

**NEW PARK ACADEMY – JUNIOR & SECONDARY SITE**
**ROLE & FUNCTION OF THE SENIOR LEADERSHIP TEAM POLICY**
**FIRST CREATED: OCTOBER 2010 – EDITION 1**

<b>EDITION NO.</b>	<b>REVIEW DATE:</b>	<b>FGB APPROVAL DATE:</b>
<b>1</b>	<b>OCTOBER 2010</b>	
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Policy Agreed	<b>27/6/19</b>
To be reviewed	<b>September 2024</b>
Owner	<b>ALMUT BEVER-WARREN</b>
Signed	
Designation	<b>HEAD TEACHER</b>

# **Policy for the Role and Function of the Senior Leadership Team**

## **NEW PARK ACADEMY**

### **Rationale and Purpose:**

The Senior Leadership Team is the key group within the school, as well as having a major role to play in the day-to-day running of the school. All members of the SLT have particular responsibility for the strategic vision, the development, delivery and monitoring of whole school systems and practices, the support and supervision of middle leaders, and ensuring good discipline around the school. They play a crucial role, through systems of line management, in ensuring that the School Development Plan is a working tool, which moves the school forward. This is a key aspect of ensuring that the ethos of the school is given a practical focus and it is the responsibility of the Senior Team to ensure that the vision for the school is delivered by working effectively with all staff in the school. The leadership team is the main vehicle for communications between the Advisory Board Members, the head and the rest of the school. It is central for dissemination of information.

The successful Senior Team provides strength and support and adds breadth to the leadership of the school. It gives a focus to the direction of the school and provides a framework for all those who work within it. Its success relies on mutual support whilst recognising both the diversity and individual qualities of the members of the team. The leadership team provides support and a sounding board for the headteacher.

The SLT is the decision-making body of the school. Decisions will be informed through the normal consultative processes of the school, as far as possible, by the views of staff, pupils, parents, Advisory Board Members and other stake holders.

**Aims:**

1. To develop the school's vision and policy, to make strategic evaluations of teaching and learning and to lead and manage staff towards achieving the school's goals
2. To reflect the aims and ethos of the school in a positive way.
3. To attend whole school functions and to represent the public face of the school
4. To be responsible for implementing and maintaining the school rules.
5. To evaluate the performance of the school in all areas through using an effective self-evaluation tool and to respond to the outcomes in order to drive forward school improvement.
6. To be a vehicle for implementing the School Development Plan and other action plans.
7. To provide mutual support.
8. To make and co-ordinate decisions collectively, regarding day to day organisation and management of the school.
9. To take a lead in facilitating the implementation of new initiatives and policies.
10. To respect each other's views whilst working collaboratively for the benefit of the school, endorsing Management Meeting decisions e.g. in formal and informal meetings with staff and other professionals.
11. To respect the need for confidentiality.
12. To be a forum for discussion of pertinent and relevant issues.
13. To review regularly how they are working

**Guidelines:****As a Leadership Team**

- Meet regularly - once per week for a more formal meeting to a set agenda, (minutes to be taken) and meet briefly, as and when necessary.
- Refine incoming information and disseminate accordingly to appropriate staff.
- Respond to initiatives from the Sovereign Trust, DfE and other outside agencies.

**As Individuals**

- In the absence of other members of the leadership team, be prepared to take on individual responsibility and to delegate to other members of staff as appropriate.
- Ensure contact is made with all staff and children, on a daily basis, as far as possible.
- Take responsibility for seeking each other out when events and timetables prevent meetings taking place.

- Be aware of the needs of others working in the school and provide support where necessary.
- Be positive and friendly and be available to be a point of reference for all visitors to school

### **Performance Indicators**

- Members of the Leadership Team are clearly supported by colleagues within the team.
- Staff, pupils and parents are aware of the aims and rules of the school and there is a positive ethos within the school.
- Leadership meeting minutes indicate that clear decisions are made, co-ordinated and agreed and the day to day management of the school runs smoothly.
- Outcomes from school self-evaluation are responded to and subsequent self-evaluation demonstrates improvement.
- Documentation shows that new initiatives are implemented and support and advice is available for all staff and parents.
- Confidential items remain within the forum of management meetings.
- Minutes of management meetings indicate that the SDP and other Action Plans are being implemented and adhered to through pertinent and relevant discussions.
- Advisory Board Members, Trust Board Members, Consultants, Outside Agencies, Visitors and all other persons connected with the school feel welcome and are able to fulfil their roles.

### **Monitoring and Evaluation**

- The Senior Leadership Team will self-evaluate its performance on a regular basis, using the above performance indicators.
- The Chair of the Advisory Board will be invited to attend one of the SLT meetings each term.

**Summary of Roles and Responsibilities of the SLT**

<b>Headteacher</b> Almut Bever-Warren	<b>Deputy Headteacher</b> Laura Clegg	<b>Deputy Headteacher</b> Phillipa Peploe	<b>Assistant Headteacher Teaching and Learning</b>	<b>Assistant Headteacher KS2</b>
<p><b>The Head as Leader</b> Identify and formulate with the Advisory Board the overall aims and objectives of the school, to take account of the individual needs of the child and the requirements of the national legislation; Provide inspirational leadership and effective management to enable the school to achieve its strategic goal; Ensure all staff set high expectations and set stretching targets for the whole school community;</p>	<p><b>Leadership and Management</b> Take shared leadership responsibility with second deputy during any absence of headteacher Actively participate in the school development in all aspects related to Curriculum, Teaching and Learning and the organisation Be responsible with SLT for the day to day operational behavioural management of the school</p> <p><b>HR -Attendance Management</b> Support HR staff in school/Trust to promote positive attendance of staff in school Lead on Return to Work Interviews and Stage 1 Absence Review Meetings Undertake Risk Assessments for staff as required</p>	<p><b>Leadership and Management</b> To take shared leadership responsibility with second deputy during any absence of headteacher To actively participate in the school development in all aspects related to Curriculum, Teaching and Learning and the organisation To be responsible with SLT for the day to day operational behavioural management of the school</p> <p><b>Day to Day Management</b> Ensure that students experience continuity of learning and effective progression to maximise academic potential, organising cover for staff absence on a day by day basis Undertake daily in situ risk assessments re staff pupil ratio</p>	<p><b>Leadership and Management</b> Follow the code of corporate responsibility of the SLT Actively participate in the School Development Plan and regular review of the development and management of activities related to the curriculum and organisation of the school. Contribute to the good order of the school and enhance the 'smooth running of operations' Undertake such additional duties as are reasonably commensurate with the post</p>	<p><b>Leadership and Management</b> Follow the code of corporate responsibility of the SLT Actively participate in the School Development Plan and regular review of the development and management of activities related to the curriculum and organisation of the school. Contribute to the good order of the school and enhance the 'smooth running of operations' Undertake such additional duties as are reasonably commensurate with the post</p>
<p><b>Pastoral Provision/ Safeguarding</b> Ensure that safeguarding every child is at the forefront of all planned provision; Be aware of and comply with policies and procedures relating to attendance, safeguarding and</p>	<p><b>Teaching</b> Anchor a group and/or deliver specialist teaching in agreed subject areas, addressing the complex needs of all students Co-ordinate the teaching of Music across all KSs</p>	<p><b>Teaching</b> Anchor a group and/or deliver specialist teaching in agreed subject areas, addressing the complex needs of all students</p>	<p><b>Teaching and Learning</b> Lead, manage and further develop Teaching and Learning, and provide guidance for other teachers, including training, support and advice to improve school practices</p>	<p><b>KS2 Leadership</b> Take responsibility for the KS2 Curriculum, ensuring it is relevant, in line with national guidance and allows all pupils to engage</p>

<p>general wellbeing of all students across all KSs;</p>			<p>Secure and maintain effective teaching and learning throughout the school, through structured and informal monitoring, evaluation and review</p>	<p>and make progress in line with their ability Work in cooperation with the deputy and with the whole staff to develop a strong learning environment that has at its centre high expectations of learning, work, performance, academic achievement and behaviour;</p>
<p><b>Support</b> Ensure that all staff are well managed, supported and developed and that effective performance management procedures are in place;</p>	<p><b>KS 2-4 Attendance and Absconson Lead</b> Oversee and support the school's inclusion and behaviour policy linked to school attendance and its impact on pupil attainment in order to ensure high pupil outcomes across school; Reduce all forms of unjustified absenteeism; Analyse attendance patterns, and write evaluative reports that show impact of interventions, current trends</p>	<p><b>KS 3&amp;4 Assessment and Monitoring of Pupil progress</b> Monitor progress of all pupils through various data systems; Advise staff and assist SLT in setting realistic but challenging targets for individuals and/or groups of pupils;</p>	<p>Discuss CPD practices and support with Deputies to ensure interventions for staff are in place, focused on enhancing the quality of both teaching and learning</p> <p>Highlight areas to the SLT where teaching can be broadened and attainment improved, providing data as required</p> <p>Identify social, economic and emotional factors affecting attendance and implement support mechanisms to overcome potential barriers in cooperation with SLT and other identified support staff</p> <p>Use a coaching leadership style to ensure all staff are on board</p>	<p>Undertake quality assurance through scrutiny of work and lesson observations, leading to identification of training needs and action plans where appropriate</p> <p>Review documentation with the headteacher/deputy relating to the referral of new pupils of all ages and lead admission meetings with potential new pupils, Lead training sessions and operational meetings for KS2 staff</p> <p>Liaise with KS2 parents, carers and other professionals</p> <p>Lead the PMR process for KS2</p>
<p><b>Professional Relationships</b> Ensure that effective partnerships are maintained and developed with the local communities and with other agencies both locally and nationally;</p>	<p><b>KS2 provision</b> Work in close partnership with Headteacher and KS2 lead teacher in the effective day to day management; Work with the Headteacher and KS2 Asst Headteacher, staff and the advisory board in the development, implementation and review of school improvement plans including regular monitoring and evaluation of standards and quality of provision; Work with the whole staff to develop a strong learning environment that has at its centre high expectations of learning, work, performance, academic achievement and behaviour; Lead annual reviews of students' EHCP and liaise with other professionals as appropriate;</p>	<p><b>Examination Office</b> Advise SLT, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards; Consult with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines; Administer access arrangements; Arrange for dissemination of exam results and certificates to candidates; Evaluate the examination results and provide a comparative table for the SLT and the Governing Board; Explore further opportunities for external accreditation in other subject areas and present your findings to the SLT;</p>		

<p><b>The Head as Manager (Internal)</b>  <b>Planning, Organisation, Co-ordination</b>          Determine, in consultation with the Advisory Board, staffing levels both teaching and support staff, to satisfy both budget and curriculum demands in relation to value for money;</p>	<p><b>Support Staff Development</b>          Coordinate CPD for Support Staff focused on enhancing the quality of teaching and learning as well as mental health of the young people in our care          Evaluate the impact of CPD on pupils' learning</p>	<p><b>Teaching Staff Development</b>          Coordinate the CPD for teaching staff, focused on enhancing the quality of both teaching and learning          Implement induction process for all new staff, with support of the 16+ TA          Evaluate the impact of CPD on pupils' learning</p>	<p><b>Teaching and subject leadership and/or any other present responsibilities in the High School are not listed in this document</b></p>	<p><b>KS 2 Attendance</b>          Promote the value and importance of regular school attendance;          Proactively support and engage with students and their families/carers to secure regular and punctual attendance</p>
<p><b>Resources</b>          Determine with the Advisory Board a policy for resource allocation to achieve the agreed aims and objectives of the school, within the budget available;</p>	<p><b>Pastoral Care and Good Order of the School</b>          Lead on reduction of Suspensions and explore alternative approaches and interventions to address unwanted behaviours          Oversee the administration linked to positive physical intervention          Oversee lunchtime and break times and the supervision of those times</p>	<p><b>CEIAG - Links with outside agencies and other schools</b>          Liaise with the Careers Advisor and the 16+ TA as appropriate          Be one of the link members of staff for all these outside agencies, assisting their development locally and ensuring that their work within school is targeted at the pupils in greatest need of support          Explore opportunities for support for vocational curriculum provision available from outside agencies and/or other schools.</p>		<p><b>Pastoral Care and Good Order of the School</b>          Monitor behaviour and attendance across the school          Oversee lunchtime and break times and the supervision of those times          Organise systems for managing behaviour in the unstructured time of the school day by arranging activities, organising supervision staff etc., so as to ensure that pupils feel safe and that good order is maintained throughout the school day.</p>
<p><b>The Head as Manager (External)</b>          Maintain and develop effective links with the Trust, partner schools, other academic institutions, the local community, local and national government offices and agencies and appropriate advisory bodies and ensure the provision of a high quality, fully inclusive education for all learners;</p>	<p><b>Designated Lead/Co-ordinator/Manager with responsibility for Prevent</b>          Have an oversight of the school's Preventing Extremism and Radicalisation Safeguarding Policy, ensuring all safeguarding measures are in place.</p>	<p><b>SENCO Role</b>          Manage and coordinate screening approaches for all students on arrival and in regular intervals to ensure good progress is made by all;          Inform relevant staff of results so it can inform their teaching and ensure that appropriate interventions are put in place;          Liaise with the numeracy and literacy coordinators to</p>		<p><b>General Responsibilities</b>          Prepare and maintain, in consultation with colleagues, courses of study, teaching materials, teaching programmes, methods of teaching and assessment with reference to the subject in line with the new KS2 curriculum requirements</p>

<p><b>The Head as Evaluator</b>          Promote and implement policies and procedures for review and development in all the above key areas.</p>	<p><b>Designated Teacher CFC</b>          Be an advocate for CFC;          Ensure all CFC have an appropriate Personal Education;</p>	<p>ensure that a coordinated approach is in place that will allow all students to make progress;          Oversee the teaching programmes coordinated by the EOTAS team          Co-ordinate the preparation of summaries of needs and approaches for new admissions in agreed formats</p>		<p>Co-ordinate, plan and deliver lessons across the curriculum in your class group          Teach good and better lessons at all times;  <b>Class Teacher Role</b>          Anchor a KS2 group, taking responsibility for the teaching and learning and the pastoral care of the pupils and regular review reports as required</p>
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