



Rednock School
Where everyone matters

SLT Roles & Responsibilities

Academic Year 2026/27



SLT Roles & Responsibilities

Senior Leadership Team Overview · Academic Year 2026/27

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Introduction

Welcome to the **Rednock School Senior Leadership Team (SLT) Roles & Responsibilities overview for the academic year 2026/27**. This document is the operational overview for our senior leaders, and provides transparency for our staff governing body and key stakeholders. It outlines individual responsibility, line-managed area, and key policies overseen by each senior leader in our school.

Our school's core ethos is to be a school 'where everyone matters'. To achieve this, we have an ambition to build an **"Inclusive Classroom"** and an **"Inclusive Culture"** where every student, regardless of background, ability, or socioeconomic barrier, receives a high-quality, world-class education. This document outlines how statutory frameworks—including Ofsted Lead Areas, Keeping Children Safe in Education (KCSIE), and Special Educational Needs and Disabilities (SEND) guidelines—are mapped across our senior leaders to ensure we remain a school where everyone matters.

How to Use This Document

This document is organised into individual **Senior Leader Profile Pages**. Each page provides a standardised layout to allow readers to immediately locate:

- **Job Purpose:** The core vision, accountability, and drive behind the role.
- **Main Duties & Key Deliverables:** Actionable, clear responsibilities that each leader drives across our school.
- **Line-Managed Departments & Strategic Links:** The specific departments and curriculum links the leader oversees.
- **Key Policies:** The statutory and non-statutory policies for which the leader holds ownership and responsibility.
- **Support Staff & Service Lines:** The operational support services (Finance, Site, HR, IT, Welfare, and Administrative Teams) that link directly into the leader's portfolio.

Statutory Frameworks & Inspection Toolkits

To ensure our operational activities directly map to national quality standards, all senior leadership remits listed in this document are aligned with the latest statutory documentation from the Office for Standards in Education, Children's Services and Skills:

Core Regulatory Inspection Links:

School inspection: toolkit, operating guides and information: *Guidance for inspectors and schools on inspecting maintained schools and academies in England under the renewed education inspection framework.*

[Access GOV.UK School Toolkit](#)

SLT Structure Overview

Below outlines the leadership line-management and Ofsted alignment for the 2026/27 academic year:

ROLE / POST	POST HOLDER	OFSTED LEAD AREA	REPORTS TO
Headteacher	Mike Stratford	Leadership & Governance	Board of Governors
Deputy Headteacher	Sharron Cunningham	Inclusion; Curriculum & Teaching	Headteacher
Deputy Headteacher	Kerala Cole	Inclusion; Personal Development & Wellbeing	Headteacher
School Business Manager	Steve White		Headteacher
Assistant Headteacher	Mike Merriman	Teaching & Learning / CPD	Headteacher
Assistant Headteacher	Demelza Barker	Sixth Form	Headteacher
Assistant Headteacher	Ben Cheeseman	Achievement	Headteacher
Assistant Headteacher	Vicky Wytchard	Attendance & Behaviour	Deputy Headteacher (Inclusive Culture)
Assistant Headteacher	Becky Redman	Curriculum & Teaching	Deputy Headteacher (Inclusive Classroom)
Associate Assistant Headteacher	Sally Easton	Inclusion (SENCo)	Deputy Headteacher (Inclusive Classroom)

Mike Stratford

HEADTEACHER

Reporting Line: Reports directly to the Board of Governors



Job Purpose: *The Headteacher provides the visionary, strategic, and operational leadership required to ensure that the school delivers a world-class education. Working with the Governing Body and the Senior Leadership Team (SLT), I am ultimately accountable for raising the standards of education and care for every student. I will cultivate an uncompromisingly inclusive school culture where all students— especially those who are disadvantaged, have SEND, or are care-experienced—receive the knowledge, care, and qualifications to thrive in school and throughout their adult lives. To lead a school where everyone matters.*

Main Duties & Key Deliverables

- Set and embody the school's vision and values
- Promote and safeguard the welfare of children and young persons for whom the school is responsible
- To establish and sustain the school's ethos and strategic direction, in partnership with those responsible for governance and through consultation with the school community
- Lead a clear and ambitious vision for providing high-quality education to all students, and uphold high educational standards that prepare students from all backgrounds for their next phase of education and life
- Through rigorous self-evaluation, accurately monitor the school's context and prioritise actions that address the most significant barriers to learning to ensure the best possible outcomes and experiences our students
- Construct and deliver the School Development Plan (SDP)
- Act as Chief Financial Officer (CFO), signing off and agreeing the school budget.
- Managing the school as an organisation effectively, including organising staff strategically and removing barriers and distractions from core classroom activities
- Ensure that the school's Strategic Risk Register is regularly reviewed and up-to-date
- Respond to national policies and initiatives and lead their effective implementation
- Approve the deployment of staff so that all students have access to high-quality teaching
- Approve performance development and appraisal process of staff
- Engage with parents and the school community in a thoughtful and positive way that supports school improvement
- Take into account the workload and well-being of leaders and, in turn, leaders taking into account the workload and well-being of their staff
- Uphold the expectations set out in the [Headteacher Standards 2020](#).
- Promote Rednock to external stakeholders and actively seek opportunities for collaboration
- Make a positive contribution to the wider education system

Strategic Working Groups, Events & Remits

- All Governors Activities – All board committees; Chairs steering group; Governor Back to School Days
- Multi-Academy Trust Developments
- Schools Forum
- GASSL Exec Committee
- SLT Strategy Meetings
- Parent Forums
- Lead preparations for Ofsted
- Approve all staffing, recruitment
- Approve all student suspensions and permanent exclusions

Line Managed Departments & Teams

Senior Leadership Team

School Business Manager

Head's PA

Key Policies to Lead On

Complaints Policy

Staff Allegations Management

School Admissions Arrangements

Staff Code of Conduct

Staff Disciplinary Procedures

Capability Policy

Equality, Diversity & Equity

Governors Code of Conduct

Governing Body Panels

Outcomes, Performance & Experience Committee

Audit & Assurance

Full Governing Board

Linked Support Staff Service Lines & Responsibilities

SUPPORT FUNCTION	STAFF	SUPPORT SERVICE LINE RESPONSIBILITY
Payroll	N. Dessi	Salary processing, pension returns, payroll reporting, compliance tracking
Head's PA	N. Dessi	Support the operational diary and scheduling of the Headteacher, support senior leaders with admin tasks, production and sending of school suspension letters, coordination of the Parent Forum.

Sharron Cunningham

DEPUTY HEADTEACHER - INCLUSIVE CLASSROOM

Reporting Line: Reports directly to the Headteacher



Job Purpose: The Deputy Headteacher for 'Inclusive Classrooms' holds strategic responsibility for ensuring that all students, regardless of background, ability, or barrier, receive an exceptional education. You will champion high expectations, cultivate an ethos of early intervention, and rigorously oversee the support structures for socioeconomically disadvantaged students, and those students with SEND. You will design a high-quality, ambitious curriculum for all students and oversee the quality assurance programme to ensure this is being implemented successfully in every classroom of our school.

Main Duties & Key Deliverables: *Under the direction of the Headteacher you will:*

- Design a high-quality, ambitious curriculum for all students (the intent), paying particular regard to disadvantaged students, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being
- Ensure the department middle leaders sequence the curriculum clearly so that all students can access it and gain knowledge and skills to reach its stated aims
- Design a curriculum which establishes strong foundations in communication and language, reading, writing and mathematics so that students can access the rest of the curriculum and gain success
- Plan and sequence a curriculum which covers the statutory requirements set out in national curriculum, and relationships, sex and health education, and religious education
- Quality assure and support the SENCo to ensure those students with additional needs have every opportunity for success
- Embed a culture in which early and accurate assessment of students' needs is prioritised and that this assessment is readily available to inform classroom practice; ensuring that staff know how to identify and remove barriers to achievement for their students through effective curriculum design, and adapting their practice
- Support the coordination of 'specialists at hand' when necessary to support students' development
- Implement a student premium strategy, based on evidence, of what works well to support the achievement of eligible students, and accounts for any challenges that may negatively affect their education and their readiness to engage in school life
- Work closely and effectively with students, parents, professionals and staff, ensuring that students' and parents' views and aspirations are included in decision-making about support for students
- Demonstrable narrowing of the attainment and progress gaps between vulnerable groups (SEND, student Premium, Children in Need/Looked-After Children) and their peers nationally.
- Lead the quality assurance and development of the department middle leadership team
- Have oversight of departmental self-evaluation and departmental development plans

Strategic Working Groups, Events & Remits

- Deputise for Headteacher (Terms 1, 3 & 5)
- Co-chair of the Department Middle Leaders meetings
- Darwin SLT Community Link
- Coordinate Year 9 Options Process
- Student Voice: Inclusion Committee
- Whole School Quality Assurance programme
- Oversight of off-site provisions and adapted curriculum log
- Academic Awards Evening

Line Managed Departments & Teams

English Department
Pupil Premium

Maths Department
EAL

Science Department
Alternative Curriculum

SENCo

Key Policies to Lead On

Pupil Premium Strategy Statement

Curriculum related policies

Governing Body Panels

Outcomes, Performance & Experience Committee

Full Governing Board

Linked Support Staff Service Lines & Responsibilities

SUPPORT FUNCTION	LEAD / STAFF	SERVICE LINE RESPONSIBILITY
Special Educational Needs	SENCo / Teaching Assistants	Coordinating and implementing operational support for students with EHC plans and SEN support requirements across all lessons.
Science Technicians	Senior Technician - S. Brown Science Technicians	Chemical preparation, lab safety logs, equipment configuration, and practical materials layouts.

Kerala Cole

DEPUTY HEADTEACHER - INCLUSIVE CULTURE

Reporting Line: Reports directly to the Headteacher



Job Purpose: The Deputy Headteacher for 'Inclusive Culture' holds strategic responsibility for ensuring that all students—regardless of background, ability, or barrier—receive an exceptional education. You will champion high expectations, cultivate an ethos of early intervention, and oversee the support structures for those connected to children's social care, and those facing wider barriers to learning or well-being. You will design, implement, and evaluate an exceptional, coherent personal development programme that bridges the academic curriculum with wide-ranging enrichment experiences. Your mandate is to build an environment where character, SMSC (Spiritual, Moral, Social, and Cultural) development, and exceptional pastoral care equip every student to thrive both within school and in later life.

Main Duties & Key Deliverables: Under the direction of the Headteacher you will:

- Ensure our students are safe, supported and that the culture of our school inspires belonging, ambition and is one where everyone matters.
- Strategically lead our Community system including the tutoring and assembly programme
- Ensure that the curriculum contributes to students' personal development and their SMSC development
- Support our students to become responsible, respectful and active citizens who can play their part in public life as young people and adults
- Develop students' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others
- Lead on anti-bullying provision including the accurate tracking and intervention of incidents
- Develop students' understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Establish an effective, whole school safeguarding culture that puts students' interests first
- Create an environment in which students feel safe, and in which bullying, unlawful discrimination, harassment (including sexual harassment), victimisation, physical and sexual abuse and/or violence and emotional abuse – online or offline – are not accepted and are dealt with quickly, consistently and effectively
- Develop students' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- Promote equality of opportunity so that all students can thrive together and understand that individual characteristics make people unique
- Develop students' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including by providing them with enrichment activities and opportunities to be active during the
- Develop students' age-appropriate understanding of healthy relationships through relationships and sex education
- Support students' readiness for the next phase of education, training or employment so that they are equipped to make the transition successfully, including by providing impartial careers information, education, advice and guidance for secondary-age students
- Maintain oversight of the school extra-curricular & enrichment programme, effectively tracking uptake to ensure it fosters a sense of belonging for all students regardless of background.

Strategic Working Groups, Events & Remits

- Deputise for Headteacher (Terms 2, 4 & 6)
- Designated Safeguarding Lead (DSL)
- Main School Open Evening
- Remembrance Day
- Oversight of Year 6-7 transition
- School Charity Strategy
- Oversight of the school extracurricular and enrichment programme
- Y11 Leavers Events
- Meet the Tutor Evening
- In Year Admissions
- Community Competitions Programme
- Student Leadership yrs7-11
- LAC coordinator

Line Managed Departments & Teams

Performing Arts Department

Careers & Life Skills

Community Leaders

Primary to Secondary Transition Lead

Key Policies to Lead On

Keeping Children Safe in Education

Child Protection Policy

First Aid Policy

Relationship & Sex Education Policy

Uniform Policy

Provider Access Statement

Governing Body Panels

Outcomes, Performance & Experience Committee

Full Governing Board

SUPPORT FUNCTION	LEAD / STAFF	SERVICE LINE RESPONSIBILITY
First Aid	Lead First Aider & Medical Staff	Managing daily medical room triage, student care plans, accidents log, medication storage, and statutory health reporting.
Careers & Community	Lead - W. Sanders Careers Advisor Community Link Coordinator	Delivering full Gatsby Benchmark compliance, personal career guidance interviews, and school community linkage programs.

Steve White

SCHOOL BUSINESS MANAGER

Reporting Line: Reports directly to the Headteacher



Job Purpose: *The School Business Manager is a core member of the Senior Leadership Team (SLT), responsible for the strategic planning and day-to-day operational oversight of the school's non-teaching functions. You will lead and optimise financial management, commercial income generation, estate and site maintenance, Health & Safety compliance, and human resources/support staff systems to ensure a safe, efficient, and financially sustainable environment for learning.*

Main Duties & Key Deliverables: *Under the direction of the Headteacher you will:*

- Assume delegated responsibility for commercial operations
- Support the Headteacher in the preparation of an annual budget and rolling 3-year budget forecast, ensuring the school's return and audit is filed with the local authority
- Operational financial management of the school
- Strategic leadership for site development, contract procurement, and school lettings.
- Oversee HR, payroll, GDPR compliance, IT infrastructure, and marketing/communications.
- Lead on Health & Safety and emergency response planning.
- Oversee our school lettings programme to ensure increased financial income into the school whilst establishing an outstanding offer to our local community
- Work with the Marketing & Communications Lead to provide oversight of all external marketing and communications ensuring it represents our school vision and values
- Work with the IT and Network Services Manager to provide strategic leadership and oversight of the school's IT network, supporting systems and school website and marketing
- Oversee the performance development of support staff
- Ensure the HR function supports the recruitment, retention and wellbeing of staff
- Ensure that payroll arrangements are managed effectively
- Ensure the accurate return of the school census
- Oversight of Freedom of Information and Subject Access requests

Strategic Working Groups, Events & Remits

- Audit & Assurance Committee
- GCC financial Services and audit
- Tendered contractors
- Health & Safety Committee
- AI Steering Group
- Eco & Sustainability Working Group
- Coordination of Freedom of Information and/or Subject Access Requests

Line Managed Departments & Teams

Site & facilities

Finance & Payroll

Human Resources (HR)

IT Services

Marketing

Admin Team

Key Policies to Lead On

Health & Safety Policy

Pay Policy

Financial Handbook

Data Protection & GDPR

Performance Development (Support Staff)

Charging & Remission Policy

Single Central Record

Whistle Blowing Policy

School Food Policy

Disaster Recovery/Critical Incident

Governing Body Panels

Audit & Assurance

Health & Safety Committee

Full Governing Board

Linked Support Staff Service Lines & Responsibilities

SUPPORT FUNCTION	LEAD / STAFF	SERVICE LINE RESPONSIBILITY
Site & Facilities	Site Manager - S. Kelly Site Operatives	Estate maintenance, grounds, repairs, facility assets, site safety compliance, and contractor logs.
Finance Office	Finance Lead - P. Womersley Finance Administrator	Budgeting assistant, purchase orders tracking, invoicing, expense processing, and administrative support.
Human Resources	HR lead - K. Evans	Staff recruitment processing, personnel compliance tracking, records maintenance, and wellbeing support.
IT & Network Services	ICT & Network lead - P. Wild IT Technician	Network administration, hardware repairs, school website, systems security, and user tech support.
Data & Administration	Admin Lead - C. Winter Admin Staff	General office coordination, student data files management, and communications infrastructure.
Marketing	Marketing & Communication lead - L. Mawer	School prospectus production, social media branding channels, community engagement, and press releases.
Lettings Team	Admin Lead - C. Winter	Generating commercial revenue streams via external community hiring of school pitches and facilities.
Catering Team (Outsourced)	Innovate	Providing school meals for staff and students; FSM allowance and food hygiene standards.
Cleaning Team (Outsourced)	Purgo	Daily school hygiene, sanitization, deep cleaning schedules, and cleaning stores management.

Mike Merriman

ASSISTANT HEADTEACHER - STAFF DEVELOPMENT

Reporting Line: Reports directly to the Headteacher



Job Purpose: *The Assistant Headteacher for Staff Development, has a core mandate to ensure every classroom is led by an expert, highly supported practitioner. You will design and execute a high-quality, research-led Continuing Professional Development (CPD) strategy that elevates teaching and learning across the school. By embedding robust instructional coaching models, you will enhance the overall staff experience, nurture professional ambitions, and ensure that adaptive, inclusive teaching practices are seamlessly delivered to support our most vulnerable learners.*

Main Duties & Key Deliverables: *Under the direction of the Headteacher you will:*

- Establish as a school culture of continual professional development
- Plan, deliver and review of a coherent professional learning programme for all staff that is rooted in a culture of purposeful collaboration, focuses on building collective expertise and enables expert teaching across all subjects
- Ensure that our curriculum is taught well; identify areas for improvement and take effective action to tackle these, including through professional learning that ensures teachers develop the expertise needed to deliver the curriculum effectively
- Ensure that teachers have expert knowledge of the national curriculum and 16 to 19 study programmes as appropriate, and the subjects/phases they teach
- Ensure that teachers have expert knowledge of the subjects that they teach and, if they have gaps in their knowledge, they are supported so that ineffective teaching does not disadvantage students
- Identify significant barriers to teaching and learning and take action to reduce those barriers through targeted and adapted CPD
- Staff induction process
- Oversee Performance Development and policies for all teaching staff
- Oversee the structured support plans for those staff who require additional support to support their practice
- Provide oversight and leadership for Initial Teacher Training (ITT) and the Early Career Teacher Entitlement (ECTE)

Strategic Working Groups, Events & Remits

- Brunel Community SLT Link
- Senior link to the Staff Wellbeing Committee and coordinate staff social events
- School INSET Days & Twilight CPD
- New Staff Induction and New Staff Induction Day
- Teacher Taster Days
- GITEP strategic link
- Heads of Department Middle Leaders Group

Line Managed Departments & Teams

Art, Media & Photography

History Department

Social Science Department

GITEP Professional Lead

Key Policies to Lead On

Performance Development Policy

Early careers teacher Entitlement (ECTE)

School Welfare Charter

Governing Body Panels

Outcomes, Performance & Experience Committee

Full Governing Board

Linked Support Staff Service Lines & Responsibilities

SUPPORT FUNCTION	LEAD / STAFF	SERVICE LINE RESPONSIBILITY
Art Technician	Lead - A Wallis Art technician	Art department maintenance and ordering, raw materials layout, and art studio prep for lessons.

Demelza Barker

ASSISTANT HEADTEACHER - SIXTH FORM

Reporting Line: Reports directly to the Headteacher



Job Purpose: The Assistant Headteacher (Sixth Form) is the operational leader responsible for the quality, compliance, and impact of our Sixth Form/Post-16 study programmes. You will ensure that all students—with a relentless focus on disadvantaged learners, those with SEND, and those connected to children's social care—are equipped with the rigorous academic knowledge, life skills, and qualifications needed to successfully transition into higher education, apprenticeships, or meaningful employment.

Main Duties & Key Deliverables: Under the direction of the Headteacher you will:

- Lead all Sixth Form recruitment, admissions, and curriculum development.
- Develop our post 16 curriculum offer to attract students to study in our sixth form
- Ensure our study programmes meets all statutory requirements; this includes appropriate qualifications, work-related learning, RSHE and non-qualification activities, as well as level 2 English and mathematics courses when appropriate
- Ensure our Post -16 study programmes include relevant vocational and academic qualifications that prepare students for the next stage of their education, training or employment
- Identify and tackle barriers for post -16 students who are disadvantaged, those who have SEND, those who are known (or previously known) to children's social care or who may face barriers to their learning and/ or well-being
- Ensure that non-qualification activities (tutorials, work to develop study, leadership and volunteering) develop students' social, emotional and employability skills
- Provide access to high-quality, individualised careers advice and guidance that prepare students well for the future
- Ensure that our sixth form students are ready for the next stage of their education, employment or training; they have the necessary knowledge and skills and, where relevant, they gain qualifications that support their intended course of study and give them access to destinations that meet their interests and aspirations
- Maintain a comprehensive understanding of the quality of the curriculum and teaching across the post-16 provision
- Lead post-16 quality assurance, ensuring that the curriculum is being taught well, identify areas for improvement and take effective action to tackle these, including through professional development
- Ensure that work-related learning and careers programme meets the requirements of the 16 to 19 study programme and includes high-quality work experience and that students have multiple opportunities to learn from employers about work, employment and skills that are valued in the workplace
- Oversee and resource the sixth form tutoring programme
- Be the Designated Safeguard Lead (DSL) for post-16 students
- Attend to the welfare and pastoral needs of our sixth form learners
- Lead on the quality assurance of sixth form academic data

Strategic Working Groups, Events & Remits

- Sixth Form Council
- Sixth form Prefect/Student Leadership
- Sixth Form Open Evening
- Year 13 Dinner & Dance
- UCAS
- Post-16 Taster Days
- Y11 Destinations interviews
- Sixth Form Website & recruitment materials
- Oversight of EPQ
- Oversight of early applicants programme
- Academic Awards Evening

Line Managed Departments & Teams

Geography Department

Religion, Philosophy & Ethics

Business and Economics

Deputy Heads of Sixth Form

Sixth Form Administrator

Sixth Form Supervisor

Key Policies to Lead On

16-19 Bursary

RS & SACRE Updates

Sixth form Course Guides & Entry Criteria

Governing Body Panels

Outcomes, Performance & Experience Committee

Full Governing Board

Linked Support Staff Service Lines & Responsibilities

SUPPORT FUNCTION	LEAD / STAFF	SERVICE LINE RESPONSIBILITY
Sixth Form Support Staff	Sixth Form Form Supervisor Sixth Form Administrator	Sixth form study room supervision, tracking bursary attendance, student files maintenance, and UCAS administrative support.

Ben Cheeseman

ASSISTANT HEADTEACHER - OUTCOMES & OPERATIONS

Reporting Line: Reports directly to the Headteacher



Job Purpose: *The Assistant Headteacher for 'Outcomes & Operations' will be accountable for the academic outcomes and life chances of our most vulnerable learners. Your role is to ensure that the school's data and operations provides the structures and insights required for a high-quality education that effectively equips disadvantaged students, those with SEND, and those connected to social care with the knowledge, skills, and qualifications needed for their next stage of education, training, or employment.*

Main Duties & Key Deliverables: *Under the direction of the Headteacher you will:*

- Lead academic data oversight (Y7-11), target setting, and assessment reporting systems
- Manage internal (cover supervisors and 'rarely cover') and external (agency and payroll supply staff) cover provision
- Ensure that systems allow for the tracking of students their starting points, allow leaders to assess whether they know more, remember more and can do more
- Have oversight of students' attainment data and progress over time in national tests and examinations, helping to inform intervention and school priorities
- Provide strategic leadership student data to help ensure that attainment and progress in national tests and examinations are better with national averages
- Ensure the progress of disadvantaged students is in line with the progress of non-disadvantaged students nationally; any gaps between the attainment of the school's disadvantaged students and the attainment of non-disadvantaged students nationally are closing
- Provide strategic oversight of examinations: public and internal, ensuring full adherence to national and JCQ guidance
- Lead on the year 11 'raising of attainment strategy'
- Construct and publish the school timetable, school calendar, and operational rotas
- Lead on the approval and coordination of school trips and visits

Strategic Working Groups, Events & Remits

- Hubble SLT Community Link
- Coordinate the organisation of parent consultation evenings
- Lead on the approval and coordination of school trips/visits as the Educational
- Visits Coordinator (EVC) & Duke of Edinburgh Link
- Be the school's named Quality Nominee

Line Managed Departments & Teams

PE Department

Modern Foreign Languages

Health & Social Care

Data & Exams team

Duke of Edinburgh Coordinator

Key Policies to Lead On

All JCQ and Exam Related Policies & Procedures

Non Examined Assessment Policy

School Trips & Visits

Governing Body Panels

Outcomes, Performance & Experience Committee

Full Governing Board

Linked Support Staff Service Lines & Responsibilities

SUPPORT FUNCTION	LEAD / STAFF	SERVICE LINE RESPONSIBILITY
Data & Examinations	Data & Exams Officer - S. Sharp Data & Exams Assistant	Coordination of seasonal public examinations, layout tables, candidate tracking, and statutory board results processing.
Internal Cover Team	Lead - A. Archer Internal Cover Supervisors	Managing daily internal staff absences, distributing cover work, and maintaining learning continuity.

Vicky Wytchard

ASSISTANT HEADTEACHER - ATTENDANCE & BEHAVIOUR

Reporting Line: Reports directly to the Deputy Headteacher - Inclusive Culture



Job Purpose: *The Assistant Headteacher for Attendance & Behaviour will be the operational lead and champion of our school culture. Your core mandate is to ensure the school is a calm, orderly, respectful, and supportive environment where every student can thrive. You will lead the day-to-day implementation of the school's behaviour and attendance strategies, taking direct accountability for improving the school-wide metrics of all students—with a relentless focus on reducing persistent absence and behavioural barriers for disadvantaged students, those with SEND, and care-experienced youth.*

Main Duties & Key Deliverables: *Under the direction of the Headteacher you will:*

- Create and sustain a positive and respectful culture in which staff know, support and care about students.
- Prioritise students' attendance and punctuality, as well as their positive behaviour and attitudes to learning, so that students benefit from the education and experiences the school offers
- Promote good attitudes to learning and regular attendance, especially for disadvantaged students, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being
- Have high expectations for all students' attendance, behaviour and attitudes, and design effective policies that communicate these high expectations clearly to all staff, students and parents, including expectations related to mobile phones
- Set clear routines and expectations for students' behaviour across all aspects of school life, not just in the classroom
- Implement effective routines to ensure students meet our expectations in regards to school uniform, punctuality and equipment
- Ensure staff are applying clearly defined consequences consistently and fairly when needed and poor behaviour is prevented from disrupting lessons or the school's day-to-day function
- Have an informed and accurate understanding of what is working well and where improvement is needed, including through using day-to-day processes and detailed data analysis to identify, anticipate, prevent and improve poor attendance and behaviour, including bullying
- Ensure staff have the necessary expertise, confidence and support to adapt behaviour policies and practices appropriately and consistently for students with specific needs
- Monitor, evaluate and amend any specific approaches, reasonable adjustments, adaptations and interventions to account for students' changing circumstances and/or needs
- Provide operational oversight of student support services (IER, Link provision, Alternative Provision)
- Analyse school suspension rates and response planning to reduce their number
- Ensure that when alternative provision is used, monitor students' attendance carefully, both daily and over time, and take swift and effective action when students do not attend
- Review, improve, and consistently apply the school's Behaviour Policy

Strategic Working Groups, Events & Remits

- KS3 Awards Evenings
- Lead on School Rewards & Sanctions
- Coordinate rewards, celebration and Community events
- Sports Day
- Deputy Designated Safeguarding Lead (DDSL)
- Pastoral Middle leaders annual conference

Line Managed Departments & Teams

Attendance Team

Internal Exclusion Room

Link Provision

Community Welfare Leads

Key Policies to Lead On

Behaviour Policy

Attendance Policy

Suspension & Permanent Exclusion Policy

Governing Body Panels

Outcomes, Performance & Experience Committee

Full Governing Board

Linked Support Staff Service Lines & Responsibilities

SUPPORT FUNCTION	TEAM LEAD / STAFF	SERVICE LINE RESPONSIBILITY
Welfare Team	Community Welfare Leads Community Welfare Assistants	Shared oversight. Attendance tracking, home visits, student counselling coordination, behaviour tracking, link provision monitoring, alternative pathways, school callout system.
IER Team	IER staff	Support the orderly running of the school by consistently supporting the school behaviour policy, supporting students to return to learning, de-escalating those who require support.
Attendance Team	V. Watts (Attendance Officer) Attendance Support Officers x2	Daily registers tracking, telephone triggers, absence code auditing, and localised attendance target analytics
Link team	Link lead	Support the orderly running of the school by supporting those with adapted curriculum, supporting students to return to learning.

Becky Redman

ASSISTANT HEADTEACHER - TEACHING & LEARNING

Reporting Line: Reports directly to the Deputy Headteacher - Inclusive Classroom



Job Purpose: *The Assistant Headteacher for Teaching & Learning, is our pedagogical leader of the school. Your mandate is to ensure that every lesson is underpinned by evidence-informed understanding of how students learn - Our Rednock Way of teaching. You will establish an uncompromising standard of high-quality, adaptive teaching and work with the Assistant Headteacher for Staff Development to ensure teachers possess and maintain expert subject knowledge. You will drive a whole-school approach to quality assurance of teaching practice, retrieval, and assessment.*

Main Duties & Key Deliverables: *Under the direction of the Headteacher you will:*

- Implement and enhance our 'Rednock Way' of Teaching
- Ensure that staff deliver the curriculum effectively across all subjects, year groups and key stages
- Establish an uncompromising standard of high-quality, adaptive teaching
- Ensure that every lesson is underpinned by evidence-informed understanding of how students learn - our Rednock Way of teaching
- Ensure that the curriculum is implemented in line with leaders' intentions and that teachers teach the subject curriculum effectively, focusing on the most important knowledge or concepts, presenting information clearly, checking students' understanding and adapting their teaching appropriately
- Ensure staff know how to identify and remove barriers for their students through effective curriculum design, formative assessment and adapting their practice to meet students' needs
- Support staff to use assessment effectively to inform teaching and learning, and to help students embed key concepts
- Lead the development of the Feedback, Marking and Assessment Policy
- Co-lead middle leaders to ensure subject curriculum is delivered in a way that allows students to transfer key knowledge to long-term memory
- Prioritise effective feedback, retrieval practice and assessment
- Use evidence to inform the school's approach to assessment to help students embed and use knowledge fluently, to check understanding and inform teaching, or to understand different starting points and gaps
- Lead on the Home Learning Policy to support student with knowledge retention and to support good learning habits

Strategic Working Groups, Events & Remits

- Jenner Community Link
- Co-chair the Department Middle Leader group
- HoDs Conference
- Termly Teaching & Learning Newsletter
- Twilight CPD sessions contribution. INSET & CPD contribution
- Oversight of Learning Walks process
- Support whole school Quality assurance programme

Line Managed Departments & Teams

Design Technology

Computing

Literacy

Key Policies to Lead On

Marking , Assessment & Feedback

Home Learning

Teaching & Learning

Governing Body Panels

Outcomes, Performance & Experience Committee

Full Governing Board

Linked Support Staff Service Lines & Responsibilities

SUPPORT FUNCTION	TEAM LEAD / STAFF	SERVICE LINE RESPONSIBILITY
Whole School Literacy	K. Perry-Gough, School Librarian	Accelerated Reader frameworks, learning resource centre management, and tracking literacy recovery cohorts.
DT Technicians	HoD - Katie Nelmes DT technicians x2	DT department maintenance and ordering, raw materials layout, and art studio prep for lessons.

Sally Easton

ASSOCIATE ASSISTANT HEADTEACHER - SENCO

Reporting Line: Reports directly to the Deputy Headteacher - Inclusive Classroom



Job Purpose: The Associate Assistant Headteacher and SENCO, is the lead inclusion and adaptive practice expert of our school. Your mandate is to ensure that every lesson is underpinned by a deep, evidence-informed understanding of Special Educational Needs and Disabilities (SEND) and how diverse learners process information. You will establish an uncompromising standard of high quality, inclusive teaching across all departments, ensuring that teachers possess the expert knowledge and strategy required to remove barriers to learning. Working collaboratively across the senior leadership team, you will drive a unified, whole-school approach to the graduated pathway, curriculum accessibility, and adaptive assessment, ensuring that students with SEND can access, progress through, and thrive within our school.

Main Duties & Key Deliverables: *Under the direction of the Headteacher you will:*

- Ensure that staff have the necessary expertise, confidence and support to adapt behaviour policies and practices appropriately and consistently for students with specific needs
- Ensure staff know how to identify and remove barriers to achievement for their students through effective curriculum design, formative assessment and adapting their practice to meet students' needs
- Ensure that any additional adults in the classroom are deployed to enable all students to access high-quality teaching from their class teacher and to develop students' independence over time
- Oversight of the graduated pathway
- Ensure full compliance with EHCP legal framework
- Coordinate well-chosen, targeted interventions to support those who need additional help in meeting and sustaining the school's high expectations of attendance, behaviour and attitudes to learning.
- Ensure that all students, especially disadvantaged students, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, such as young carers, benefit from high-quality personal development opportunities
- Advise reasonable adjustments or adaptations for students are well targeted, effective in reducing barriers to their learning and/or well-being and focused on students' long-term success rather than short-term fixes
- Ensure all students with SEND have equal access to and participate in interesting and relevant extra-curricular activities
- Ensure that all students with SEND benefit from high-quality careers education opportunities
- Use assessment of students' needs to implement a continuous cycle of planning, actions and review in order to reduce barriers to students' learning

Strategic Working Groups, Events & Remits

- Use assessment of students' needs to implement a continuous cycle of planning, actions and review in order to reduce barriers to students' learning
- Termly SEND Newsletter
- Student Spotlight cases

Line Managed Departments & Teams

SEND & Support Department

teaching Assistants Team

Key Policies to Lead On

Supporting Students with Medical Needs

SEND & Disability

School Accessibility Plan

SEN key data lead

Governing Body Panels

Outcomes, Performance & Experience Committee
Board

Full Governing

Linked Support Staff Service Lines & Responsibilities

SUPPORT FUNCTION	TEAM LEAD / STAFF	SERVICE LINE RESPONSIBILITY
Special Educational Needs Support	Higher Level Teaching Assistants (HLTAs) & Teaching Assistants	Support our students of SEND within the classroom, to attend a school and be successful in the school life.