



Welcome to Riverside School, Tadcaster

## Applicant Information Pack



Deputy Head Post  
Commencing January 2022





Dear Applicant,

We are delighted that you are interested in the position of Deputy Headteacher at Riverside School, Tadcaster.

As you will see from the documents in our candidate pack, the position of Deputy Headteacher is a key post within our senior leadership team where you will strategically lead on aspects of our school improvement plan as well as being an excellent classroom practitioner.

This post will provide you with a unique opportunity to inspire the learning and development of a large number of pupils, in a busy, thriving and successful primary school.

As Deputy Headteacher, we are looking for a candidate who, in collaboration with leaders, staff and governors, is wholeheartedly committed to creating a culture that enables our pupils to thrive and excel.

As our Curriculum Development leader in the first instance, you would have a whole school role to develop, review and monitor our curriculum offer so that every child can access a broad programme that has relevant and aspirational knowledge and understanding embedded within. You will be supporting subject and middle leaders as well as our highly skilled Teaching Assistant teams.

As PSHE strategic lead you will convene and be accountable for our rich social, moral, spiritual and cultural threads of work which Riverside school is very proud of through its school council, curriculum offer and high impact school ethos.

Riverside is a highly inclusive school and, as such, we are looking for a creative thinker who will be an energetic and enthusiastic leader, working strategically and practically in their own teaching to have outstanding inclusive practice.

This is an ideal opportunity if you have ambitions to progress and develop your experience towards being a Headteacher. As a post within the STAR MAT it will also present career development and progression opportunities across our 11 schools and beyond.

We very much welcome school visits; please call our Admin team on 01937 832899 or e-mail: [admin@rs.starmat.uk](mailto:admin@rs.starmat.uk) to arrange a suitable appointment.

If you share our vision and are ready to meet the challenges outlined above, we look forward to receiving your application.

Yours faithfully

Alison Woodward  
Acting Headteacher

Carolyn Walker  
Chair of Governors



## About our School

*"We Learn to Live and We Live to Learn"*

Riverside School is situated in the beautiful town of Tadcaster in the district of Selby. Surrounded by the beautiful North Yorkshire countryside, Tadcaster is a historic market town ideally situated between York and Leeds which are less than 12 miles away.



Although the majority of our children live in Tadcaster, we serve the villages of Stutton, Towton and Newton Kyme. Teaching groups are organised into EYFS, Key Stage 1 and Key Stage 2, with 8 teaching year groups from Nursery to Year 6. The Nursery offers flexible provision for up to 26 children per session, and we have a wrap-around care facility on-site.

Including Nursery, we currently have circa 400 children on roll. We pride ourselves on providing an exciting and innovative place for learning. With an excellent reputation for inclusion, we have the capacity to educate pupils with a diverse range of needs.

View our website here: <http://rs.starmat.uk>

During their time with us we help each child to realise his/her maximum potential. For this to be successful, we believe that school and home must work together. We value and encourage parental involvement and look forward to working with our families. We aim to ensure that our pupils have the opportunity to develop physically, socially, intellectually, emotionally and spiritually, to the best of their capabilities.

We are extremely proud of our pupils as regular monitoring in class shows that the vast majority of children behave exceptionally well and show resilience and determination in their learning and development.

Riverside seeks to meet the challenge presented to education by children, parents and society: a challenge to successfully fulfil the school's part in helping all the children in its care to grow up to become competent, confident, rational and self-reliant adults who can manage their own lives, play their part in society and feel valued contributors.

Riverside School has real strengths and a strong local reputation for music, choir, art, sporting performance, dramatic performances as well as community engagement.

We have been accredited as a Green Flag School for our very strong 'eco-credentials' through environmental projects as well as work on global perspectives and diversity. North Yorkshire County Council cited our school as a 'pathfinder' school for this work and we are one of the longest standing Green Flag Schools in North Yorkshire.

Ofsted rated our school as a good school on 24<sup>th</sup> January 2013, with this view re-validated during a section 8 inspection on 4<sup>th</sup> October 2018. Our public ambition is to become an outstanding school.

### **School Background**

The school opened in 1967 as a junior school. In 1984 it amalgamated with the local infant school to become Riverside Community Primary School.

Over many years the primary and secondary schools in the Sherburn and Tadcaster area worked informally together sharing training, resources and facilities as opportunities arose. We wanted to ensure that every child and young person in education in our area achieved to the best of their abilities and left school fully prepared to play an effective role in society. As a result of this shared ambition the Sherburn, Tadcaster and Rural (STAR) Teaching School Alliance was formed.

From May 2018 Riverside School converted to academy status, of one of the founder members of the STAR Multi-Academy Trust. As an outwardly facing organisation, Riverside is proud to be a lead partner in this collaboration.

Each school in the STAR MAT maintains its own unique identity, and remains governed by its own local governing body, but we have created a formal partnership together to plan and provide the best possible education for all children in our area. This involves working together on specific projects, improving communication and coordination, and introducing support, monitoring and challenge between schools.

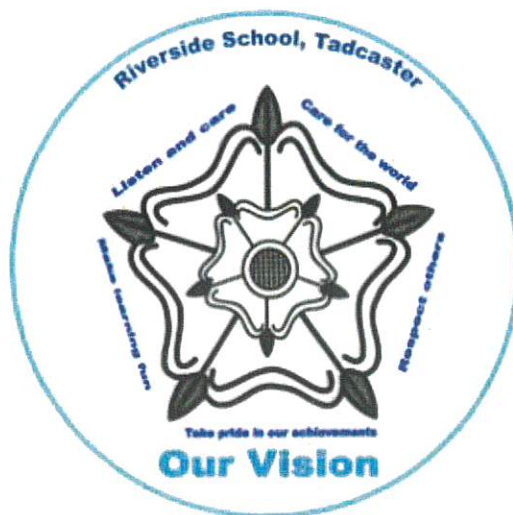
### **Living and working in North Yorkshire**

North Yorkshire is England's largest county and one of the most rural. The area comprises the Yorkshire Dales and North Yorkshire Moors, three Areas of Outstanding Natural Beauty, the Pennines and a stunning coastline around Scarborough and Whitby. The area hosted the phenomenal Tour de France in 2014, and due to its success has created the Tour de Yorkshire with global recognition. There are ruined castles and abbeys, serene gardens, unique breweries, thrilling rides and industrial heritage. Something for everyone!

North Yorkshire has plenty to offer the outdoor enthusiast. From the hard gritstone of Almscliff and Brimham rocks to the limestone of Malham, Gordale and Kilnsey climbing venues are in abundance. The Yorkshire Dales is the premier area for caving and for mountain biking; there are the bridleways of the Dales and North York Moors as well as the renowned trail centre at Dalby Forest.

While the county is rightly known for its wide open spaces, it also incorporates attractive market towns including Pickering and Helmsley, traditional seaside towns, the Spa town of Harrogate and the ancient city of York - the most visited city outside of London. There are a wide range of shopping, leisure and cultural facilities as well as excellent schools, universities, road and rail links, there really is everything to offer you and your family as a place to work, live and enjoy!

Travelling further afield we have convenient connectivity, with close proximity to metropolitan cities of Leeds and Newcastle, with little over two hours commute on the main train line to London.



## Riverside School, Tadcaster Academic Year 2021-2022

<p>Acting Headteacher</p> <p>Alison Woodward</p>
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<p>Deputy Headteacher- tbc appoint Jan 22 0.5 teaching 0.5 DLT</p>
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<p><b>Inclusion Manager</b></p> <p>Mrs Nicola Deakin</p>	<p><b>English Lead</b></p> <p>Mrs Steph Cowler</p>	<p><b>School Business Manager</b></p> <p>Mrs Sue Borradaile: 3 days (tues weds thurs)</p>	<p><b>Maths Lead</b></p> <p>Mrs Sue Hebbbron</p>	<p><b>EYFS Lead</b></p> <p>Mrs Jen McCombe</p>
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TEACHING AND SUPPORT TEAMS				
<p><b>EYFS Teaching team:</b>                      Jen McCombe (nursery)(EYFS lead)                      Angie Furminger (rec); Mon-Wed am ; Laura Robin teaching 0.5fte Weds-Fri-outdoor learning EYFS                      Megan Hubbard (rec PSED team)</p>	<p><b>Key stage 1 teaching team:</b>                      Sue Hebbbron (y2, Maths) K51 Logistics lead                      Nicola Deakin (Inclusion)Weds-Fri / <b>Kellie Ensbury (y1 job share Mon/Tues) (supply)</b>                      Dawn Cooper-Noble (y1/MFL)                      Sarah Cade (Geog)-MAT LEAVE-Oliver Hine</p>	<p><b>Inclusion team:</b>                      Alison Woodward (DSL/LAC)                      Nicola Deakin                      Jo Brown-Bolton (deputy DSL)Assistant to the Inclusion Manager                      Caroline Wyatt ( deputy DSL, early help lead, mental health champion)                      Sue Borradaile SBM                      Jen McCombe EYFS</p>	<p><b>Key stage 2 teaching team:</b>                      Jenny Adams (y3) (school council, Healthy schools/PSED team)                      Jenny Wright (Y3)( DT and Science)-MAT LEAVE                      Jess Ricj                      Ruth Tranter(y4, hist)                      Danielle Crossley (Y4 RE)MAT LEAVE -Julia Sawyer(Weds-Fri)/Jemma Denham (Y4 RE) job share(Mon Tues WEDS )                      Will Calvert (y5, ICT and PE lead)                      Rachel Thomson (y5, TLR 2.1, music)                      Jason Hunt (y6, art and coaching lead)                      Steph Cowler (y6, literacy lead) Mon-Weds                      Kathryn McNeer Thurs am/Fridays</p>	<p><b>Administration team:</b>                      Sue Borradaile (SBM)(tues/weds/thurs)                      Julie Coates (administrator thurs/fri)                      Victoria Scoot (administrator Mon-Fri)                      Janine Kavanagh (mon/Tues)                      Angela Bain-Macklay Weds-Fri</p> <p><b>Caretaker:</b>                      John Naylor</p>
<p><b>EYFS support staff team:</b>                      Carolyn Moore (lev 3)ATA/GTA N                      Claire Carr (lev 3) (R)hta                      Gillian Webster (ATA, lev 3) (N)( mon- weds am                      Mrs Raggatt (foundation degree lev 3)                      Karen Davy</p>	<p><b>Key stage 1 support staff:</b>                      Liz Straw GTA                      Claire Hudson (HLTA) GTA                      Fiona Johnson GTA                      Angela Carey                      Abigail Wragg</p>	<p><b>Learning Mentors:</b>                      Caroline Wyatt (KS2/eyfs L3)                      Shelagh Finn</p> <p><b>MSA team:</b>                      Sandra Dawson (Supervisor)                      Angela Carey                      Carole Raggatt                      Georgina Simpson                      Karen Davy                      Louise Addison                      Alison Gant                      Jenny Johnson                      Natalie Eliff                      Sam Coulson                      Adele Charles</p>	<p><b>Key stage 2 support staff:</b>                      Sandra Kandrew GTA (BSL2)                      Sammy Tinker GTA                      Clare Hudson GTA/HLTA                      Louise Addison GTA                      Bev Wallbank (HLTA/eyfs l3)                      Diane Gore (HLTA)                      Arnie Lee GTA                      Alison Gant (EYFSL3)                      Lindsay Simpson (EY lev 3)                      Georgina Simpson (eyfs level 3)</p>	<p><b>Play Place Team:</b> (all have food hygiene)                      Georgina Simpson (manager, lev 3, paed first aid)                      Alison Gant (deputy manager, lev 3, paed first aid)                      Janet Cole                      Arnie Lee                      Lindsey Pattinson                      Karen Davy</p>





## JOB DESCRIPTION- RIVERSIDE SCHOOL TADCASTER

1. **POST TITLE:** Deputy Headteacher

2. **RELEVANT TO THIS POST:**

Disclosure & Barring Service: Subject to DBS Enhanced disclosure

3. **ORGANISATIONAL RELATIONSHIPS:**

The post holder will be accountable to the Local Governing Body through the Headteacher.

4. **DESCRIPTION OF ROLE:**

The Deputy Headteacher will be required to undertake such duties as may reasonably be directed by the Headteacher from those described in the current "School Teachers' Pay and Conditions" and "teachers standards" documents.

5. **CORE PURPOSE OF THE ROLE:**

- a) To **strategically lead** the direction and development of the school in accordance with the ethos and vision of the STAR Multi-Academy Trust.
- b) To **raise standards** of pupil attainment and achievement across the school by:
  - providing strategic leadership for teaching and learning, setting clear direction and effective management for the school as a whole
  - establishing systems for Quality Assurance to inform the school improvement plan and establish a positive culture of self-review and improvement
  - leading innovation and development of teaching and learning through new technologies and cutting edge research
  - developing and enhancing the teaching practice of others
  - effective management, deployment, monitoring and evaluation of the subject/KS/EYFS teams.
- c) To **effectively evaluate** the impact of (b) and strategically **plan for improvement** by contributing to the management and deployment of all financial and physical resources in the school.
- d) To deputise for the Headteacher.
- e) To strategically develop national initiatives and embed them into school practice.
- f) To monitor classroom performance, intervene/support where necessary and evaluate impact.

6. **DUTIES AND RESPONSIBILITIES SPECIFIC TO THIS POST:**

Listed below are the responsibilities this role will be primarily responsible for:

### Qualities and Knowledge

- Deputise for the Headteacher
- Assist the Headteacher:
  - To produce and implement the School Improvement Plan adopted by the School Governing Body;
  - In the identification and delivery of high quality training and sustained professional development needs of the staff of the school in order to shape the current and future quality of the teaching in light of current curriculum changes;
  - In the production, implementation, monitoring and review of policies adopted by the Local Governing Body;
  - With Acts of Collective Worship and school assemblies.
- Secure a climate for the exemplary behaviour of pupils.



## JOB DESCRIPTION- RIVERSIDE SCHOOL TADCASTER

### Pupils and Staff

- Provide support for new members of staff and develop effective relationships with colleagues, parents, business and the wider community.
- Implement appropriate induction programmes;

### Systems and Process

- Work with the Headteacher to implement the policies of the Local Governing Body to promote high standards of educational achievement and behaviour;
- Assist the Headteacher with curriculum-led planning. Be responsible for the effective use of staff and other resources within the school
- Produce, implement, monitor and review staff guidance, procedures and routines
- Be responsible for designated areas of the curriculum
- The post-holder has responsibility for promoting and safeguarding the welfare of children and young persons she/he is responsible for or comes into contact with

### The Self Improving School

- Set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity with contemporary Britain.
- Encourage and foster cross-phase and cross-curriculum developments;
- Be responsible for the education and welfare of all pupils within the school as determined by the Headteacher.

## 7. COMMON DUTIES AND RESPONSIBILITIES:

### 7.1 **Quality Assurance**

To set, monitor and evaluate standards at individual, team performance and service quality so that the school's requirements are met and that the highest standards are maintained. To establish and monitor appropriate procedures to ensure that quality data are reported and used in decision making processes and to demonstrate through behaviour and actions a firm commitment to data security and confidentiality as appropriate.

### 7.2 **Communication**

To establish and manage the team communications systems ensuring that the school's procedures, policies, strategies and objectives are effectively communicated to all employees.

### 7.3 **Professional Practice**

To ensure that professional practice in the school is carried out to the highest standards and developed in line with the school's stated objectives of continual improvement in quality of its service to internal and external customers.

### 7.4 **Health and Safety**

To ensure that the Health and Safety policy, organisation arrangements and procedures as they related to areas, activities and personnel under your control are understood, implemented and monitored.

### 7.5 **General Management**

To provide vision and leadership to employees within a specialist team, ensuring that effective systems are in place for workload allocation and management, the application of the school's policies and procedures, including those relating to equality, supervision and appraisal and all aspects of their performance, personal development, health and welfare.





## JOB DESCRIPTION- RIVERSIDE SCHOOL TADCASTER

### 7.6 **Financial Management**

To manage a designated budget (as required) ensuring that the school achieves value for money in all circumstances through the monitoring and control of expenditure and the early identification of any financial irregularity.

### 7.7 **Appraisal**

All relevant employees will receive appraisals and it is the responsibility of each employee to follow guidance on the appraisal process.

### 7.8 **Equality and Diversity**

To ensure our commitment is put into practice we have an equality policy which includes responsibility for all employees to eliminate unfair and unlawful discrimination, advance equality of opportunity for all and foster good relations.

### 7.9 **Confidentiality**

All employees are required to undertake that they will not divulge to anyone personal and/or confidential information to which they may have access during the course of their work.

All employees must be aware that they have explicit responsibility for the confidentiality and security of information received and imparted in the course of work and using school information assets. The school has a Personal Information Security Policy in place.

### 7.10 **Induction**

The school has in place an induction programme designed to help new employees to become effective in their roles and to find their way in the organisation.

### 7.11 **Safer Recruitment**

This school is committed to safeguarding and promoting the welfare of children and young people and requires all employees and volunteers to share this commitment.

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

This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title. The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by the Headteacher.



**PERSON SPECIFICATION - DEPUTY HEAD TEACHER -Riverside School Tadcaster**

ESSENTIAL			DESIRABLE	
	ATTRIBUTE	Stage Identified	ATTRIBUTE	Stage Identified
<b>Qualifications &amp; Education</b>	Qualified Teacher Status.	AF/C		AF/C
	First Degree or equivalent.	C		
	Further professional development including middle management training.	AF/C/R		
<b>Experience &amp; Knowledge</b>	Experience at middle or senior leadership level within Primary stage.	AF/R	Experience of Deputy Headship or Assistant Headship.	AF/R
	Teaching across the primary age range.	AF//R	Experience of teaching across the Primary Phase.	AF//R
	Experience of successful curriculum leadership including monitoring, evaluating and target setting.	AF//R	Experience of Ofsted inspection and post inspection action planning.	AF//R
	Experience of working well in partnership with staff, governors, children, parents and the wider community.	AF//R	Experience of the performance management process and the role of reviewer.	AF//R
	Experience of dealing with and a knowledge of the safeguarding arrangements for children.	AF//R		

<b>Skills</b>	<p>Exemplary classroom practitioner and role model for excellent teaching and learning.</p> <p>Able to analyse and interpret, identify trends and develop appropriate support and intervention strategies for improvement.</p> <p>Has a good working understanding of 'Assessment for Learning'.</p> <p>Has a good understanding of the needs of children across the primary age range.</p> <p>Has a sound understanding of strategies to enhance teaching and learning opportunities.</p> <p>Has a good understanding of school self-evaluation and improvement planning.</p> <p>Has a good understanding of current educational initiatives and relevant legislation.</p> <p>Competent in the use of ICT.</p> <p>Communicates well orally and in writing at all levels.</p> <p>Able to plan, organise and prioritise.</p> <p>Proven leadership qualities to motivate and inspire others.</p>	<p>AF/R/P</p> <p>AF//R</p> <p>AF//R/P</p> <p>AF//R/P</p> <p>AF//R/P</p> <p>AF/R</p> <p>AF//R/P</p> <p>AF/R</p> <p>AF/R/P</p> <p>AF/R</p> <p>AF//R</p>	<p>Has a good understanding of project management.</p>	<p>AF/R</p>
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<b>Personal Attributes</b>	<p>Able to work as part of a team.</p> <p>Embraces change well.</p> <p>Deals with difficult situations effectively.</p> <p>Evidence of being able to build and sustain effective working relationships with staff, governors, parents and the wider community.</p> <p>High degree of motivation for working with children and young people.</p> <p>Willing to take part in extracurricular activities.</p>	<p>AF//R</p> <p>AF//R</p> <p>AF//R</p> <p>AF//R</p> <p>AF//R</p> <p>AF/I</p>		
<b>Special Requirements</b>	<p>Interest in working with children to promote their development and educational needs.</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children.</p> <p>Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.</p> <p>Suitability to work with children.</p>	<p>AF//R/D</p> <p>AF//R/D</p> <p>AF//R/D</p> <p>AF/R//D</p>		

Key – Stage Identified	
AF	Application Form
C	Certificates
P	Presentation
I	Interview
R	References
D	Disclosure

Issues arising from references will be taken up at interview. All appointments are subject to satisfactory references. In addition to the above, further evaluation of teaching activities and interaction with children will take place as part of the selection activities.

# LEADERSHIP TEAM



## **Membership:**

### Senior Leadership Team:

- Headteacher
- Deputy Headteacher

### Full/main Leadership Team:

- Headteacher
- Deputy Headteacher
- Phase leaders (when in place)
- Maths and Literacy leads
- School Business Manager
- Inclusion Manager

On occasions, membership may vary (with some of the above not attending or other staff called upon to attend), according to the agenda items being discussed. In this way, pertinent discussions should be facilitated. This will especially be the case, if the ongoing structural membership does not include both maths and literacy subject leaders.

The senior team acts in an executive/strategic function with the work of the full team being much more operational.

## **Meetings**

Main leadership team meetings will happen fortnightly, usually from 3.30-5.00pm on a Thursday evening.

Weekly briefing meetings occur at 8.30am on Friday mornings.

Other meetings may be convened by any member of the Leadership Team if agreed by the Team.

It is essential that issues raised at Leadership Meetings are brought to the attention of and, where appropriate, discussed with all other members of staff at Key Stage and/or staff meetings. All Main Leadership Team agendas will be displayed in the staffroom, with minutes available on request.

Main agenda items will be forwards-planned when planning out the next term's CPD - this overview will be displayed in the staffroom.

*Members of the Leadership Team may be called upon to prepare input for agenda items as appropriate to their roles in school.*

Senior leadership team meetings will happen weekly, actual dates and times to be convened by the team.

## **Chair**

In normal circumstances, the chair for all leadership team meetings will be the Headteacher. In the Headteacher's absence, the Deputy Headteacher will Chair meetings. The Chair will be responsible for:

- The calling of all meetings
- Ensuring that each member of the Leadership Team has the opportunity of raising issues for consideration on each agenda.
- Ensuring reports and actions are carried out within the time frame agreed by Leadership Team.

## **Role and Responsibilities of the LT**

Under the direction of the Headteacher, members are required to play a major role in formulating policy to achieve the aims and objectives of the school. At all times the Leadership Team should strive for inclusive practise in every sense.

The Leadership Team will agree the vast majority of their actions as a team.

*However, individual responsibility to carry out the roles below is vital, as it is this 'dispersed' function that will truly have impact within a large school. In other words, the majority of the Leadership Team's effective work happens 'outside' of meetings.*



### 1. Ensuring Effectiveness:

For our school to be effective we have to evaluate our performance. In its broadest sense this could be seen as

- Continually striving to achieve and positively promote our Vision and Aims
- Putting agreed policies into practice/developing curriculum/providing appropriate guidance to help prepare pupils for life in modern, democratic Britain, and a global society.

To allow this to happen, the LT has to

1. empower people, motivate others into action
2. provide the right environment, climate, resources, time, etc
3. work with a shared sense of purpose and communicate that effectively at all times
4. encourage and support
5. have high expectations of themselves as well as all members of the school community
6. have high social and academic aspirations for themselves and all others.
7. be able to evaluate the extent to which the school meets the needs of a diverse population and enables pupils to overcome specific barriers to learning.
8. Develop the school's middle leadership and effectively contribute to succession planning.
9. Be able to describe pupil progress, school vision and own role in school development to school governors, as well as external agencies.
10. be prepared to do what we ask others in the team to do

### 2. Audit the School:

An audit can be carried out by any member of the LT. It involves finding out how things are done as a means of benchmarking to inform future practice. Audits form part of the school self-evaluation cycle. Self-evaluation is vital in order to maintain and challenge the standard of education we provide. This may take the form of lesson observation, planning scrutiny, work sampling, pupil interview and so on. This should be closely linked to Governor roles and responsibilities and information shared appropriately.

### 3. Challenge, Encouragement and Support:

The LT has a role to challenge, empower and nurture professional and personal growth and development. Its aim is to get the best out of all staff and children, providing back up when necessary, recognising that we all need support at various times. Part of this role is to provide a rigorous monitoring cycle, paired with other members of staff or Advisory (Q and I) personnel, where applicable. Where underperformance is evident, appropriate levels of support and guidance is given. The Leadership Team must hold others to account, especially with regard the quality of teaching and learning in place; this includes rigorous pupil progress analysis using data, a wide range of evidence and interviews, linked to Performance Management.

### 4. Trust:

Nurturing an ethos of respect and support, appreciating that teaching can be incredibly challenging and that we are all in this together, working as one. We value and share opinions. We are a listening school, through which we support staff in the execution of their duties. Part of this role is to ensure that staff are not overwhelmed with workload or new initiatives.

### 5. Representative:

Professionally representing the school at all times, securing its continued development. Promoting the school Vision and Aims to all the school's stakeholders, visitors and members of the local community. Be pro active in developing links with the wider community, engaging pupils in extra curricular opportunities. Ensuring school community has a positive perception of the school and its members through all representation with both adults and children.

6. **Sounding Board:**

Actively listening to staff, hearing and acting on questions, concerns and ideas, representing their views when necessary. Using POSITIVE INFLUENCE to help the school towards its aims and values. Ensuring there are effective mechanisms for all members of school community to have a voice and be able to develop strategies for collecting, understanding and responding to parents' and children's views and effectively communicating school development.

7. **Strategic Planning:**

Strategic planning enables the objectives in the School Development Plan, along with issues which arise as a result of new initiatives and legislation to be implemented, developed and monitored. It is a planned way forward when dealing with immediate needs.

Strategic Planning will ensure also that the schools educational priorities are supported by sound financial planning.

8. **Professional Development:**

Professional development of staff is given a high priority and the School Leadership Team undertake to identify and facilitate opportunities for this process to be integrated into the School Development Plan and into an effective Performance Management process.

9. **Role Models:**

It is the responsibility of the LT to act as role models in the undertaking of their professional duties at all times. The Leadership Team must positively model all agreed areas of school policy and practise and be exemplary practitioners in their own right, in order to effectively cascade and enthuse others. Where appropriate, the LT undertake to trial new initiatives, policies and practices, before presenting them to the full staff or governors.

10. **Partnership Work:**

Engage in professional dialogue and develop partnerships with other settings/schools, external agencies, and the local community to extend the curriculum and ensure the children have a wide range of quality learning opportunities.

Develop partnerships with other settings/schools to contribute to school improvement in the local /wider community and make an effective contribution to the performance and development of other schools.

11. **Pupil Premiums:**

Monitor and be able to account for the quality of teaching and the achievement and progress of all groups of pupils, including those for whom the pupil premium provides support, relative to other schools nationally

Monitor and be able to account for how well the school uses the new primary school sport funding to improve the quality and breadth of PE and sport provision, including increasing participation in PE and sport so that all pupils develop healthy lifestyles and reach the performance levels they are capable of.

12. **Safeguarding:**

Ensure that safeguarding arrangements are effective to ensure that there is safe recruitment and that all pupils are safe. This includes:

The maintenance of the single central record and appropriate arrangements for child protection

The rigour with which absence is followed up

The decision-making process involved in taking pupils off roll

The care taken to ensure that pupils placed in alternative provision are safe at all times

The action taken following any serious incident

The promotion of safe practices and a culture of safety, including e-safety