



Development Plan Evaluation – January 2018.

Introduction

Greenside School Development Plan (SDP) is a working document to be used as a management tool to ensure continual school improvement. The SDP reflects the views of all members of the School community as well as the values, goals and the context of our school. The plan is in four parts:

- **Part 1** provides the improvement plan covering the period 2017 to 2019, and identifies specific targets, actions, lead people and estimated cost.
- **Part 2** provides a school's Accessibility Plan,
- **Part 3** considers planning for the accommodation, facilities, resources and includes the school asset management plan
- **Part 4** identifies long term aims, based upon consideration of the context, strengths, needs and priorities.

PART 1

The main elements of the School Improvement Plan build from the findings of the last OfSTED Inspection (July 2016), School Self Evaluation, which includes outcomes of the parent questionnaire and staff survey, feedback from the staff steering group as well as recommendations of The Rochford Report (October 2016).

In 2016 OfSTED said that Greenside continues to be a good school. Learners behaviour was described as "impeccable". There were 2 main recommendations:

- *"Systems for tracking learners' progress are further developed to ensure that all aspects of learners' learning and personal development are incorporated in one place, so provision is rapidly adjusted to meet learners' emerging needs"*
(Addressed in 1.1 and 1.2 of action plan)
- *"The recording of behaviour includes analysis of the triggers for incidents where physical intervention is necessary and this information can then be used by staff to support Learners to manage and overcome challenges that may lead to a deterioration in their behaviour".*
(Addressed in 3.1)

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1. Outcomes for Learners

Statement of Intent: All Learners make outstanding progress towards challenging targets

Specific target	Actions	Impact / Success Criteria	Evaluation
1.1. Develop rigorous, effective means to recognise, assess, share and celebrate progress, ensuring that systems for tracking learners' progress in all aspects of learning and personal development are incorporated in one place, so provision can be adjusted to meet emerging needs.	<ul style="list-style-type: none"> I. Review current formal and informal ways of assessing progress. II. Identify aspects we wish to keep and build upon III. Identify aspects that are not effective or relevant IV. Teachers visit other schools to see examples of outstanding / innovative practice. V. Teachers attend conferences relating to assessment and curriculum development. VI. Consider how the Rochford report relates to Greenside School. VII. Develop the use of the Evidence for Learning App. – linked to the 4 areas of the SEND Code of Practice 	<p>There will be a shared understanding of:</p> <p>What progress means at Greenside School? What does it look like? How do we enable / promote progress? How do we measure progress? How do we record progress? How do we know that learners are making enough progress? How do we know that our learners are making as much progress as others in different settings? How do we judge progress to be: "inadequate; requiring improvement; good or outstanding?"</p>	<p>-May 2017 pilot of PIVATS 5 (replacing PIVATS 4).</p> <p>- Educational consultant Nick Hind engaged to assist Leadership team plan for further development in assessment 2018.</p> <p>- Continued use of the assessment tool "Evidence of learning" app</p>

Specific target	Actions	Impact / Success Criteria	Evaluation
<p>1.3. Develop a clear and effective policy and practice that links EHC reviews; IEPs; assessment, planning, assessment of progress, reporting, monitoring of progress – linked to the 4 areas for the SEND Code of practice</p>	<p>II. Liaise with LA to establish what is possible to amend in the process and what is not. III. Establish small working group to look at practice in other LAs – prepare proposal for consultation. IV. Share proposal with LA and gain advice from education consultants V. Prepare policy and guidance. VI. Coaching and peer mentoring supports and enables consistent practice VII. Review – feedback from teachers / tutors informs revision of policy and guidance.</p>	<p>Effective – simple – coherent link between EHC's IEPs, Reporting, Evaluation. Shared understanding of policy and guidance by staff; LA; parents and other professionals. Personalised approach is regarded as a model of outstanding practice.</p>	<ul style="list-style-type: none"> - Use and recording of EHC plans revised to reflect LA requirements. - Survey of the views of parents and carers undertaken in the Autumn term 2017. - Assessment and planning development reflects EHC outcomes and seeks to make these central to a personalized curriculum. - September 2017 addition of specific evidence gathering relating to EHC targets – to enable progress analysis
<p>1.4. Improve post school outcomes for learners aged (19 – 25 years) – linked to supported internships and community based learning.</p>	<p>II. In partnership with colleges and other develop opportunities for leavers from Greenside (19 – 25 years). III. Consult with the proposal to develop a service known as Green shoots IV. Implement Green shoots action plan V. Contribute to the development of specialist provision for learners with PMLD in North Herts</p>	<p>Exceptional post school opportunities are provided for all learners. Excellent liaison and partnership with all stakeholders – including: learners; parents; YC Hertfordshire (formally known as Youth Connexions); transition workers; colleges; LA and service providers</p>	<ul style="list-style-type: none"> - Partnership with NHC has enabled 2 leavers to extend their education either at Greenside or The Greenside Studio. - Members of the SLT have worked in collaboration with NHC to contribute to planned development of provision for learners with PMLD. - Autumn 2017 liaising with Enterprise Advisor (HCC) to support development of our KS4 and post 16 curriculum to reflect long term outcomes of learners

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2. Quality of Teaching

Statement of Intent: Teaching and learning is rigorous, creative and fun. As a result, Learners make outstanding progress.

Specific target	Actions	Impact	Evaluation
Develop the quality of teaching to ensure that the majority of practice is judged as outstanding based on OfSTED criteria	<p>I. Senior leaders undertake supportive lesson visits– focusing on specific aspects of practice</p> <p>II. Performance development targets are clearly linked to professional development opportunities.</p> <p>III. Teachers and tutors are given opportunities to see examples of outstanding practice.</p> <p>IV. Senior leaders support teachers who are outstanding to act as peer mentors / critical friends for named colleges.</p> <p>V. Teachers / tutors are supported in reflecting on the quality of their own practice.</p> <p>VI. Senior leaders coach and support and develop the practice of specialist assistants</p>	<p>A culture of high expectations that all practice is outstanding is embedded throughout the school.</p> <p>Teachers are effective in supporting each other – acting as critical friends</p> <p>Senior leaders are effective in identifying and acting on practice that is not outstanding.</p> <p>Learners are happy, motivated, challenged and making outstanding progress</p>	<ul style="list-style-type: none"> - Senior leaders undertake regular (at least weekly) lesson visits; observations; learning walks. Outcomes are shared and recorded; constructive feedback supports / enables further improvement. - Since Sept '17 examples of exceptional practice, progress are shared as part of the Wed briefing meetings. - The quality of relationships between adults and learners continues to be a strength of the school. ("excellent" OfSTED '16). - The percentage of lessons judged to be outstanding increased. (approx. 20% 2016 – 17; 35% 2017 – 18). - The percentage of lessons judged to be good increased (approx. 75% 2016-17; 65% 2017- 18) - The percentage of lessons requiring improvement reduced. (approx. 5% 2016 – 17; none 2017-18). - In 2016 the SLT judged the standard of teaching in the School Self Evaluation to be "good" overall. In 2017 teaching is judged to be "outstanding" overall.

3. Personal development, Behaviour / Welfare

Statement of Intent:

- *Stimulating teaching of an engaging curriculum promotes outstanding behaviour.*
- *The highest possible safeguarding practices and standards ensure the well-being of each pupil.*
- *Every pupil feels safe and secure.*
- *Learners enjoy school; they are enabled to establish fulfilling relationships and to achieve their potential.*

Specific target	Actions	Impact	Evaluation
3.1 Ensure that the recording of behaviour includes analysis of the triggers where physical intervention is necessary and this information is used by staff to support Learners to manage and overcome challenges that may lead to deterioration in their behaviour.	<ul style="list-style-type: none"> I. Review and revise recording, reporting and monitoring of learners behaviour. II. Named person reviews class incident books and central records – identifying patens and triggers III. Behaviour support plans reflect potential triggers 	<p>Consistent and effective methods of assessment, planning, monitoring and evaluation</p> <p>Support positive practice, reduce risk of harm and enable learners to access learning</p>	<ul style="list-style-type: none"> - The use of the CPOMS tool to record and monitor incidents and concerns has been fully embedded in practice. - Data gained from CPOMS informs further action and support provided by / coordinated by the leadership team. - Herts Steps training is fully embedded in practice. New developments, including “The garden approach” for emotionally delicate learners has been introduced.

4 Leadership and Management

Statement of Intent: Governors and senior leaders demonstrate an ambitious vision for the school and high expectations for what every pupil, teacher and assistant can achieve, and set high standards for quality and performance

Specific target	Actions	Impact	Evaluation
4.1 Review and revise the structure of the senior and middle leadership team to ensure that there are clear roles, responsibilities to enable the development of outstanding provision and practice.	<ol style="list-style-type: none"> I. Undertake an audit of the leadership and management needs of the school. II. Consider the structures of other schools – consider in the context of the needs of Greenside III. Draw upon the opportunities presented through HD undertaking her NPQH IV. Develop revised structure, identifying clear roles and responsibilities V. Provide training / professional development opportunities for teachers who want to take on leadership responsibilities, now or in the future. 	<p>Outstanding leadership enables;</p> <ul style="list-style-type: none"> - Clear direction, - Efficient use of resources - High morale - Positive support - High quality provision - Excellent practice - Exceptional progress by all learners <p>Provision is rapidly adjusted to meet learners' emerging needs</p>	<ul style="list-style-type: none"> - A full review of the school leadership structure has been undertaken, with role descriptors provided for each area. (see attached).

Specific target	Actions	Impact	Evaluation
4.2 Governors and senior leaders are able to make an informed decision regarding the school's constitutional framework (LA / Single Academy / Lead School in a multi – Academy Trust or part of a Multi Academy Trust) in order to ensure and enable the long term success of the school	<ol style="list-style-type: none"> I. Governors and senior leaders attend local and regional training / briefings / meeting re developments relating to Academy II. Head attends 2 national events on Academy status III. Head meets with the Head of Barnwell School and maintains regular contact regarding Academy status IV. Head meets and maintains regular contact with Heads of other special schools V. Head prepares report for governors outlining the issues and making recommendations for Greenside 	Governors and SLT are able to make an informed choice	<ul style="list-style-type: none"> - Senior leaders and governors have ensured that they are aware of current developments relating to academy status as well as Multi – Academy Trusts (MATs); this has included meeting with directors of the Hart MAT (lead by NHC).
4.3 Establish an outstanding outreach service:	<ol style="list-style-type: none"> I. Consult with LA II. Consult with DSPL III. Meet with Outreach managers IV. Named teachers undertake training sessions. V. Ensure role and scope of the Greenside service is clear, shared and understood by all stakeholders. VI. Launch service 	<p>Greenside staff are enabled to share specialist knowledge and practice.</p> <p>Greenside provide high quality support for mainstream schools.</p> <p>Professional development opportunities are extended</p> <p>Profile of the school is raised</p>	<ul style="list-style-type: none"> - The Greenside Outreach service was launched in April 2017 in collaboration with Woolgrove school. - Regular reports have been provided to the LA and DSPL 2 lead school (Peartree Spring). - Positive feedback has been provided.

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PART 2

ACCESSIBILITY PLAN

Improving the physical environment of the school

The development of the physical environment is a high priority of the accessibility plan. All future building plans must:

- Ensure that the design of the building and of the grounds enables access.
- The interior of the school is designed to maximise independent movement around it.
- Sensory trails around the building so that Learners will have more awareness of where they are and therefore increased independent mobility.

Our priorities for the development of the accessibility plan 2017 / 18 were:

- Develop specialist accommodation for Learners with complex emotional needs
Evaluation: One former Heathcote classroom was adapted for learners with PMLD. 2 further Specialist ASC classes established; play / recreation area for ASC learners extended, featuring 2 strong trampolines and a climbing feature.
- Provide a hoist for the school's main sunken trampoline
Evaluation: Hoist purchased in May '17 and has been used to enable learners with PMLD to access the trampoline.
- Develop use of specific approaches e.g. switches, sensory specialist equipment and eye gaze.
Evaluation: Sensory specialist Richard Hirstwood was engaged to provide additional, personalised training, guidance and support – which has impacted practice.
- Guide Dogs to provide further training for staff to enable wider use of Buddy Dog
Evaluation: Lead instructor from guide dogs has provided 3 training sessions. Gibson has a full timetable (including rest periods).
- Maintain strong links with University of Hertfordshire in the research of the use of "Kaspar" (robot teaching tool) to support Learners with ASC
Evaluation: Greenside has been an active partner in this project (on-going).

PART 3 – ACCOMMODATION, FACILITIES and RESOURCES

(Asset Management Plan)

By September 2017

- Remodel soft play room
Evaluation: Completed Feb '17, (£15K) New area is more interactive and offers a higher level of physical challenge.
- Remodel primary play area
Evaluation: Completed Sept '17. (£28k) New area provides a safe slide, with a wide platform; 3 music panels, the relocation of the sand tray has ensured that this feature is now fully accessible
- Resolve Heating issues
Evaluation: Capital bid was successful - Work started Sept '17 due to be completed Jan '18
- Remodel former caretaker's bungalow on Barnwell site into teaching accommodation for Post 16 students
Evaluation: Remodelling completed for Sept '17. (rent £50k for 5 years; building work £56k) Learners settled very quickly and have responded in a very positive way to this quiet, adult learning environment.
- Develop garden on caretaker's bungalow on Barnwell site
Evaluation: Work commenced on remodelling the garden in Oct '17 set to be completed by March '18.
- Extend meeting room
Evaluation: Work to remodel room completed August '17 (£12k) – features sink and fire exit (due to cost the room was not extended)
- Remodel withdrawal room (next to Oak class) to create a hygiene change area (£15K)
Evaluation: Work completed August '17 (£18k); additional, accessible toilet installed Oct '17 (£1k).
- Install H frame hoist in Oak class (£12k)
Evaluation: Work completed August '17 (£12k);
- Install ceiling hoist in hall (£6k)
Evaluation: Work completed May '17 (£8k);
- Power closure / lock to 2 external gates (£6k)
Evaluation: Work ordered Nov '17 (with other access controls) to be completed by March '17 (est £21k);
- Replace fencing in main playground (£3k)
Evaluation: Work completed August '17 (£2k);

By September 2018

- Develop new Car park (on the site of the former Shephall Infants School (Herts CC capital bid £410k), - £13k contribution from Greenside)
Evaluation: Work set to start Easter '18
- Update swimming pool surrounding area. (Est £8k)
Evaluation: No progress / passed onto 2019
- Develop a Rebound Therapy room (Est £100 k – PSFA project)
Evaluation: Quotes gained from 5 companies – decision April '18 for work to take place Summer holiday '18 (est cost £70k)
- Replace 17 seater mini bus (Est £15K)
Evaluation: Application made Dec '17 to Variety Club (expected 8 months before vehicle is delivered) – school contribution will be £16,250.

PART 4

Long-term Vision for Greenside School...

The long-term vision for Greenside is based upon aspects that are widely acknowledged to be particular strengths and needs. These are:

1. Creativity;
2. Inclusive practice and support for mainstream providers;
3. Community based learning, including vocational education.
4. Research and training
5. Multi-agency collaboration to support young people their parents and their families.

1. Creativity

Greenside will...

- Develop outstanding drama and music therapy and specialist provision.
Evaluation: Since Oct '17 Greenside has hired the drama facilities at Barnwell middle School, this has included the provision of an inclusive lunch time dance club.
- Be at the forefront of developing assessment and accreditation to acknowledge and celebrate creative achievement.
Evaluation: Greenside has engaged the specialist drama group Bamboozle to led training in immersive practice for young people with PMLD.

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2. Inclusive Practice and support for mainstream providers

Greenside and Barnwell schools will...

- Work in partnership to deliver a range of innovative opportunities for outstanding inclusive practice that will be to the benefit of both sets of learners.
Evaluation: Our partnerships with Broom Barns Primary School and Barnwell High School are exceptional and provide opportunities for learners of all 3 schools as well training for staff
- The two schools will collaborate on a range of initiatives to enhance practice, enrich and extend training and development opportunities, develop collaborative practice with specialists, therapists and community groups, and work together to achieve high quality, accessible accommodation for both schools.
Evaluation: Collaboration with Barnwell has extended significantly and has a greater structure. Up to 16 Greenside learners join their peers for lunch at The Barnwell Bistro. There are plans for our schools to develop the sports facilities on the Middle School site.

Greenside and the NAS will...

- Develop traded specialist support for Learners with ASC
Evaluation: Greenside has provided a range of training opportunities for all Herts schools and parents relating to ASC.

Greenside and Woolgrove schools will...

- Work in partnership to provide an excellent outreach service for primary schools
Evaluation: Successfully launched 2017.

3. Community based learning, including vocational education

Greenside will...

- Work in partnership with colleges and service providers to support and enable the best the long-term outcomes of all school leavers.
Evaluation: Greenside has worked in partnership with NHC to provide post school opportunities for 2 students Develop a community based vocational and social facility for young people who have severe learning difficulties.
Evaluation: The Greenside Studio is widely regarded as a model of innovative practice and continues to attract interest from other schools. The partnership with Church Farm and the Mudlarks Forest school has extended vocational learning opportunities. Work experience placements include the Co-Op and Shapes at The Hyde.
- Work in partnership with North Herts College to provide Further Educational opportunities for young people with PMLD aged 19 – 25 years
Evaluation: Greenside is contributing to plans for further developments relating to students with PMLD.

Comment [d1]:

- Enable young people with complex learning and emotional needs access paid employment
Evaluation: Greenside continues to play an active part in the development of supportive internships. In Dec '17 3 former Greenside learners were known to be involved in Supported Internships.

4. Research and training

Greenside will...

- Work in collaboration with partner organisations, including Stevenage special schools, Stevenage Educational Trust (SET); DSPL2; Barnwell and Broom Barns schools to enable further CPD opportunities for staff and parents
Evaluation: Greenside is working in collaboration with 2 local ASC parent groups Angels and Space, and has offered a range of workshops and events.
- In partnership with universities undertake further research, training and development of opportunities for young people with Special Educational Needs and Disabilities (SEND).
Evaluation: In partnership with Exeter University an evaluation of The Greenside Studio has been published. Greenside is currently engaged with research with Herts university and the BBC (both relating to autism).
- In partnership with Universities enable progression for assistants to achieve full teacher qualifications by participating in the Schools Direct programme.
Evaluation: Greenside has supported 11 people into teaching; 1 is undertaking the schools direct programme '17 / '18 – 2 places booked '18 / '19.
- Provide relevant and challenging professional development opportunities for all members of staff and governors
Evaluation: An extensive training programme has been embedded, linked to professional development targets set as part of the appraisal process and the school development plan.

5. Multi-agency collaboration to support young people their parents and families.

Greenside will...

- Extend the range of services and opportunities for learners, parents, siblings and community groups.
Evaluation: Greenside provides monthly parent workshops, called “Enable Me” / The school also runs signing classes at The Greenside Studio.
- Increase opportunities for Greenside to be open outside the academic year and academic day.
Evaluation: Greenside runs a music and sports after school club. A sensory club will be run in the summer term
- Staff will be specialists in their field and will work in partnership with other agencies including residential providers. January 2018 – Greenside EYFS initiative for new parents “stay and play” events.
Evaluation: Our ASC led and Herts Steps leads, class teachers and senior leaders liaise effectively with residential settings

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- Multi-agency collaboration will enable a range of extended training opportunities for learners, parents and carers.
Evaluation: Collaboration with Space, Angels and other parent support groups is a growing strength of the school.
- Work with social services and community groups to provide and develop opportunities for all learners during school holidays as well as after school activities.
Evaluation: Limited progress. Greenside continues to host play schemes in each of the school holidays.

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Leadership at Greenside School

Our Mission:

To empower learners to achieve a fulfilled future.

Our Principles:

We believe that everyone is a learner and every experience is a learning opportunity.

Our Values:

Creativity; Happiness / fulfilment; Respect; Personalisation; Responsibility; Communication; Collaboration.

Our Curriculum:

Greenside provides a curriculum tailored to the learning, emotional, sensory and physical needs of each young person. This is described as our “**I can**” curriculum. There 4 main areas of learning: **My Body; My Communication; My Thinking; My Wellbeing**, which related to the 4 main areas of the SEN Code of Practice (2014) and the recommendations of the Rochford Report (2016 / 2017):

- **My Body** - Code of Practice heading: **Sensory and physical needs**
- **My Communication** - Code of Practice heading: **Communication & Interaction**
- **My Thinking** - Code of Practice heading: **Cognition & Learning**
- **My Wellbeing** - Code of Practice heading: **Social, emotional and mental health difficulties**

Our challenge is to:

- *Demonstrate consistency of approach without laying down so much detail that we stifle creativity and flair.*
- *Use coaching to integrate effective staff development and successful change management.*
- *Produce more leaders; success is about growing others.*
- *Speak clearly with our actions.*
- *Model habits, behaviours, qualities and values we want to see in learners and staff.*
- *Bring out the best in everyone.*
- *Enable more leaders.*

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Our Leadership structure:

- Governing body

(Strategic direction, development planning; support and challenge for the leadership team, ensuring accountability, stability and efficiency; oversees whole school policies, ensuring that statutory requirements are met).

There are 2 working groups:

1. Curriculum subcommittee

(teaching and learning; safeguarding / child protection; assessment / learner progress; ECH's; behaviour and emotional wellbeing; oversees policies relating to safeguarding assessment and learning; parent complaints).

2. Resources subcommittee.

(oversees planning and use of budget; accommodation; resources; health and safety; facilities; oversees charitable trust and PSFA accounts; HR; oversees policies relating to personnel; finance; health and safety; staff handbook).

Senior leadership team:

Head teacher
2x Deputy Heads.

Leadership team:

Head teacher
2x Deputy Heads
ASC lead
EYFS, KS1 lead

Leadership structure and responsibilities

Although there are specific roles, duties and tasks that each person is accountable for, none are exclusive. Responsibility for each area is shared by the whole team, within a “challenge culture” in which each person acts as a critical friend, offering constructive support & feedback, enabling each to achieve the highest standards for every learner, their family and each one of our colleagues.

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Governing Body		
Senior Leadership Team		
Head Teacher - Dave Victor	Deputy Head Teacher - Hilary Davies	Deputy Head Teacher - Alex Tomkins
<ol style="list-style-type: none"> 1. Strategic vision & direction 2. School self-evaluation; 3. School improvement plan; 4. Quality of teaching and learning; 5. School effectiveness and value for money; Financial management; 6. Budget setting; 7. Premises and estate management; 8. Health and safety – line manage H&S coordinator 9. Liaison with LA; other Schools; professional Agencies and community groups; 10. School policies and overseeing implementation; 11. Overall responsibility for safeguarding / child protection 12. Role of SENCO. 13. Oversee the Greenside Studio 14. Communication with LA; DfE and other external agencies. 15. Overseeing personnel and HR. 	<ol style="list-style-type: none"> 1. Quality of teaching and learning, monitoring & reporting on progress and achievement in EYFS Key Stages 2 - 3. 2. Performance management for teachers / tutors (KS 1 - 3) 3. Whole School curriculum lead 4. Overseeing induction; supporting JC 5. Overseeing moving and handling; 6. Liaison with nurses; 7. Liaison with therapists; 8. Coordinating whole School training 9. DSP – leading the DSP team; 10. Lead on Virtual School and PEP's 11. Oversee CPOMS, 12. Oversee Herts Steps; 13. Oversee ICT - line manager for IT technician; 14. Develop Barnwell co-location; 15. Lead the development of assemblies & SMRD development. 16. Oversee annual review KS 1-3 17. Lead learner progress meetings KS 1-3 18. Coordinate and undertake an analysis of learner progress data relating to KS1 – 3 19. Be responsible for a delegated budget relating to areas of development / organisation 	<ol style="list-style-type: none"> 1. Quality of teaching and learning, monitoring and reporting on progress and achievement in Key Stages 4 & 5. 2. Performance management for teachers / tutors (KS 4-5) 3. Whole School assessment and accreditation 4. Producing progress data for the whole School; 5. Performance development for admin team; 6. Oversee School vehicles / drivers permits 7. Coordinate post School transition. 8. NQT coordinator; 9. Coordinate work experience / student placements (not initial teacher training). 10. Oversee the site team; 11. Coordinate Outdoor learning 12. Provide support lead for Health and safety 13. Overseeing annual reviews KS 4-5 14. Lead learner progress meetings KS 4-5 15. Overseeing website content 16. PE – line manage sport coach 17. Coordinate and undertake an analysis of learner progress data relating to ASC specialist classes. 18. Be responsible for a delegated budget relating to areas of development / organisation

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Leadership Team	
ASC Lead - Dawn Brown	EYFS / Key Stage 1 Lead - Michelle Bailey
<ol style="list-style-type: none"> 1. <i>Responsibility for ASC specialist classes;</i> 2. <i>Performance management of teachers and tutors in ASC classes</i> 3. <i>Lead the NAS accreditation process;</i> 4. <i>Coordinate Outreach;</i> 5. <i>Oversee annual reviews ASC specialist classes</i> 6. <i>Coordinate Schools Direct;</i> 7. <i>Be the first contact for teacher training students;</i> 8. <i>Kitchen liaison</i> 9. <i>Coordinating and leading training relating to ASC</i> 10. <i>Coordinate parent ASC meetings and workshops.</i> 11. <i>Learner progress meetings ASC specialist classes</i> 12. <i>Coordinate and undertake an analysis of learner progress data relating to ASC specialist classes.</i> 13. <i>Liaise with other Schools, LA and other organisations relating to ASC provision and development.</i> 14. <i>Be responsible for a delegated budget relating to ASC specialist provision</i> 	<ol style="list-style-type: none"> 1. <i>Curriculum development and assessment for EYFS and KS 1</i> 2. <i>Liaising and supporting EYFS teachers and leads across departments.</i> 3. <i>Recording and reporting progress for EYFS learners.</i> 4. <i>Oversee the development of BSL</i> 5. <i>Organise and lead primary assemblies, liaising with other primary teachers – supporting their contributions.</i> 6. <i>Leading the use of the main sensory room (“The Barn”), organising the environment, liaising with the supplier (Experia); providing training and support for colleagues</i> 7. <i>Providing support for prospective learners and their families, including liaison with EYSDC, playgroups and nurseries.</i>

Leadership Role Descriptors (RD):

Headteacher - Dave Victor

1. **Strategic vision and direction;**
RD= The vision and direction for School development is clear, concise, communicated effectively and can be understood easily by all stakeholders
2. **School self-evaluation;**
RD= A rigorous, objective, continuous, positive process of self-reflection and evaluation informs planning and facilitates sustained improvement. All stake holders are enabled to contribute to the School evaluation process.
3. **School improvement plan;**
RD= Effective consultation ensures that the planning process reflects needs and priorities – staff, governors and parents contribute to this process; the plan presented in a clear, professional and easily accessible format.
4. **Quality of teaching and learning;**
RD= Judgements of the quality of practice are objective, reflect OfSTED criteria, feedback is constructive, outstanding practice is shared and celebrated; practice that requires improvement is addressed with proactive support facilitating improvement.
5. **School effectiveness and value for money; Financial management;**
RD= Planning of School finances ensures that maximum use is made to meet the needs of the all learners and address development priorities. Bench marking against similar Schools informs value for money judgements.
6. **Budget setting;**
RD= Strategic planning ensures that medium / long trends relating to income and potential expenditure are accurately recognised and accounted for. Accounting procedures meet all required external requirements.
7. **Premises and estate management;**
RD= Facilities and accommodation are of a high standard and well maintained and presented. School Development and Accessibility plan facilities medium / long term improvement. Accommodation and facilities meet the learning, sensory and physical needs of each young person. Staff feel proud of the accommodation and contribute to its care.
8. **Health and safety;**
RD= The highest priority is given to all urgent health and safety issues – which are fully addressed. Staff understand and are proactive in recognising and reporting H&S concerns. Risk assessments and COOSH assessments are accurate, current and inform practice. H&S issues are well managed, monitoring is effective. Greenside is continued to be regarded by the LA as a model of exceptional practice.

9. **Liaison with LA; other Schools; professional Agencies and community groups;**
RD= Inter-disciplinary collaboration is of a very high standard and acts to meet the needs of learners and their families. Professional partners feel welcome and valued. The School is prompt and positive in its response to requests and enquires; the School is proactive in projecting a positive message about its learners.
10. **School policies and overseeing their implementation;**
RD= School policies are current, clear, concise, easily accessible and support / facilitate outstanding practice in all areas. Policies are fully implemented. Changes to policies are explained and understood by the relevant stakeholders.
11. **Overall responsibility for safeguarding / child protection**
RD= Safeguarding / child protection arrangements are effective. All legal requirements met. The wellbeing of each learner is given the highest priority. Staff and volunteers understand and act on their responsibilities to ensure the safety and wellbeing of all learners. Safeguarding / child protection policies are accurate, current and are effectively communicated. All safeguarding training requirements are met.
12. **Role of SENCO.**
RD = All legal requirements relating to SEND; including each ECHP's is fully met.
13. **Overseeing the Greenside Studio**
RD= The social enterprise extends learning and social opportunities; it provides a hub in the local community and projects a positive image of our learners; The enterprise extends learning beyond 19 years for those young people who have the potential to gain some form of employment. The financial structure of the enterprise ensures that it does not distract from the work of the school.
14. **Communication with LA; DfE and other external agencies.**
RD= Greenside makes positive, constructive contributions to local and national developments. All relevant stakeholders are informed of local and national developments.
15. **Overseeing personnel and HR**
RD=Deployment of staff makes good use of financial resources. Deployment of staff is effective in meeting the needs of learners. Good / excellent communication with individual colleagues/ Good / excellent communication with staff representative groups, professional organisations; trade unions; effective performance management procedures informs / enables development / informs pay progression. Good / outstanding practice is recognised / celebrated; inadequate practice is addressed, colleagues supported. Statutory requirements are met. HR policies are current, effective and consistently acted upon. Good use is made of advice / guidance from HR officers. Good communication to governors regarding HS issues, developments. Cover is effective and presents good value. The vast majority of staff feel valued, the quality of their work is recognised and appreciated.

Deputy Head – Hilary Davies

- 1. Quality of teaching and learning, monitoring & reporting on progress and achievement in EYFS + Key Stages 1 – 3**
RD= Rigorous; objective, ongoing judgements of the quality of teaching and learning reflect OfSTED criteria; positive, constructive feedback to staff team members; outstanding practice is shared and celebrated. Positive, constructive support provided for practice that requires improvement.
- 2. Performance management for teachers / tutors (EYFS + KS 1 - 3)**
RD= Teachers / tutors feel valued, the quality of their practice enhanced; their knowledge and understanding increased as a result of a constructive performance management review.
- 3. Whole School curriculum lead**
RD= Relevant stakeholders are enabled to contribute to curriculum development and review. The Greenside curriculum is ambitious, accessible, inclusive. The whole School curriculum is relevant to the learning, social, emotional needs of each young person. The curriculum provides a clear framework to inform planning and facilitates progress and progression. The curriculum addresses national requirements. The curriculum is presented in a way that is easily understood by parents and carers.
- 4. Overseeing / coordinating induction – supporting JC**
RD = All new members of staff and volunteers are made to feel welcome and valued. Safeguarding and H&S training provided for all within their 1st week. Induction programme tailored to the specific needs of each person. Evaluation of induction process informs review and future development. JC is effectively supported in leading induction for MSAs
- 5. Overseeing moving and handling – line managing RG**
RD = All staff receive the training and support they require. Specialists are brought in, when appropriate, to support individual learners. Accurate records are maintained of M&H training
- 6. Liaison with nurses;**
RD = Effective communication supports the wellbeing of learners and supports parents and carers. Issues are identified and ways to address these agreed. Positive working relationships established and maintained.
- 7. Liaison with therapists;**
RD = Effective communication supports the wellbeing of learners and supports parents and carers. Issues are identified and ways to address these agreed. Positive working relationships established and maintained.
- 8. Coordinating whole School training**
RD= Training is responsive to School priorities and individual / small group needs. Training programme is well planned and effectively shared. Quality of training rigorously evaluated; training is consistently of a high standard. Training is very good value for money. Staff feel valued, their continuous professional needs are met. Staff are enabled to progress and achieve.

9. DSP – leading the DSP team;

RD= Training and communication regarding safeguarding is of a very high quality. All staff understand safeguarding policy and practice. DSP team are supportive, proactive and always act in the best interests of the learner. DSP's work well as a team, communicate well and work in partnership with other agencies. Safeguarding & child protection is judged by OfSTED as effective.

10. Lead on Virtual School and PEP's

RD= Excellent liaison and communication established and maintained with all parties. Effective communication. All statutory requirements are fully met.

11. Oversee CPOMS –

RD= All class staff and MSAs understand the value and purpose of COMPS; All staff are confident in its use. COMPS is effectively monitored, support provided when required. Data is to support planning / practice, ensuring wellbeing and enabling progress. Achievements are shared and celebrated.

12. Oversee Herts Steps.

RD = All class staff and MSA's understand the value of purpose of Herts Steps. Teaching and support is consistently of a very high quality. RPI's are only used to reduce risk and prevent injury. Effective contact and communication is maintained with the LA and other Schools. All RPI's are recorded and these records are monitored and used to inform planning. Behaviour and safety at Greenside continues outstanding (based on OfSTED criteria.

13. Oversee ICT - line manager for IT technician;

RD= The ICT technician is supported well and ensures that: ICT resources are of a high standard; ICT resources support planning and practice. ICT resources are well organised.

14. Develop Barnwell co-location;

RD= The partnership between Greenside and Barnwell Schools is valued and fostered. Young people and staff from both Schools learn about the importance of the opportunities that this co-location provides. Communication and relationships between the Schools is effective. Issues are dealt with quickly and effectively. Joint planning ensures further development.

15. Lead the development of assemblies & SMRD development.

RD= Assemblies are inclusive, celebratory, accessible, creative, fun and are enjoyed by staff and learners. Assemblies reflect spiritual, moral, social and cultural aspect of the school. SMRD is a strength of the School fostering the wellbeing and understanding. New, creative initiatives are encouraged and supported; success is shared and celebrated.

16. Oversee annual review KS 1-3

RD= Parents and carers feel supported and understand the process. EHCP's inform planning and facilitate evaluation. Progress and achievement is recorded and celebrated. Teachers and tutors receive the help and coaching they need to make the most of each meeting. Collaboration with other agencies is effective.

17. Lead learner progress meetings KS 1-3

RD= An objective / long term view is gained. Teachers, tutors are supported to reflect on progress. Constructive suggestions proposals provided. Meetings contribute to School self-evaluation

18. Be responsible for a delegated budget relating to areas of development / organisation

RD= Effective review, consultation to identify resource needs / priorities; 3-year budget plan prepared. Good communication with finance officer and Head. High quality; well organised resources enhance learning and progress.

19. Undertake an analysis of learner progress data relating to KS1 – 3 specialist classes.

RD = Presentation of learner progress data is objective, moderated, clear, concise, easily understood; informs planning, evaluation, review and accountability.

Deputy Head – Alex Tomkins

1. Quality of teaching and learning, monitoring and reporting on progress and achievement in

Key Stages 4 & 5.

RD= Rigorous; objective, ongoing judgements of the quality of teaching and learning reflect OfSTED criteria; positive, constructive feedback to staff team members; outstanding practice is shared and celebrated. Positive, constructive support provided for practice that requires improvement.

2. Performance management for teachers / tutors (KS 4-5)

RD= Teachers / tutors feel valued, the quality of their practice enhanced; their knowledge and understanding increased as a result of a constructive performance management review.

3. Whole School assessment and accreditation

RD= Relevant stakeholders are enabled to contribute to the review and development of assessment and accreditation. Assessment is part of the whole curriculum. Assessment guidance, tools and practice is accurate, objective, easily understood and informs planning and practice. Assessment enables an accurate record of attainment, progress and achievement. Moderation is effective and consistently applied; Progress data is easily acceptable and supports accountability. Teachers, tutors and assistants understand assessment and are effective in contributing to this process. Support, guidance, training and coaching is effective and on-going. Regular review and evaluation of assessment procedures is effective and ensures that assessment remains current and relevant to needs. Policy and guidance materials are clear and accessible and inform practice.

4. Producing progress data for the whole School;

RD= Progress data is easily accessible and supports accountability. Teachers and tutors use progress data to inform planning / target setting and informs evaluation of progress.

5. Performance development for admin team;

RD= Staff feel valued, the quality of their practice enhanced; their knowledge and understanding increased as a result of a constructive performance management review.

6. Overseeing School vehicles / drivers permits / blue badges etc.

RD= Vehicles are safe and well maintained. Vehicles are used effectively to support learning; LA guidance is followed regarding drivers permits; staff receive training and guidance (as required) to support individual learners, including use of harnesses and securing wheelchairs. All statutory requirements are fulfilled.

7. Lead post School transition.

RD = Each young person and their family feel supported through the process. Appropriate post – School opportunities are provided for every leaver. Excellent communication is established and maintained with FE colleges, careers guidance providers, social services and other relevant agencies / organisation. Opportunities are enabled to extend vocational work related learning.

8. NQT coordinator;

RD = Teachers feel well supported throughout the process. Training and support is tailored to their specific needs, interests and aspirations. Excellent communication is maintained. Effective collaboration is maintained with the relevant agencies. Statutory records are maintained to a high standard.

9. Coordinate work experience / student placements (other than initial teacher training).

RD = Placements meet the needs of the person concerned and has a positive impact on the School. Planning and pre placement arrangements are effective. Communication is outstanding. All relevant records are maintained. Evaluation and feedback forms are reviewed and inform planning / practice. People on placements feel welcomed, valued, enjoy and learn from their opportunity to be a Greenside.

10. Overseeing the Site team;

RD = Effective communication is established and maintained. Site team members feel valued and their contribution recognised and celebrated. Each site team member understands their role and responsibilities and fulfils this to a high standard. Issues are addressed quickly and effectively.

11. Coordinate Outdoor learning

RD = The quality of teaching and learning is enriched by extended / outdoor learning opportunities. All learners have access to outstanding outdoor learning opportunities. Outdoor learning is safe. Risk assessments are in place and followed. Guidance and training for all staff is effective. The impact of outdoor learning opportunities is evaluated and this informs developments.

12. Provide support lead for Health and safety lead.

RD = The health and safety lead feels supported, their contribution valued. Excellent H and S standards are maintained. Effective, rigorous, monitoring and evaluation is regularly undertaken. Reports provided for governors.

Comment [d2]:

13. Overseeing annual reviews KS 4-5

RD = Parents and carers feel supported and understand the process. EHCP's inform planning and facilitate evaluation. Progress and achievement is recorded and celebrated. Teachers and tutors receive the help and coaching they need to make the most of each meeting. Collaboration with other agencies is effective.

14. Lead learner progress meetings KS 4-5

RD = An objective / long term view is gained. Teachers, tutors are supported to reflect on progress. Constructive suggestions proposals provided. Meetings contribute to School self-evaluation

15. Overseeing website content

RD = Website is clear, attractive and presents a positive image of the School. Learners work is celebrated. Parents and carers are able to access the information they need. All statutory requirements are fully met.

16. PE – line manage sport coach

RD = Sports coach is supported to reflect and develop practice. Sports coach feels valued and their achievements recognised, shared, celebrated.

17. Be responsible for a delegated budget relating to areas of development / organisation

RD= Effective review, consultation to identify resource needs / priorities; 3-year budget plan prepared. Good communication with finance officer and Head. High quality; well organised resources enhance learning and progress.

18. Undertake an analysis of learner progress data relating to KS4 – 5 specialist classes.

RD = Presentation of learner progress data is objective, moderated, clear, concise, easily understood; informs planning, evaluation, review and accountability.

ASC Lead – Dawn Brown

1. Responsibility for ASC specialist classes;

RD = Staff teams receive guidance, training and coaching relating to ASC. Staff teams are feel supported well. Learning environments are well organised and presented well. Quality of teaching and learning is of a high standard (good / outstanding based on OfSTED criteria). The vast majority of learners make excellent progress.

2. Performance management of teachers and tutors in ASC classes

RD = Teachers / tutors feel valued, the quality of their practice enhanced; their knowledge and understanding increased as a result of a constructive performance management review.

3. Lead the NAS accreditation process;

RD = The accreditation process is organised well. Good communication ensures that each party understands what is expected of them. The process informs and develops practice. Greenside continues to be accredited by the NAS.

4. Lead Outreach;

RD = Effective communication is established and maintained with all stakeholders including: The LA; DSPL2; Woolgrove School; primary Schools in DSPL2; SLT; governors; teachers in Greenside School. The vast majority of evaluations from DSPL2 Schools are very positive. The service is valued by others and is regarded to be well organised. Greenside School teachers, who wish to contribute to Outreach delivery are enabled to do so, and the process supports their professional development.

5. Oversee annual reviews ASC specialist classes

RD = Teachers and tutors are supported in preparation for annual reviews. Documentation is well organised and of a high standard. Meetings are constructive, sharing issues, celebrating progress and achievement.

6. Lead Schools Direct;

RD = Student teachers are supported well. Issues are identified and addressed effectively. The process is facilitated by excellent communication with all stakeholders including: HE provided; mainstream Schools; SET; SLT and governors. Student teachers gain qualified teacher status.

7. Be the first contact for teacher training students;

RD = Effective communication with all stakeholders, including HE provider, class teachers, SLT ensures that placements are well organised and support quality of practice in classes. Students feel welcome and valued. Feedback is gained and shared.

8. Kitchen liaison

RD = Effective, proactive communication ensures that issues are identified and addressed effectively. Kitchen staff feel valued and listened to. The organisation of lunches enhances the quality of experience for all concerned.

9. Coordinating and leading training relating to ASC

RD = Training needs are regularly reviewed and reflected in a programme of workshops and training. The vast majority of evaluations of training are good / outstanding. Staff demonstrate confidence in their understanding and knowledge of ASC learners, this is reflected in the high quality of practice and learner progress.

10. Lead parent ASC meetings and workshops.

RD = Parents and carers are supported through gaining a greater understanding of ASC; sharing experiences and helping one another. Workshops and meetings are well organised. Outside speakers feel welcome and valued. The vast majority of feedback provided is positive.

11. Lead learner progress meetings for ASC specialist classes

RD= An objective / long term view is gained. Teachers, tutors are supported to reflect on progress. Constructive suggestions proposals provided. Meetings contribute to School self-evaluation

12. **Liaise with other Schools, LA and other organisations relating to ASC provision and development.**
RD = Presentation of learner progress data is objective, moderated, clear, concise, easily understood; informs planning, evaluation, review and accountability.
13. **Coordinate and undertake an analysis of learner progress data relating to ASC specialist classes.**
RD = Presentation of learner progress data is objective, moderated, clear, concise, easily understood; informs planning, evaluation, review and accountability.
14. **Liaise with other schools, LA and other organisations relating to ASC provision and development.**
RD = Effective communication ensures that Greenside is aware of and where appropriate contributes to local and national developments;
15. **Be responsible for a delegated budget relating to ASC specialist provision**
RD = Effective review, consultation to identify resource needs / priorities; 3-year budget plan prepared. Good communication with finance officer and Head. High quality; well organised resources enhance learning and progress.

EYFS / Key Stage 1 Lead - Michelle Bailey

1. **Curriculum development and assessment for EYFS and KS 1;**
RD = The EYFS and KS 1 curriculum is ambitious, accessible, inclusive; it is relevant to the learning, social and emotional needs of each young person. The curriculum provides a clear framework to inform planning and facilitates progress and progression. The curriculum addresses national / statutory requirements. The curriculum is presented in a way that is easily understood by parents and carers.
2. **Liaising and supporting EYFS teachers and leads across departments.**
RD = Teachers and tutors are supported well in understanding the specific planning and reporting relating to EYFS.
3. **Recording and reporting progress for EYFS learners.**
RD = Presentation of learner progress information is objective, moderated, clear, concise, easily understood; informs planning, evaluation, review and accountability.
4. **Oversee the development of BSL**
RD = Lead / coordinate daily BSL practice session for staff. Coordinate training / coaching / support for groups and individuals including BSL resources.
8. **Organise and lead primary assemblies, liaising with other primary teachers – supporting their contributions.**
RD = Assemblies are inclusive, collaborative, celebratory, uplifting, fun, creative and enjoyed by adults and learners. Assemblies reflect a social, spiritual, moral and cultural aspect of the school. Staff are supported and enabled to contribute.
9. **Leading the use of the main sensory room (“The Barn”), organising the environment, liaising with the supplier (Experia); providing training and support for colleagues**
RD = Staff are knowledgeable and confident in the use of the sensory resources. The resources are organised well. The resource supports learning, progress and achievement.

13.12.17 SLT

10. Providing support for prospective learners and their families, including liaison with EYSDC, playgroups and nurseries.

RD = Parents and carers are supported well. Good communication supports transitions.

Senior Leadership Team shared areas:

- Head and Deputies lead the monitoring, appraising the quality of teaching and learning in all classes as well as overseeing progress for the whole School.
- Head and deputies undertake learning walks and observations jointly with aspect leads, as well as some individual observations and visits, others will be undertaken paired with others.
- Regular visits and observations
- Head and deputies to co-ordinate paired learning walks
-

Leadership team – shared areas:

- Inclusion
- Parent support
- Parent support worker
- Whole School training / CPD
- Monitoring staff absence / cover
- School development plan

Subject leads

Greenside provides a curriculum tailored to the learning, emotional, sensory and physical needs of each young person. This is described as our “**I can**” curriculum. There 4 main areas of learning, each are not exclusive, will not be taught in discrete areas and will relate to each other. The 4 areas are:

- **My Body** (*Sensory and physical needs, SEN code of practice*).
- **My Communication** (*Communication & Interaction, SEN code of practice*).
- **My Thinking** (*Cognition & Learning, SEN code of practice*).
- **My Wellbeing** (*Social, emotional and mental health difficulties, SEN code of practice*)

My Body –

Includes: *PE, Physiotherapy, occupational therapy, sports, sensory, fine motor, self-regulation, Sex and relationship education (SRE), sensory preferences, expressive arts, healthy eating and exercise, independence; Massage; Swimming; Rebound therapy; Sensory Integration;*

- **Sian; Sarka / Laura / Rob**

My Communication –

Includes – *Literacy (reading and writing), interaction, functional, conversational, verbal, pre/nonverbal, social, gestures, signing, symbols, responsiveness, independence (+7 areas of engagement) foreign languages; Intensive Interaction.*

- **Mariam / Carol J / Jo T**

My Thinking

Includes – *(Cognition and learning), processing, problem-solving, investigation, exploration, anticipation, concentration and attention, functional numeracy, independence (+7 areas of engagement) Understanding of the world (Science and Humanities); Vocational learning; RE*

- **Amy / Sam P / Fran**

My Wellbeing

Includes – *Identity and sense of self, social emotional development, relationships, me and my community, repeated sensory experiences, drama therapy, leisure and play, independence, inclusion (internal and external), self-esteem, my future Creativity (music, dance, art); Food tech; Spiritual, Moral, Social Education, Citizenship;*

- **Luke / Jody / Kayleigh**

Aspect leads

- **Sarah Cullip:** behaviour for learning, Herts Steps
- **Rob Grundy:** Moving and Handling
- **Michael Levy:** Swimming / Health and safety
- **Dawn Hutchins:** VI / BSL
- **Matthew Donno:** Library / Story boxes
- **Lorraine Lawrence:** Apprentices / Home - School Transport.
- **Janet Clayton:** MSAs
- **Bill Leslie:** Website
- **Shirley Woodlock:** Uniforms
- **Abi:** IT

13.12.17 SLT

Teaching expectations of the leadership team members:

Head: currently supporting one learner each day (12 – 3.30)

Deputy Heads: 1.5 days per week. 45mins ppa / 3.45 days leadership and management time

ASC lead: 2 days per week / .5 ppa / .5 outreach. / 2 days leadership and management

EYFS / KS 1: Full class responsibility (+ .5 leadership and management time).

Senior Leadership Team meetings:

- Tuesday / Thursdays 8.15

Leadership meetings:

- Monday 8.15. pre-briefing meeting focus on diary and covers
- Monday 9.15 Senior leadership meeting – strategic development / safeguarding
- Monday 3.35 leadership meeting will share policies, issues, Safe guarding and developments
- Friday 8.15 sharing of issues / examples of very good practice

13.12.17 SLT