



Leadership of Teaching, Learning and Curriculum

Our schools draw on our close operational and curriculum partnership to provide additional strength and depth to leadership at all levels across the school, but especially Curriculum Leadership and the development of quality teaching and learning.

Leadership Levels

Our partnership operates different layers of leadership, ensuring clear distribution of responsibilities, line management and the development of new leaders.

| Leadership Level | | The Blidworth and Rainworth Primary School Partnership (The Partnership) | | | T&L or Curriculum Responsibility | |
|-----------------------------------|-------|---|------------------------------|----------------|--|---|
| | | Lake View | Blidworth Oaks | Heathlands | | |
| 5 | SLT 5 | SLT 4+ | Executive Head Teacher (EHT) | | | Leadership of T&L and the Curriculum at a Partnership level |
| | | | Head of School (HoS) | Head of School | Head of School | Leadership of T&L and the Curriculum at a school level |
| Partnership EYFS Leader | | | | | | |
| 4 | | Phase Leaders (PLs) | Phase Leaders | Phase Leaders | Monitoring of T&L, and English and Mathematics Subject Leadership in their phase of school | |
| | | Reading Leader (RL) | | | | |
| | | ECT Leader (EL) | | | Leadership/Mentoring of ECTS | |
| 3 (Established Middle Leaders) | | FOSS (Foundation Subjects, Science & RE) Curriculum Subject Specialists (SS) | | | Leadership of the FOSS Subjects | |
| 2 (Developing Middle Leaders) | | | | | | |

Each individual school Senior Leadership Team is split into Level 5 (the EHT and HOS) and Level 4+ (the EHT, HOS other Senior Leadership Roles). This model is then extended to a Partnership SLT5 (EHT and all HOSSs) and a Partnership SLT4+ (the EHT, all HOSSs and other Senior Leaders). Working in this way enables us to share expertise, ideas and skills, but also enables school specific development alongside a Partnership development approach.

Reading, Writing and Mathematics Subject Leadership

We employ a joint approach to the Subject Leadership of Mathematics and English in each school, and across the Partnership of schools. Our schools are split into separate 'Phases'. Each Phase of school has a Phase Leader – an experienced member of staff who works alongside the Head of School and the other Phase Leaders to ensure quality teaching and learning, especially in English and Mathematics. The Head of School and Phase Leaders are known jointly as the School Senior Leadership Team Level 4+ (SLT4+).

Our Partnership also deploys a Reading Leader who works jointly with each school SLT4+ to oversee the subject of Reading and create a consistency of approach to the teaching of reading across the Partnership.

The Blidworth and Rainworth Primary School Partnership

| | | | | |
|---------------------------------------|----------------------------|---------------------------|----------------------------|---------------------------|
| | Head of School | | | |
| Reading Subject Leadership | EYFS Phase Leader | Lower School Phase Leader | Middle School Phase Leader | Upper School Phase Leader |
| | Partnership Reading Leader | | | |
| Writing Subject Leadership | EYFS Phase Leader | Lower School Phase Leader | Middle School Phase Leader | Upper School Phase Leader |
| Mathematics Subject Leadership | EYFS Phase Leader | Lower School Phase Leader | Middle School Phase Leader | Upper School Phase Leader |

By sharing the responsibility of Reading, Writing and Mathematics Subject Leadership, we gain a greater depth of knowledge of core curriculum subject implementation and impact across the entire age range of each school (See *Appendix 1 - A Rationale for Joint Subject Leadership*).

Phase Leaders and the Partnership Reading Leader conduct regular Quality Assurance (QA) activities in their phase of school. The *QA and Assessment Schedule*, sets out the QA timetable for the academic year. However, this schedule is fluid and is driven by the developing needs of each school and the Partnership. QA activities might be independent; alongside the Head of School; alongside another Phase Leader from the school; or alongside a Phase Leader from a Partnership school. This enables sharing of expertise rather than one leader working in isolation.

QA of curriculum subjects is focused on establishing each schools' strengths and areas for development (Self Evaluation) in relation to the INTENT, IMPLEMENTATION and IMPACT of each curriculum subject. This is all recoded on central subject *QA and Development Plans*. Where areas for development are identified, Senior Leadership teams need to make decisions on whether these are addressed at a school or Partnership level:

| | INTENT | IMPLEMENTATION | IMPACT |
|--|---|--|---|
| Self-Evaluation in each Curriculum Subject: | Is the curriculum subject INTENT broad and ambitious for all pupils?  | Is the planning and implementation of the curriculum subject supportive of a strong impact on pupils' learning?  | Is the impact of the education which pupils receive in this subject strong, including for disadvantaged pupils and pupils with SEND?  |
| Identified Areas for Development: | Addressed at Partnership Level | Addressed at Phase or School Level (with support from Partnership as needed) | |

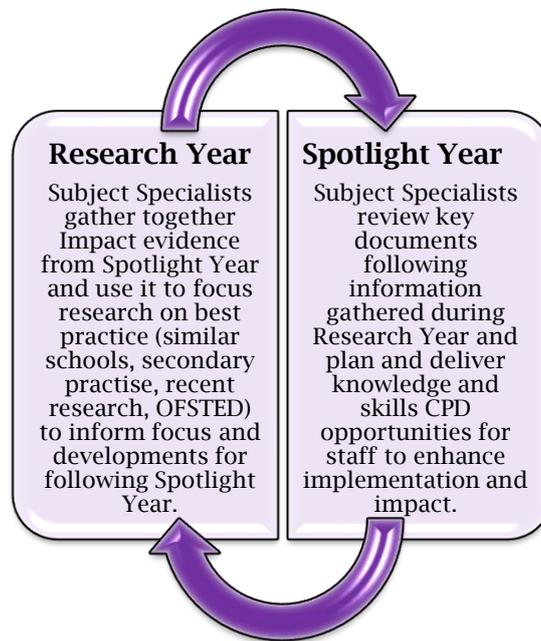


FOSS (Foundation Subjects, Science & RE) Subject Leadership

Level 2 (Developing) and Level 3 (Established) Middle Leaders act as our FOSS Curriculum Subject Leaders – known as Subject Specialists. Because our schools follow a near identical curriculum for FOSS subjects, this enables Subject Specialists to take a lead on subjects across all three schools in the partnership.

Subject Specialists QA activities are set out in the QA cycle, but focus areas are not limited to this. Subject Specialists are expected to keep an up-to-date *FOSS QA Development Plan* that sets out key strengths and developmental areas in their subject, including at individual school levels.

To enable manageable and effective subject monitoring, as well as managing the workload of all staff, a two-year cycle of Researching and Spotlighting is used:



Areas for Development (AfDs) identified in a Spotlight Year are addressed by the Subject Specialists themselves (feedback to staff, purchase of resources etc) or by working with the Head of School/SLT5 for more significant AfDs.

In the Summer Term, Subject Specialists meet with SLT5 to provide an overview of the year. During a Research year this meeting is focused on reviewing potential changes to the Intent and Implementation, including progression, within each subject. During a Spotlight year the meeting is focused on reviewing Impact and data trends seen over the previous two years to provide potential focuses for the upcoming Research year.



Areas for Development Relating to Individual Teachers

As Leaders at all levels undertake QA work in our schools, they will identify areas for development that are not subject specific, but related directly to an individual class teacher or support staff member.

Where Leaders identify areas for development related directly to a staff member, these are addressed according to the table below.

| | FOSS Subject Specialists | SLT4+ |
|--|---------------------------------|--|
| Area for development identified relating to staff member in own school: | Refer to Head of School | Address with Staff Member; liaise with Head of School. |
| Area for development identified relating to staff member in a Partnership school: | Refer to Head of School | See Appendix 3 – Raising a T&L Concern Regarding a Staff Member in a Partnership School. |
| Area for development identified relating to staff member who is an ECT | Refer to ECT Leader | Refer to ECT Leader to agree best way to address the concern. |

PLEASE NOTE – The concerns above relate to T&L concerns only. Safeguarding/Conduct concerns must always be raised immediately with a DSL, senior leader or governor.

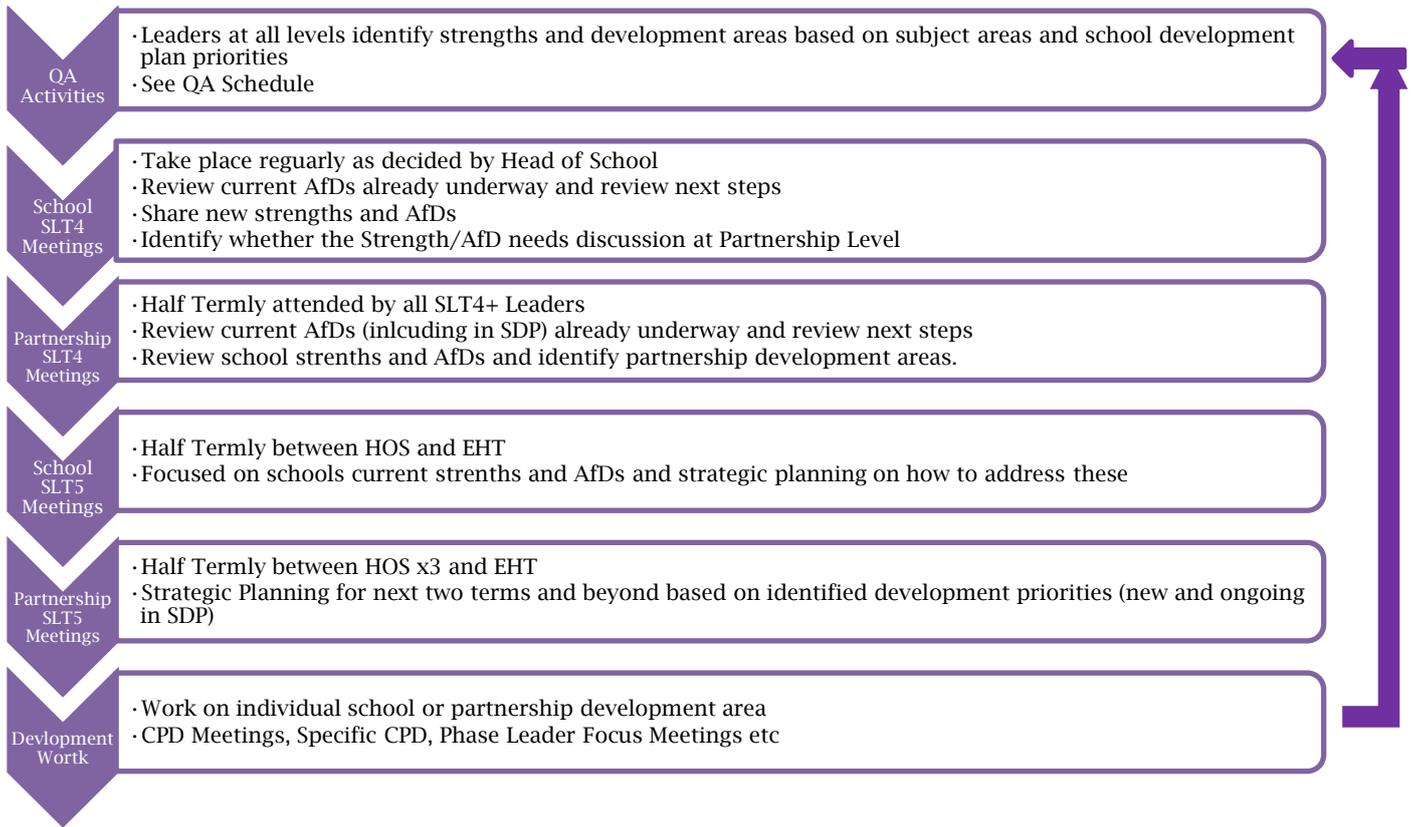
Please see *Teacher Development Handbook* for a breakdown of processes in place to support staff when an area for development is identified.



The Blidworth and Rainworth Primary School Partnership

The School Improvement/Development Cycle

Our QA schedule enables identification of strengths and areas for development across schools and the Partnership. However, it is important that these areas feed into the school development cycle rather than being dealt with in isolation. The table below sets out an exemplar of our school and Partnership termly development cycle for teaching, learning and the curriculum. Please also see *Appendix 2 - Termly SLT Meeting Schedule*.



Appendix 1 – Our Rationale for a Partnership approach to Curriculum Subject Leadership

Our Partnership approach to curriculum subject leadership has many benefits to our schools:

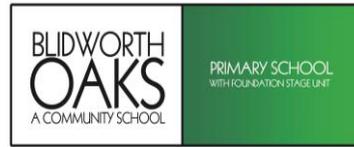
1. There is a larger talent pool – more leaders mean leaders do not have to ‘carry’ more than one subject. More leaders mean we are more likely to find leaders who are passionate or talented in a specific subject – this is why we name our Subject Leaders, Subject Specialists because they often have specialisms in these subject areas.
2. It creates career development opportunities – leaders can broaden their leadership skills by working with more staff across more than one setting.
3. It creates a more robust programme of leadership development – less experienced leaders can work alongside more experienced leaders until they are ready to take on the challenges of subject leadership.
4. It widens the viewpoint of the subject leader – leaders can see their subject in different contexts and it enables wider professional dialogue and challenge of procedures and processes.

However, as with all leadership approaches, there are challenges which we have worked hard to identify and overcome:

| Challenge: | We overcome this by: |
|--|---|
| Holding leaders to account for a curriculum subject in a school that they are not contractually based. | Working with staff. Helping them understand the rationale for this approach. Providing them with the support they need. |
| Subject Leaders having an in depth understanding of three separate school curriculums. | We have a near identical curriculum approach across all three schools, enabling leaders to fulfil their roles more easily |
| Leaders finding the time to complete their role on another site. | Subject Specialists are given time to visit the other schools. |
| The confidence of leaders to provide challenge to staff in another school. | Our Heads of Schools are used to directly supervise and support Subject Specialists. |
| How to manage curriculum resources in a school you are not based in on a daily basis. | Subject Specialists are given time in each school to support resource provision and auditing. |
| ‘Incidental’ day to day feedback on lessons content etc that leaders often receive from staff in their own school. | A central log is available for staff to provide ongoing feedback to Subject Specialists. |



The Blidworth and Rainworth Primary School Partnership



Appendix 2 – Termly SLT Meeting Schedule 2024-2025

| Week | Title | Attendees (Chair in Bold) | Approx. Duration | Focus |
|------------------|--------------------------------------|------------------------------|---------------------|--|
| 1 | Partnership SLT5 - Strategic | HOSs/EHT | 10am-2pm | Partnership Developments / Strategic Planning |
| | Partnership SLT4 - Strategic (TEAMS) | EHT/HOSs/SLT4 | 3.45pm-4.45pm | Sharing Updates and Strategic Plans with SLT4 |
| 2 | School SLT5 - SON | EHT/HOS | 1 day | T&L/QA/Curriculum/School Developments |
| 3 | School SLT4 - SON | HOS and SLT4 | 1 hour | The regularity and timing of these meetings will be decided by HOS. |
| 4 | | | | |
| 5 | | | | |
| 6 | Partnership SLT4 - RWM SON | EHT/HOSs/SLT4 | 1 hour | Reflection on term - QA/Developments |
| Half Term | | | | |
| 1 | Partnership SLT5 - Strategic | HOS/EHT | 10am-2pm | Partnership Developments / Strategic Planning |
| | Partnership SLT4 - Strategic (TEAMS) | EHT/HOSs/SLT4 | 3.45pm-4.45pm | Sharing Updates and Strategic Plans with SLT4 |
| 2 | School SLT5 - SON Catch Up | EHT/HOS | 2 hour | Catch up meeting focused on school developments and feedback from QA. What further actions and support are needed. |
| 3 | School SLT4 - SON | HOS and SLT4 | 1 hour | The regularity and timing of these meetings will be decided by HOS. |
| 4 | | | | |
| 5 | | | | |
| 6 | School SLT5 - Outcomes Review | EHT/HOS | 1 day | Review of all outcomes from the term, including a review of the school SDP and SEF. |
| | School SLT4 - Outcomes Review | EHT/HOS/SLT4 | 1 hour | Reflection on term - QA/Developments |



Appendix 3 - Raising a T&L concern about a staff member in a Partnership school

The procedure below sets out how to raise a concern related to teaching and learning, with or about a staff member, in a Partnership school. For example, concerns over the quality of planning being received in a shared planning arrangement.

We recognise that working in partnership can bring many benefits, such as the sharing of the planning workload or the sharing of knowledge and expertise. However, it is also recognised that this team approach can be significantly affected if the contribution of a person is not at the standard that is required from them. This can increase the workload and stress of other staff involved.

This procedure must be applied within the framework of our school values at all times. Concerns raised will be dealt with professionally and sensitively, with a focus on support for the staff involved, and with the ultimate aim of ensuring quality teaching and learning for pupils.

Please Note - This procedure is for teaching and learning concerns only. Any concerns regarding conduct or of a safeguarding nature, must be raised immediately using the appropriate reporting procedures.

Procedure for the staff member raising a concern about a staff member in another Partnership school:

1. If appropriate, hold a professional discussion with staff member involved. Otherwise, go to step 2.
2. Discuss with your Phase Leader.
3. If you feel no action has been taken, discuss with your Head of School.

Procedure for Phase Leaders dealing with a T&L concern about a staff member in another Partnership school:

1. Discuss with parallel Phase Leader in opposite school
 - a. Parallel Phase Leaders agree the concern to be resolved
 - b. If no action is needed, communicate back to complainant reasons why
2. Receiving Phase Leader to raise the issue with staff member in their team
 - a. Communicate with the Head of School as appropriate
 - b. Agree actions needed and support that will be given using usual school support procedures for teachers.
3. Parallel Phase Leaders to decide if additional support is needed for the planning group to enable effective T&L for all (for example, additional PPA time or a temporary change to planning expectations etc)
4. Parallel Phase Leaders agree review date for actions or support
5. Phase Leaders feedback to all involved in own schools and ensure systems of communication are in place for all involved until the concern is resolved