

Leadership and Management Structure

Date	Review Date	Coordinator	Nominated Governor
01/09/18	Termly	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)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe it is essential to have in place good leadership and management structures in order for the school to be effective. We expect the Headteacher to provide a very clear direction for school improvement and make certain that everyone involved knows precisely what their roles and responsibilities are.

We recognise that a leadership style or management structure that works well in one school may be totally unsuitable in another.

We believe that we must regularly review leadership and management roles, structures, principles, practices and styles so that we can adapt to new local or national initiatives.

We must ensure that the Senior Leadership Team is highly professional and well prepared through training and support to achieve high standards in their work. Also, they must be very incisive in their monitoring of teaching and learning, ensuring everyone has clear points for development.

We work hard to ensure all staff feel secure and supported by each other and are very willing to share ideas and work closely together.

We believe it is our duty to be extremely knowledgeable about the work of the school and contribute fully to school improvement planning and to ensure the school is very well resourced to meet its priorities and monitor their impact.

We work hard to maintain the excellent relationships with parents and pupils and to seek and act upon their views.

We feel that all stakeholders show and demonstrate a commitment and drive to further develop this school.

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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 all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

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 have in place effective leadership in order to move the school forward.
- To have in place effective management systems in order for the school to run smoothly.
- 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:

- high expectations of the Headteacher to provide a very clear direction for school improvement and make certain that everyone involved knows precisely what their roles and responsibilities are;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- 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;

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- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to:
 - ☐ visit the school regularly;
 - ☐ work closely with the Headteacher;
 - ☐ ensure this policy and other linked policies are up to date;
 - ☐ ensure that everyone connected with the school is aware of this policy;
 - ☐ attend training related to this policy;
 - ☐ report to the Governing Body every term;
 - ☐ annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure the Senior Leadership Team is highly professional and well prepared through training and support to achieve high standards in their work;
- provide resources to support this policy;
- monitor of teaching and learning;
- monitor the performance of pupils by analysing data and by discussion with class teachers;
- monitor the progress and development of this policy;
- assess the impact of this policy;
- work closely with the link governor;
- 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, parents and governors;
- annually report to the Governing Body on the success and development of this policy.

Teams

The Governing Body and the Headteacher believe the following teams need to be in place:

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|-------------------------------|--|
| Senior Management Team | <ul style="list-style-type: none">▪ Head Teacher▪ Deputy Head Teacher▪ 2 Assistant Head Teachers▪ Assessment / DPO Leader▪ Pupil Premium / DA Leader |
| Curriculum Teams | <ul style="list-style-type: none">▪ Foundation Stage / Phase▪ Key Stage 1▪ Key Stage 2▪ RE Team |

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- Subject Leaders
- Assessment Leader

SEND Team

- SENCO
- Behaviour Support Lead
- Learning Support Assistants

Safeguarding and Office Management Team

- Safeguarding Team X 4
- Bursar / Office Manager
- Admin Assistant / Attendance Officer
- First Day Response Assistant
- Senior Midday Supervisor

Midday Pupil Supervision

- Senior Midday Supervisor
- Midday Supervisors

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- work closely with the Headteacher and the Senior Leadership Team;
- undertake appropriate training;
- 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;
- 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 School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

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
 - ☐ Self-Evaluation and School Improvement
 - ☐ Teaching and Learning
 - ☐ 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.

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.

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
- School Improvement
- Self-Evaluation and School Improvement
- Target Setting
- Teaching and Learning

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- Using Data
- Vision into Action

Headteacher:	Sean Flood	Date:	September 2018
Chair of Governing Body:	Derek Vitali	Date:	September 2018