



Leadership and Management at Waterfield Primary School

●●● School Leadership – Our Vision

To demonstrate the characteristics, excellence and collaborative behaviours that support, challenge and strategically develop the continual improvement of our school, community and workforce. Our leaders will passionately contribute to the construction and implementation of our vision: inspiring transformation and driving ambition. Leaders will develop themselves and others to 'Aim High and Achieve their Best' in our continual mission to deliver 'Exceptional Education for ALL', by creating a thriving Learning Community Partnership.





Roles and Responsibilities ●●●

Roles and Responsibilities have been based on the 2021-22 Workforce Structure, which outlines the areas of focus for given roles in response to the current climate.

Interim roles have been allocated in response to SLT Maternity Leave and the changing profile of the School.

Both Roles and Responsibilities and the Workforce Structure for a given year support the implementation of the Academy Development Plan, which is informed by the previous year's Evaluation Report.

By direction of the Principal it is acknowledged that the Workforce Structure and thereby the Role and Responsibilities (in particular foci) may be adapted over an academic year if the requirement arises to mitigate risk, respond to changing profiles and to ensure ongoing School Improvement.

●●● Middle Leadership

Waterfield Leadership expands to enable colleagues to take responsibility in the leadership and management of different areas of both the School Curriculum and the extended provision in the school offer.

Priorities are identified in the Academy Evaluation Plan, which sets the Academy Development Plan.

Leadership opportunities are then tailored the current priorities for the academic year, ensuring that leadership and management actions impact on continued School Improvement.

Responsibilities may also be held over the management of curricular areas only. These responsibility posts are assigned to areas of the curriculum that require logistic management and monitoring only rather than requiring more advanced development.

Leadership allocation is an integral part of staff Performance Management and Professional Development, alongside The Collegiate Trust colleagues will often work in collaborative teams across schools, underpin development/action plans with the National Professional Qualifications supported by University College London and through work with Senior Leaders and the Trust Education Team.

Professional Development Meetings (an evolution of weekly 'Staff Meetings') are further designed to support the Academy Priorities and the professional development of colleagues.

●●● Middle Leadership Model

Lead Subject Champion



Subject Champion



Faculty Team Member



*Working under the direction of the **Principal** and the **Director of Studies***



Faculty Team Member

- To work in collaboration and under direction of the Director of Studies, SLT or Lead Subject Champion.
- To act as representative to implement/trial developments, feeding back and cultivating the professional development designed by Senior Staff.
- To support the development of a subject area/project through gathering feedback at Team Meetings, School Meetings or through other directed avenues.
- To develop your own practice to ensure excellence in the Quality First Teaching of a given subject (if applicable).
- To ensure your own subject knowledge is secure in your Focused Subject Area, utilising a research led approach to both personal and others' professional development.
- To manage allocated resources appropriately for your Year Team or School as directed.

Appropriate Role for Junior Teaching Staff – Complimenting the Early Career Framework

Appropriate Role for Senior Staff Members/Experienced Teachers M4-6/UPS



Subject Champion

- To work in collaboration and under direction of the Director of Studies, SLT (or Lead Subject Champion) to manage the continual improvement and evolution of a specific aspect of the curriculum or wider school offer, usually focussed (initially) within *cohorts* or Key Stages/Phases.
- To create a short term based Action Plan to evaluate the impact of current practice or *directed* change.
- To support the Director Studies and SLT in evaluating by reporting on the implementation and impact of the Action Plan via direct reporting against specified success criteria/outcomes.
- To support the wider Academy Development Plan through a targeted improvement that may in turn support wider current actions.
- To develop your own practice to ensure excellence in the Quality First Teaching of a given subject (if applicable).
- To support the professional development of others by disseminating information and guidance on the required actions of others.
- To liaise, where appropriate, with a range of stakeholders to support the intent, implementation and impact of change e.g pupils, staff, governors, parents/carers, across the Trust etc.
- To ensure your own subject knowledge is secure in your Focused Subject Area, utilising a research led approach to both personal and others' professional development.
- To manage allocated resources appropriately.

Appropriate Role for Teachers gaining experience M2-5 (or as an Additional Responsibility for Senior Staff)



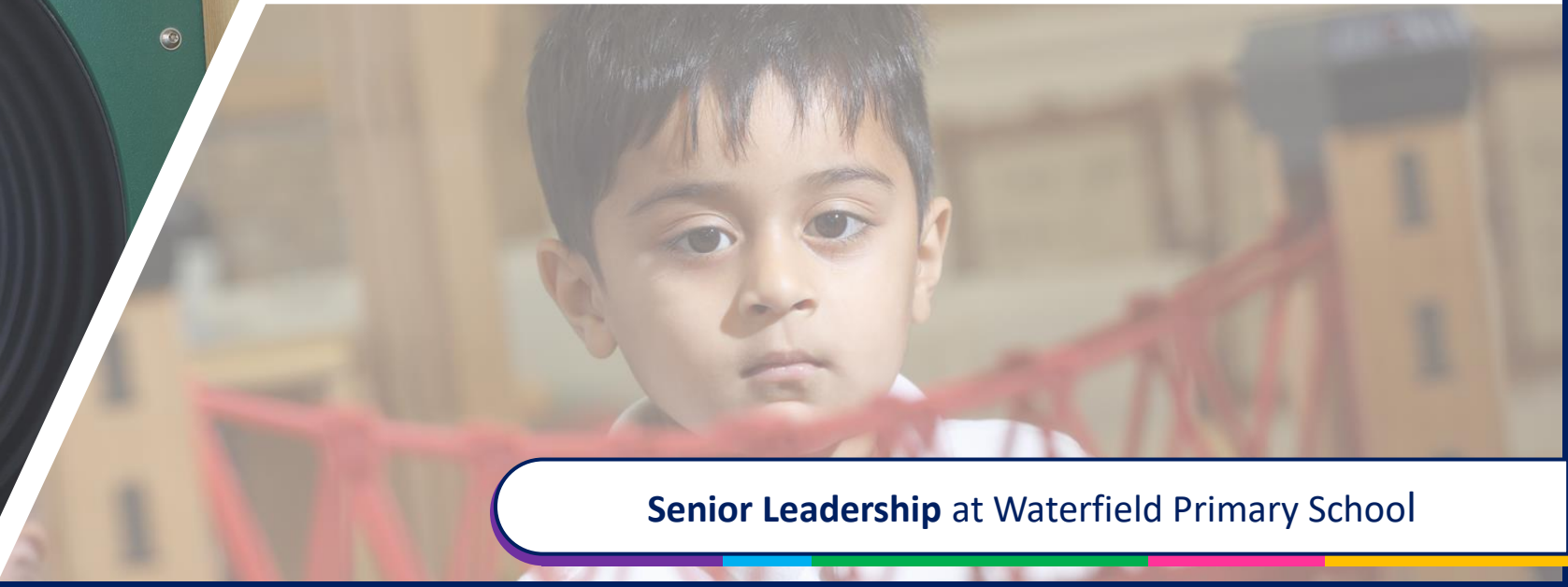
Lead Subject Champion

Lead Subject Champion i.e. Early Reading Lead, Maths Hub Link Lead, Sports Education Lead etc.

- To secure improvement in the standards and outcomes for a Focused Subject Area (FSA) identified in the Academy Development Plan (ADP) by leading change that impacts a significant number of pupils across the School.
- To work under the direction of the Principal and Director of Studies to design the intent and implementation for Priority development from the ADP.
- To deliver quality first teaching in your own practice in relation to the FSA providing a model for other colleagues across the school (and where appropriate The Trust).
- To be identified as a senior colleague within our school, modelling the behaviours, professionalism and attributes as expected.
- To produce a Subject Quality Improvement/Action Plan that allocates resources, mitigates risk and highlights targeted specific outcomes for improvement in relation to the Focused Subject Area.
- To lead and support the Professional Development of colleagues in relation to the implementation of the Subject Quality Improvement/Action Plan.
- To work in collaboration and through consultation with the Director of Studies evaluate the impact (both using qualitative and quantitative data) of the Quality Improvement/Action Plan.
- To undertake extra duties, showing flexibility and a solution focus to enable your actions to support the wider impact of your 'Championship role'.
- To liaise, where appropriate, with a range of stakeholders to support the internet, implementation and impact of change e.g pupils, staff, governors, parents/carers, across the Trust etc.
- To ensure your own subject knowledge is secure in your Focused Subject Area, utilising a research led approach to both personal and others' professional development. (This may further be supported via NPQ or other qualification/training opportunities as approved by the Principal).
- To collaborate with working and joint practice development groups across the School, Trust and Locality as appropriate.
- To monitor and manage resources (including allocated staff if appropriate) in relation to the implementation of the Subject Quality Improvement/Action Plan.

Implementation of strategies will be informed by evidence and research

Appropriate Role for Senior Staff Members/Experienced Teachers M4-6/UPS



Senior Leadership at Waterfield Primary School

Deputy Principal SLT Role

To deputise for the Principal and work as part of a flexible and dynamic SLT, supporting the Principal as required.

- Performance Management of Faculty Staff as directed by the Principal.
- To support recruitment that adapts to the changing needs of the School.
- To model professionalism and work collaboratively with all stakeholders to ensure the vision and values of Waterfield and The Collegiate Trust are upheld.
- As part of a strategic SLT evaluate the 'impact of' and identify Academy Developments that contribute to the design of the Academy Development Priorities, utilising the role of 'Director of Studies' to ensure overall School Improvement under a given focus area related to the Curriculum.
- To work collaboratively with and liaise with the Local Governing Body.
- To work with colleagues across our Trust in dedicated leadership, professional development and management projects, liaising with the Director of Education TCT/Education Team as required.
- To lead assemblies and whole school/community activities as required.
- To support the Principal in the management and support of School Daily Operations (including Health & Safety), the Yearly Overview and work collaboratively as a community figurehead for the School.
- To support the Principal in elevated cases of behaviour across the school.

Director of Studies – 21/22 Focus: Curriculum & Standards

Strategically ensure that the Waterfield Curriculum delivers effective 'Quality First Teaching' that enables ALL Waterfield children to develop the essential skills and knowledge required to become educated and successful global citizens ready for the next stage of their education.

- To secure and sustain effective Quality First Teaching – monitoring standards and evaluating quality across the entire school through direct observation (quality assurance), liaison with SLT and collaboration/direction of Phase/School Leads, Governors and other stakeholders or holders of strategic responsibility.
- Direct the use of formative and summative reliable and robust assessment in order to measure standards, evaluate impact and support the Academy Development Priorities.
- To strategically lead and manage the implementation and impact of the curriculum through the development of 'Subject Champions' and other accountable middle leadership/management tiers, supporting the Principal in the distribution of leadership and in the workforce structure.
- To maintain a culture that is learner centred, builds collaboration and shared accountability.
- To support the Professional Development and Joint Practice Development both within Waterfield and in collaboration with our Trust.
- To support a flexible and adaptable model of new initiatives that compliment the curriculum through the use of wider research and allocate the priority derived implementation of those in discussion with the Principal and SLT.
- To continue the strategic development of STEAM and the Arts.
- Strategically lead, manage and collaborate on developing methods of implementation that ensure the allocated priorities in the Academy Development Plan (in particular those under The Quality of Education) are achieved and their impact is strategically evaluated across the school.
- To contribute the management of resources (including staffing) to ensure the priorities in the Academy Development Plan (in particular under the Quality of Education) are achieved and well managed.
- To model outstanding and effective teaching to support the professional development of colleagues.
- To support the overall development of the learning environment to communicate ambition, pride and high standards.



Upper School Lead (Upper Key Stage Two)

Secure and sustain effective 'Quality First Teaching' that enables ALL children to meet the end of Key Stage Two Expectations and be ready for the next phase of their Education in Secondary School.

- Collaborating and liaising with 'Director of Studies' (and Principal) to report and quantify the progress made against priority actions set out in the Academy Development Plan/Curriculum Offer to further enable School Improvement.
- To oversee the operational management and logistics of the Upper School (including the timetabled cohort support allocation of Support Staff & Resourcing).
- Provide a model of excellence in Teaching and Learning to inspire and guide colleagues within the team.
- Monitor and support the pastoral/behavioural needs of the pupils in Upper School.
- In collaboration with 'Director of Studies' assign and utilise expert support to colleagues to support wider professional/practice development.
- To collaborate with Middle School Lead & Lower School to ensure the progression of children both into and out of Upper School enable children to have the knowledge, skills and understanding for the next phase of their education.
- To deliver high quality teaching to classes/cohorts as part of 'Assessment, Planning and Preparation Time' and the 'Cover Timetable'.
- In consultation with SLT to manage the calendar of events for Upper School – taking overall management of key events and secondary school transition as required.

Assistant Principal SLT Role

To work as part of a flexible and dynamic SLT, supporting the Principal and Deputy Principal as required.

- Performance Management of Faculty Staff as directed by the Principal.
- To support recruitment that adapts to the changing needs of the School.
- To model professionalism and work collaboratively with all stakeholders to ensure the vision and values of Waterfield and The Collegiate Trust are upheld.
- As part of a strategic SLT ensure the implementation of the Academy Development Plan delivers overall School Improvement developing complimentary Quality Improvement Plans as required.
- To work collaboratively with and liaise with the Local Governing Body.
- To work with colleagues across our Trust in dedicated leadership and management projects.
- To undertake class teaching as required that delivers the highest quality outcome to children and that can be used a model to other staff for their professional development.
- To lead assemblies and whole school/community activities as required.

Inclusion Teaching and Learning Lead

To work as part of the Inclusion Team & SLT – with an aim to ensure personalised learning benefits children in the most need.

- To work in collaboration with both Phase School Leads, SENDCo and Director of Studies to ensure the accurate identification of groups of children whom due to external circumstance (and not complex SEND barrier) may have an additional requirement to achieving their educational potential as identified on the CURRENT Academy Development Plan.
- To lead and manage the implementation of the 'Precision Teaching' and to report the impact of the above groups to SLT and governors through the use of Provision Mapper and data analysis.
- To guide, model and develop the 'Quality First Teaching' involved in the assigned Precision Teaching.
- To deliver high quality teaching to Precision/Intervention Groups.
- To work with the strategic governing team on the 'Pupil Premium' impact report.
- In collaboration with SLT, ensure the curriculum offer of Waterfield is adapted as required to suit the needs of high profile groups identified: taking the strategic lead on the implementation and management of new initiatives that will support the achievement of children and reporting on both the quantitative and qualitative impact.
- To manage identified dedicated 'inclusion/precision' resources i.e. digital platforms utilised in the teaching of precision groups and timetabling allocated staffing to ensure maximum impact.

Middle School Lead

Secure and sustain effective 'Quality First Teaching' the enables ALL children to meet the end of LKS2 Expectations.

- Collaborating and liaising with 'Director of Studies' (and Principal) to report and quantify the progress made against priority actions set out in the Academy Development Plan/Curriculum Offer to further enable School Improvement.
- To oversee the operational management and logistics of the Middle School (including the timetabled cohort support allocation of Support Staff & Resourcing).
- Provide a model of excellence in Teaching and Learning to inspire and guide colleagues within the team.
- Monitor and support the pastoral/behavioural needs of the pupils in Middle School.
- In collaboration with 'Director of Studies' assign and utilise expert support to colleagues to support wider professional/practice development.
- To collaborate with Upper School Lead and Lower School Lead to ensure the progression of children both into and out of Middle School enable children to have the knowledge, skills and understanding for the next phase of their education.
- To deliver high quality teaching to classes/cohorts as part of 'Assessment, Planning and Preparation Time' and the 'Cover Timetable'.
- In consultation with SLT to manage the calendar of events for Middle School – taking overall management of key events as required.

Early Career Framework Lead

To strategically lead and manage the 'Early Career Framework'.

- To work collaboratively with The Collegiate Trust and Waterfield SLT to develop the Professional Development programme for Early Career Teachers (ECTs).
- To coach and mentor ECTS and liaise in turn with their specific line manager.
- In discussion with the Principal to manage the overall Initial Teacher Training placements at Waterfield – supporting mentors as SLT link as required.
- As required develop the above in collaboration with schools in our Trust.

Inclusion Manager

To manage the Inclusion Department for the School, working in collaboration with SLT (and in particular the Inclusion Teaching and Learning Lead) to secure good progress and excellent holistic wellbeing for children and their families.

- Support SLT in the implementation of suitable priority actions from the Academy Development plan that relate to the wellbeing, holistic support and personal development of children within the School.
- To line manage support staff who are assigned to the inclusion department i.e. Learning Mentor.
- To manage the resources (including allocated time of staff) in the delivery of 'Inclusion Provision'.
- To monitor the impact of intervention, precision teaching and curriculum offer that specifically supports the 'Inclusion Provision' via Provision Mapper.
- To develop a community centred approach to Inclusion, fostering community links, supporting families and liaising (and engaging with) external agencies to ensure the best provision is acquired for our families.
- To liaise with governors and ensure that the buildings and resources at Waterfield are inclusive for ALL children and families regardless of SEND or other factors – support the creation of the Accessibility Plan.
- To monitor and analyse whole school pupil behaviour to ascertain patterns, concerns and support mechanisms that may be required to support children and their families in mitigating exclusion.
- To manage 'Nurture' provision across the school.
- To work with the Office Manager, Education Welfare Officer and Principal to support attendance.
- To direct (and make recommendations to SLT) of professional development opportunities that will further support the quality of inclusion provision at Waterfield School.
- To maintain the high quality provision in the NEST.

Designated Safeguarding Lead

To maintain a culture of Safeguarding in our School and community that protects our children.

- To act as the named Designated Safeguarding Lead – acquiring the appropriate level of training.
- To review the Child Safeguarding Policy annually – amending in light of recommendations, school climate and the latest documents from The Department of Education (i.e. KCSIE).
- To monitor the effective use of Safeguard my School digital platform.
- To monitor the effective and safe storage of hard copy evidence relating to safeguarding, particularly for children who are on a Child Protection Plan (Red Folder Plans).
- To liaise with the Local Governing Body to report on whole school safeguarding, creating the safeguarding monitoring report and chairing liaison meetings between the safeguarding team and the link governor.
- TO uphold a culture of safeguarding based on the knowledge that EVERYONE is responsible for safeguarding, ANYONE can challenge adults in and around school and EVERYONE should be aware of their duty to report concerns to the Safeguarding Team via Safeguard my School or directly to MASH/the Police (respectively).
- To liaise with external agencies to support and facilitate matters regarding to Safeguarding – attending meetings as required: keeping accurate and outcome led records.

Interim Specific Roles and Responsibilities for 2021-22

To support and act in the role of Quality First Teacher for the Early Years Department, with assessment responsibilities (Key Worker) allocated to key children who also may have a developing SEND need.

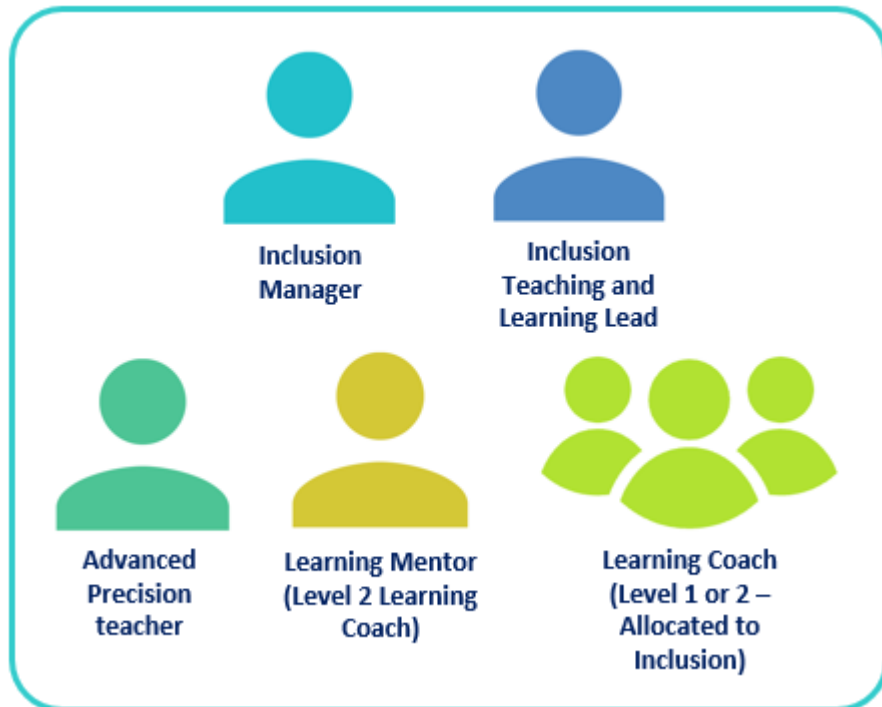
SENDCO

To work as part of the Inclusion Team to monitor and support both the academic progress and holistic welfare of SEND children

- To work in collaboration with both SLT, Phase School Leads, Teachers and Support Staff and to ensure the accurate identification of groups of children whom due to a SEND barrier may have an additional requirement to achieving their educational potential.
- To oversee the monitoring of specific intervention and Quality First Teaching via Individual Education Plans and the use of Provision Mapper, tracking progress and effectiveness of the curricular provision for SEND children reporting this information to SLT and where appropriate supporting both the intent and implementation of new initiatives in response to the reported information.
- As required create costed provision maps for SEND children and SEND initiatives.
- To support teachers in the ongoing in class provision for SEND children.
- At the direction of the Principal, to line manage support staff who are working with a SEND focus.
- To work with the strategic governing team on the 'SEND' impact report.
- To liaise with external agencies to support the educational requirements of children with SEND.
- To support the application of EHCP provision for SEND children.
- To support the transition of SEND children at key points in their educational journey.
- To ensure the Academy uses an outward looking approach to supporting the needs of our SEND pupils via research, membership of locality/Trust groups and with discussion of the Principal/Deputy allocating professional development to key staff.
- To Liaise with the Early Career Framework Lead to ensure that Early Career Teachers receive appropriate training with regard provision of SEND children.
- To manage resources in relation to SEND – including, where appropriate, the allocation of timetabled staff for specific SEND provision.



Inclusion Team



Advanced Precision Teacher

To implement and evaluate the impact of TEACHER led Precision Teaching to identified priority children.

- To work under the direction of the Inclusion Teaching and Learning Lead & SLT to deliver and model Quality First Teaching to specific groups or/individual children as identified above.
- To monitor the impact of Quality First Teaching – ensuring that robust, reliable and evidence based assessments track progress, identify gaps in learning and support children across the wider curriculum.
- To collaborate with the Teaching and Learning Lead to design bespoke learning opportunities to deliver high quality Precision Teaching that is designed for children to ‘Catch UP and Keep UP!’ (with a 21-22 focus on: language acquisition, reading skills, spelling and composition, thereby supporting Academy Development Priorities relating to standards in English)
- Working collaboration with Teaching and Learning Lead to ensure a programme of ‘Reading Recovery’ supports children’s progress and attainment in English, thus being identified as the lead teacher on this programme.
- To manage resources as required.
- To support the Director of Studies and Phase Leads with information on summative and formative outcomes through Provision Mapper, SIMS and Pupil Progress Evaluation Meetings.

Learning Mentor (Learning Coach Level 2)

To support the pastoral and emotional wellbeing of children and their families through personalised provision.

- To support key children/groups of children through referral to the Inclusion Department.
- To implement pastoral support programmes – evaluating progress and outcomes through use of Provision Mapper.
- To take an active role in the Safeguarding Team – supporting children and families as directed by the DSL.
- To support ongoing parental partnership and community liaison.
- To personalise support programmes/intervention for children as required i.e Nurture.
- To act as role model, mentor and key adult for children – supporting good behaviour choices and the monitoring of behaviour.
- To support the use of the NEST, Upper School Learning Hub and Rainbow Room.

Learning Coach (Learning Coach Level 1 or 2 – Allocated to Inclusion)

To support the precision teaching, intervention and overall wellbeing of specific pupils/groups of pupils under the direction of the Inclusion Manager, Inclusion Teaching and Learning Lead, SLT and/or Phase Lead.

- To deliver, support and adapt the required curriculum to allocated pupils, where appropriate leading the implementations of specific interventions i.e. Bucket Club, Speech and Language, Project Based Learning etc.
- To monitor and evaluate the impact of specific activities and Learning Episodes on Provision Mapper and through pupil focus meetings.