

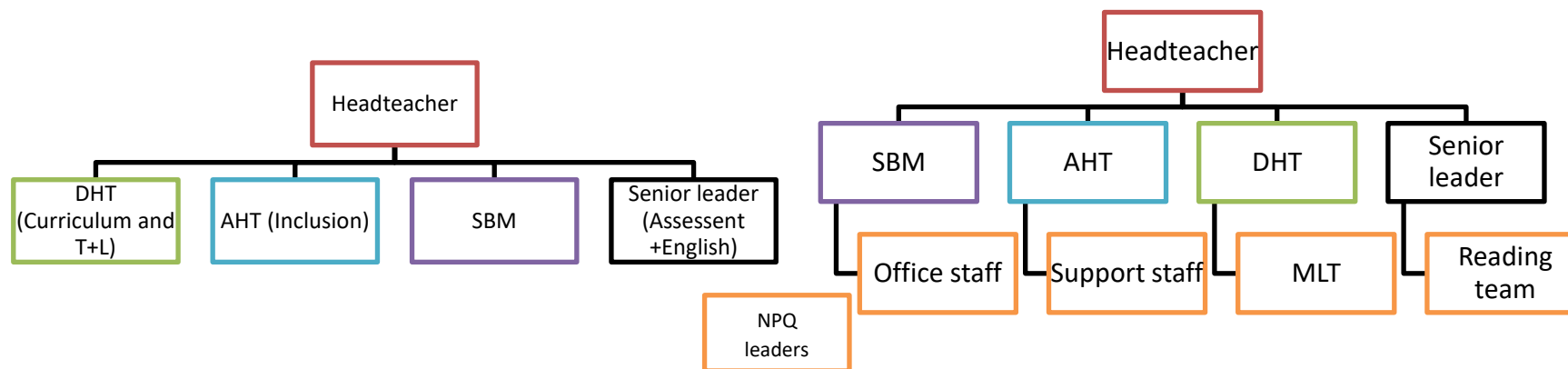


## Leadership team – 2023/24

**Objective:** To set out a senior leadership team that is sustainable, high functioning and meets the needs of all staff and children of Hollymount.

### Senior leadership team structure

### Line management



### Shared Leadership responsibilities

Shared responsibility for all leaders	
<b>All leaders are responsible for the quality of education at Hollymount</b>	
We are all responsible for Safeguarding, parent interactions, supporting teachers, understanding systems, appraisal, smooth running of the school, good behaviour of children, living our leadership values, value for money/general efficiency of spend and care for our grounds and community. We all work together to ensure high standards are in place and children reach their potential and live the values by being visible skilled and informed.	

### Senior Leadership Team

Position	Headteacher	Deputy Headteacher – Quality of Education (curriculum/T+L)	Assistant Headteacher - Quality of Education (Inclusion and wellbeing)	SBM	Senior leader
Responsibility	Strategic overview of all aspects of school life including development, sustainability and quality	Operations, curriculum design and implementation  Line management of Middle Leaders	Inclusion/behaviour/wellbeing  Staff line management - support staff	Business  Staff line management - office staff, premises, tea timers	Assessment and Whole School Reading



	Awareness of Educational Landscape and the schools position within this				
Summary of responsibility (alongside general SLT duties)	<p><i>Overall responsibility to set the vision and values for the school while creating clear roles and responsibilities across all areas of the school to empower staff to develop their own specific operational focus. Achieving this while remaining accountable to key stakeholders and operationally driven to ensure the highest standards of education and professional standards.</i></p> <p>Including:</p> <ul style="list-style-type: none"> <li>- Strategic direction of school development</li> <li>- Financial oversight with link to SDP</li> <li>- Line management of SLT</li> <li>- Link to all stakeholders e.g. governors and local authority</li> <li>- Community relations, marketing, reputation and admissions</li> <li>- Safeguarding lead including day to day and safer recruitment</li> <li>- Oversight of health and safety, wellbeing of staff and children and</li> <li>- Efficiencies of policies</li> </ul>	<p><i>Strategic oversight of the quality of education that focuses on curriculum delivery and its implementation across the school.</i></p> <p><b>Operations</b></p> <ul style="list-style-type: none"> <li>- Ensuring effective operational standards across the school such as timetabling, communication, logistics and induction</li> <li>- Designing and implementing quality assurance systems that allow for monitoring to identify strengths and weaknesses</li> <li>- Designing and implementing professional development opportunities</li> </ul> <p><b>Line management</b></p> <ul style="list-style-type: none"> <li>- Leading the phase leaders to ensure high quality and effective teams</li> <li>- Leading subject leaders to ensure high quality subjects</li> </ul> <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>- Working with other leaders to ensure that the curriculum design is of the highest quality and constantly reflect upon and improved</li> </ul>	<p><i>Strategic oversight of the quality of education that focuses on inclusion and its implementation across the school. This includes ensuring high standards of behaviour and the systems we follow.</i></p> <p><b>Operations</b></p> <ul style="list-style-type: none"> <li>- Ensuring initial concerns, SEN support and EHCP children have their needs met through quality first teaching, intervention and external agency support</li> <li>- Ensuring parents understand the SEND pathway and help parents navigate through it</li> <li>- Ensuring staff have the logistical awareness of the SEND pathway and it is kept organized</li> <li>- To run a SEND workgroup/reflective opportunity for staff to come together to develop SEND provision</li> </ul> <p><b>Line management</b></p> <ul style="list-style-type: none"> <li>- To lead the support staff team</li> </ul> <p><b>Inclusion</b></p> <ul style="list-style-type: none"> <li>- Leading the inclusion agenda across the school</li> </ul>	<ul style="list-style-type: none"> <li>- Strategically lead the operational and business element of school life</li> <li>- To develop a sustainable school model that fits the current educational landscape</li> <li>- To keep up to date with all financial, H+S and HR regulations and ensure these high standards are maintained across the school</li> <li>- To create a warm and welcoming front of house team that provide the community with the information they need</li> <li>- To ensure the office team have clear roles and responsibilities that meet the need of school and community</li> <li>- To line manage systems and procedures based on key operational issues such as HR, finance, lettings,</li> </ul>	<p><b>Operations</b></p> <ul style="list-style-type: none"> <li>- Ensuring all elements of early reading are consistently set up with rigor and high standards</li> <li>- Ensuring that the assessment framework is consistently set up with rigor and high standards</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>- Setting up regular training opportunities for both reading and assessment to ensure staff are delivering with high standards and expectations and support is provided where needed</li> <li>- Monitoring provision to ensure high quality</li> <li>- Ensuring resources and effective and working</li> </ul>



	<ul style="list-style-type: none"> <li>- Oversight of systems of quality assurance, curriculum, teaching/learning and SEN</li> <li>- Strategic planning and implementation of distributive leadership model</li> <li>- Oversight of all professional development and appraisal</li> <li>- Champion of vision and values</li> <li>- Accountable to governors, community, OFSTED and local authority</li> </ul>	<ul style="list-style-type: none"> <li>- Ensuring the vision for the curriculum handbook is implemented</li> <li>- Developing curriculum resources to ensure no barriers are in place</li> <li>- Ensuring curriculum map is meeting the needs of the children</li> <li>- Ensuring that enrichment meets the demands of the curriculum and inspires children</li> </ul> <p><b>Curriculum implementation</b></p> <ul style="list-style-type: none"> <li>- To provide development opportunities for staff</li> <li>- To strategically lead improvement opportunities across the school that focus on improving teaching and learning</li> <li>- To provide feedback to ECTs and oversee the ECT program</li> <li>- To constantly reflect on our curriculum implementation, the systems that run it and the staff that implement it while in turn looking for ways for this to develop</li> </ul>	<ul style="list-style-type: none"> <li>- Ensuring children at all stages of the SEND pathway have their needs met</li> <li>- To develop ordinarily available provision and support teachers in delivering this</li> </ul> <p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>- To lead on the culture of behaviour and wellbeing across the school</li> </ul>	<p>premises and wrap around care</p>	<ul style="list-style-type: none"> <li>- Monitoring progress in early reading and ensuring every child is a reader</li> <li>- Developing reading for pleasure and a culture of reading across the school</li> <li>- Supporting middle leaders with pupil progress and developing use of assessment systems</li> </ul>
--	---	---	---	--------------------------------------	---

**Middle Leadership Team**

	Head of phases – EY, KS1, LKS2 and UKS2	Core Subject Leaders
Responsibilities of middle leaders	<ul style="list-style-type: none"> <li>- Smooth running of their phase</li> <li>- Promoting the vision and ethos of the school amongst their teams</li> </ul>	<ul style="list-style-type: none"> <li>- Vision for the subject</li> <li>- Setting the framework and structure for their subject (handbooks/policy)</li> <li>- Ensuring their subject has clear progression of knowledge over time</li> <li>- Quality assuring their subject to ensure quality implementation by staff</li> </ul>



	<ul style="list-style-type: none"> <li>- To support the delivery of the curriculum and develop their team accordingly</li> <li>- To understand school systems and support their team with the delivery of this</li> <li>- To support with wellbeing and behaviour of children across their phase</li> <li>- To understand data and assessments across the phase and support the children and team to ensure they reach their potential</li> <li>- To work with SLT to set the vision for the school and a SDP that helps us all get there</li> </ul>	<ul style="list-style-type: none"> <li>- Supporting all staff in the development of their understanding of their subject and in turn helping them become better teachers</li> <li>- Understanding the impact of their subject and how well children achieve and the quality of assessment used</li> <li>- To review the strengths and weaknesses of their subject and develop it as needed</li> </ul>
Computing and technology lead	<ul style="list-style-type: none"> <li>- Strategic oversight of the school's infrastructure</li> <li>- Strategic oversight of school's hardware development and efficiency</li> <li>- GDPR lead</li> <li>- Online safety lead</li> <li>- Computing lead</li> <li>- Liaison with external companies and support for technology and infrastructure</li> <li>- Internal communication and website lead</li> <li>- Support, training and development for staff</li> </ul>	
NPQ apprentice leadership team members	Members of Hollymount staff will have the opportunity to undertake leadership qualifications through the DFE funded NPQ program. These members of staff will be developing their leadership and will add huge value to the school and their areas of responsibilities and while their training is taking place they will become members of the leadership team and input into whole school development. They will still then carry on directly leading the area of school responsibility they currently own.	
ECT mentors	To work with the ECT facilitator to ensure ECTS have a timely and support induction process at Hollymount and have opportunities to develop as teachers and individuals.	

Position	FTE	Responsibility and notes	Pay point
Headteacher	1.0	Strategic lead and DSO	L18 to L24
Deputy Headteacher	0.8	Quality of Education and operations + DDSL	L8 to L14
Business manager	0.8	Business lead	ME14 - 15 Pt 37 – 43 (FTE 0.76, 32hrs per week, 42 weeks per year)
Assistant Headteacher	1.0	Inclusion Lead SEN, Wellbeing, mental health and behaviour with	L2 to L7



Senior leader	1.0	Whole school reading Whole school assessment Class based with weekly release	Main Scale + TLR
Middle Leaders		Head of phases and Maths	Main Scale + TLR



Joe Croft – Headteacher

**Leadership structure – line management and responsibility**

**All leaders are responsible for the quality of education at Hollymount**

We are all responsible for Safeguarding, parent interactions, supporting teachers, understanding systems, appraisal, smooth running of the school, good behaviour of children, living our leadership values, value for money/general efficiency of spend and care for our grounds and community. We all work together to ensure high standards are in place and children reach their potential and live the values by being visible skilled and informed.

DHT - Curriculum and teaching and learning

Senior leader – Whole school - Assessment +reading

AHT -Inclusion and Wellbeing

Business manager

**Curriculum Team**

Core subject leads  
Foundation leads  
Computing/technology lead

**Head of Team**

Upper Key Stage Two lead  
Lower Key Stage Two lead  
Key Stage One lead  
Early Years

**Support staff team**

Support staff - (including ELSA, councillor etc)

**Office team**

Front office  
Business support  
Premises  
Catering

**Aim**

Quality of the curriculum intent, impact and implementation with assessment alongside

**Aim**

Quality of the behaviour, smooth running and outcomes of the phase and quality assuring school systems

**Aim**

Quality of the SEN provision, behaviour approaches, support and inclusive nature

**Aim**

Quality of front of house team, communication, HR, finance and wrap around care