

## Leadership and Management

Date	Review Date	Coordinator	Nominated Governor
01/09/18	01/09/20	Head	Chair

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Standards and Framework Act 1998
- Equality Act 2010
- Education & Inspections Act 2006
- Education Act 2011

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- School Teachers' Pay and Conditions Document (STPCD)

We believe the key factors in bringing about high standards' of pupils' achievement and school improvement are effective leadership and management by the Headteacher, governors and school personnel.

We feel leadership provides a clear direction for the work and development of the school while management ensures the efficient administration and organisation of it.

We understand that to be a successful school we need to complement leadership skills with management expertise, with pupils' learning being at the centre of all our leadership and management activities. However, to be an effective and high performing school the most important factor is good leadership.

We believe as school leaders we must create the right atmosphere for success, recognise and reward achievement, to act incisively where performance is not good enough and to challenge the way that we work together.

In order to secure the success and improvement of this school we must have in place a headteacher that provides drive and a strong commitment combined with a thorough knowledge of the school plus a clear vision for school improvement.

It is vital that all subject leaders provide excellent expertise in the leadership and management of subjects and with all governors being fully involved in the monitoring and evaluation of standards.

We realise the importance of middle leaders (core subject leaders/phase leaders) who have more day to day impact on standards than headteachers as they are closer to the action. We agree with Ofsted that the 'role of the middle manager is crucial to the steady and sustained improvement of schools.'

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We acknowledge that middle leaders are enthusiastic about their curriculum subjects, are good managers and administrators but they need to develop vision, strategy and a continuous drive towards school improvement.

We believe the Headteacher and the Senior Leadership Team provide the vision for the school whereas middle managers overall help to raise standards and improve the quality of education.

We acknowledge that those teachers with leadership and management responsibilities are entitled to Leadership and Management Time in order for them to focus on their responsibilities. This provision applies to:

- members of the Senior Leadership Team
- subject leaders / coordinators
- SENCOs
- initial teacher training mentors

The School Teachers' Pay and Conditions Document 2004 describes Leadership and Management Time as a contribution to the time needed to discharge the relevant leadership and management responsibilities. Those teachers with leadership and management responsibilities are entitled to both Leadership and Management Time and PPA time. Leadership and Management Time can be allocated in blocks of no less than 30 minutes during school sessions but will be more effective in longer blocks of time.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Aims**

- To provide effective leadership and management in order to maintain high standards' of pupils' achievement and school improvement.
- To be an effective and high performing school.
- To complement leadership skills with management expertise in order to be a successful school.
- To ensure compliance with all relevant legislation connected to this policy.
- To have in place Leadership and Management Time for those teachers with leadership and management responsibilities.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

## Responsibility for the Policy and Procedure

### Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- the responsibility to;
  - ☐ have a thorough knowledge of the school knowing its strengths and weaknesses
  - ☐ be totally involved in leadership and management of the school
  - ☐ be fully involved in school development planning
  - ☐ monitor and evaluate standards
  - ☐ understand and to use effectively assessment data
  - ☐ set targets for school improvement
  - ☐ set budgets in relation to the priorities of the school development plan
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- put pupils' learning at the centre of leadership and management;
- show personal drive and commitment;
- have a thorough knowledge of the school;
- have clear vision for school improvement;
- provide purposeful direction;
- adopt collegiate and collaborative approaches;
- delegate leadership at every level;
- promote self-evaluation;
- use data effectively;
- analyse and promote staff development needs;
- create more time to improve teaching and learning by delegating and streamlining secondary administrative tasks;
- organise Leadership and Management Time for those teachers with leadership and management responsibilities;
- identify the potential in class teachers and move them into middle leadership roles;

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- work with those moving into middle leadership roles in order to develop skills required their new roles such as:
  - ☐ dealing with people
  - ☐ data analysis
  - ☐ taking the initiative
  - ☐ taking risks
  - ☐ developing a vision
  - ☐ developing strategy
  - ☐ continuous school improvement
- monitor and evaluate the effectiveness of training;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by speaking with school personnel and governors;
- annually report to the Governing Body on the success and development of this policy.

### **Role of Subject Leaders**

Subject leaders will:

- comply with all aspects of this policy;
- ensure they use their Leadership and Management Time effectively to raise standards;
- provide good or very good expertise in the leadership and management of curriculum subjects;
- monitor and evaluate the quality of teaching and standards;
- be involved in school development planning and improvement;
- make good use of assessment data;
- be involved in subject budget planning;
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- show respect for all members of the school community;
- develop positive working relationships with pupils, school personnel, parents and governors;
- plan and deliver good to outstanding lessons;
- have expectations of their pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- work hard to maintain a safe and respected school environment;
- promote good behaviour;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;

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- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the Staff Handbook
- meetings with school personnel

### **Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - ☐ All aspects of this policy
  - ☐ School Improvement
  - ☐ Leadership and Management Structure
  - ☐ Self-Evaluation and School Improvement
  - ☐ Target Setting
  - ☐ Using Data
  - ☐ Equal opportunities
  - ☐ Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

### **Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

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A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

#### **Linked Policies**

- Curriculum
- Leadership and Management Structure
- PPA Time
- School Improvement
- Self-Evaluation and School Improvement
- Target Setting
- Teaching and Learning
- Using Data

#### **See Appendices Documents section on Policies for Schools Website**

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

<b>Headteacher:</b>	Sean Flood	<b>Date:</b>	September 2018
<b>Chair of Governing Body:</b>	Derek Vitali	<b>Date:</b>	September 2018