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Ambition | Compassion | Integrity



Primary Staffing Standard

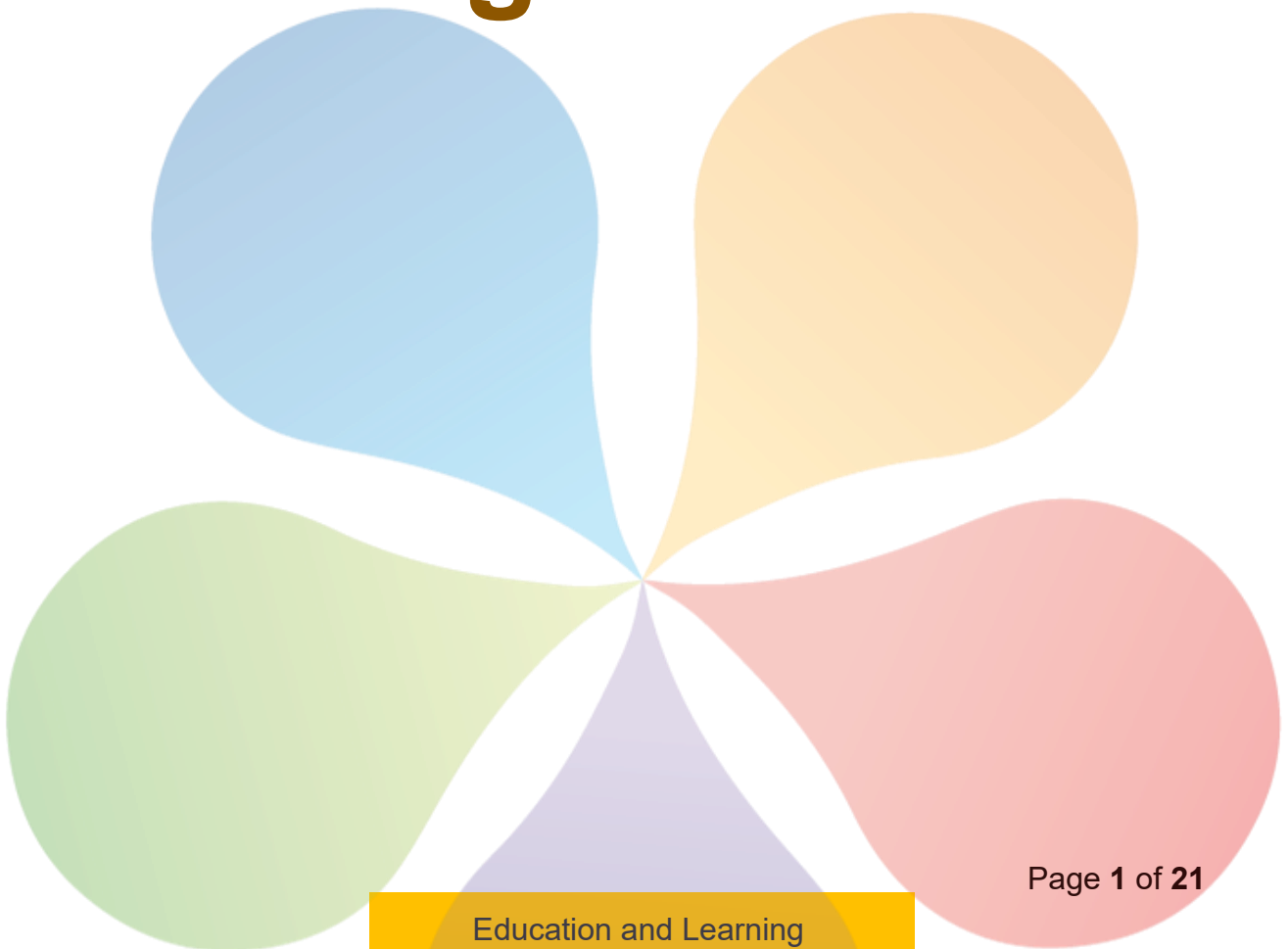




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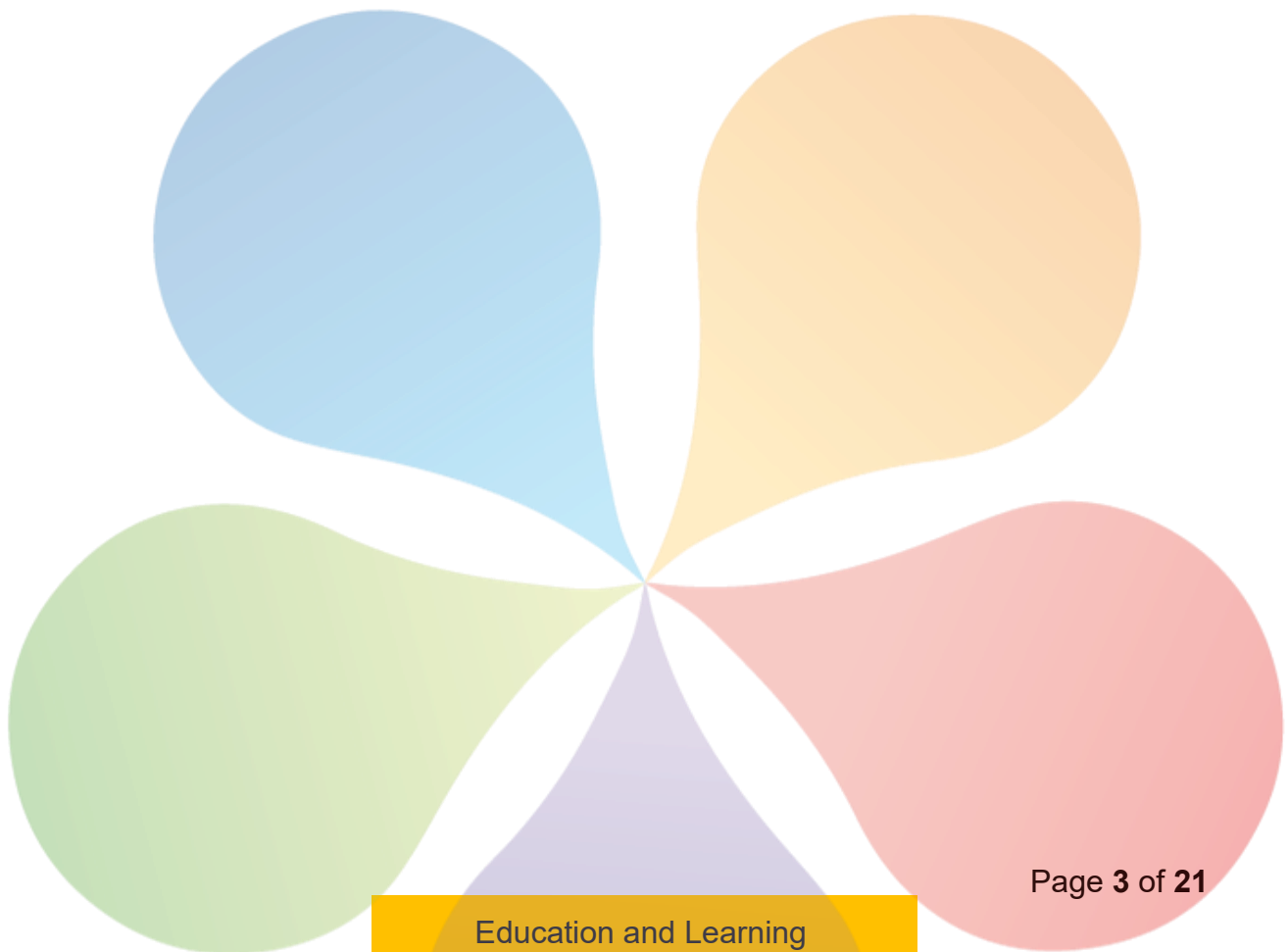


Introduction

This Primary Staffing Standard was designed to ensure equitable and fair allocation of staffing across Perth and Kinross primary schools. The allocation for social economic factors will be reviewed every three years. The staffing allocations for schools will be reviewed annually in line with the latest census figures and future projections over 3 year period. This standard is part of the Perth and Kinross Council Devolved School Management Scheme.

The Primary Staffing Standard model ensures:

- Fair, equitable and predictable allocation of teachers to schools.
- Due regard to socio-economic factors, teaching allocations are reflective of individual school circumstances.
- Management time relates directly to the number of classes, teaching FTE and size of attached ELC.
- Teaching allocations to all schools which are transparent and predictable.
- RCCT allocations are clear.
- Dedicated management time is given for ELC settings.





Primary School Teaching Staffing Standard

The teaching staffing standard is built in the following way reflecting the different size and makeup of Primary schools across Perth and Kinross Council.

Number of agreed classes with Reduced Class Contact Time
and baseline Management Allocations

+

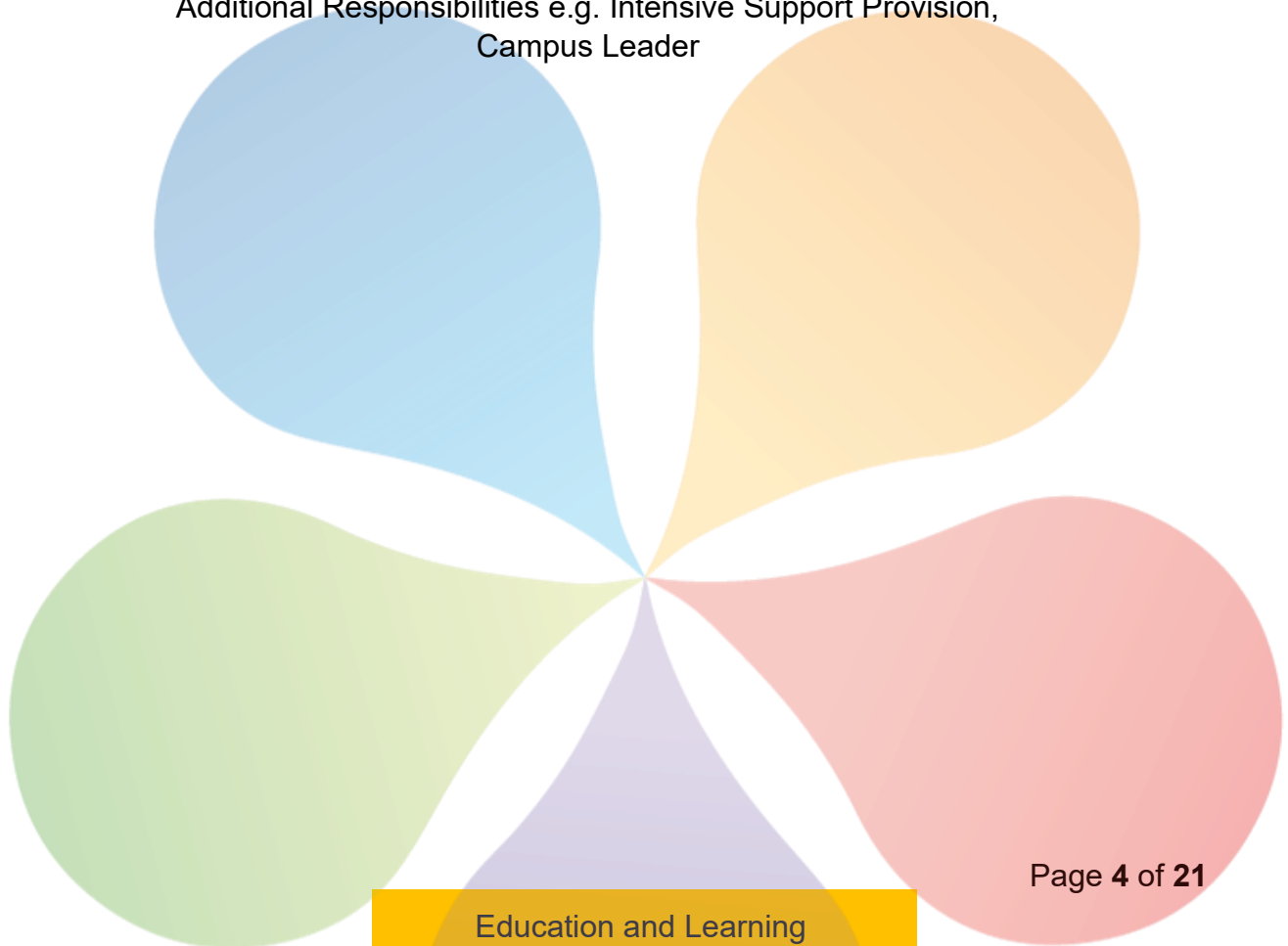
Nursery Management allocation

+

Socio Economic factors allocation

+

Additional Responsibilities e.g. Intensive Support Provision,
Campus Leader





Primary Promoted Structure

The composition of the primary promoted structure will be based on total school roll (Nursery and Primary) except where the nursery is classed as an Early Learning and Childcare Centre (ELCC). Promoted structure for schools with an ELCC will be determined by Primary roll only. A separate management allocation of 1 FTE Centre Leader will be allocated to the ELCC.

| Primary and Nursery Roll (Except ELCC) | Headteacher | Depute Headteacher | Principal Teacher |
|--|-------------|--------------------|-------------------|
| Roll Under 50 | 1 | - | - |
| Roll 50-190 | 1 | - | 1 |
| Roll 191-300 | 1 | 1 | - |
| Roll 301-500 | 1 | 2 | - |
| Roll 501 onwards | 1 | 3 | - |

The table allocation is fixed and cannot be varied. The roles of Headteacher, Depute Headteacher (DHT) and Principal Teacher (PT) are set out in in Part 2 Section 2 of the SNCT Handbook. As per section 2.13, where a class teaching commitment is included in the remit of a headteacher or depute headteacher, its extent will be determined by the Council based on an assessment of the management content of the post. Some exemplars of remits for Deputes and PT's can be found in the annex of this document.



Number of agreed classes with Reduced Class Contact Time (RCCT) and baseline Management Allocation

The number of classes will be based on an optimised class configuration to ensure efficient allocation of class teachers. Any differentiation from this will be in exceptional circumstances through early discussions with the Service Manager (Primary), e.g. relating to changes in the school estate, school roll or staffing. Final allocations will be agreed at the annual staffing exercise. RCCT will be added for each class teacher as part of this baseline. Management time will be allocated based on the number of classes agreed with FTE for each additional class.

| Agreed Number of Classes | Class Teacher with RCCT FTE | Management Time FTE | Total FTE |
|--------------------------|-----------------------------|---------------------|-----------|
| 1 | 1.11 | 0.30 | 1.41 |
| 2 | 2.22 | 0.45 | 2.67 |
| 3 | 3.33 | 0.60 | 3.93 |
| 4 | 4.44 | 0.75 | 5.19 |
| 5 | 5.56 | 0.90 | 6.46 |
| 6 | 6.67 | 1.05 | 7.72 |
| 7 | 7.78 | 1.20 | 8.98 |
| 8 | 8.89 | 1.35 | 10.24 |
| 9 | 10.00 | 1.50 | 11.50 |
| 10 | 11.11 | 1.65 | 12.76 |
| 11 | 12.22 | 1.80 | 14.02 |
| 12 | 13.33 | 1.95 | 15.28 |
| 13 | 14.44 | 2.10 | 16.54 |
| 14 | 15.56 | 2.20 | 17.76 |
| 15 | 16.67 | 2.30 | 18.97 |
| 16 | 17.78 | 2.40 | 20.18 |
| 17 | 18.89 | 2.50 | 21.39 |
| 18 | 20.00 | 2.60 | 22.60 |



Nursery Management Allocation

Management time will be allocated based on the number of nursery places offered as at April each year. This is in addition to the baseline per class management allocation.

| | Nursery Setting | Management allocation FTE |
|----------------------------|-----------------|---------------------------|
| | ELCC | 0.05 |
| Places offered as at April | >100 | 0.50 |
| | 60 - 99 | 0.40 |
| | 40 - 59 | 0.30 |
| | 25 - 39 | 0.20 |
| | 9 - 24 | 0.15 |
| | 8 | 0.10 |

Socio Economic Factors

Additional FTE allocations are based on a percentage of clothing and footwear grant (CFG) registration as a proportion of primary population over the previous 3 academic years. The allocation will be calculated every 3 academic years and remain in place for 3 years. Adjustments may be required within that period based on affordability. The threshold for application of socio-economic factors will be 10% of Primary school population.

| | | |
|---|------|---------------------------------|
| Average CFG registration as proportion of total primary population over previous 3 academic years | >10% | No of CFG pupils X 0.00375 FTE* |
| | >20% | No of CFG pupils X 0.0075 FTE* |

*allocation is rounded 2 decimal places. Formula is subject to change based on affordability.



Additional Responsibilities

| Management Allocation | |
|-----------------------------|----------|
| Intensive Support Provision | 0.05 FTE |
| Campus Leader | 0.05 FTE |

Staffing and management of Intensive Support Provisions are allocated separately. Principal Teachers of Intensive Support Provisions are not covered by the standard.

Worked Examples

Example 1: Primary school with primary roll of 370, 72 place Nursery (not ELCC) and Intensive Support Provision. Clothing and Footwear Grant registration average over previous 3 years is 50.

Agreed number of primary classes is 15.

Promoted Structure based on Primary + Nursery total roll of 442

1 Headteacher

2 Depute Headteachers

Teaching Allocations

| | | FTE |
|-----------------------------|------------|--------------|
| Class Teacher | 15 Classes | 16.67 |
| Management Allocation | | 2.30 |
| Nursery Allocation | 72 places | 0.40 |
| Socio Economic Factors * | See below | 0.19 |
| Intensive Support Provision | Yes | 0.05 |
| TOTAL FTE | | 19.61 |

| Socio Economic Allocation calculation * | |
|--|-------------------------------|
| Primary roll | 370 |
| CFG | 50 |
| CFG as proportion of Primary Roll | 13.51% |
| Formula | = no of CFG reg x 0.00375 FTE |
| Allocation FTE (rounded to 2 decimal places) | 0.19 |



Example 2: Primary school with primary roll of 255 and 48 place Nursery (ELCC). Clothing and Footwear Grant registration average over previous 3 years is 60.

Agreed number of primary classes is 10.

Promoted Structure based on Primary roll of 255 (48 nursery roll not included as it is an ELCC)

1 Headteacher

1 Depute Headteacher

Teaching Allocations

| | | FTE |
|-----------------------------|------------|--------------|
| Class Teacher | 10 Classes | 12.76 |
| Management Allocation | | 1.65 |
| Nursery Allocation | ELCC | 0.05 |
| Socio Economic Factors * | See below | 0.45 |
| Intensive Support Provision | No | 0.00 |
| TOTAL FTE | | 14.91 |

| Socio Economic Allocation calculation * | |
|--|------------------------------|
| Primary roll | 255 |
| CFG | 60 |
| CFG as proportion of Primary Roll | 23.50% |
| Formula | = no of CFG reg x 0.0075 FTE |
| Allocation FTE (rounded to 2 decimal places) | 0.45 |



Shared Headship

Allocated management time will be based on the number of classes and size of Nursery for each school. If required, additional management time will be added to ensure Headteachers are non-class committed across the 2 schools and Principal Teachers have the minimum management time for the combined roll.

A Principal teacher will be allocated between the 2 schools. Non class contact management time allocation will be based on combined roll of both schools.

| Combined Roll | PT MGT | FTE* |
|---------------|---------|------|
| 50-80 | 3.5 hrs | 0.14 |
| 81-130 | 4.5 hrs | 0.18 |

* RCCT is included in class allocation

Class teachers will be allocated based on number of classes + RCCT.

Other Considerations

Flexibility

Within the structure, Headteachers have the flexibility to adjust the dedicated management time of their promoted staff.

Principal Teacher management time should be a minimum of:

| Roll | PT Management Time |
|---------|--------------------|
| 50-80 | 3.5 hours |
| 81-130 | 4.5 hours |
| 131-190 | 5.25 hours |

Depute Headteachers should have dedicated management time. It is recommended that this should be a minimum of 0.3 FTE.



The Headteacher can decide how to distribute teaching allocation and management time between the members of the Senior Leadership Team, within the recommended minimums. For example, a school with 2 DHTs and 1.0 FTE management time could choose to split this as 0.5 FTE management time for each DHT or 0.3 FTE for one DHT and 0.7 FTE DHT for the other. This will be agreed in negotiation with the staff concerned and based on the needs of the school. There should be an equity of class time shared across DHTs to gain full development of the role. Please refer to the Annex of exemplar remits.

Where schools qualify for additional management time which exceeds their management allocation, consideration can be given to creating additional management posts within the staffing budgeted costs. All additional management time is costed on main grade scale so FTE may be required to be adjusted for promoted posts. Discussions must take place with central staff (Service Manager / Quality Improvement Officer / Human Resources / Finance) as part of any considerations before final decisions can be made by the Strategic Lead for Education and Learning.

Potential options include:

1. Providing development opportunities for staff on the main grade teacher scale relating to management tasks (e.g. undertake aspects of development work, lead an area of self-evaluation, lead a curricular area).
2. Convert time to part time PT role for a fixed term period to undertake a specific project or tasks to support the school.

Probationer Teachers

All schools must consider taking a probationer teacher each year and as part of the staffing exercise any vacancies should be reviewed and if required to be recruited as fixed term in the interim.

As a guide, those schools with 6 classes or more should take at least 1.00 FTE every year.

Schools with probationers filling a 1 FTE vacancy will require 0.2 FTE to cover for the probationer central days and 0.1 FTE to release a mentor to support them.



Where a full vacancy does not exist and additional Probationers are required to meet the Scottish Government minimum threshold for Probationers, a full time Probationer may be allocated to fill the part time vacancy. This will result in additionality within the school. Any vacancy arising throughout the academic session will be reduced to remove this additionality and bring the school's allocated teaching FTE in line with the Staffing Standard for the school. Allocations are made at the Service Manager's discretion.

Primary School Single Status Staffing Standard

The Primary Staffing Standard for Single Status Staff is shown below:

Primary School Support Assistants

Primary School Support Assistant is a GE2 term time role. School rolls include number of nursery places offered as at April each academic year.

School Roll up to 109 pupils

| School Roll | Total Hours |
|-------------|-------------|
| 0-19 | 15.00 |
| 20-49 | 25.00 |
| 50-109 | 35.00 |

School Roll 110 pupils and above

| School Roll | Total Hours |
|-------------|-------------|
| 110-139 | 57.50 |
| 140-169 | 60.00 |
| 170-199 | 65.00 |
| 200-299 | 67.50 |
| 300-399 | 75.50 |
| 400-499 | 79.50 |
| 500+ | 82.00 |

Lunchtime Supervision allocation

| School Roll | Total Hours |
|-------------|-------------|
| Up to 100 | 6.00 |
| 100 to 200 | 12.00 |
| Over 200 | 18.00 |

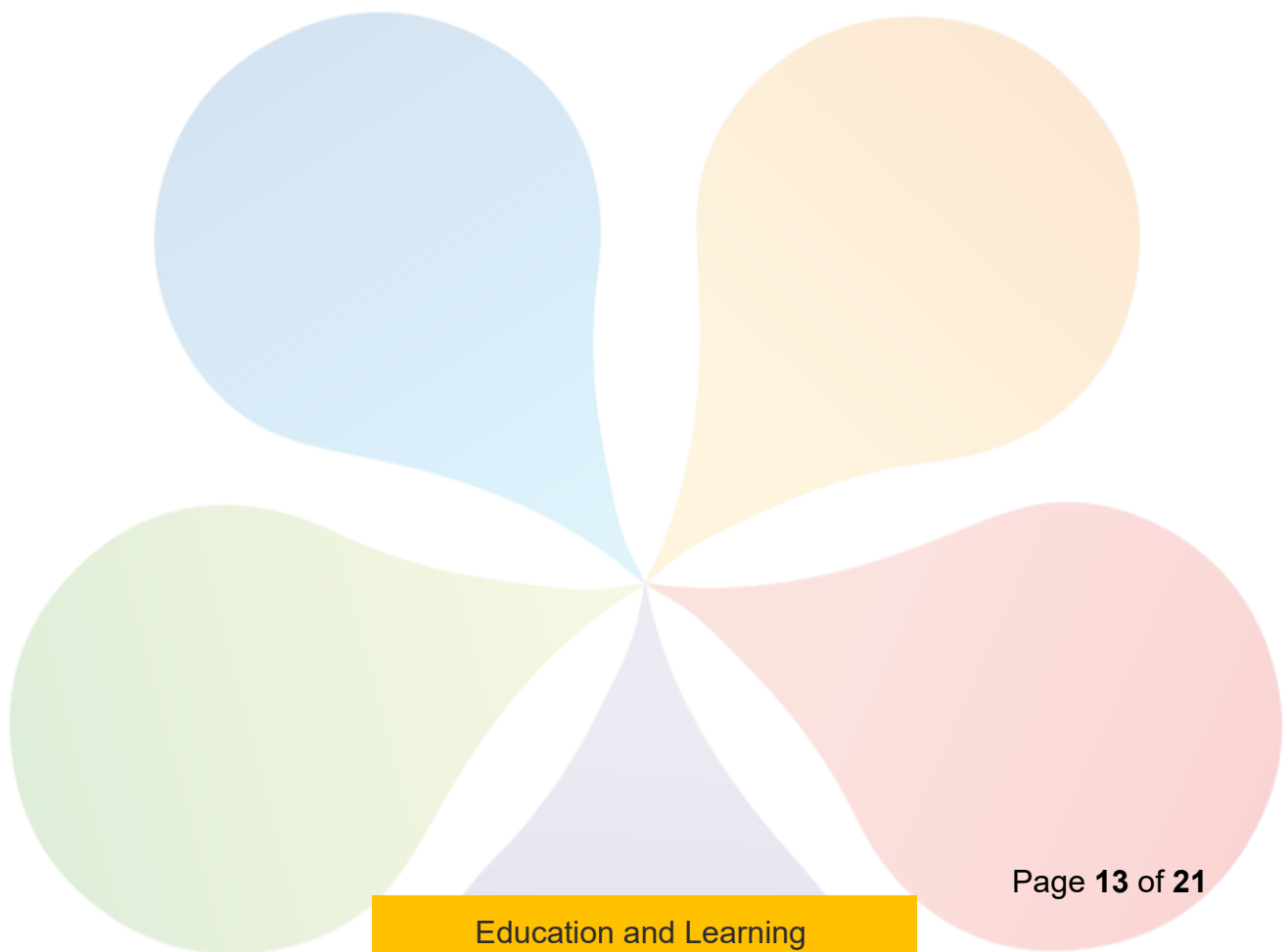


With the greater emphasis on wellbeing, health and nutrition parallel to the introduction of Universal Free Primary School Meals and the increased numbers likely to now take a school meal, it is crucial to recognise the importance of this function and to ensure staff hours allocated to this are adequate and focused on the supervision of lunches in dining halls and not as supplements for normal playground supervision duties.

Primary School Support Workers

Primary School Support Worker is a GE3 term time role. Allocations below are classroom based and calculated on Primary pupil rolls only. Maximum contracted hours are 27.5hrs.

| School Roll | Total Hours |
|-------------|-------------|
| 0-39 | 15.00 |
| 40-249 | 27.50 |
| 250+ | 55.00 |





Exemplar ANNEX

Multi Depute Headteacher – Primary

Depute Headteacher Teachers (DHTs) will work alongside the Headteacher in the development and delivery of high-quality learning experiences planned to meet the needs of all pupils. DHTs will also be expected to be actively involved in quality assurance measures to plan, develop and monitor the work of the school in implementing local and national policies and objectives. DHTs will have some responsibility for both promoted and unpromoted teaching staff and non-teaching staff in school. How this is configured is up to the School Leadership Team.

Main Accountabilities as Depute Headteacher

- To assist, advise and participate as a full member of the Senior Management Team to develop policy and strategy.
- To demonstrate a commitment to raising attainment and closing the poverty related gap.
- To support the effective leadership and management of ASN procedures, including leading Child's Plan Meetings.
- To contribute to the overall planning and monitoring of school improvement.
- To manage and develop aspects of the school curriculum.
- To promote the continuing professional development of all staff and ensure that all staff are reviewed annually.
- To support the development of teaching and support staff to ensure the provision of high-quality learning experiences for all pupils.
- To work in partnership with parents/carers, other professionals, agencies and schools.
- The postholder may be required to perform duties other than those given in the job profile for the post. The duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility entailed.

All DHTS remits will include responsibility for activities such as:

- communications and links with parents/carers for their pastoral groups,
- delivering parental information sessions for all parents across the school e.g., self-regulation workshops, digital workshops, transition events,
- ensuring that working with and leading colleagues is part of their roles,
- leading collegiate and inset opportunities,
- linking with Pupil Support and staff delivering RCCT across the whole school,
- overseeing own groups of staff for planning and delivering learning and
- monitoring classes across the whole school not just their own departments.

Where there is an element of class teaching this will be shared equally across the deputies or allocated year on year as part of the staffing exercise.

Specific Remit



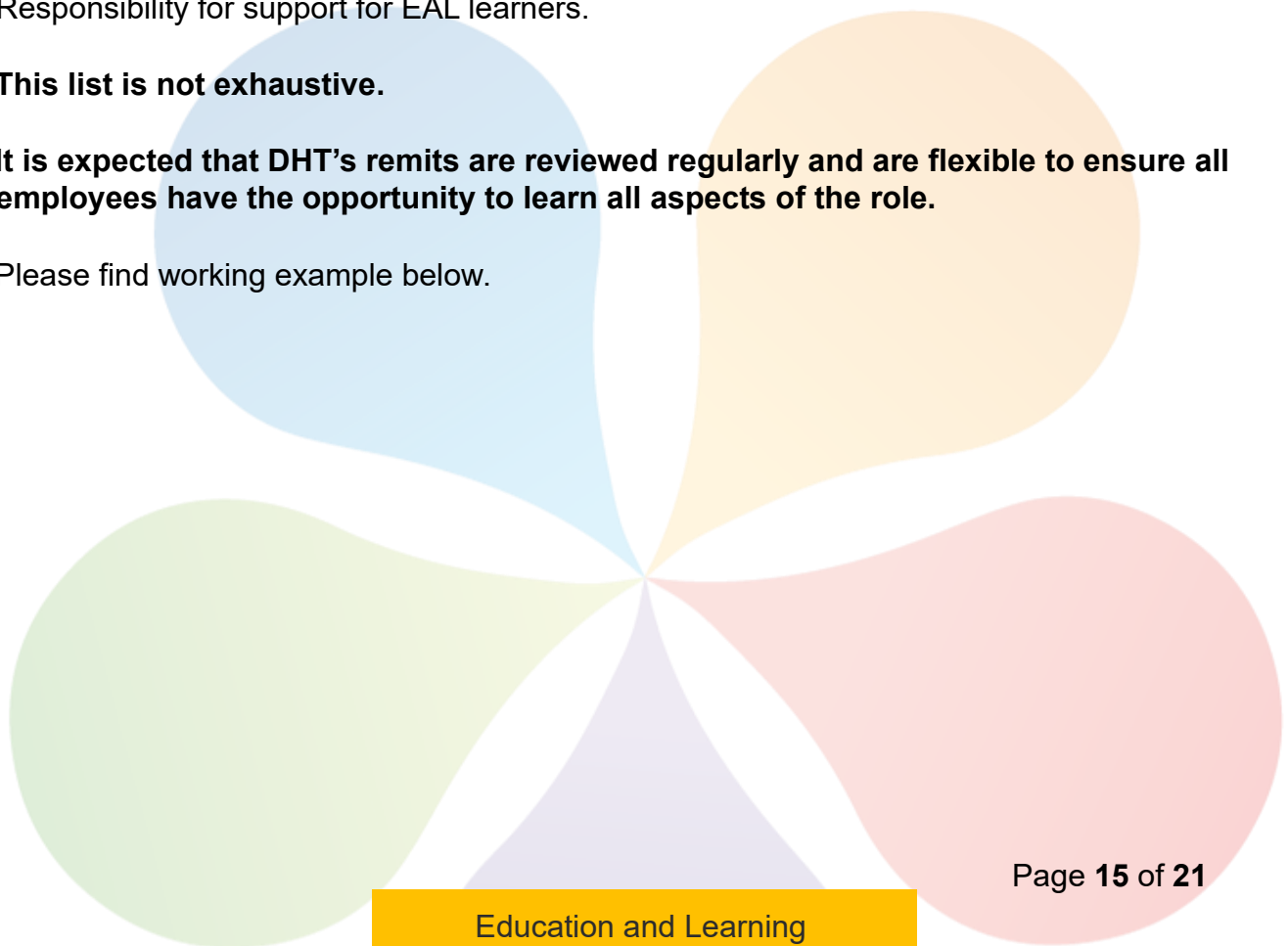
The specific remit of a Multi Depute Headteacher may include:

- Lead for Year Groups and/or Specialist sections of the school e.g., Primary 1 and 2, nursery, primary 3 and 4, primary 5, 6 and 7. **Or** lower school and upper school;
- Child Protection Officers for all children in school and links to partners e.g., health, social work etc;
- Behaviour Management including pastoral responsibilities and communications with parents;
- Each DHT will have responsibility for different curricular areas which is shared equitably across all curricular areas e.g., ICT, Expressive Arts, Health and Wellbeing, wider achievement, Numeracy, timetabling. They are all responsible for supporting staff in implementing plans and assessments linked with current school policies and transitions;
- Lead aspects within the Quality Improvement Plan to take forward key priorities;
- Support effective self-evaluation and quality assurance processes;
- Monitor pupil attendance;
- Support the development of wider achievements for pupils through Global Citizenship, Eco schools, Outdoor Learning;
- Lead the organisation of afterschool clubs;
- Encourage pupil voice, demonstrating a commitment to listening to the views, wishes and experiences of children and young people; and
- Responsibility for support for EAL learners.

This list is not exhaustive.

It is expected that DHT's remits are reviewed regularly and are flexible to ensure all employees have the opportunity to learn all aspects of the role.

Please find working example below.

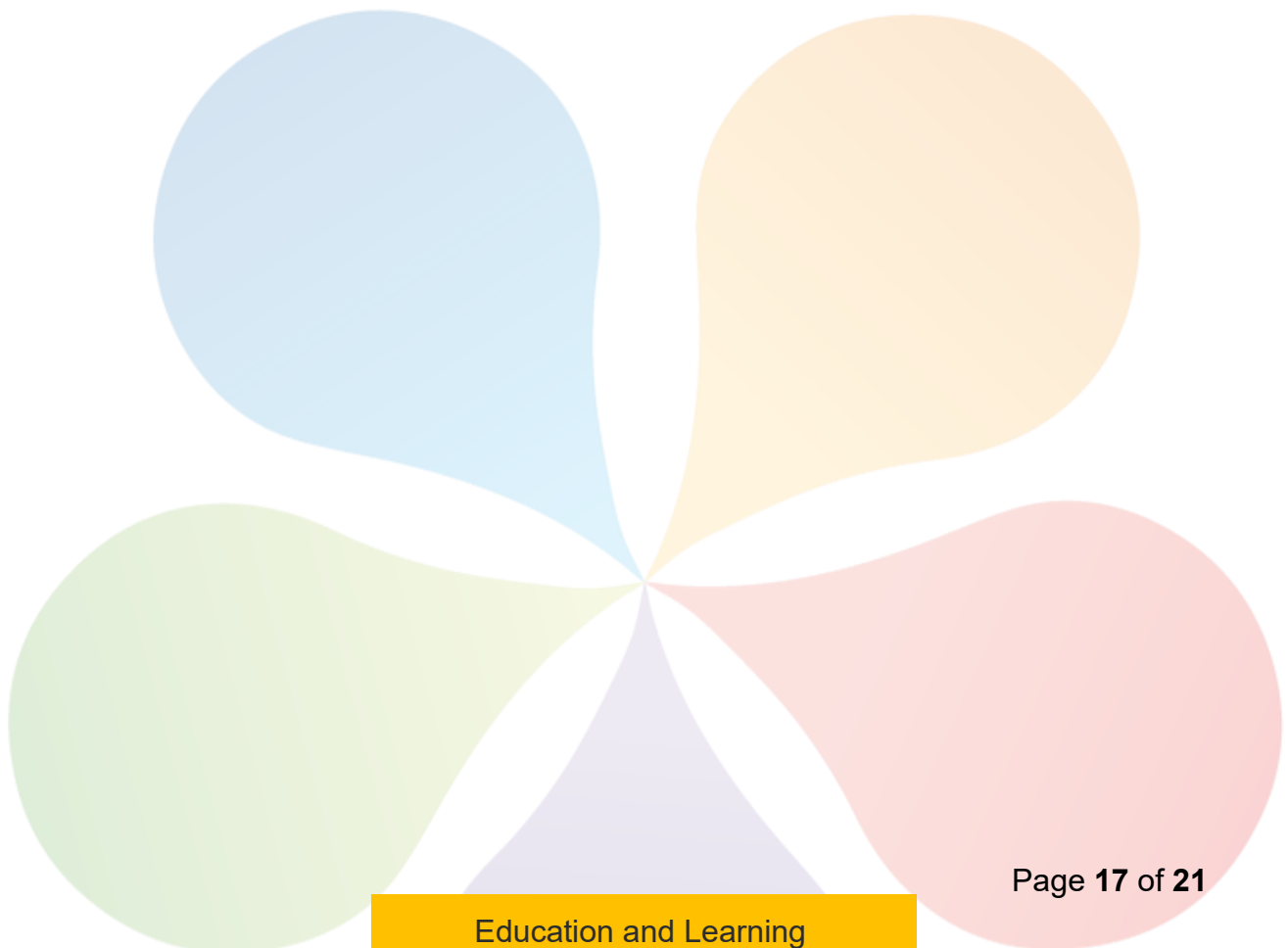




| SLT Remits | | | | |
|-----------------------------------|--|--|---|--|
| | Headteacher House: | Depute Headteacher House: | Depute Headteacher House: | Depute Headteacher House: |
| Curriculum | <ul style="list-style-type: none"> Curriculum Rationale Assessment Policies and procedures Raising attainment in reading Cultural coordinator Library Intergenerational learning | <ul style="list-style-type: none"> Skills Development Assessment Portfolios/Profiles Digital Learning Literacy PN-P1 Pre-Birth-3, Early Level curriculum | <ul style="list-style-type: none"> Health and Wellbeing Assessment Numeracy Co-ordinator GUWLL Outdoor Learning 1+2 Languages/ Confucius Classroom P7 Residential Risk assessments Big Write | <ul style="list-style-type: none"> Assessment and Moderation Literacy P4-7 TLC/AiFL RME STEM Risk assessments Developing the Young Workforce |
| Attainment and Achievement | <ul style="list-style-type: none"> Recognise, track and record attainment and achievement Data Analysis Wider Achievements Pupil Council Leadership Group NIF Reading Leadership Group | <ul style="list-style-type: none"> Recognise, track and record attainment and achievement Data Analysis Wider Achievements Digital Leaders Leadership Group NIF Maximising Attendance (Pupils) Reporting to Parents | <ul style="list-style-type: none"> Recognise, track and record attainment and achievement Data Analysis Wider Achievements House Captains Leadership Group Eco Schools Co-Ordinator Sports Committee Leadership Group Extra- Curricular Clubs Play Rangers NIF Reporting to Parents | <ul style="list-style-type: none"> Recognise, track and record attainment and achievement Data input and analysis Wider Achievements SNSA World of Work Leadership Group NIF Reporting to Parents |
| Learning and Teaching | <ul style="list-style-type: none"> Monitor Promoted Staff Monitoring all stages Performance Management | <ul style="list-style-type: none"> Monitoring all stages Focused Support N-P1 | <ul style="list-style-type: none"> Monitoring all stages Focused Support –P5-P7 | <ul style="list-style-type: none"> Monitoring all stages Focused Support P2-P4 |
| Meeting Learners Needs | <ul style="list-style-type: none"> Manage Intensive support ASN children Pupil Support Co-ordinator Child Protection Co-ordinator Named Person P2-P7 PEF tracking and monitoring LAC children Young Carers | <ul style="list-style-type: none"> IEPs/CSPs Nursery ASN/IEP's Behaviour support N-P3 Child Protection officer Named Person Nursery – P1 | <ul style="list-style-type: none"> IEPs/CSPs Behaviour support P5-7 Paired Reading programme Child Protection officer | <ul style="list-style-type: none"> ASN children -Support for Learning PST Supervision Intensive support lead IEPs/CSPs PEF Tracking and monitoring PEF Tracker Child Protection Officer Self-Regulation Co-ordinator |
| Ethos and Culture | <ul style="list-style-type: none"> Pastoral Care N – 7 Assemblies | <ul style="list-style-type: none"> Pastoral needs of pupils Nursery, P1 and P2 Assemblies | <ul style="list-style-type: none"> Pastoral Care P5 - P7 Assemblies | <ul style="list-style-type: none"> Pastoral needs of pupils P2-P4 Assemblies Restorative Practice |
| People | <ul style="list-style-type: none"> Human Resources Recruitment PRDs Budget Management CPD Co-Ordinator School and Staff Handbook Managing attendance | <ul style="list-style-type: none"> PRDs ECOs / Play Assistants/ Nursery PSA / Modern Apprentice | <ul style="list-style-type: none"> PRDs PE Specialist STEM specialist Students/volunteers NQT Mentoring | <ul style="list-style-type: none"> PRDs PSTs Support Staff Timetabling Drama Specialist |
| Vision and Leadership | <ul style="list-style-type: none"> School Improvement Plan Standards and Quality Report Self-Evaluation Inset Planning Collegiate planning Attend Cluster Meetings | <ul style="list-style-type: none"> School Improvement Plan Nursery Improvement Plan Nursery Self-Evaluation Collegiate Planning Inset Planning Self-Evaluation | <ul style="list-style-type: none"> School Improvement Plan Collegiate Planning Self-Evaluation Inset Planning | <ul style="list-style-type: none"> School Improvement Plan CPD Co-Ordinator Collegiate Planning Inset Planning Self-Evaluation |



| | | | | |
|-------------------------------|---|---|--|---|
| Partnerships and Links | <ul style="list-style-type: none"> • 0-12 ITM Chair • LMG chair • Parent Council • Cluster Liaison • Partners in Learning • Communication / Twitter / Website • High School Link • Liaise with Ed Psych / School Health / SW • Tayside Contracts • Property Team • Health and Safety | <ul style="list-style-type: none"> • Website / Twitter / Communication • Transition Nursery • Transition N-P1 • Parents Nursery and P1 Induction • Nursery Focus Group • Health Visitor Liaison • Early Years Inclusion Service • SALT • EP Link | <ul style="list-style-type: none"> • School Nurse • High School Counsellor • Transition P7-S1 • Enhanced Transitions P6/7 • Community Link Worker • Active Schools Co-ordinator • 1+2 Staff Tutor • Secondary School link • Confucius Classroom • Outdoor Learning • Play Development Worker • EP Link | <ul style="list-style-type: none"> • School Nurse • Cedar Project • LAC – Praise Team • Family Change • CAMHS • Developing the Young Workforce Team • Local Businesses • Health and Safety • SALT • EP Link |
|-------------------------------|---|---|--|---|





Exemplar

Single Depute Headteacher - Primary

The Depute Headteacher will work alongside the Headteacher in the development and delivery of high-quality learning experiences, planned to meet the needs of all pupils. They will also be expected to be actively involved in quality assurance measures to plan, develop and monitor the work of the school in implementing local and national policies and objectives.

The Depute Headteacher is responsible for both promoted and unpromoted teaching staff and non-teaching staff in School.

When the Headteacher is not in school the Depute Headteacher is in charge and is the formal depute under the Job Sizing Scheme.

Main Accountabilities as Depute Headteacher:

- To assist, advise and participate as a full member of the Senior Management Team to develop policy and strategy,
- To contribute to the overall planning and monitoring of quality improvement,
- To manage and develop aspects of the school curriculum,
- To promote the continuing professional development of all staff and ensure that all staff are reviewed annually,
- To support the development of teaching and support staff to ensure the provision of high-quality learning experiences for all pupils and
- To work in partnership with parents/carers, other professionals, agencies and schools.

The postholder may be required to perform duties other than those given in the job profile for the post. The duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility entailed.



This list is not exhaustive.

Depute Headteacher Remit (Primary)

The specific remit of a Depute Headteacher may include:

Whole School Responsibilities:

The specific remit of a single Depute Headteacher may include:

- Child Protection Officer
- Monitoring pupil attendance
- Supporting school ASN procedures, including chairing Child's Plan Meetings
- Probationer mentor
- Support Parent Council meetings
- Induction of new staff
- PRD meetings
- Lead for ASN/Behavioural Support
- Lead for Parent Council
- Lead for aspects of the Quality Improvement Plan
- Supporting good communication i.e. overseeing information shared on Social Media, the school website and online platforms

Strategic Responsibilities:

- Engaging in strategic planning for improvement
- Engaging in quality improvement i.e., specifically developing aspects of the curriculum rationale
- Supporting strategies to raise attainment and close the poverty related gap
- Develop school policies or initiatives, working with parents
- Developing the whole school ICT Strategy
- Planning school events, including inset days
- Lead for Numeracy or Literacy development
- Supporting the development of curricular programmes
- Strategic management of Early Lever (including nursery) including guidance, pupil support, pastoral care
- Working with the Nursery Improvement Plan
- Moderating learning and teaching
- Lead role in assessment and moderation practices



Exemplar Principal Teacher (Primary)

Subject to the policies of the school and the education authority, the Principal Teacher is responsible, as part of the Senior Leadership Team, for leading and managing a team of teaching and non-teaching staff. Where appropriate, they may be assigned curricular areas to ensure high quality learning experiences and outcomes for all learners.

Main Accountabilities

- Working closely with the Senior Management Team, in being responsible for the leadership, good management and strategic direction of the school and assigned curricular areas.
- Curriculum development and quality assurance to ensure the highest possible quality of learning and teaching and maximise the attainment of all pupils.
- The management and professional development of assigned staff.
- Identifying individual and team professional learning needs and create learning opportunities within assigned areas to support the school's improvement agenda.
- Leading and working collaboratively to enhance and develop teaching and inclusive practices, which leads to high quality learning experiences for all. Monitor and review using feedback to plan future learning.
- Providing strategic direction and guidance which contributes to school improvement and policy development.
- Developing and implementation of whole school policies as assigned by the senior management team.
- Building and sustaining partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners.
- Supporting effective communication and collaboration with colleagues and parents.
- Managing resources in a proactive, effective and efficient manner in accordance with Council policies and procedures and to meet learning and development priorities.
- Promoting and safeguarding the pastoral care, wellbeing, personal, social and emotional development and behaviour management of pupils.
- Supporting the health, safety and wellbeing of colleagues.
- Class teaching, as assigned, including associated preparation and correction, as well as assessing, recording and reporting on the work of pupils.
- Assume whole school responsibility for a particular strategic area, as directed by the senior management team.
- Any other duties as required to support the management of the school.



Please find a working example of a Principal Teacher's Remit below:

Principal Teacher Remit (Primary)

The specific remit of a Principal Teacher may include:

Whole School Responsibilities:

- Child Protection Officer
- Monitoring pupil attendance
- Supporting school ASN procedures, including leading Child's Plan Meetings
- Chairing support staff meetings
- Probationer mentor
- Support Parent Council meetings
- Induction of new staff
- PRD meetings
- Supporting good communication i.e. overseeing information shared on Social Media, the school website and online platforms

Strategic Responsibilities:

- Engaging in strategic planning for improvement
- Supporting strategies to raise attainment and close the poverty related gap
- Develop school policies or initiatives, working with parents
- Planning school events, including inset days
- Supporting the development of curricular programmes
- Moderating learning and teaching
- Lead role in assessment and moderation practices