



Strategic Planning 2015-2020

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Who we are

The Gryphon School is an outstanding Church of England school and academy in the Diocese of Salisbury. We are at the heart of the Sherborne community which is a centre of educational excellence.

The Gryphon admits students from age 11 to 19; our Sixth Form is one of the largest and most successful in the country. We attract students from a large rural catchment area across North and West Dorset as well as South Somerset.

We are proud to be one of the best schools in the country.



Our Mission

We support and encourage every student to strive for the highest possible levels of academic achievement alongside developing the personal attributes and qualities to thrive and make a positive contribution throughout life.



What we value –The Gryphon ethos

Our students come first

Enjoyment, with hard work, and going the extra mile

Friendliness and strong sense of community

Support and care for everyone and each other

Integrity, manners and honesty

Inquisitiveness through a breadth of opportunities and experiences

An engaging, calm and purposeful learning environment

Leadership, aspiration and ambition

Pride, quality and excellence – the details matter



THE CHURCH
OF ENGLAND

Our ethos is founded upon Christian values as a Church of England School in the Diocese of Salisbury. We are a UNICEF Rights Respecting School.





Our strategic vision

The world in which our students live is changing. The demands of the country of its education system are also evolving.

We will continue to thrive and strongly promote our values. We must look ahead and around us to create the long term vision for our school – our students, staff, parents and community. This plan for the next 5 years provides the direction to provide the highest possible rounded education for all.

We will continue to improve and develop as one of the best schools in the country.

The Gryphon School Mission Summary

Who we are

The Gryphon School is an outstanding Church of England school and academy in the Diocese of Salisbury. We are at the heart of the Sherborne community which is a centre of educational excellence. The Gryphon admits students from age 11 to 19; our Sixth Form is one of the largest and most successful in the country. We attract students from a large rural catchment area across North and West Dorset as well as South Somerset. We are proud to be one of the best schools in the country.

Our Mission

We support and encourage every student to strive for the highest possible levels of academic achievement alongside developing the personal attributes and qualities to thrive and make a positive contribution throughout life.

What We Value - The Gryphon Ethos

- Our students come first
- Enjoyment, with hard work, and going the extra mile
- Friendliness and strong sense of community
- Valuing, supporting and caring for everyone and each other
- Integrity, manners and honesty
- Inquisitiveness through a breadth of opportunities and experiences
- An engaging, calm and purposeful learning environment
- Leadership, aspiration and ambition
- Pride, quality and excellence – the details matter

Our Strategic Vision

The world into which our students live, and will enter, is changing. The demands of the country of its education system are also evolving. We will continue to thrive and strongly promote our values. We must look ahead and around us to create the long term vision for our school – our students, staff, parents and community. This plan for the next 5 years provides the direction to provide the highest possible rounded education for all. We will continue to improve and develop as one of the best schools in the country.



The Gryphon School

Our Strategic Goals

Over the next five years we will continue to ensure and enhance further:

Excellence in teaching and learning through

- 1 Enabling all students to realise their potential in terms of academic attainment and progress, regardless of background and ability
- 2 Providing personalised support to SEND and FSM students to ensure their progress matches that of others nationally
- 3 Teaching in a way that students find engaging, relevant and inspiring
- 4 Ensuring literacy and numeracy skills are developed in all years, student groups and subjects
- 5 Supporting students to progress through impactful assessment feedback, tracking and academic support

The well rounded personal development of all students through

- 1 Promoting the personal qualities of respect, independence, mutual support, motivation, high expectations and resilience
- 2 Ensuring students feel proud of the school and their own achievements
- 3 Providing a diversity of extra-curricular opportunities, clubs, trips and experiences
- 4 Supporting and encouraging spiritual, moral and social stability for Christians, those of all faiths and none in our community

Positive, supportive and challenging leadership and management at all levels through

- 1 Providing leadership that gives all staff the direction, support and training to sustain high quality actions and performance
- 2 Empowering leaders through training and sharper evaluation and accountability of what makes difference
- 3 Encouraging parental engagement to support learning
- 4 Working in collaboration to support and lead other schools

High quality resources, facilities and environment through

- 1 Providing inspiring facilities and resources for high quality learning
- 2 Using the latest methods and digital technologies to enhance learning
- 3 Having a safe, positive and healthy working environment

Performance Indicators – how we will know if progress is being made with these goals



Progress against these goals will be monitored and evaluated through:

- A written Annual Report produced for September by the Headteacher to Governors. This will include quantitative information (as listed below) along with qualitative feedback to provide a holistic picture of achievements, progress and areas for further development. This will help inform any amendments to the action plan.
- Termly updates to the Governors' Committees
- External school evaluation through bi-annual independent two day Reviews.
- Departmental Review programme using external subject specialists
- Any external Inspection – OFSTED, SIAMS
- Questionnaire surveys of staff and students conducted bi-annually; Parent surveys using the OFSTED parent questionnaire
- Evaluation of external performance data – RAISEonline, ALPs, Sixth Form PANDA
- On-going internal evaluation – student voice, staff voice, learning walks, work sampling, lesson observations, review and report analysis
- Requirements to publish core performance data on the School website and the contents of the OFSTED Data Dashboard

	Goals	Quantitative information to include
Excellence in teaching and learning	<ol style="list-style-type: none"> 1 Enabling all students to realise their potential in terms of academic attainment and progress, regardless of background and ability 2 Providing personalised support to SEND and FSM students to ensure their progress matches that of others nationally 3 Teaching in a way that students find engaging, relevant and inspiring 4 Ensuring literacy and numeracy skills are developed in all years, student groups and subjects 5 Supporting students to progress through impactful assessment feedback, tracking and academic support 	<ul style="list-style-type: none"> • Attainment 5+ A*-C with EM 2015 • Progress 8 measure - students' progress across eight subjects between Key Stage 2 and Key Stage 4. • Attainment 8 measure the school's average grade across the same suite of eight subjects. • % of students achieving a C grade or higher in English. • % of students achieving a C grade or higher in Mathematics. • % of students gaining the Ebacc • 16-19 progress measure • % of Y13 students achieving A*-B grades at A Level • Progress in each Year Group

<p>The well rounded personal development of all students</p>	<ol style="list-style-type: none"> 1 Promoting the personal qualities of respect, independence, mutual support, motivation, high expectations and resilience 2 Ensuring students feel proud of the school and their own achievements 3 Providing a diversity of extra-curricular opportunities, clubs, trips and experiences 4 Supporting and encouraging spiritual, moral and social stability for those of all faiths and none 	<ul style="list-style-type: none"> • % attendance • Student questionnaire statistics (biannually) • Long term health absence • Curriculum offer • Acts of Worship survey • Participation rates • 16-19 retention • Destination information measures • Café usage
<p>Positive, supportive and challenging leadership and management at all levels</p>	<ol style="list-style-type: none"> 1 Providing leadership that gives all staff the direction, support and training to sustain high quality actions and performance 2 Empowering leaders through training and sharper evaluation and accountability of what makes difference 3 Encouraging parental engagement to support learning 4 Working in collaboration to support and lead other schools 	<ul style="list-style-type: none"> • Student recruitment • Staff questionnaire • Staff attendance rates • Parent questionnaire • Use of ilesson • Evidence of school to school support • Level of complaints
<p>High quality resources, facilities and environment</p>	<ol style="list-style-type: none"> 1 Inspiring facilities and resources for high quality learning 2 Using the latest methods and digital technologies to enhance learning 3 Having a safe, positive and healthy working environment 	<ul style="list-style-type: none"> • Average budget surplus three year rolling average • Student questionnaire • Visitor feedback • Room utilisation and specialist facilities • Number of computer workstations • Log on data for digital devices and usage of ilearn/ilesson • Energy usage • Wisepay usage

The medium term Action Plan below details specific actions as planned at the start of the 2015-2020 term. This will be modified and adapted during the period in response to completion, adjustments required and new priorities.



Section 2 - Action Plan

A Excellence in teaching and learning

Actions	Impact expected (ie measurable success criteria)	SLT Lead	Start	Interim point	Completion date
Replace NC levels in KS3 with a new 1-9 scale Subject areas are redesigning the KS3 courses with less content to provide time for greater depth of study	Increase the mastery of subject understanding and skills Sharper focus on accurate, higher quality work and literacy development	TBO	Sept 2015	Dec 2015	Sept 2016
Introduce new literacy levels in Y7,8 & 9 on a 1-9 scale Consider the use of baseline tests Investigate use of national standardised tests for literacy and numeracy at end of Y7 and Y8	Improved literacy skills to provide the foundation for improved progress in KS4 Literacy levels improve	TBO	Sept 2015	Dec 2015	Sept 2016
Improve the teaching of literacy skills of all teachers in all subjects by using literacy levels in all subjects, focus for whole school CPD, all teachers visiting pyramid primary literacy lessons	Improved reading comprehension Greater accuracy of communication Greater confidence of teachers to lead literacy development	TBO	Sept 2015	March 2015	Sept 2018
Review and adjust the curriculum in response to national changes eg AL and EBacc including GCSE RE delivery model	Retain the breadth of the curriculum offer	SL	On-going	Nov 2015	Sept 2017
Reorganisation of DT – new Creative design course; separate food, product design, textiles area.	Improved student progress in product design Modernised design experience	SL	Sept 2015	Dec 2015	Sept 2016
Implement the new SEND and intervention strategy	Progress rates of SEND, LAC and FSM students in line with national rates	NJE	Sept 2015	Feb 2015	Sept 2016
Remind all staff of the marking and feedback expectations so that marking is used by students and makes a difference	Improved consistency further Reduced workload concerns	TBO	June 2015	Nov 2015	July 2016
Teacher CPSD continues to focus on differentiation and mastery	Increased progress of less able and low/mid groups in line with national rates	TBO	Sept 2015	April 2015	July 2017
Introduce iLesson and assignment manager to replace student resources and to set homework	Assignment Manager used to set all homework	SL	Sept 2015	October 2015	July 2017
Using BYOD to provide greater resource accessibility, differentiation, new learning approaches	Greater independence and spirit of self enquiry	SL	Sept 2014	Dec 2015	Sept 2017
Put in place new strategies to support less motivated students eg Y10 entry, iGCSE, other courses, mentor programmes, incentives	Student progress rates improves to national Attendance of these groups improved	JG	Sept 2015	Sept 2015	Sept 2016
Train teachers and students for the linear exam experience	Increased student confidence Reduced resit rates	TBO	Sept 2014	Nov 2015	Sept 2016

B The well rounded personal development of all students

Actions	Impact expected	SLT Lead	Start	Interim review point	Completion date
Encourage a thirst for learning through clarifying to students how to be proactive, how to ask questions, using BYOD or other tech, being active learners	Enhanced resilience; build student confidence; "I can and I will" culture	TBO	Oct 2015	June 2016	Sept 2018
Re design the attitude to learning measures to reflect the school goals re personal development		SL	Jan 2015		Sept 2016
Continue to refresh and remind all re attendance strategies Continue to develop the role of the School Welfare and Attendance Officer	Maintaining high attendance rates above 95%	NJE	Sept 2015	April 2016	Sept 2016
Implement the recommendations of the review of café/food/ healthy eating review	Increased turnover Reduced waiting times Positive effect on school culture and progress	CV ND	Sept 2015	Nov 2015	Sept 2018
Meet the criteria to be a Level 2 UN Rights Respecting School I am me campaign continues	Supports outstanding student attitudes and behaviour	ND	Sept 2015	Feb 2016	Sept 2017
Appoint a mindfulness expert to support students and staff	Reduced incidents of stress related behaviours	NJE	July 2015	Nov 2015	Sept 2016
Promote leadership opportunities for students using PiXL Edge to capture this	All students have opportunities	NJE	Sept 2015	April 2016	Sept 2019
Increase the staff and parent support team for Duke of Edinburgh Review the leadership structure to sustain the programme	Increase participation numbers Increase completion rates	NJE	Sept 2015	Feb 2016	Sept 2016
Building the school alumni as a resource to inform and inspire future students	Increased use of alumni website/links Increased involvement of past students as mentors/provide talks	ND JT	Jan 2015	Dec 2015	Sept 2016
Ensure national guidelines regarding Britishness and challenging radicalisation are met Brief all staff regarding vigilance and actions	Ensuring students are safe Promotes outward looking students	NJE	Jan 2015	Jan 2016	On going
Support and promote Christian distinctiveness including setting up a focus for reflection and/or prayer space	Enhancing ethos of care and thought for others Enhanced emotional stability Positive SIAMS evaluation	NJE	Sept 2015	Nov 2016	Sept 2016

C Positive, supportive and challenging leadership and management at all levels

Actions	Impact expected	Lead	Start	Interim review point	Completion date
Organise all staff training/CPSD opportunities in a single brochure Celebrate the range and quality of what we offer	Improved learning and progress of all groups inc SEND	TBO	Sept 2015	Nov 2015	Sept 2016
Ensure the detailed professional development needs of each member of staff are identified in appraisal and then supported through CPSD opportunities	Improved quality of teaching Improved quality of middle leadership	TBO	Sept 2015	Nov 2015	Sept 2016
Improve staff care and well-being. eg opportunities to join the SLT, sharing agenda items, staff voice lunches, more explicit personal gratitude to staff Review of Personal, External and School pressures on well being	Improved Staff Q ratings	SMH	Sept 2015	Nov 2015	Sept 2016
Update/modernise all staff welfare and well-being policy and practices	Improved Staff Q ratings Greater awareness of the support provided	CW	Feb 2015	Sept 2015	Sept 2016
Sharpen leadership accountability by the HT meeting every month with the Head of English and Maths; challenging on what has been the impact of activities /interventions; being picky about micro details; using PIXL PLC approach if needed	More effective use of valuable time Reduced intervention/support from senior leaders	SMH	Sept 2015	Dec 2015	Sept 2016
igryphon strategy implemented including new Progresso MIS	Quicker access to key resources and information Customisable design	SL	Jan 2015	Sept 2016	Sept 2017
Increased school communication with parents through igryphon and others Newsletters, messages, reviews etc pushed to parents	Improved Parent Q ratings	SMH/ SL	Oct 2015	Jan 2016	Sept 2016
Ensure high quality recruitment by training our own teachers, advertising early, developing links eg Jurassic Coast Teaching School Alliance	All posts filled by high quality specialists	SMH	Nov 2015	Jan 2016	Sept 2016
Developing our own future leaders through middle leader courses, working with other schools, providing whole school opportunities, NCSL courses	Retention of high quality staff Providing leaders for other schools	TBO	Sept 2015	Jun 2016	Sept 2016
Complete the review and feasibility of setting up a multi-academy trust in Sherborne	Improved primary-secondary academic progression	SMH	Sept 2015	Dec 2016	tbc
Sustain community links with clear contact point and promotion through Dept and year teams	Develop student opportunities in the community	ND	Sept 2015	Dec 2015	Sept 2016
New governor support groups to be the specialist focus for aspects of the school	Maximise expertise to enhance the school provision	SMH	Jun 2015	Jan 2016	Sept 2016
Ensure all safeguarding measures continue to be fully compliant	100% compliance	NJE	Sept	Dec 2015	Sept 2016

Update HS and RAs using Wessex Consultancy			2015		
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D High quality resources, facilities and environment

Actions	Impact expected	Lead	Start	Interim review point	Completion date
Submit a revised bid for a new teaching block to replace the temporary classrooms	Improved learning environment	SMH	Sept 2015	Dec 2015	Sept 2017
Use governor expertise to establish the opportunities for increased commercialisation	Increased income	SMH CV	Oct 2015	Mar 2015	Sept 2018
Review all expenditure headings to ensure a sustainable annual structural budget	Reduce costs in line with annual income	SMH CV	Jan 2015	Jan 2016	Sept 2016
Implement Café/catering changes to support healthy eating	Increased turnover Reduced waiting times Positive effect on school culture & progress	CV	Sept 2015	Nov 2015	Sept 2018
Implementation of the igryphon strategy	Quicker access to key resources and information Customisable design	SL	Jan 2015	Sept 2016	Sept 2017
On-going review of the transport provision and budget Review of internal bus management	Reduction in cost subsidy	CV	Dec 2015	Mar 2015	Sept 2016
Strategy in place for the repair/replacement of the All Weather Pitch	Continuity of provision or improved	CV	Dec 2015	Jul 2016	Sept 2019
Review of the cleaning strategy and budget New model introduced	Sustain outstanding care and quality of facilities Cost:benefit consideration of service	CV	Sept 2015	Nov 2015	Jan 2016
On-going tight financial control of the Little Gryphons Nursery	Annual surplus of £20k min pa	NJE CV	Sept 2015	Nov 2015	Sept 2016
Asset management and maintenance plan for on-going upgrade and refreshment of classrooms, corridors and other areas	Planned maintenance of quality and enhancements in place	CV EM	Nov 2015		Sept 2020
Business review for the use of solar technology to reduce energy costs	Reduced energy costs Educational benefit	CV	Sept 2015	Oct 2015	Sept 2016
Plan for any population growth and implications for intake and admissions	Diplomatic management of any changes in the distribution of places	SMH	Dec 2015		

Section 3 Governing Body Arrangements

Organisation

Full Governors' meetings

- There are 3 Full Governors' meetings per year
- In addition there is an annual whole day conference in the Spring term to provide the time to focus on key issues

Committees

- There are 2 core standing committees – Finance and Resources and Students, Staffing and Community
- There are 5 meetings of the core Committees each academic year
- In addition there is the Pay Committee, the Headteacher Pay Review Committee and the Executive Group
- Other Governors' Committees, including those dealing with student disciplinary matters, staff disciplinary or capability appeals, pay appeals are formed as required. These committees will ordinarily have at least 3 governors.
- Policies can be delegated to the Committees for approval

Enabling challenge and support

- The Agenda design is constructed to encourage discussion, support and challenge
- Full meetings start around the school. Tours will be provided on the Conference and also on the day of other Full meetings
- A dashboard of key performance measures is provided so that Governors are informed of key progress measures

Keeping informed

- The minutes of meetings are posted to Governors as soon as practicable after meetings
- E Communication is via PDF so the format of documents is not lost
- Governors are reminded of all school events so they may attend
- Governor Open Days will be set to enable Governors to visit the school, possibly on the same day as Full governor meetings

Other Organisational matters

- The AGM and Annual report are arranged for November each year
- Other meetings are used to target use of time and impact as required
- In Committee Student Governors are given a standing agenda item for sharing student feedback/issues

Specialist Focus Groups

- There are key focus areas which small sub-groups of governors have been linked with.
- The purpose of these groups are to deploy governor expertise to these key areas; to enable these governors to be the “lead governor expert” in these key areas; to challenge and support school leaders responsible for these areas including shaping and reviewing policies in these areas.

Focus Area	Governors	Policy Areas	SLT Link
Student Performance including data	David Smart Adrian Harding		SL/SMH
Progress of SEND and FSM students			SD/JG
Safeguarding and student welfare	Claire Moses Eric Woods	Safeguarding policies	NJE
Staffing welfare/Personnel	Annie Sinnott Margaret George	Staffing policies	CW
Parent and community links	Graham Booth Juliana Atyeo		NJE/ND
Commercial activity (inc the nursery)	Tony Cooke Steve Murcer		CV/NJE
Teaching, learning & curriculum	Mike Sandy Harry Straughan Tom Crassweller	Teaching and Curriculum policies	SL/TBO
Christian character/ SMSC	Foundation Governors		NJE
Financial management	Phil Tebbatt Bernard Brown	Finance policies	Bursar
Health and Safety	Phil Tebbatt		Bursar
Strategic Planning	Members		SMH
All	Nigel Rees Eric Woods		SMH

Committee Structure

Title	Finance and Resources	Students, Staffing and Community
Strategic Areas	Budget Audit Site Development Leadership and Management Staff recruitment Commercial activity Leisure Centre Little Gryphons Nursery Health and Safety	Achievement Curriculum Learning and Teaching Staff Development and support Student Experience Behaviour & attendance Spiritual, social, moral and cultural (SMSC) Equal Opportunities Community and Parents Safeguarding
Statutory Policies Including review frequency: A=annually G=Governing Body to decide H=Head to decide Com=Can be delegated to a Committee for Approval	Charging and Remission Policy (G) Com Data Protection Policy (every 2 years) Com Health and Safety policy (G)	School Behaviour Policy (H) HT Sex Education Policy (G) Com SEN Policy (G) Com
Other Statutory Documents	Admissions Arrangements (A) Com Central Record (live) Com or HT Freedom of Information (G) Com Minutes and papers Com Premises Management documents Com Staff Discipline, conduct and grievance (G) Com Statement of procedures for dealing with allegations of abuse against staff (G)	Accessibility Plan (every 3 yrs) Com Behaviour Principles (G) Com Complaints Procedure (G) Com Home School Agreement (G) Com Minutes and papers Com Equality Information inc PSED (publish A) Com School Website (live) Com Register of student attendance(live) Com or HT Child Protection policy and procedures (A) Com EYFS
Others not required for academies but are needed	Teacher Appraisal Policy (G) Com Teachers Pay Policy (G) Com Finance Policy	Curriculum Policy Teaching and Learning Policy Worship Policy

Membership	Half the Governing Body and trustees Quorum is 4 governors, to include the Headteacher or his representative	Half the Governing Body and trustees Quorum is 4 governors, to include the Headteacher or his representative
Meeting Schedule	5 times per year	5 times per year
<p>Terms of Reference</p> <p>The committees have a responsibility to pursue excellence through the challenge and support school leaders and managers; holding them to account for tackling weaknesses and further improving outcomes for all students; and the rigorous monitoring and evaluation of all aspects of the school.</p>	<p>Finance</p> <ul style="list-style-type: none"> • Financial Policy • Academy Return, Budget Return and Annual Accounts • Annual Budget and 3 year planning • Academy Finance Handbook • Best Value • Budget monitoring – income and expenditure • Financial delegation to Accounting Officer/HT • Internal and external audit • Internal Controls • Risk management • Fraud Policy/Review of fraud risks • Staffing budget • Pay Policy and Payroll • IT Development • Capital funding • Charging Policy • Contract Review <p>Site</p> <ul style="list-style-type: none"> • Site development plans • Buildings and grounds • Site maintenance • Site security • Health and safety • Asset Management Plan • IT e-learning Development • Environment, energy conservation as well as aesthetic appeal. • Recycling <p>Health and Safety</p> <ul style="list-style-type: none"> • Compliance with health and safety regulations • Health & Safety policy implementation 	<p>Achievement</p> <ul style="list-style-type: none"> • School and student performance • Levels of progress and attainment compared with other schools • Performance of groups including SEN, pupil premium, ethnic groups, • School targets • External examination results • Progression routes <p>Learning and Teaching</p> <ul style="list-style-type: none"> • Quality of teaching, learning and their progress • Assessment to support learning • Special educational needs and/or disabilities and their progress. • Behaviour and rewards <p>Curriculum</p> <ul style="list-style-type: none"> • Curriculum design and resourcing • Curriculum policy • Timetable • Homework • Religious education, collective worship, sex relationships education <p>Equal Opportunities</p> <ul style="list-style-type: none"> • All EO special educational needs, race equality, disability and gender equality are fulfilled • Public Sector Employment Duty • Disability discrimination legislation <p>Student Experience</p> <ul style="list-style-type: none"> • Admissions • Attendance • Healthy lifestyles • Spiritual, moral, social and cultural development • Care, guidance and support • IAG, careers guidance and work experience

	<ul style="list-style-type: none"> • Risk management issues • Risk Register • All insurance arrangements <p>Commercial Activity</p> <ul style="list-style-type: none"> • Nursery • Leisure Centre • Catering • Promote commercial activity that will support the mission of the school • Lettings and charges • School Transport and minibuses • Business and Enterprise • Marketing and Promotion 	<ul style="list-style-type: none"> • Extra-curricular activities, residentials and trips, D of E, clubs and school teams <p>Staffing</p> <ul style="list-style-type: none"> • Human Relations – HR • Staff recruitment • Staffing structure – Teachers and Support Staff • Staff Appraisal • Staff Development, Training, Support and Well-being <p>Safeguarding</p> <ul style="list-style-type: none"> • Safeguarding procedures • E-Safety • Single Central Record • Pupil Safety • Health, safety and well-being of staff and pupils <p>Community and Parents</p> <ul style="list-style-type: none"> • Community links, partnerships and cohesion • Parents and Carers
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Other Committees

Staff Pay Review Committee

Membership: 5 governors to include the Chair of Governors and Chair of each of the two main committees

Quorum: three governors

Meetings: once a year and otherwise as required.

Terms of Reference

1. to review the salary of every member of staff annually in accordance with the agreed pay policy, considering the Headteacher’s recommendations about the application of the discretionary elements of pay provision.
2. to review and agree the salary of each member of the leadership team, taking into account the recommendation and appraisal evidence submitted by the Headteacher and in the Headteacher’s case the Headteacher performance review group.
3. to review and agree the Individual Salary Range of each member of the leadership team.
4. to agree the Pay Policy for teachers and non-teachers when delegated to do so by the Governing Body.
5. to consider any recommendations for grade or pay review for members of staff
6. to consider annually percentage pay increases and to advise the Finance and Resources Committee of recommendations

The Executive Group

The School Executive Group is not a committee: it is a working group. It is a non-statutory body which exists to provide direction, advice and guidance to the GB on matters relating to school improvement and in particular those concerning governance.

The Executive membership will be determined by the GB and includes the Headteacher, the chair, the vice chair of governors and the chairs of each committee. The chair of governors will often act as chair of the group.

This is not a decision-making body – its purpose is to make recommendation to the GB – so there is no formal voting system and minutes are not kept, though the key points of meetings are noted for distribution to governors.

This group will meet approximately termly or as required. There is no single set pattern for the group, but its overall purpose is describe the vision and values of the school, to provide a strategy for the implementation of the school's aims, enabling the school to plan for the improvement of the quality of teaching and learning and focus on raising standards. It may also set out how the Governors will measure its own efficiency and effectiveness.

Senior Leadership Team Roles 2015-16

Job Title	Headteacher	Deputy Head Students and Community	Deputy Head Learning, Teaching and Staffing	Assistant Head Curriculum and Performance	Assistant Head Support, Organisation and Community	Assistant Head Intervention and Learning	Business Manager/Bursar
	Steve Hillier	Nicki Edwards	Tim Ovenden	Stuart Lawson	Nicky Dodgson	Jim Gower	Chris Vigar
Common	<p>Raising Achievement</p> <ul style="list-style-type: none"> • Progress of FSM Students • Progress of SEND Students • Marking, feedback and student response • Coaching and mentoring leadership – unleashing creative potential • Quality of Teaching – planned personalisation and resources • Quality of Behaviour / Spiritual Moral Social Cultural Development 						
Core Role	<ul style="list-style-type: none"> ▪ Overall effectiveness ▪ Vision and ethos ▪ Standards and attainment ▪ Budget/Finance ▪ Site ▪ Partnerships ▪ Organisation and structure ▪ Promotion ▪ Appraisal ▪ Governors ▪ Leadership and management ▪ Strategic Development ▪ Improvement Plans ▪ School Targets ▪ Self-Evaluation ▪ SEF ▪ Health and Safety ▪ Emergency Planning ▪ Safeguarding ▪ Marketing ▪ Human Resources ▪ Retention/Recruitment 	<p>Pastoral Care and Support</p> <ul style="list-style-type: none"> ▪ Child protection ▪ Attendance ▪ Behaviour for Learning ▪ Bus Behaviour ▪ Anti-Bullying ▪ Safeguarding <p>Students</p> <ul style="list-style-type: none"> ▪ Student voice ▪ School Council ▪ Equal opportunities ▪ Multi-cultural ▪ International links ▪ Literacy <p>Y6-8 Curriculum</p> <p>SMSC</p> <ul style="list-style-type: none"> ▪ Extended Schools ▪ Assemblies ▪ Chaplain ▪ Nursery <p>Foundation Stage/ EYFS</p>	<p>Teaching and Learning</p> <ul style="list-style-type: none"> ▪ Assessment ▪ Homework ▪ Monitoring and support ▪ Staff Support plans ▪ Numeracy <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Department Reviews ▪ Middle leaders ▪ Mentoring / Coaching ▪ INSET ▪ Induction ▪ NQTs <p>Staffing</p> <ul style="list-style-type: none"> ▪ Staff welfare ▪ Stress <p>CPSD</p> <ul style="list-style-type: none"> ▪ Schools Direct ▪ ITT 	<p>Curriculum</p> <ul style="list-style-type: none"> ▪ Timetable ▪ Options ▪ Vocational ▪ BTEC ▪ Enrichment / extra-curr ▪ Y9-10 options <p>Performance Analysis 11-18</p> <ul style="list-style-type: none"> ▪ Attainment ▪ RAISEonline ▪ ALPS/L3 Report ▪ Progress Reviews ▪ Sixth Form RSL <p>Data</p> <ul style="list-style-type: none"> ▪ Target Setting ▪ Reporting ▪ Census Returns ▪ Exams <p>iGryphon Strategy</p> <ul style="list-style-type: none"> ▪ BYOD ▪ Ilesson/ilearn ▪ MIS - Progresso 	<p>Students</p> <ul style="list-style-type: none"> ▪ KS3 Progress ▪ Y6-7 transition ▪ Admissions ▪ Primary Links ▪ Child Protection ▪ Peer mentoring ▪ PSHEE ▪ Pastoral support ▪ LAC <p>Community Cohesion</p> <ul style="list-style-type: none"> ▪ PTA ▪ Communication ▪ Alumni ▪ Careers/IAG ▪ Work Exp ▪ Alumni (JT) <p>Organisation</p> <ul style="list-style-type: none"> ▪ Lunchtime Supervisors ▪ Cover ▪ Duties ▪ Staff voice ▪ Visits/Trips ▪ Calendar ▪ Staff welfare 	<p>Intervention</p> <ul style="list-style-type: none"> ▪ Pupil Premium ▪ FSM ▪ Student tracking ▪ Achievement, progression, intervention ▪ PiXL ▪ Academic mentoring ▪ Gifted and Talented ▪ KS4 RSL ▪ WRL <p>T & L Support</p> <ul style="list-style-type: none"> ▪ Assessment for Learning ▪ E-learning resources ▪ Staff training <p>CPSD</p> <ul style="list-style-type: none"> ▪ Support ▪ Volunteers <p>LRC</p>	<p>Finance</p> <ul style="list-style-type: none"> ▪ Budget planning ▪ Online Finance ▪ Value for money <p>Support organisation</p> <ul style="list-style-type: none"> ▪ Office ▪ Support systems ▪ Premises ▪ Estate Management ▪ Health and Safety ▪ Catering ▪ School transport ▪ Project Development ▪ Risk assessment ▪ Environment ▪ Eco strategies <p>Business development</p> <ul style="list-style-type: none"> ▪ Resource generation ▪ Commercial and enterprise ▪ 16-19 Bursary
Teams	▪ All	HOYs Lead Tutors SEND/LSMs Duty Team Leader	HODs T&L team Duty Team Leader	Data Team E-learning Team Duty Team Leader	Duty Team Leader Transition Team Study Supervisors Duty Teams	Intervention teams Duty Team Leader	Support Staff

Senior Subject link		English RE Design SEND / Base Little Gryphons	Science Maths MFL Food	Vocational HS Care Psychology ICT Law Art & Photography	PE Careers Music Drama	Geography History Business LRC	Site Manager Catering Bursary Office
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