



# Urmston Grammar Deputy Headteacher

Applicant Information



Dear Colleague,

Thank you for showing an interest in applying to become one of the lead professionals in our school. This is an exciting time to join our Senior Leadership Team which is being reorganised as a result of the retirement of several key senior staff. We are determined to build on our achievements and continue to improve our attainment and progress at all key stages. Your role will be to work closely with the Headteacher as we move into the next phase of our school improvement journey.

We are seeking a Deputy Headteacher who is a dynamic, inspirational leader; committed to securing the highest standards of learning, teaching and leadership within our school. We want an ambitious senior leader who wants to develop a range of different experiences to prepare them for headship in the next five years.

Urmston Grammar is an “outstanding” choice: not just our view, but OfSTED’s too. In our last inspection (November 2008) OfSTED reported that the school has *“a warm and friendly atmosphere within which students thrive and achieve highly”*.

We celebrate the pursuit of excellence and encourage each individual to achieve their personal best. We provide students with an education that is built on a tradition of courtesy and mutual respect, hence our motto, "manners makyth man". Teaching and facilities ensure that students receive an education that prepares them for successful, fulfilled lives in this demanding twenty-first century. Our school building has retained much of the original structure that works well to serve our needs, however newer areas incorporate elements of modern design. These fit together seamlessly to provide an excellent working environment. This reflects our philosophy on education, which is built on strong traditions but open to new ideas and approaches.

The success of our school is not just based on the aptitude of our students, but on the expertise of our staff to nurture each individual. Students are challenged and supported to maximise their achievement. They are expected to actively participate in school life and make a valuable and sustained contribution to their wider community.

The successful candidate will:

- promote and support the vision and direction of Urmston Grammar by providing the day-to-day leadership and management of several key areas;
- ensure that students are safe, and their well-being is central to all decisions;
- be a credible, inspiring leader who will have a high profile **in and around school**, and with key stakeholders;

- motivate staff and students to give their very best and prepare our young people for life beyond school;
- support the work of the Principal and the Senior Leadership Team to build success and continue to provide high quality education for all our students.

Applicants must have significant senior leadership experience. They must demonstrate a commitment to delivering high quality teaching and learning and to promoting outstanding progress and attainment for all.

If you would like to speak to me informally or visit the school prior to submitting your application please contact Mrs Sarah Weems, my PA on 0161 748 2875.

I hope that the advert and the information in this applicant pack make clear that we are looking for an exceptional teacher who can demonstrate a strong track record of delivering whole school improvement; a colleague who can support, encourage and inspire both staff and students to build a cohesive school community. It is difficult to capture definitively the nature and character of the school or the full extent of the role for which you are applying. However, the key qualities that we are looking for in every colleague are intelligence, integrity and a capacity for sustained hard work.

Urmston Grammar is a prestigious and heavily oversubscribed school where examination successes regularly place us in the top 4% of state schools. This is an outstanding school in which to work; the staff are hard-working, highly committed and passionate about making a difference to the lives of the students they teach.

Please complete the TES application form which includes [your formal letter of application](#). Your letter should address the points identified in the job description as well as the requirements outlined in the person specification. Applications must be received by 12:00 noon on Monday 27<sup>th</sup> January 2020.

I look forward to hearing from applicants who can contribute to the future success of our school.

Yours faithfully,



Riffat S Wall (Principal)

## Introduction to Urmston Grammar

The Governors and Urmston Grammar's Senior Leadership Team run a highly successful 11-18 co-educational grammar school with an outstanding national and local reputation for academic excellence.

OfSTED described the school as "Outstanding" in the November 2008 inspection and we were also identified as one of the government's "High Performing Specialist Colleges". Our historic Science College and Language College status led to our development as one of the first converter academies in the country, in September 2010.

There are just under 1100 students at Urmston Grammar; admission into Year 7 is by the CEM 11+ assessment that pupils take when they are in Year 6 at primary school. The same assessment is used for admission to three other grammar schools in the area that form the CEM Trafford Consortium. The school is a five form entry and has the capacity to admit 150 students in each year group Years 7-11. There are currently 300 students in Years 12 and 13.

At the end of Year 11, many of our students stay on into our Sixth Form, but they must fulfil our entry requirements. They are joined by up to 50 students from feeder schools from the Greater Manchester area. Upon leaving the Sixth Form, the majority of students go on to university. In recent years there has been a growing demand for routes into higher level apprenticeship courses.

The school attracts and retains exceptional staff who possess a wealth of experience, knowledge and expertise. As caring professionals, our commitment to the welfare and pastoral care of our students is aimed at allowing each of our students to flourish.

Our students enjoy working in a respectful and mutually supportive atmosphere where self-discipline is fundamental to our enjoyment of learning. We offer them a safe and secure environment with access to the very latest facilities.

The principle aim of our school is to develop the full potential of each student academically, artistically, emotionally, morally, physically and socially so that they are able to take their place in society as mature, discerning and caring adults.

The school seeks to provide extensive opportunities, enrichment and stimulation for the achievement of individual excellence; to prepare students for living in a complex, technological world.

At Urmston Grammar we are proud of our students; we expect them to work hard, contribute to the life of the school and be effective role models for their peers and for younger pupils. In return, we provide high quality teaching, a place where they can learn with like-minded students who want to succeed, excellent facilities and a wide range of opportunities to enhance their personal portfolio.

Our key messages for everyone in the Urmston Grammar community are:

- Take PRIDE in yourself and in all that you do.
- PARTICIPATE and make the best of the opportunities at Urmston Grammar.
- EMPATHISE with others so that you can understand how they feel, increasing tolerance and mutual respect.

Further information about the school can be found on our website: [www.urmstongrammar.org.uk](http://www.urmstongrammar.org.uk)

**Urmston Grammar**  
**Deputy Headteacher – Person Specification**

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status.</li> <li>• Good honours degree.</li> </ul>	<ul style="list-style-type: none"> <li>• Higher or further academic qualifications - NPQH or Masters Degree in Leadership.</li> <li>• Accredited leadership training.</li> <li>• Additional qualifications and training relevant to the role</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Evidence of good/outstanding teaching and achieving excellent outcomes.</li> <li>• Experience of supporting student well-being.</li> <li>• Evidence of successful GCSE teaching and achieving excellent outcomes.</li> <li>• Successful leadership of a curriculum area or a pastoral team.</li> <li>• Experience of curriculum development.</li> <li>• Experience of working with data and analysing performance.</li> <li>• Evidence of success in a role that has impacted on standards and progress positively.</li> <li>• Experience of leading teachers.</li> <li>• Experience of monitoring and evaluating aspects of teaching and learning.</li> <li>• Evidence of a commitment to self-improvement as a professional.</li> <li>• Experience of working in more than one school.</li> <li>• Experience of leading working parties that have had a positive impact on school improvement.</li> <li>• Experience of assuring quality across the school.</li> <li>• Experience of school self-evaluation.</li> <li>• Experience of challenging underperforming staff and/or departments.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading support staff.</li> <li>• Experience of working with safeguarding leads.</li> <li>• Experience of appraising staff.</li> <li>• Experience of leading CPD.</li> <li>• Evidence of successful A Level teaching and achieving excellent outcomes.</li> <li>• Experience of supporting successful transitions between KS2 &amp; KS3, KS3 &amp; KS4 and KS4 &amp; KS5.</li> <li>• Practical experience of developing and evaluating innovative learning across key stages.</li> <li>• Experience of leading a whole-school curriculum project.</li> <li>• Experience of liaising with primary partners to facilitate curriculum progression.</li> <li>• Membership of cross-school groups linked to curriculum development or raising achievement.</li> </ul>



<b>Knowledge, Understanding &amp; skills</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of what constitutes high quality educational provision.</li> <li>• An understanding of different forms of leadership.</li> <li>• A thorough understanding of the 11-18 educational landscape and the current educational issues/challenges facing schools.</li> <li>• A clear vision and understanding of strategies to improve student achievement.</li> <li>• An understanding of how to seek and use data effectively to track and monitor progress and show impact of actions.</li> <li>• The ability to lead teams effectively.</li> <li>• The ability to be able to communicate effectively in a range of situations and be able to adapt style and approach where necessary to achieve the desired outcome.</li> <li>• The ability to manage change effectively.</li> <li>• High level personal ICT skills and ability to use these effectively in a range of situations.</li> <li>• Positive high profile in school and the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed knowledge of curriculum flexibilities and initiatives.</li> <li>• Knowledge of current and emerging national developments and practice in educational leadership.</li> <li>• Detailed knowledge of different data tracking systems, eg ALPS, SISRA.</li> <li>• An understanding of progression routes including how to support students' progress to university and apprenticeships.</li> <li>• Ability to develop, implement and evaluate evidence-backed ideas.</li> <li>• Ability to work collaboratively with colleagues in other schools to the benefit of Urmston Grammar students.</li> <li>• Ability to use mobile technology innovatively to enhance communication and promote the school.</li> </ul>
<b>Personal competencies and qualities</b>	<ul style="list-style-type: none"> <li>• High expectation of self and others.</li> <li>• Credibility and integrity.</li> <li>• Commitment to developing self and supporting the development of others.</li> <li>• Capacity to be reflective and self-critical.</li> <li>• Ability to inspire the trust, confidence and respect of students, staff and the community.</li> <li>• Stamina, resilience and tenacity.</li> <li>• Ability to work under pressure and to deadlines.</li> <li>• Excellent organisational skills.</li> <li>• Ability to establish and maintain good relationships with others.</li> <li>• A calm, supportive and approachable, manner.</li> <li>• Sense of humour and a sense of perspective.</li> </ul>	

## Urmston Grammar Job Description

**Post:** Deputy Headteacher

**Reporting to:** The Headteacher (or The Chair of Governors in the Headteacher's absence)

**Responsible for:** The Deputy Headteacher must provide high quality strategic leadership and management, in relation to specific areas of responsibility working in close partnership with the Headteacher and other members of the Senior Leadership Team (SLT).

### Core Purpose

- To support the Headteacher in developing the strategic direction of the school.
- To support the Headteacher in carrying out his/her responsibilities and to carry out duties as assigned by the Headteacher.
- To actively promote the welfare, guidance and academic progress of all students.
- To ensure that the school delivers a broad and balanced curriculum (at all key stages including enrichment and extra-curricular provision).
- To assume a number of whole school responsibilities as assigned by the Headteacher and to undertake any professional duties that the Headteacher reasonably delegated.

### As a lead professional you will:

- promote the vision, ethos and culture of Urmston Grammar;
- maintain high expectations and ambition;
- work in partnership with other member of the SLT to ensure that we set, maintain, monitor, evaluate and improve standards and achievements in the school;
- uphold expectation of policies and procedures within your own practice, and support the achievement of this in relation to other staff, students and stakeholders;
- establish and maintain a culture that promotes excellence, equality and high expectations for all students, ensuring high quality outcomes;
- work in partnership, as required, with relevant governors in line with delegated responsibilities;
- work in partnership with relevant external professionals;
- deputise for the Headteacher.



## Key responsibilities

These responsibilities relate to the duties for which the allowance has been awarded and this is in addition to the job description for a teacher.

### Strategic Leadership

- Articulate and maintain clear values, moral purpose and vision in relation to Urmston Grammar and ensure that the strategic plan is effectively linked to the vision, ethos and goals;
- Lead strategic discussion, planning and development about the curricular needs of all students, including policy planning, adaption and implementation, especially in respect of preparation for the workplace, inculcation of the broader skills required by employers, and readiness for the challenges of the 21st century.
- Strategically plan to deliver key areas of responsibility, set challenging targets for improvement and ensure that there are clear success criteria and a focus on impact;
- Rigorously monitor and evaluate practice and progress in relation to targets and use these to inform future planning and to support self-evaluation judgements;
- Draw on own knowledge, expertise and skills and those of other leaders, teachers and staff in order to maximise outcomes and impact in line with agreed targets and the long term vision;
- Demonstrate professional personal behaviour, positive relationships and attitudes towards students, staff, parents, governors and members of the local community, and as a senior leader model these expectations to other staff;
- Effectively use leadership responsibilities and relevant whole school policies, to ensure leaders, teachers and staff are effectively supported and challenged to achieve their full potential, and held to account for their practice;
- Effectively work with governors, as required, to enable them to fulfil their accountability responsibilities and support relevant development priorities, and maximise the skills and contributions of other professionals;
- Access relevant professional development opportunities in order to ensure up-to-date knowledge and understanding is maintained, to maximise opportunities to use findings from research and development, and to learn from internal and external good practice;
- Lead on the development of relevant policies and procedures focused on supporting the achievement of high standards, statutory and legal requirements, ensuring that these are shared with governors, staff, students and parents.



## Operational Management

- Ensure all curriculum decisions are aligned with the school's curriculum principles.
- Work closely with external partners to ensure the curriculum maximises opportunities for students across all levels of ability.
- Ensure the curriculum is aligned with key accountability measures, such as Progress 8, Attainment 8, the EBacc and L3 VA.
- Ensure that students are fully prepared for curriculum changes at key transition points; supporting Assistant Headteachers with the Year 9 and Year 11 option processes.
- Monitor the school's wider curriculum, including extra-curricular provision, ensuring opportunities for personal development and the acquisition of cultural capital are available for all students.
- Ensure key cross-curricular themes are embedded throughout the curriculum (or organised as specialised themed events).
- Lead CEIAG provision in school to ensure that all students are supported to make informed choices about possible career pathways.
- Lead the school's Self Evaluation with support from the Headteacher, the SLT, governors and other key staff.
- Support the Assistant Headteacher to construct and manage the school timetable in a timely manner to ensure a broad and balanced curriculum is maintained, student needs are met and value for money is achieved.
- Report regularly to governors on curriculum issues, developments and examination results.
- Lead on student achievement and target-setting across the school.
- Oversee the collection of data at specified points within the school year.
- Monitor achievement of students across the school, including identified groups of students.
- Ensure that under-achievement is identified quickly and targeted interventions are effectively implemented by pastoral and academic leaders.
- Liaise closely with the Examinations Officer and Data Manager in overseeing the effective analysis and processing of data, including internal and public examination results.
- Ensure that data and predictions are reliable, transparent and clearly understood by all audiences.
- Have oversight of the recording of data, including the use of SIMS, SISRA and ALPS Connect.
- Report regularly on achievement to a range of audiences, including SLT, staff and governors (Curriculum and Personnel Committee).
- Present reports in a clear and accessible format, including historical data and trends, ensuring that national data is readily available (including IDSR, ASP and the results of public examinations).

- Work with colleagues to monitor the quality of written reports.
- Line management of nominated departments.
- Oversee the quality assurance framework.
- Lead Academic Board meetings with Heads of Department.

In relation to specific areas of responsibility and joint development work in partnership with the wider senior leadership team as required:

- Effectively manage own time and the identification of priorities in order to maximise the day-to-day achievement of both operational and strategic responsibilities;
- Work in partnership with other members of the SLT to enable day-to-day requirements regarding discipline, emergencies, parent contact, assemblies, governor liaison, and public relations are effectively managed, and enable the smooth running of the school;
- Ensure that systems and processes in relation to whole school practice enable the provision of a safe, calm and well-ordered environment for all students and staff, and that all leaders and staff understand their individual and collective roles in achieving this and are held accountable;
- Effectively manage, as appropriate, conflict or staff issues that arise and provide on-going support and effective relationship management in order to build self-esteem and confidence and maximise the benefits of team working;
- Ensure strategic planning and policy requirements are implemented through daily practice and, where appropriate, that procedures are in place to monitor and evaluate their effectiveness, and that staff, students and other stakeholders are held to account in relation to these;
- Produce relevant reports, analysis and evaluation information, to enable SLT to collectively identify strengths and priorities for development, and enable governors to fulfil their responsibilities in relation to decision making and accountability;
- Effectively plan for, lead, chair or facilitate individual or team meetings in order to maximise strategic planning, analytical thinking, and communication and maximise the impact of individual and joint development work, good practice, coaching and holding to account;
- As appropriate, contribute to the recruitment of new staff or to internal development opportunities, ensuring equality of opportunity;
- Effectively distribute leadership, maximising opportunities for all staff to work together to achieve clear success criteria and measurable targets, to hold each other to account for their decision making and outcomes, and to share good practice;
- Support the continuing professional development of all staff, and that this effectively links into performance management;

- Maximise the contributions of governors, other professionals and external providers in order to support development priorities, and day-to-day practice;
- Ensure professionalism and positive promotion of the school in all aspects of practice and work collectively with SLT to ensure this is modelled and achieved in relation to all other leaders, staff and stakeholders.

### **Promoting Educational Excellence**

- Inspire and influence others to believe in the fundamental importance of education in young people's lives, to promote the value of high quality education and to ensure the focus on a learning community;
- Ensure individual teachers and other relevant staff are committed to and held to account for continual improvement in relation to the quality of teaching and learning, curriculum provision and pastoral support provided for all students, and for the impact of their work on students' outcomes.
- Ensure performance management procedures effectively identify strengths and areas for development and are rigorously used to address areas of under-performance, support staff to improve, and provide the opportunity for excellent practice to be recognised and valued;
- Ensure appropriate continuing professional development is provided in line with the identified areas for development in relation to individual leaders, teachers and staff, and where appropriate in relation to specific teams and whole school priorities.
- Maximise the opportunities for all staff to work together, to share development priorities and good practice, in order to maximise outcomes and impact;
- Where required, ensure governors understand the strengths and priorities for development and the expected impact of these on standards;
- Ensure relevant financial plans maximise the potential for impact and are in the best interests of all students and their achievements, and provide value for money.

All members of the leadership team are expected to be flexible and respond to current priorities, emerging needs and circumstances. Hence they share certain aspects in their job descriptions. These include:

- Deputising for the Headteacher or other members of SLT as necessary.
- Supervision at lunchtimes and before and after school as required.
- Senior leadership responsibility for a specific group of subjects.

- Support for enrichment days/events/formal occasions including Open Evenings, Sports Day, Presentation Evenings, Expo
- Support for concerts/ theatre productions (in liaison with organising staff).
- Support for, and conduct of, assemblies.
- Emergency phone-holder duties when trips operate out of normal hours.
- Support for the PTA and its activities.
- Contribute to admissions planning and processes for Years 7 and 12.
- Support at A Level and GCSE results day.
- Duty team leader on a rota basis.
- Senior lunchtime supervisor with Headteacher on a daily basis.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

- This job description may be amended at any time by mutual agreement, but in any case will be subject to regular review.
- The post-holder will be subject to a full enhanced DBS check and suitability check to satisfy child protection requirements. The post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and all convictions or cautions must be declared.

## Urmston Grammar - Senior Leadership Team

### Roles & responsibilities 2020-21

The Senior Leadership Team in 2020-21 will comprise of the Headteacher, Deputy Headteacher and three Assistant Headteachers.

All members of the leadership team are expected to be flexible and respond to current priorities, emerging needs and circumstances. Hence they share certain aspects in their job descriptions. These include:

- Deputising for the Headteacher or other members of SLT as necessary.
- Sustaining, modelling and espousing the values of the school, maintaining high expectations and ambition.
- Strategic planning and construction of the School Improvement Plan.
- Staff welfare: acting as a channel of communication to and from the Headteacher.
- Monitoring the quality of teaching and learning - contributing to lesson observations, work scrutiny, self-evaluation and faculty/departmental reviews.
- Working with the Governing Body to ensure effective leadership and governance.
- Supporting the target setting and reviewing processes of middle leaders as part of the Performance Management structure.
- Discipline and pastoral care of pupils throughout the school and support for staff in all situations.
- Supervision at lunchtimes and before and after school as required.
- Senior leadership responsibility for a specific group of subjects.
- Participating in the procedures for recruiting and appointing staff.
- Support for enrichment days/events/formal occasions including Open Evenings, Sports Day, Presentation Evenings, Expo.
- Monitoring and countersigning reports.
- Emergency phone-holder duties when trips operate out of normal hours.
- Support for the PTA and its activities.
- Contribute to admissions planning and processes for Years 7 and 12.
- Support at A Level and GCSE results day.
- Duty team leader on a rota basis.
- Senior lunchtime supervisor on a rota basis.
- Support for concerts/ theatre productions (in liaison with organising staff).
- Support for, and conduct of, assemblies.

# Headteacher

## Deputy Headteacher

Assistant Head  
Director of Languages  
T&L, ARR

Assistant Head  
Transition & Student  
Leadership, PM & QA

Assistant Head  
Pastoral Head (Y7-11)

Assistant Head  
Head of Sixth Form &  
Timetabling

	RSW	DEPUTY HEAD	AE	TKF	ANO	ANR
<b>Strategic role</b>	Headteacher <b>Overview</b> HR Finance Governance	Deputy Headteacher Curriculum Development Student Achievement Data and self-evaluation	Assistant Headteacher Director of Languages Teaching & Learning Assessment & reporting	Assistant Headteacher Head of Sixth Form Academic & pastoral strategy at KS5 Timetabling	Assistant Headteacher Head of Y7-11 Academic & pastoral strategy at KS3/4 Safeguarding DSL	Assistant Headteacher Head of Transition Y6/7 Student Leadership Performance Management QA
<b>Leadership scale Scale 2020/21</b>	L32-L39	L18-22	L10-15	L10-15	L10-15	L10-15
<b>Leadership and management</b>	Leadership structure SLT meetings Staff meetings Governors Staff recruitment & retention Budget School Improvement plan (SIP) Developing partnerships CPD ICT infrastructure Capital & buildings programme Additional funding Developing national role SLT link for PTA Support timetabling & curriculum Planning. Oversee trips & visits	Leading Curriculum Development Academic Board Parental voice Co-ordinate SEF and contribute to SIP Overview of QA Data Management SLT link for MIS (Management Information System) Monitoring of student data targets by cohort and subject School detention rota	Overview of assessment and reporting – all key stages Promote Language learning Departmental responsibility for French Faculty responsibility for ML Contribute to SIP Contribute to curriculum planning PP Supporting LAC School calendar	Safeguarding & Child Protection Y12/13 UCAS Reporting & Tracking Oversee and support university applications HEI Liaison Post 16 Admissions Sixth Form open evening & induction Monitoring & Tracking KS5 Post 16 Transition – Y11 into 12 and Y12-13 Contribute to SIP Contribute to curriculum planning Pastoral Leaders' meetings Timetable	Safeguarding & Child Protection DSL LAC Lead Student Well being Student Voice KS4 options Monitoring pupil progress Y7-11 Support admissions, transition & induction Pastoral Leaders' meetings Contribute to SIP Contribute to curriculum planning. Rewards. Overview of SEN PSHE Lead for KS3/4 Supporting LAC	Primary Transition- Y7 Open Evening & Induction Entrance exam & Admissions Overview NQT/RQT induction & ITT Contribute to SIP Contribute to curriculum planning Overview of student leadership Charities Performance Management QA





	RSW	DEPUTY HEAD	AE	TKF	ANO	ANR
<b>Line management</b>	SLT – AE, Deputy Head, ANO ANR, TKF Sarah Weems, Joanne Daley,	CEIAG Co-ordinator	French teaching staff Head of German Lang Assistants	Assistant Heads of Sixth form Sixth form Secretary <i>Julie Plano</i>	Pastoral Leaders Y7-11. Pastoral Secretary <i>Jayne Lattin</i> SENCo Alison Thomason DSL Well-being Co-ordinator	Admissions Officer <i>Marie Masters</i>
<b>Performance Management – teaching staff (subject to change)</b>	AE, TKF, Deputy Head, ANO, OR	BD, JPD, SKV, DER, EJP	ANR, MAB, JAW	CLH, AL, DJK, LD	MM, JS, MJB, MB	SC, CG, RC
<b>Teaching &amp; learning responsibilities</b>	Overall strategy Mentor EPQ students	Overview of literacy & numeracy Development of Independent Learning	Leading development of Teaching and Learning Co-ordinate provision for G & T pupils Mentor EPQ students	Support development of teaching & learning in the Sixth Form Mentor EPQ students	Support development of teaching & learning in Y7-11	Development of Student Leadership
<b>Pastoral responsibilities</b> PSHE – Personal, Social, Health Education CEIAG – Careers Education, Information, Advice & Guidance COPE – Community opportunities, work experience & PE EPQ – extended Project Qualification	Overview CPD Staff Wellbeing* Duty Rotas	Development of CEIAG Supporting Head of Sixth Form & Head of Y7-11	Overview of assessment & reporting Pupil Premium Looked After Children	Safeguarding at KS5 Development of PSHE/CEIAG/Enrichment (COPE & EPQ) at KS5 Development of behaviour and attendance strategy Overview of rewards & sanctions KS5 Support tutor teams. Student Wellbeing at KS5	Overview of Safeguarding (DSL) Development of PSHE & CEIAG at KS3/4 Development of behaviour and attendance strategy Student Wellbeing at KS4 Overview of rewards & sanctions KS3/4 Support tutor teams Looked After Children	Support Student Council Student Leadership Charities Staff Wellbeing*



<b>SLT link for departments</b> <b>(subject to change)</b>	SLT link for, Biology, English, French, Physics	SLT link for CS, Food Tech, Graphic products, Maths	SLT link for Drama, German, PE, Music	SLT link for Chemistry, Sociology, Psychology	SLT link for History, Geography, Politics, RS	SLT link for Art, BS, Economics
<b>Self-evaluation and School improvement</b> SEF (self-evaluation form) SIP (School Improvement Plan)	SEF and SIP overview SIP co-ordination	SEF co-ordination SEF/SIP contribution for areas of responsibility	SEF & SIP contribution for areas of responsibility	SEF & SIP contribution for areas of responsibility	SEF & SIP contribution for areas of responsibility	SEF & SIP contribution for areas of responsibility
<b>Governors</b>	All committees Weekly meeting with Chair Co-ordinate governor meetings. Co-ordinate governors' reports.	Curriculum & Personnel committee. Contribution to governors' reports/meetings.	Contribution to governors' reports/meetings	Contribution to governors' reports/meetings	Contribution to governors' reports/meetings	Contribution to governors' reports/meetings

\*Please note: whilst there are 2 named members of SLT who deal with staff well-being, in fact staff can approach any member of SLT they feel comfortable with about a professional or personal issue.