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About The Carlton Academy

Carlton Academy is an oversubscribed sponsored academy, which became part of The Redhill Academy Trust in 2012. The Chief Executive of the Trust, Mr Andrew Burns OBE, is a National leader in Education, and works with the Executive Headteacher, Mr Richard Pierpoint, to provide direct support and guidance for the academy. The school was last inspected in 2017 and was judged as being a 'good' school.

The core purpose of The Carlton Academy, as with all schools in the Trust, is raising student achievement. The school has been on a significant journey of improvement in the last three years. In 2014 48% of students achieved 5A* - C including English and Maths. This figure increased to 59% in 2015 and 66% in 2016. In 2017, under the new performance measures, we achieved 60.4% 4+ basics and 35.6% 5+ basics. In 2016 The Carlton Academy had a progress 8 score of +0.20 and in 2017 it was +0.12.

Similar improvements have also been evident in the Sixth Form. The progress measure for 'A' Level in 2017 is -0.28 and was -0.05 in 2016, building on -0.13 in 2015. APS per entry was 22.75 in 2017, 28.41 in 2016 and APS per student was 24.62 in 2017. There has been an increase in the number of students achieving the top grades with 12.3% of 'A' level grades in 2017 at A/A* and 30.5% at A*- B. In 2016 we achieved 28.2 % of 'A' level grades at A/A* and 55.1% at A*- B, which placed us top of the Nottinghamshire performance tables for A level outcomes in three subjects.

Improvement in Teaching and Learning is at the heart of this uplift in examination outcomes alongside a clear line management structure and greater accountability at all levels for student progress. The school greatly benefits from being a member of the Trust and also the wider Teaching School Alliance.

Staff with responsibility work closely with colleagues from other schools in subject networks and all staff have access to high quality CPD. Appraisal is closely linked to student performance and professional development in equal measure.

There has been a transformation in the pastoral structure and provision at The Carlton Academy. The school operates a House system with vertical tutoring and students are able to apply for leadership roles each year. A Head Boy and Head Girl are chosen from the Year 13 cohort and alongside other responsibilities, head up the student council.

The school places enormous value on developing the whole child. Subsequently, developing a comprehensive extra-curricular offer and making the Pledge programme high profile has been a whole school priority in recent years.

The academy caters for students from 11-18 years.

Recruitment in Year 7 and Year 12 has been a key priority for the school in recent years. We are now an oversubscribed school with annual appeals process and waiting list and are the school of choice in our catchment. We currently have 835 students in the main school with 57 students in the Sixth Form. Our Sixth Form numbers are expected to rise in line with main school over the forthcoming years.

About The Redhill Academy Trust

At the Redhill Academy Trust, we have four principles that guide everything our academies aim to achieve:

- High expectations of all students
- Valuing and celebrating academic achievement
- Outstanding teaching for all students
- Widening students' experiences through a range of extra-curricular activities including sports and the performing arts

Redhill was the first secondary school in Nottinghamshire to gain an “outstanding” Ofsted rating for the quality of teaching. This has now been achieved twice in succession.

The Redhill Academy Trust was officially formed in 2010. The Trust has slowly expanded and now incorporates:

- The Redhill Academy
- The Carlton Academy
- Hall Park Academy
- Oakwood Academy
- Top Valley Academy
- South Nottinghamshire Academy
- Colonel Frank Seely School
- Bolsover School
- Carlton Junior Academy
- Carlton Infant Academy

The executive leadership team for the Trust – comprising the Heads of each individual school and the Executive Principal – meet on a weekly basis to agree policy and overall strategy.

Redhill was designated as a Teaching School in March 2012 and has used this status to build on its reputation for effective working with other schools and providing quality CPD for both teaching and non-teaching staff at every stage of their career. The Redhill Teaching School Alliance currently comprises 11 strategic partners and 39 schools in total. Initial Teacher Training has inevitably become a key focus of our work as a Teaching School and we have invested heavily in programmes such as PGCE, Schools Direct, Teachfirst and are now in the process of establishing our own SCITT.

Importantly, the success of our Trust and its growing reputation for raising the achievement of young people in the schools we work with means that we are able to attract and retain quality staff at all levels. This in turn has enabled us to build up our capacity to undertake the vital outreach work which is the key to improving standards in schools joining the Redhill Academy Trust. We are committed to recruiting and retaining the best teachers and offer our staff an extensive, widely-praised Continuous Professional Development programme.

Key Responsibilities

Role	Responsibilities
<p>Head of School The Carlton Academy</p>	<p>Responsible for the implementation of the school's policies on a day to day basis.</p> <p>Line manages the senior team in conjunction with the Executive Headteacher.</p> <p>Ensures that the leadership team effectively leads the delivery of agreed educational provision at the school, including the curriculum, teaching and learning, CPD, SEN services, pastoral care and extra-curricular provision.</p> <p>Ensures that the leadership team and staff effectively manage whole school student issues, including behaviour, punctuality, attendance, uniform and parental contact.</p> <p>Responsibility for day to day decisions on all exclusions and admissions.</p> <p>Responsibility for the implementation of the school's student rewards and sanctions procedures.</p> <p>Has, with the Executive Headteacher, responsibility for the performance, management and recruitment of staff.</p> <p>Will have a strong day to day presence around the school, including leading assemblies, on call duties, shared behaviour management and lesson visits.</p> <p>Will take overall lead in organising school staff meetings and parental events.</p> <p>Will be line managed and supported by the Executive Headteacher.</p>

Person Specification

	Essential	Desirable
Qualifications <ul style="list-style-type: none"> • Qualified Teacher Status recognised by the Department of Education • National Professional Qualification for Headship (NPQH) • A relevant graduate qualification to degree level or equivalent • Relevant further or professional qualification • Evidence of recent relevant Continuing Professional Development (CPD) 	✓ ✓ ✓	 ✓ ✓
Experience <ul style="list-style-type: none"> • Experience across 11-18 age range • Experience of senior leadership in a secondary school • Experience as a Deputy Headteacher • A proven track record of successful leadership • Building strong working relationships internally and externally • Proven track record of consistently raising attainment • Leading successful school improvement work • Experience of working in an academy 	 ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
Knowledge and Understanding <ul style="list-style-type: none"> • National policy framework, current educational legislation and its impact on schools and their wider communities • Safeguarding principles and practice • Comparative data and performance indicators to establish benchmarks and set targets for improvements • Successful and innovative curriculum development • New technologies for teaching, learning and management • Roles and responsibilities of the Governing Body • Role of Ofsted and the current framework and requirements • Legal aspects of school management • Strategic Planning, including experience of involvement in school improvement planning, implementation, monitoring and self-evaluation • Experience/understanding of financial responsibilities e.g. managing delegated budgets and the principles of Best Value • Opportunities offered by conversion to an academy 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	 ✓
Professional and People Management Skills <ul style="list-style-type: none"> • Ability to establish, develop and promote a positive school ethos • Ability to inspire and motivate staff and students • Experience of promoting the school within the community • Ability to lead effective teams and develop team approaches • Experience of successfully organising, managing and motivating staff • Ability to be pro-active and positive about challenge and change • Commitment to own personal and professional development and that of all staff • Excellent communication skills • Commitment to a distributed management style 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	 ✓

	Essential	Desirable
Philosophy and Personal Qualities <ul style="list-style-type: none"> • Strong personal motivation, drive and enthusiasm • Fully committed to the school's core purpose of raising achievement for all • Commitment to promoting equality, fairness and diversity in the school • Commitment to developing links between home, school and the community • Commitment to publicising the development of achievements of the school • Commitment to high standards, continuous improvement and quality assurance • A sense of perspective and the ability to be reflective and self-critical • A sense of humour 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	

SELF EVALUATION AND IMPROVEMENT PRIORITIES

Self-Evaluation – Why Carlton Academy is a ‘good school’ as used in the 2017 inspection

1. Achievement

- Student achievement has risen significantly and consistently in the last four years. Performance in all of the key measures shows **attainment** to be well above the national average. A*-C in English was 81% and Maths 73% this summer with national averages for 2015 being 67% for both.
- The academy also achieved a very positive Progress 8 score of +0.20 which puts us in the top 40% of academies. A small cohort of pupils (93) in Year 11 is likely to have lowered the confidence interval lower limit (-0.02) which puts us into the top 40% of academies rather than the top 25% of academies, whereas the upper confident limit of +0.42 would firmly place us in the top 25% of academies or above
- Pupil premium, gaps have narrowed over time and have a positive trend. Where the gap this year is larger than the year before, this is because the non PP pupils have done even better than in the past. For example, 92% of non PP pupils achieved A*-C in English this summer and 87% in Maths. The P8 performance of PP pupils is in line with the national average for all pupils.
- The previous underperformance of boys has been reversed with boys (70%) outperforming girls (66%) in 5+ A*-C Including English and Maths. In English, boys achieved 79% A*-C compared to girls (70%) and in Maths boys (79%) significantly outperformed girls (67%) at A*-C.
- Attainment of pupils in Post 16 was outstanding this summer with 15.3% A* (up 13% on 2015), A*/A 25.4% (up 18% on 2015) and A*-B 45.8% (up 18% on 2015). This saw us ranked top in the LA tables for best average grade
- The academy is ranked 14th nationally for progress compared to broadly similar schools nationally

2. Teaching over time

- Consistently good and outstanding teaching is leading to sustainably improving outcomes and progress for many pupils. Expectations of pupils are high and pupils are challenged in lessons to do very well. As a consequence of this, pupils make good and often outstanding progress. Data from observations and outcomes show that the quality of teaching continues to improve and is sustained.

3. Behaviour and attitudes to learning

- Behaviour is of a very high standard both in and out of lessons. Uniform is worn with pride and pupils feel valued and supported by their teachers. The community perception of the school has been transformed and we are oversubscribed. Punctuality to lessons and school is good and continues to improve and attendance is good and improving further. Bullying is rare. Instances of poor behaviour are tackled robustly and expectations are very high.

4. Care guidance and support

- High standards of care guidance and support are given to all pupils and staff. Vertical tutoring is highly effective in integrating student groups and the House system offers many opportunities for pupils to lead, participate and represent themselves and their peers
- The DRIVE programme delivered through assemblies and tutor time, combined with ECO days embrace a holistic approach to PSHE which is further supported by the delivery of Philosophy and Religious Education in the main curriculum
- The extra-curricular offer is wide ranging and well attended and is growing in terms of offer breadth and experience. This includes new opportunities for pupils to complete Pledges, both in terms of their own

leadership opportunities and making contributions both to their House, the school and wider community. This includes in sports, performing arts and inter-house events

5. Leadership and Management

- This is very effective at all levels and has a relentless focus on raising student achievement
- Self-evaluation is accurate and target setting and school improvement priorities keep us focused on what we need to do to further improve
- Staff are not complacent and continually strive to provide pupils with the best possible education and aspirations for their futures
- The Academy has undergone transformation change over the last five years. Its previous poor reputation, undersubscription and very low standard have all been addresses successfully. The academy now enjoys the confidence and strong support of parents and the local community.
- The Academy is a key member of the Redhill Academy Trust and now supports other Trust academies in school improvement across a range of areas

Key areas for further improvement

- Attainment of disadvantaged middle and higher ability pupils could be higher but is improving and their progress is in line with national disadvantaged pupils' overall
- Attendance is in line with national average but attendance of some groups still needs to improve further and the percentage of pupils absent for more than 10% (persistent absence) needs to reduce further

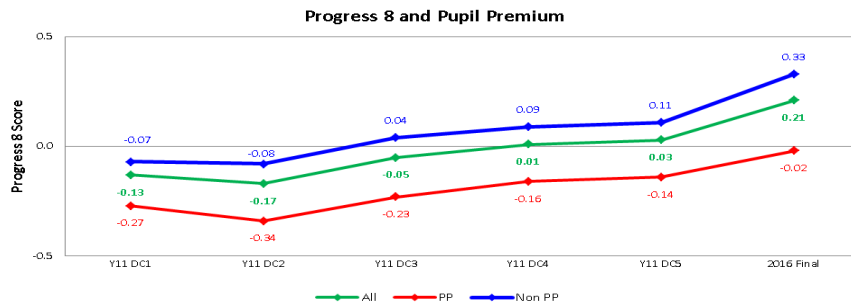
Progress since the last inspection (2013)

- Attendance has improved and continues to be a focus of the academy for further improvement
- Stretch and challenge of lessons has improved
- Poor quality teaching has been challenged and a significant number of poor teachers have left the academy
- There are highly embedded systems for CPD and a constant pursuit of improving teaching and learning
- Teaching in the sixth form is now more often outstanding than good
- The quality of marking and feedback has improved significantly and is having a direct impact on the improved performance of pupils
- Target setting and the effective use of data is embedded and provides challenging targets that stretch pupils and raise the ambitions of staff, pupils and parents
- Progress of lower ability students is outstanding
- Further links have been made with governors to increase their input and contributions to the academy

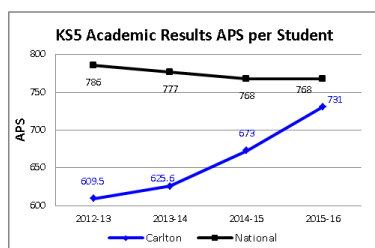
Supporting data – The Carlton Academy and national data 2013-2016

5 A*-C Including English and Maths	Capped Points Score GCSE																																													
<div>5 A*-C inc En & Ma</div> <table><thead><tr><th>Year</th><th>Carlton</th><th>National</th><th>New Prof Measures</th></tr></thead><tbody><tr><td>2012-13</td><td>62</td><td>60</td><td>55</td></tr><tr><td>2013-14</td><td>55</td><td>55</td><td>55</td></tr><tr><td>2014-15</td><td>64</td><td>55</td><td>55</td></tr><tr><td>2015-16</td><td>68</td><td>55</td><td>55</td></tr></tbody></table>	Year	Carlton	National	New Prof Measures	2012-13	62	60	55	2013-14	55	55	55	2014-15	64	55	55	2015-16	68	55	55	<div>Capped Total Points Score GCSE</div> <table><thead><tr><th>Year</th><th>Carlton</th><th>National</th><th>PP</th><th>Non PP</th></tr></thead><tbody><tr><td>2012-13</td><td>350</td><td>350</td><td>350</td><td>350</td></tr><tr><td>2013-14</td><td>300</td><td>300</td><td>250</td><td>300</td></tr><tr><td>2014-15</td><td>320</td><td>320</td><td>300</td><td>320</td></tr><tr><td>2015-16</td><td>350</td><td>350</td><td>300</td><td>350</td></tr></tbody></table>	Year	Carlton	National	PP	Non PP	2012-13	350	350	350	350	2013-14	300	300	250	300	2014-15	320	320	300	320	2015-16	350	350	300	350
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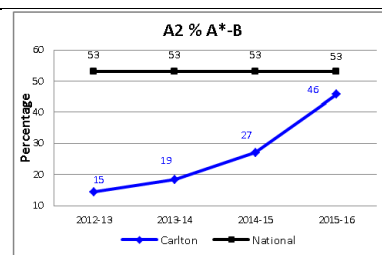
KS4 Progress 8 all and PP



KS5 A Level APS



KS5 A Level A*-B





Leadership

Theme 5

Develop leadership capacity and systems at all levels to drive academy improvement

- Redevelop the science physical provision as part of an on going series of works
- Develop the post 16 experience and offer at TCA to improve recruitment and retention
- Implement a coherent and focused EStrategy for the academy as part of both classroom and organisational effectiveness



Trust and Teaching School

Theme 6

Work in partnership with other schools to achieve system-wide improvements in standards and provision

- To work towards all students achieving a reading age of 15 by the end of Year 9
- Expand Trust extra-curricular opportunities for students that will extend their horizons and develop character
- Establish an effective alternative provision for Trust students who fail to successfully engage with mainstream academy provision
- Develop a KS3 curriculum which challenges and stretches our most able students, builds on their KS2 experiences and promotes creativity and oracy



Teaching and Learning

Theme 1

Empower all students to achieve their full potential through the development of effective teaching and learning strategies

- Embed strategies that prepare pupils for linear assessment, including the use of effective homework experiences and memory and recall skills
- Ensure a high standard of marking and feedback is consistent across the academy to have a direct positive impact on learning and progress over time
- Maximise the engagement and ambition of pupils through exploring and extending their thinking so that they thrive in their learning

Achievement
Theme 2
Encourage all students to succeed through consistently high expectations of achievement, behaviour and attitudes
<ul style="list-style-type: none"> • Ensure Progress 8 and other key measures are well above national average • Reduce gaps in the attainment and progress of all groups of students to be better than national averages and most specifically disadvantaged students • Ensure post 16 achievement continues to rise

Curriculum
Theme 3
Provide opportunities for all students to enjoy learning and achieve
<ul style="list-style-type: none"> • Embed assessment across Key Stage 3 to ensure progress and assessment is focused and accurate at all levels • Raise uptake in EBACC subjects through guided choices and on going curriculum redevelopment • Implement the new post 16 curriculum offer successfully supporting middle leaders with new linear assessments

Community
Theme 4
Maximise the opportunities offered to all members of the school community to contribute and achieve
<ul style="list-style-type: none"> • Improve attendance leading to gaps for disadvantaged students to be better than national averages • Develop an enrichment lecture experience to enhance cultural awareness and inspiration focused on iconic events and individuals both past and present • Embed the collaborative focus on achievement within the SEN, SSC and wider pastoral teams • Widen engagement and participation with community partners to support personal and social development, well-being and achievement

The Carlton Academy Three-Year Trend 2014-2016

% 5 + A*-C including English and Maths

	2014	2015	2016
School	48.2%	63.7%	67.8%
National	55%	56%	56%

% 5 + A*-C

	2014	2015	2016
School	61.6%	71.6%	71.1%
National	64%	65%	65%

A*-C in English and Maths

	2014	2015	2016
School	62.5%	68.6%	70%
National	58%	58%	62%

Levels of Progress in English

	2014	2015	2016
% 3 LP English	79.6%	78.7%	86.7%
% 3 LP National	70%	69%	69%

Levels of Progress in Maths

	2014	2015	2016
% 3 LP Maths	58.6%	62.4%	64.4%
% 3 LP National	65%	66%	66%

A*-C in English

	2014	2015	2016
School	86.6%	84.3%	81.1%
National	66%	66%	66%

A*-C in Maths

	2014	2015	2016
School	65.2%	74.5%	73%
National	68%	68%	68%

A2 Results 2014-2016 Headline Figures

	2013-14	2014-15	2015-16
	Final	Final	Final
A2 Pass Rate	83	97	100
A2 % A*	0	0	2.7
A2 % A*-A	7.6	2.3	15.3
A2 % A*-B	34.8	14.3	41.4
%AAB in 2 facilitating subjects	0	0	4
APS per student	727	639	97.6 (710)
APS per entry	200	189	30.8 C (209)
A2 APS per entry	186	175	28.6 C (201)
Voc APS per entry	218	211	38.5 Dist + (236)
VA A Level	-0.04	-0.07	0.4
VA Vocational	0.15	-0.19	0.74

SLT Roles & Responsibilities

- Richard Pierpoint – Executive Headteacher
- Vacancy – Head of School
- Dave Crossley – Assistant Headteacher
- Jo Mora – Assistant Headteacher
- Laura Watson - Assistant Headteacher
- Liz Sharp – (Assistant Headteacher – currently on Maternity leave) John Harris
- Phil Lovett – Operations Manager

Model

Executive Head - Richard Pierpoint Line Management: Head of School, Assistant Head Data and Curriculum, Assistant Head student experience, AHT Teaching and Learning, Operations Manager, Transition and Primary Liaison Lead Budget, Governance					
Head of School – Carin Messent Designated Senior Child Protection Officer, PREVENT, Post 16, Fair Access and admissions Performance Management, New staff induction, Short Notice Review, School Council Line Management of: Head of Post 16, Humanities, MFL, AHT Pastoral					
Assistant Head – student experience and community (Maternity) Cavendish	Assistant Head – Teaching and Learning, CPD / ITT Hollinsclough	Assistant Head – Data and Curriculum (Temporary 1Yr) Carnarvon	Seconded Assistant Head – Pastoral (Temporary 1Yr) Grove House	Operations Manager	SLT Secondment
John Harris	Dave Crossley	Jo Mora	Laura Watson	Phil Lovett	Kathy Armitage and Vicky Morozluck
ECO Days / CEAG (Inc. Work Experience) Homework strategy E and A Excellence Evening Community partnerships and engagement / lectures Reading strategy (Trust and DEAR time) Extracurricular offer and enrichment RQTs Development and CPD (2-4yrs)	Chair of Curriculum Middle Leaders Trust Director for Science CPD and ITT - (EGR lead ITT) Teaching and Learning / TLCs Quality Assurance	Data, assessment and reporting Pupil Premium reporting ZORBA Exams Options / Timetable Curriculum Management and development Academic and assertive Mentoring Cover	Chair of Pastoral Middle Leaders Behaviour systems Attendance, Student Induction SSC Tutor Review cycle Behaviour and ATL data Lead HAC Looked after Children (LAC) reviews Detention Rotas / Isolation DRIVE and Tutor / Assembly Programme / SMSC Pledge and Student Leadership House Celebration Events	Budget planning and bids Support staff structure and PM EVC Duty Rotas Facilities and Premises HR and Finance interface	Post 16 offer and experience Disadvantaged strategy group (Inc. SBA)