

ASSOCIATE HEADTEACHER SCHEME - PEN PORTRAIT BRIEFS

1. Healthy Young Minds

From the recent successful workshop on the co - commissioning of services for children and young people, the opportunity presents for a Headteacher to work with colleagues in Health. The seconded will identify service delivery opportunities, and work with Heads and Officers in Health to propose ways in which services can be developed to better meet the local needs in inclusive settings.

It makes sense for the Associate Head to gather advice, suggestions and proposals from across both Education and Health. Then to review these with parents, carers, young people themselves and the Healthy Young Minds team as the basis for co-commissioning improved service support and better availability of specialist services.

Impact assessment of this important initiative should include student and parent satisfaction.

2. Looked After Children Parenting Champions

Children and young people who experience being looked after for any part of their lives are rightly regarded as being particularly vulnerable. The Associate Head will stimulate interest across Governors to encourage every governing body in nominating a Parent Champion.

The Associate Head will be able to work with the Bury Association of Governors, and with Head colleagues to raise awareness levels of this important initiative.

Impact assessment will be based on the adoption of designated Parent Champion status across the community of governing bodies and trusts in schools of all designations.

3. Promoting Exemplar Pupil Attendance

Excellent pupil attendance is essential if we are to educate every pupil to a good standard. The Associate Head will systematically gather and share best practice in securing school attendance. Working with officers and the Interim Assistant Director for Education and Inclusion the secondee will contribute to our ambition to achieve and sustain top quartile pupil attendance.

Impact assessment of this role will be based on progressive trend analysis of attendance data to demonstrate improvement.

4. Early Years- Start Well

The secondee will work with early years practitioners within the context of early years quality hubs that bring together early years settings and schools to promote effective strategies to increase the percentage of children who are 'school ready' at age 5. The secondee will link with the Early Years

Advisory Team, building on successful strategies and pilot work including WellComm. This invaluable work links with the Greater Manchester Start Well vision which aims to ensure that every child grows up in a nurturing environment, with access to public service support helping youngsters to fulfil their potential as they move into primary education and Bury Council's focus on locality working. There will be links with Health Services through the Early Help model. The secondee will recommend strategies to further strengthen our early years offer promoting quality practice.

Impact assessment in this key project will include: strategies to support pupils who are not on track to be school ready and locality based approaches which bring together the private and public sectors.

5. SEND, building on our recovery

Our most vulnerable pupils and students are getting a better deal in Bury; but parents and heads are still frustrated at the pace of change. The seconded Head will work creatively across the service: to identify problems or concerns - and to propose solutions. They will liaise with the Inclusion Leads.

There are three suggested themes to this work: champion the child, consider the systems implications of specific problem resolution; and contributing to the development of our wider Parent Voice in special needs.

Impact assessment will include: a register of issues identified- and addressed. Some assessment of wider system changes which followed. Some parent feedback on our work in co-producing services for children.

6. Transition from primary to secondary school

The general interest in building on the work of SSIF project 'Reducing barriers to learning for disadvantaged pupils' suggests that a skilled secondary head, working across the phases, and with officers, can stimulate further improvements in our arrangements for pupil transition.

The suggested theme is making effective use of primary/ secondary liaison to ensure that pupils move swiftly on from their differing starting points.

Impact measures would be based on case study work to identify transition difficulties; strategies to promote effective transition and service-wide proposals to address them.

7. Improving standards at Key Stage 1 led by a primary head

The decline in our performance profile has stabilised at Key Stages 2 and 4. However, in primary there is a need to raise standards in the combined measure at Key Stage 1. The seconded head will identify and share good practice, identify barriers to good pupil progress across Key Stage 1 from the end of the Early Years Foundation Stage.

Impact measures will relate to strategies to overcome barriers; attainment outcomes in specified school settings.

8. Reaching for the highest standards

The decline in our performance profile has stabilised at Key Stages 2 and 4. However, across primary and secondary schools too few pupils reach the highest standards available. The seconded head will explore the factors which are limiting pupils including through looking at LAs outside Bury where performance is strong.

Impact measures will relate to developing a strategy to promote high standards and an action plan to address this.

9. Maths Development led by a secondary head

The Associate headteacher will build on the work of the supported peer reviews and the current Year 2 offer to improve progress in secondary maths, further developing the link with the North West 1 Maths Hub to support the work of maths leaders, and their senior line managers, in secondary schools.

In co-ordination with established maths leaders share good practice and embed successful maths strategies.

Consider the partnership potential with receptive University partners to establish a Maths Specialist school in Bury to support our schools. Explore how Bury may support the recruitment, development and retention of quality maths teachers.

Impact measures will reflect progress in each of the areas identified.