Executive Distributed Leadership @ XP TRUST

Purpose

To align the Trust's work from top level governance through to staff roles in individual schools. This alignment has our "three dimensional" approach at its core, of academic progress, beautiful work and character growth, for both students, staff and leadership, including governance.

To clarify how we distribute leadership from the Executive Trust to our schools, by centralising operations, or delegating through networks and crews.

This allows us to implement the 'Jellyfish' model of distributed leadership, rather than the 'Hourglass' model

It ensures our governance becomes a vehicle for leadership development, rather than necessitated hierarchical scrutiny.

-

Three dimensional alignment

At the core of our Trust and therefore our schools is the need for us to deliver a three dimensional education, where academic progress is as important as character growth and beautiful work.

What is good enough for our kids is good enough for us, and these three dimensions can be aligned from what we want our students to be, through to what we want our teachers, schools and governance to be.

While we recognise the complexity of education, and the cross-overs which are inevitable when we categorise activities, we talk about 'alignment' rather than a clear taxonomy. Nevertheless, when we simplify our schools with clear lines of accountability, we increase the whole school and whole trust understanding. When more of us understand more about what we do through simplification, we increase the quality and efficiency while reducing the cost.

The three dimensional 'core' alignment

Aligned with Expeditionary Learning, we focus on the delivery of the three dimensions of education:
- Academic Progress
- Beautiful Work
- Character Growth

We align these dimensions throughout our Trust from Governance through to classroom practice to ensure the integrity of our educational model.

SCHOOL DESIGN		
'Learning Leadership'	**'Powerful Knowledge'**	**'A Narrative for Success'**
STUDENT PERSPECTIVE		
Academic Progress 'Head'	**Beautiful Work 'Hand'**	**Character Growth 'Heart'**
GOVERNANCE COMMITTEES		
Performance	**Curriculum**	**Wellbeing**
Quality of Teaching Leadership Development Staff recruitment Information analysis Performance Management	Expeditionary learning Curriculum development Standards mapping Crew Outdoor expeditions Careers	Safeguarding SEN Attendance HoWLs Behaviour Admissions
SUBJECT LEAD		**PHASE LEAD**

Subject Leadership	Curriculum Design	Narrative for Success
Be the 'expert' teacher in the delivery of subject pedagogy	Be the 'expert' teacher in the delivery of expeditionary pedagogy	Ensuring **crew leaders** and **expedition teachers** are…
Support and Challenge the quality of subject instruction, QA, lead and coordinate CPD	Support and Challenge the quality of expeditionary instruction, QA, lead and coordinate CPD	Promoting good behaviours
Ensure effective use of resources, including new technologies, to stimulate learning and progress	Mapping of subject both in expeditions and as a discrete subject	Tracking students with regards to their narrative for success by asking…
Interpret assessment data gathered on students and use it to inform practice	Review mapping and adjust where appropriate	Are our students: 1. Safe 2. Able to engage 3. Attending 4. Working Hard 5. Getting Smart 6. Being Kind 7. Progressing Academically
Identify and promote opportunities for sharing good practice in curriculum instruction and progress across the School	Quality Assure Beautiful Work (quality of workbooks / quality of portfolios / expedition work)	Ensuring appropriate interventions are in place and having an impact
Produce a subject review summary as part of the whole school review process	Review the curriculum	
	Subject statements	
	Curriculum maps	
	Progress maps	
	Standards maps	
	Expedition plans	
	Expedition reviews	

[XP Standards of Leadership](#)

The **XP Standards for Leadership** realign the [National Standards of Excellence for Headteacher](#) under XP's 3 Dimensional approach. They are intended to engage leaders across the Trust, promoting clarification of expectation within their leadership role.

Enabling the three dimensional approach

The two other governance committees of **governance** and **finance & legal**, can be seen as **'enabling'** the three dimensions.

Governance, comms and technology

- Do we have the governance structure to enable the three dimensions?
- Do we have the right people round the table?

- Do we have the right information to make the best decisions?
- Are we using the right tools for the job?

FInance & Legal

- Are we managing our money to achieve best value provision?
- Are we managing our facilities to achieve best values provision?
- Are we fulfilling our statutory obligations?
- Have we identified the risks, and are we mitigating them?

As a Trust, we should **centralise** the enabling functions as much as possible to allow our schools to focus on the three 'core' dimensions.

Jellyfish v Hourglass Model

The 'Hourglass' model of governance

Conventionally, governance is funneled through the Head Teacher. Schemes of delegation clarify the level of decision making, but operational processes are delegated to Heads of School (HoS).

This creates an 'Hourglass' model, where the point of failure is down to one person controlling the flow of information into and out of the school.

Many Multi-Academy Trusts use a process called 'earned autonomy', where if the HoS can prove they are doing well in certain Key Performance Indicators, they are 'left alone'.

Hourglass governance
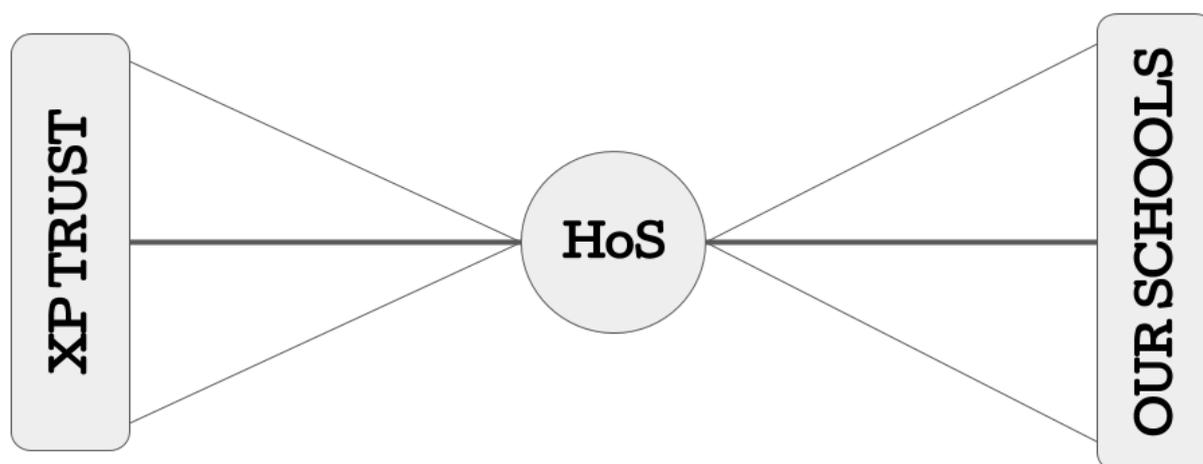
Since XP Trust has created the Executive Team, this model doesn't present itself as being effective or fit for purpose. We would hope that our HoS would not want to be left alone, but that they would want purposeful and impactful engagement with the Trust.

Our HoS want:
- Engagement at different operational levels to distribute and grow leadership
- More capacity to focus on teaching and learning
- Administrative processes to be dealt with centrally with more expertise and efficiency

They still want a voice in these matters, and a strong core engagement in terms of school improvement.

As we have grown the functionality of the Executive Team, we have developed clear lines of accountability through governance, and we should now extend this into our Trust schools to achieve the above points.

The 'Jellyfish' model of executive distributed leadership

In the 'jellyfish' model, each executive officer has a clear line of responsibility through governance, into the strategic leadership of our Trust schools.

This is achieved in a graduated way:
- **Centralised** through a Trust operational team
- Led through Trust-wide **networks** and **crew**
  - **Networks** focus on the **work**
  - **Crews** focus on **relationships**
- **Delegated** to the HoS

As a vehicle for distributing leadership in schools, therefore increasing leadership capacity, networks and crew do not necessarily need to involve HoS, mitigating risk inherent in the hourglass model.

All centralised functionality has either a network or crew to allow voice from HoS, if and when needed.

These networks and crew act as 'information tentacles', reaching into our schools, and internal information and voice reaching into the Trust.

Jellyfish distributed leadership
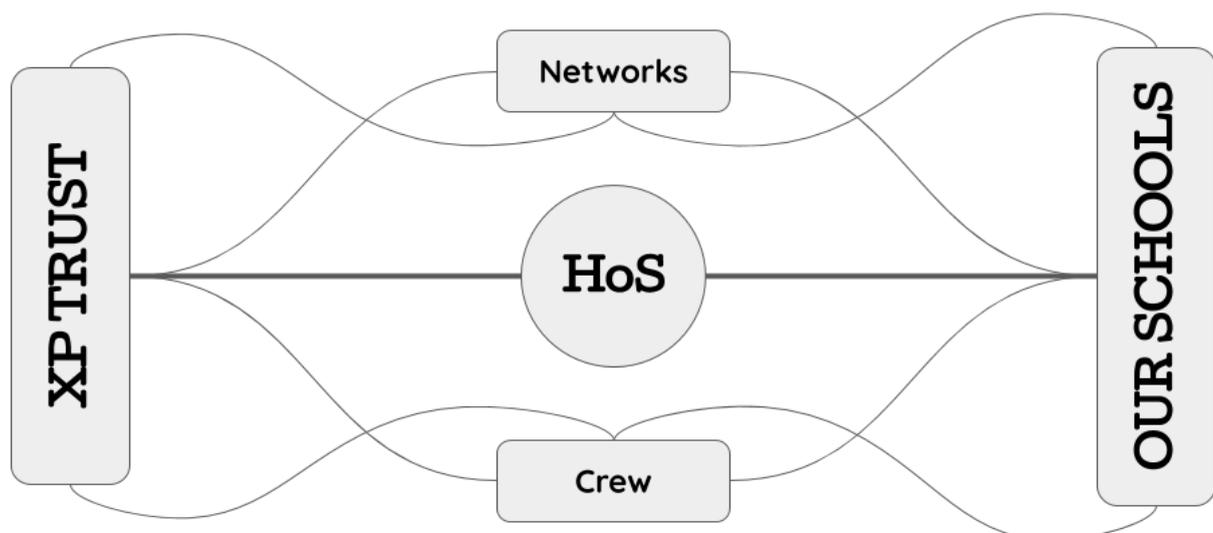
This also allows us to graduate and distribute leadership across the Trust, for instance subject leadership can come from any school into all others, or leadership of SEN can come centrally into each school's SENco, to share:
- Expertise

- Resource
- Innovation

This allows us to maximise executive leadership capacity, and focus on our areas of expertise.

The model will allow us as a Trust to grow organically, scaling up networks and crew, and central capacity within the Trust, while holding the integrity of our individual schools.

While the Governance and Finance & Legal committees ensure fitness for purpose, and enablement respectively through a centralised Trust team, Wellbeing and Curriculum can largely be facilitated through networks and crew, leaving Academic Performance as the core link between the Trust and HoS.
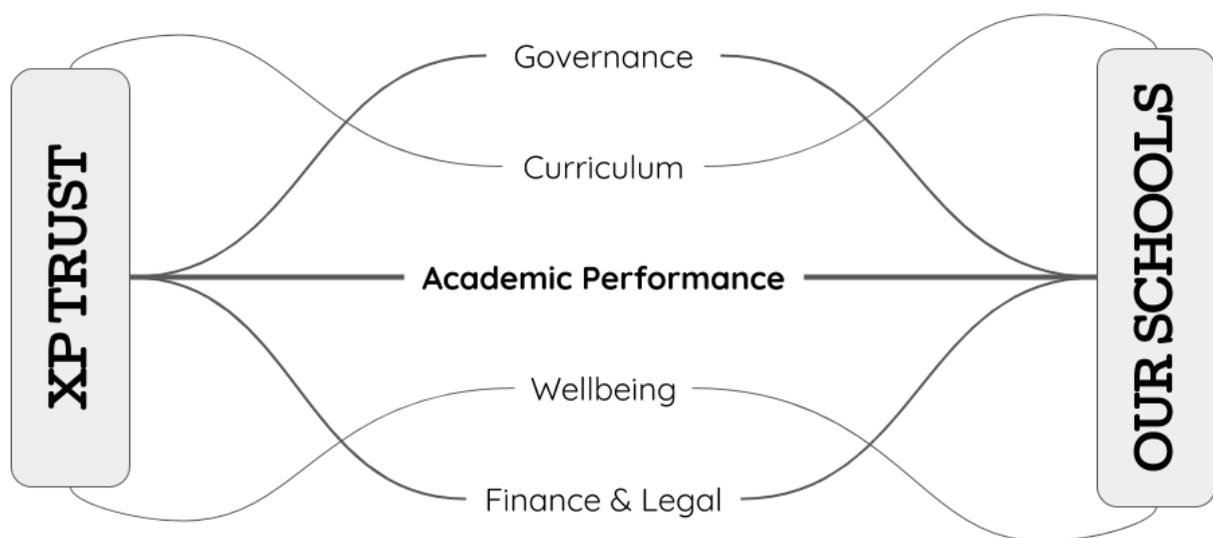
Leadership networks and crew are calendared appropriately to meet needs and responsibilities through the year, lining up through Governance committees and the Executive Team.

This model attains clear leadership lines and responsibilities from schools through to the Board of Directors, keeping our three-dimensional approach at its centre.

Academic performance is kept central with the Executive Principal at Trust level and the HoS, not because of qualification results (which is just as important as beautiful work and character growth), but because of its focus on leadership development and quality of teaching.

In-school roles

Leadership roles within each school:

XP / XPE	GT	PS	NJS	NIS

Leading Role in School	Executive Network	Role in School
Crew Lead Leader	Curriculum	Assistant Head / Assistant Principal
Subject Leaders	Curriculum	Subject Leaders
Expedition Lead	Curriculum	Assistant Head / Assistant Principal
DSL / Wellbeing	Wellbeing	Assistant Head / Assistant Principal
Behaviour / Attendance	Wellbeing	Assistant Head /Assistant Principal
SENDCo	Wellbeing	SENDCo
Instructional Teaching	Performance	Assistant Head / Assistant Principal
Information Analysis	Performance	Assistant Head / Assistant Principal
School Review	Performance	Headteacher / Principal
Students / ITT / NQT	Performance	Assistant Head /Assistant Principal

Executive Leadership organisation chart
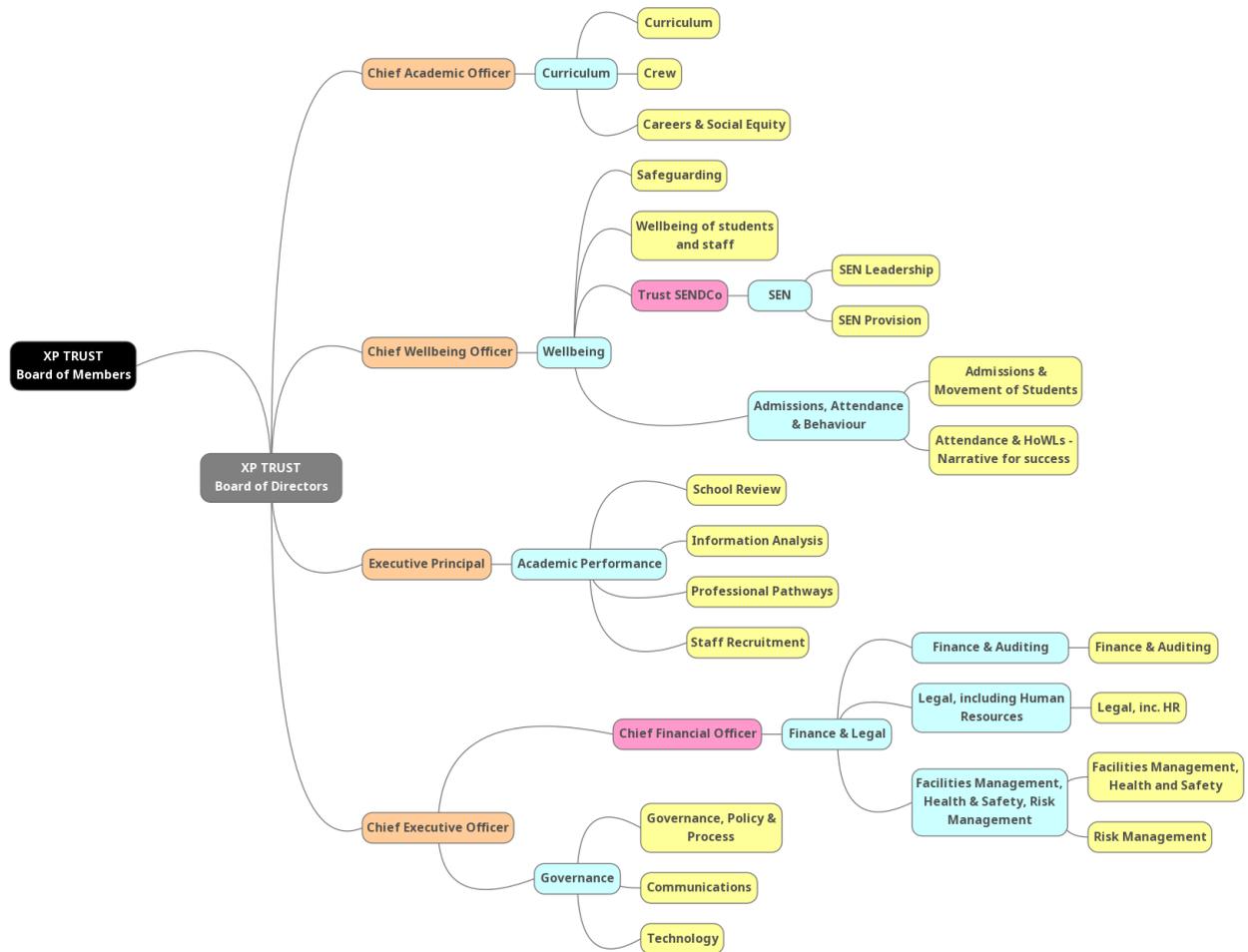
KEY:
BLUE - DIrector Level Committee
YELLOW - Executive Networks
PINK - Trust Leadership

https://atlas.mindmup.com/xptrust.org/xp_leadership/index.html

Academic Performance

- School Review
- Information Analysis
- Professional Pathways
- Staff Recruitment

Committee(s)

- **Academic Performance**
  - Executive Lead - NBU
  - Director Lead - JSH
  - Members - HoS
  - https://sites.google.com/xpschool.org/governanceatxp/committees/performance

Centralised Trust

- **Marketing for Staff Recruitment**
  - **NBU**, Comms Crew
  - Review January every year
  - + bespoke response to needs
  - HoS to use Comms Crew to centrally advertise for staff recruitment

- **Academic Information Analysis**
  - **NBU**, TBL
  - HoS to ensure appropriate information is available for central collation and distribution

Network(s)

- **School Review**
  - **NBU**, Headteacher/Principal + others invited
  - Each school will present their Annual School Review during their *School Led Conference.* The SLC will bring in evidence from the Trust as well as Learning Reviews from the Trust Internally and from an external Learning Review days
  - School 6 weeks plan will be the engine for driving School Improvement
    - Ofsted readiness

- **Subject Leadership**
  - **NBU**, Subject Leaders, Instruction Lead
  - Engage Subject Leaders on the quality of instruction, use of data to improve practice, subject reviews
  - Frequency of network to be confirmed based on need and subject

- **Academic Information Analysis**

- ○ **NBU**, Headteacher/Principal + others invited
  - ○ 3 times a year

- ● **Professional Pathways**
  - ○ **NBU**, Headteacher/Principal + others invited
  - ○ Frequency: 3 times a year
    - ■ Quality of Teaching
    - ■ Leadership Development
    - ■ Performance management
    - ■ Staffing needs
    - ■ ITT / NQT

Crew(s)

- ● **Leadership Crew**
  - ○ **NBU**, Headteacher/Principal
  - ○ Whole Crew, once a week via Google Hangout
  - ○ One to one school visit, once a month
  - ○ Exec to visit schools on a rota every Monday morning
  - ○ Intention Sharing Days - 5 times a year where the Exec share and ask for critique from Heads about the future planned work

Wellbeing

- Admissions & movement of students
- Safeguarding
- Attendance & Behaviour (HoWLs)
- SEN provision
- Wellbeing of students and staff

Committees

- **Safeguarding, admissions, attendance and behaviour**
  - Executive Lead - GST
  - Director Lead - SBI
  - Members - DSLs
  - https://sites.google.com/xpschool.org/governanceatxp/committees/wellbeing

- **SEN & Wellbeing**
  - Executive Lead - GST
  - Director Lead - DDI
  - Members - KBT
  - https://sites.google.com/xpschool.org/governanceatxp/committees/wellbeing

Centralised Trust

- **Pastoral Information Analysis**

  - **GST**, TBL
  - Headteacher/Principal to ensure appropriate information is available for central collation and distribution

Network meetings

- **Admissions & movement of students**
  - GST, TBL
  - Formal Membership: All Headteacher/Principals or their Business Manager as appropriately delegated
    - 3 x reviews; September intake, March allocations and June transition points
  - Informal Membership: All Headteachers / Principals or their Business Manager as appropriately delegated
    - Attendance at Local Authority panels, appeals, in-year fair access.

- **Safeguarding**
  - Membership: All DSL's and DDSL's in each school
  - Every Term (8 weeks)

- **Attendance & Behaviour (HoWLs)**
  - Membership: All Headteachers / Principals or Business managers as delegated within each school
  - Every Term (8 weeks)

- **SEN Leadership**
  - Membership: GST, KBT, DDI and Designated SENDCo in each school
    - 3 times a year

- **SEN provision**
  - Membership; Open to all staff working closely on the SEN provision within their schools.
  - Sendco network meets twice per month for sharing good practice and professional development

- **Wellbeing of students and staff**
  - Membership: HWB nominated senior responsibility in each school, or DSL. All Heads of School / Principals
  - 3 times a year

Crew check ins

Safeguarding and wellbeing:
- GST, KBT, Sharon Payne, DSLs
- Termly (8 weeks)

SEN:
- GST, KBT
- Fortnightly

Attendance, Admissions and HOWLs
- GST, TBL and NBU
- Once a month

Curriculum

- Curriculum
- Crew
- Careers & Social Equity

Centralised Trust

ASP - **Core Practices and Protocols** to be codified across the Trust for both Learning Expeditions and Crew. Digital resources accessible across Trust so can be reviewed/updated. This will include:

- Resources e.g. Expedition guides, developing online activities, website design
- Protocols e.g. Crew Leader expectations, Jeff's/Toby's Law, use of experts, fieldwork protocols
- Structures e.g. Student-Led Conferences, Passage Presentations, Presentations of Learning

This work can also be published by Comms Crew so that we can support other schools outside of the Trust.

Network meetings

- **Curriculum**
  - Membership: ASP, Expedition Leads
  - 3 times a year
    - Expedition design
    - Creating school specific action plans

  - Membership: ASP, Subject Leads
  - 2 times a year
    - Curriculum Design including: Curriculum/Standards/Progress Mapping
    - Moderation/standardisation
    - Creating subject action plans

- **Crew**
  - Membership: ASP, Crew leads
  - 3 times a year
    - Crew Leader expectations
    - Crew Pedagogy and curriculum

- **Careers & Social Equity**
  - ASP, JPO, GST, DGR, GAP, APs, Phase Leads
  - 3 times a year
    - What do I enjoy? Who do I want to become? Where do I want to go?
    - Strengthening of equity of opportunity across the Trust

Crew check ins

Expedition Leads
- ASP, Expedition Leads from across the Trust (Primary and Secondary)
- Once a month one to one with ASP

Subject Leads
- ASP, Subject Leads from across the Trust (Primary and Secondary)
- Once a month one to one with ASP

Careers and Social Equity
- ASP, Career Leads
- Termly check-in with each school

Governance

- Governance, Policy & Process
- Communications
- Technology

Centralised Trust

- **Governance, Policy & Process**
    - **GAP**, JMO, CBL
    - Once a week
        - Calendar
        - Agendas
        - Meetings
        - Induction / Training

- **Communications**
    - **MHE**, REL, GHE, JMO, GAP, SBR
    - Once a week
        - See Comms Crew operations map

- **Technology**
    - **GAP**, SBR, EJO + MJO
    - Once a week
        - Cloud services
        - Internet
        - Telephony
        - Device management
        - Printing

Network meetings

- **Governance, Policy & Process**
    - **GAP**, Exec, HoS
    - 3 times a year
        - Updates to governance, policy and process
        - Changes we all need to know about
        - Accountability for updating policy

- **Communications & Technology Network**
    - **GAP**, Comms Crew, Comms & Tech Leads from each school
    - Termly, Tuesday am
    - Rota for hosting, coordinated by Comms Crew

Crew check ins

- **Communications**
  - MHE - Facilitated by Comms Crew with Comms Lead in each school
  - Every 4 weeks

- **Technology**
  - EJO - Facilitated by Tech Crew with Tech Lead in each school
  - Every 4 weeks

Finance & Legal

- Finance & Auditing
- Legal, inc. HR
- Facilities Management, Health & Safety
- Risk Management

Centralised Trust

- **Finance, Auditing, Legal**
  - **CBL**, GAP
  - Once a week

- **Facilities Management, Health & Safety**
  - **CBL**, MJO, GAP
  - Once a week

- **Risk Management**
  - **CBL**, MJO, GAP
  - Annual review

Network meetings

- **Business Manager Network**
  - **CBL**, MJO, BMs
  - As and when work is needed to be done
  - Determined through weekly crew
    - Covers all the above

Crew check ins

- **Business Manager Crew**
  - **CBL**, MJO, BMs
  - Weekly hangouts
    - Covers all the above

Local Governance Committees (LGCs)

Purpose

1. To provide localised support and challenge for the HoS.
2. To provide leadership development for HoS and APs across the Trust

Terms of reference

The LGC will provide support and challenge around the three dimensions of XP:
- **Curriculum** (Beautiful Work)
- **Wellbeing** (Character Growth)
- **Performance** (Academic Progress)

Each LGC will focus on the Key Performance Indicators for their school improvement as identified by the Trust

They will:
- Ratify policies at school level
- Deal locally with complaints as per the Trust policy
- Be involved in the Performance Management, as identified by the Exec.

Membership

The membership of LGCs will be a **minimum** of:
- Six members (+ invited guests when appropriate) consisting of:
  - The HoS
  - A governor for each dimension with at least two parent governors
  - Two Trust staff members at Assistant Principal level
  - One Chair, (to be decided by the LGC and Exec Crew)

Other people can be invited to the meetings at the discretion of the HoS and Exec.

Frequency

The LGCs should meet three times a year in Autumn, Spring & Summer, as calendared by the Trust

The calendar of meetings should as best fit, meet in the order of LGC, DLC, BoD, TRUST to enable issues to be raised sequentially.

The LGCs should meet during the school day, to enable Governors to see the school, and have face to face engagement.

The timings should be 8am or 3pm and last no longer than two hours.

Agenda

The meetings should adhere to the [protocols for professional meetings](#), and the agenda should be published using the Trust meetings template.

The agenda should include:
- News from the Trust
- Review of school KPIs
- Questions for the Trust

Policies

- Admissions arrangements
- Curriculum information
- Behaviour in schools including Exclusions (could this be Trust?)
- Pupil Premium and Year 7 Catch Up reports
- PE & Sports Premium reports
- SEND Local Offer
- Careers programme information
- Early Years Foundation Stage - to become Trust (CSA sorting)

…and all Trust wide policies that need localised context.

Local Scheme of Delegation

Appointing Staff
- TAs / LCs - SLT
- Teachers - SLT / ELT
- In-School Leaders - SLT / ELT
- Head of School - ELT / Directors

Ratifying Policy
- School List - LGC / SLT / ELT
- Trust List - ELT / Directors

Appraisals
- School staff - SLT / ELT

Capability
- School staff - SLT / ELT

Complaints
- Formal - LGC
- Appeals - Directors

Local Governing Committee Window 1

Agenda

1. Apologies
2. Declarations of Business / Personal Interest
3. Any urgent action taken by chair / vice chair since last meeting
4. [News from the Trust](#)
5. KPIs
6. **Policy Review** - Admissions arrangements / Register of pupils' admission to school and attendance / School information published on a website
7. [Questions / Issues to Raise for the Trust](#)

Local Governing Committee Window 2

Agenda

1. Apologies
2. Declarations of Business / Personal Interest
3. Any urgent action taken by chair / vice chair since last meeting
4. News from the Trust
5. KPIs
6. **Policy Review** - Single central record of recruitment and vetting checks / Accessibility plan / Premises management documents
7. Questions / Issues to Raise for the Trust

Local Governing Committee Window 3

Agenda

1. Apologies
2. Declarations of Business / Personal Interest
3. Any urgent action taken by chair / vice chair since last meeting
4. News from the Trust
5. KPIs
6. **Policy Review** - Early years foundation stage / Behaviour in schools
7. Questions / Issues to Raise for the Trust