

Senior Management Team

Roles and Responsibilities 2014-15

Chirnside Primary School



Chirnside Primary School – SMT Roles and Responsibilities

Rationale

If Senior Management Teams are to be effective, they require **both to lead and to manage**.

- Leadership develops shared vision, inspires and creates commitment and embraces risk and innovation.
- Management develops systems, which limit uncertainty, even out differences, and improve consistency and predictability in delivering the service.

To this end, the Senior Management Team works collaboratively together towards excellence in the following areas (as outlined in the Scottish Qualification in Headship –SQH):

Lead and manage learning and teaching

Ensuring that effective learning and teaching takes place is a central responsibility of school leadership. Our Senior Management Team develops a culture of respect and good behaviour, creates an appropriate ethos, sets high expectations, supports and encourages good practice and regularly monitors and evaluates the quality of learning in the school. We embrace the principles of inclusion, have an understanding of the impact of discrimination and poverty, develop strategies to counter these and provide pastoral care to children and young people. We offer effective leadership and management of the overall curriculum, to ensure that school based decisions are in accordance with the general principles of good curriculum design outlined in "A Curriculum for Excellence".

Lead and develop people

Our Senior Management Team promotes ambition; demonstrates a clear commitment to collegiality and to developing, empowering and supporting effective teams and individuals amongst stakeholders. This includes building school capacity by developing leadership in others. By engaging with those in the school community and beyond, we help build a learning community, which supports achievement and attainment. In taking these actions, we work within the structure of employment legislation, national and local agreements, and policies governing employment.

Lead change and improvement

Our Senior Management Team supports and maintains existing good practice and encourages and promotes constant improvement in the development of children and young people. We demonstrate personal commitment to continuous improvement through self evaluation, together with skills in problem solving, creative thinking, strategic planning, in implementing change, in the use of quality assurance strategies to judge the need for and effectiveness of change, and in providing support for staff, children and young people and parents.

Use resources effectively

Our Senior Management Team makes best strategic and operational use of available resources to create, maintain and monitor an appropriate learning environment for effective learning and teaching, and to support continuous improvement. This includes appropriate delegation of tasks to members of the senior management team and other staff. In taking these actions, we take due account of audit, child safety, health and safety requirements, human resource management and other legislative and policy requirements in relation to public service and public spending.

Build community

Our Senior Management Team develops and maintains partnerships with parents, children and young people, other services and agencies and in doing so extends the educational vision to embrace an agenda of lifelong learning. We create a culture of respect and inclusion and a common commitment to the broader community and to the intellectual, spiritual, physical, moral, social and cultural wellbeing of children and young people and their families.

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Role / Responsibilities	Lead and manage learning and teaching	Lead and develop people	Lead change and improvement	Use resources effectively	Build community
Headteacher	<p>Curriculum for Excellence developments at Early and First Level including planning teaching, learning and assessment and other priorities detailed in SIP</p> <p>Whole school responsibility for Additional Support Needs, Inter Agency working, Looked After and Accommodated pupils and Child Protection.</p>	<p>Professional Review and Development (PRD) for: Teaching staff - N-P4 and P7; Support for Learning staff; Curriculum Support Teachers Support staff – ANAs; Classroom Assistants; School Administration; Janitorial; Nursery Nurses; Playground staff</p> <p>Allocation of teaching staff to classes. Timetabling of Support Staff.</p> <p>Provide opportunities for teaching and support staff in developing their capacity to lead others.</p>	<p>Standards and Quality Report</p> <p>School Improvement Plan</p> <p>Quality Assurance and Moderation of Teaching, Learning and Assessment across all CfE levels, but particularly at Early and First Levels.</p> <p>Whole school CfE developments in:</p> <ul style="list-style-type: none"> • ICT • Cooperative Learning 	<p>Responsibility for Devolved Management of Resources (DMR)</p> <p>Responsible and Accountable for all Health and Safety Management of the school premises and those within.</p> <p>ASN: Locality Support Forum</p> <p>Health and Safety – Fire and First Aid</p>	<p>Establishing, implementing and sustaining positive partnerships between all schools and all stakeholders.</p> <p>Developing the school's pioneering role within Berwickshire Learning Community and Scottish Borders.</p> <p>Establishing, implementing and sustaining positive partnerships between nursery and primary.</p>
Principal Teacher	<p>Curriculum for Excellence developments at Second Level including planning teaching, learning and assessment and other priorities detailed in SIP</p>	<p>Professional Review and Development (PRD) for: Teaching staff - P5 and P6</p> <p>Provide opportunities for teaching and support staff in developing their capacity to lead others.</p>	<p>Quality Assurance and Moderation of Teaching, Learning and Assessment across all CfE levels, but particularly at Second Level</p> <p>Transitions: P7-S1</p>	<p>Responsibility for resourcing outdoor learning and Eco-Schools projects.</p>	<p>Establishing, implementing and sustaining positive partnerships between primary and secondary.</p> <p>Planning Primary 7 Residential, Sailing and Mountain biking</p>

The Principal Teacher has full responsibility for the life and work of the school in the absence of the Headteacher, and in so doing, has the authority to lead the school within the guidelines contained in policies and practices of Scottish Borders Council.

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Essential elements of our Senior Management Team

Our Senior Management Team, in different situations, through effective professional action, calls on different 'blends' of these elements:

Strategic vision, values and aims:

This element is concerned with our professional values and commitment to children and young people, to equality of opportunity, to ethical practice, democratic values and to lifelong learning. Our Senior Management Team exemplifies these in their personal and professional life, and in the way they lead the learning community, the vision and ethos they seek to develop throughout the school.

Vision and standards:

Our Senior Management Team leads in the creation of a shared strategic vision and aim for the school, which inspire and motivate children and young people, staff and all members of the school community and its partners and sets high standards for every learner.

Integrity and ethical practice:

Our Senior Management Team behave with integrity and articulate and exemplify an ethical perspective in relation to their own and the school's practice and organisation.

Democratic values:

Our Senior Management Team work with children and young people, staff, parents and others to promote participative citizenship, inclusion, enterprise, democratic values and a culture of respect within the school community and beyond.

Learning for life:

Our Senior Management Team model their commitment to learning for life as the school's 'leading learners'.

Knowledge and understanding

This element identifies the knowledge and understanding of contemporary developments in teaching and learning, education, schools, schooling and society which are required by successful leaders of learning.

Learning and teaching:

Our Senior Management Team apply an up to date knowledge and understanding of research in learning and teaching and its implications for improving practice, and are aware of quality assurance strategies.

Education policy, schools and schooling:

Our Senior Management Team applies a knowledge and critical understanding of contemporary developments in education policy, schools and schooling, including the vision of what integrated children and young people's services should offer.

Social and environmental trends and developments:

Our Senior Management Team applies a knowledge and understanding of contemporary developments in society (including trends and changes in family patterns, work patterns, the media, leisure and politics), in the environment and in the wider global community.

Leadership and management:

Our Senior Management Team applies a knowledge and understanding of leadership concepts and practice, and of strategic and operational management.

Personal qualities and interpersonal skills

This element describes a range of personal qualities and interpersonal skills on which our Senior Management Team draws upon in leading effectively. For maximum impact, our Senior Management Team exercises these skills in combinations appropriate to the context in which they are leading.

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Demonstrating self-awareness and inspiring and motivating others:

Our Senior Management Team regularly reviews their practice and implement change in their leadership and management approaches. We self manage effectively. We build and sustain personal credibility by teaching effectively. We display confidence and courage in the way we deal with criticism and conflict, and work to create a positive atmosphere within the educational community.

Judging wisely and deciding appropriately:

Our Senior Management Team defines problems clearly and takes a positive solution-focussed approach to their resolution. We know how and when to make decisions and use evidence and information to support and inform our judgements.

Communicating effectively:

Our Senior Management Team relates well to children and young people. We are effective communicators within the school and the wider community and build effective relationships. We listen well, give clear expression to their ideas and feelings in person, give feedback well and can shape effective organisational communication. We are comfortable using a variety of modern media.

Showing political insight:

Our Senior Management Team has a good understanding of the relationship between schools and society. We understand and take account of the political and social context of educational policy.