discuss a range of issues regarding specific needs of our pupils, safeguarding and child protection.

What are the Aims and Goals of our team?

- **Communication** – To develop strong lines of communication between all stakeholders at Lings Primary School and to make sure that everyone is constantly informed.
- **Raise achievement and standards** – To constantly focus on the development of the pupils at our school and to maintain and strengthen their standards in all areas of the curriculum.
- **Learning and Teaching** – To develop quality teachers that are outstanding practitioners and to constantly look at how we can strengthen learning.
- **Challenge** – To raise the challenge in everything that we do. To challenge our own concepts and ideals and to be critical friends to secure further improvement.
- **Professional** – To be honest, supportive and fair. To lead by example and to inspire others.
- **Expectations** – To have high expectations of everything we do and to be ambitious in the things that we try to achieve.
- **Achievement and attainment** – To have a good knowledge of the range of data that we hold as a school. To use this data to drive school improvement.
- **Community** – To build community cohesion and links with all stakeholders. To be approachable and to listen to others and act on their views.
- **Leadership** – To have vision and an idea of where we are going and how we are going to get there. To ambitiously set targets for school improvement and drive the development plan to reach these targets.

How are we going to achieve these aims and goals? (Nuts and bolts).

Leadership team meetings

- We meet weekly to look at whole school issues and targets.
- The focus for these meetings are set on a termly basis in consultation with all of the leadership team.
- The focus for these leadership team meetings are taken from the development plan and the areas highlighted to further drive school improvement.

Multi Agency meetings

- We meet every week during our lunch time to look at safeguarding issues across the school.
- We highlight children from different year groups and we look at what support can be provided.
- We also share updates on families currently under social care or agency support.
- All family issues are brought to this meeting as well as any SEN, EAL or attendance issues.

PPA sessions

- Once a term the first part of every PPA session starts with a member of the leadership team communicating all issues to their team.
- This is also a time for the leadership team member to look at consistency across the year group and to deal with any issues that may be apparent.

Staff meetings

- There is a staff meeting every week and this is a time when all staff get together to work on areas for development as a whole school.
- This timetable is created at the beginning of every term and the training is based on the development plan or areas that need to be improved.
- There are times when staff split off into their year groups and teams and the leadership team member will lead these sessions.

Assessment meetings

- This is a time to moderate assessments across the year group and to look at achievement in relation to targets that have been set.
- Progress is monitored and learning and teaching is adapted to have maximum impact. Pupil interaction
- The leadership team holds pupil interviews across the school with all age groups. These interviews are based on whole school areas of development as well as the impact of things that have been put in place. They are also used to unpick learning and to provide areas for future focus.
- These form part of the observations and drop in sessions.

Parent interaction

- There is a parent meeting every term at three different times. This is a time to share the vision and to discuss further improvement.
- The leadership team makes themselves available at all three parent meetings throughout the year and will speak to parents on a weekly basis.
- There is also an 'Open School' session once a term for parents to come and look around and to ask questions regarding the standard of learning and teaching.
- We hold a meet the team evening where parents are invited to meet the adults whom will be working with their children and look around their learning environment.
- There are also termly sessions to look at the teaching of English and Maths and these are run by subject leaders.
- The leadership team are also a constant presence in the playground before and after school and are available to talk to all parents.

Monitoring and Evaluating

Leadership Time

- All members of the leadership team get a time out of class every week. This time is used to monitor the effectiveness of the area that they lead. It also gives the team time to look at areas of improvement and to update planning, assessment and procedures for their teams.

Assessments

- The leadership team has access to all assessment data on SIMS and National data. They can also access Ki class, Ki Visual and Power BI data.
- They also use the watch lists and provision maps to track pupils and are involved in Termly pupil progress meetings.
- They look at overviews of the whole year group and monitor improvement based on targets.
- These assessments are used to evaluate the groups and to look at the grouping arrangements.
- They have access to IEP targets in order to monitor SEN children.

Book Looks

- The leadership team is involved in termly book looks where we look at books from every class within the school.
- We evaluate the standards of what is being produced and we look at the effectiveness of the work that is being set.
- We complete an overall evaluation that is given to all staff.

Formal Observation

- Members of the leadership team are involved in termly observations of learning and teaching. All observations follow our observation policy and are closely linked to our Learning and Teaching policy.
- Once all observations are completed an overall evaluation of learning and teaching is shared with all staff, including TA's.

Informal Observation

- There are times when the leadership team will be involved in informal observations of their team. This may be to get knowledge of a key area or it may be a chance to evaluate if a particular strategy is being effective.
- The feedback from these observations is also informal.
- There are termly drop in sessions that are co ordinated with subject leads.

Planning

- The Leadership team monitor planning on a weekly basis to look at how effective it is. Any areas that need changing are adapted for maximum impact.
- The planning is coordinated by the leadership team member and areas for development are highlighted.
- Planning is done on OneNote and all members of the leadership team are able to access the planning of every year group.
- Year group plans are also monitored by year group leaders and subject leads.

Parent and pupil Questionnaires

- The leadership team look at questionnaire responses in the Summer term and look at areas that have been highlighted as successful and those that need to be addressed.
- Feedback is given to parents / pupils after the questionnaires and any change of procedure is shared with parents at the Head / Parent meetings and with the pupils at an assembly.

Behaviour and discipline

- Regular monitoring of behaviour and discipline within the year group.
- Regular monitoring of work that is being completed, who is not handing in Homework or doing reading.
- The leadership team will then speak to these individuals and monitor their progress.
- These children and parents are highlighted in the evaluations on staff planning.

Inclusion

- Termly meetings between leadership team and teachers to highlight needs on a provision map.
- Provision map meetings allow the SLT to assess the impact of an intervention.
- To promote inclusive environment, highlight children who may need additional support and ensure quality provision for all learners.
- Observations of SEN children within the class.

Learning and Teaching

Learning Walks

- The leadership team takes the Headteacher on a learning walk on a termly basis to explain areas of their responsibility.
- This is a time to explain what is being monitored and evaluated and how this is being done. It is also time to act as critical friends to further improve performance.
- This is also done with subject leaders and year group leaders.

Lesson Studies

- All members of the school complete a lesson study on a yearly basis.
- These lesson studies are based on the improvement of learning across the school and are

monitored and evaluated by members of the leadership team.

- Any significant areas are acted upon by the leadership team member in conjunction with their team.

Learning Environments

- Leadership team members regularly look at the learning environment that is being provided. This includes displays, rooms and shared areas.
- They monitor the impact of these areas and develop parity and consistency across their areas.

Leadership and management

School Improvement Plan (SIP)

The SIP is monitored by the leadership team and any improvements that are made are tracked. This is updated by the leadership team on a termly basis and improvement is tracked.

SEF

The SEF is updated and monitored by the leadership team and any adjustments are made by the Headteacher. Any areas for development are discussed by the leadership team and the SIP is then updated accordingly. The SEF and SIP are linked and updated on a regular basis.

Well being

The work life balance and well being of the individual teams are monitored by the leadership team members. They offer support for their team, listen and offer advice for further improvement. All serious issues are communicated to the Headteacher and together a solution is sought.

Staffing

The Leadership team deploys staff in their areas for maximum impact. They are also involved in the appointment of staff and the organisation of staffing structures throughout the year. They are responsible for monitoring the effectiveness of these members of staff and redeploying them if they see fit.

Assessment and record keeping

The leadership team members make sure that their teams assessments are up to date and handed in on time. This includes all planning, parent letters, IEP's, pupil assessments and LIC materials.

What impact will the Leadership Team have?

Excellence and enjoyment

- The school will be a happy environment that children, staff and parents enjoy being a part of. They will feel they are listened to and that their views are acted upon.
- There will be a range of exciting opportunities provided to develop the whole child. The parents will be able to share these opportunities and will be seen as an integral part of the learning process.
- The behaviour at the school will be excellent and all issues will be dealt with quickly and effectively. All stakeholders will feel safe and secure working in an environment where there are strong routines and procedures.
- Attendance figures will rise and parents and pupils will know the importance of regular attendance. Mobility will decrease and the school population will stabilise.
- The creative connected curriculum will make them excited about learning and positive planned experience will raise their enjoyment and thirst for new experiences.
- The school will be oversubscribed with waiting lists as the success of the school continues.

Achievement and Attainment

- Through quality learning and teaching more children will reach their expected targets and will make good progress within the school.
- Children's improvement will be closely monitored and they will be supported to achieve their full potential in all areas of the curriculum.

- Focussed and detailed support will be put in place quickly and effectively if improvement is not evident.
- Attainment results will start to come in line with those of local and national perspectives. Underperformance will be tackled and hurdles to learning will be overcome.
- Staff will be held accountable for the results that are attained throughout the year and assessment will be closely monitored.
- The staff will be highly trained in assessing progress and will be able to monitor their classes performance on a weekly basis.
- Gaps in EAL, SEN and gender will close and there will be quality provision for all pupils within the school.

Every Person Matters

- The staff will enjoy working at the school and their professional abilities will constantly be improved so that they become good practitioners.
- Parents will be supported and will be seen as an integral part of the work of the school. Their views will be taken on board and they will be proud to have their children at our school.
- The community will be a regular feature within the school and community cohesion will be strong.
- We will maintain the Good grade given by Ofsted and will continue to strive for improvement.
- We will create a strong team that will act as critical friends, be supportive and will always drive school improvement.
- We will embed good practise and make sure that the school is sustainable in its pursuit of excellence.

Specific to year group leaders

- Meet with their team on a weekly basis.
- Involved in Team planning and the monitoring and assessment of what is being produced.
- Book looks at part of SLT but also on a termly basis.
- Involved in observations and drop in sessions.
- Appraisals of the TA's within their year group.
- Support all staff within the year group and to be the first port of call.
- Make sure the year group is following agreed procedures and are up to date with information.
- Feed any concerns in to SLT.
- Be involved in the monitoring and evaluation schedule.
- Look at year group data on a termly basis using Ki class and Ki visual.
- Have access to SIMS documents to help track the development of the year group.
- To manage, lead and hold the year group to account.
- Create a year group action plan that correlates with the SIP.

Specific to subject leaders

- Meet with consultants to develop an action plan and a training and development schedule.
- To act in an advisory capacity for other teachers.
- Involved in Team planning and the monitoring and assessment of their area.
- Book looks at part of SLT but also on a termly basis.
- Involved in observations and drop in sessions.
- Support all staff and to be the first port of call for their particular subject.
- Make sure the school are following agreed procedures and are up to date with information for their subject.
- Feed any concerns in to SLT.
- Be involved in the monitoring and evaluation schedule.
- Look at school data on a termly basis using Ki class and Ki visual.

- Ensure their subject area is rigorously monitored and assessed using agreed assessment procedures.
- Have access to SIMS documents to help track the development their subject.
- To manage, lead and hold the school to account.
- Create a subject action plan that correlates with the SIP.
- To provide training for staff in their subject area.
- To stay up to date with any local and national changes in their particular subject area.
- Have an in depth subject knowledge across all key stages.
- Audit and availability of school resources and the impact they have on learning and teaching.

Please reference:

- Monitoring and evaluation schedule.
- School Improvement Plan.
- SEF.
- Year group action plans.
- Subject action plans.