



ORGANISATION CHART

Systemic Advocacy

①

Vision, Purpose
& Plan

Personal Advocacy

②

People,
Process &
Standards

③

Core Promise

Motivation & Involvement

Impact

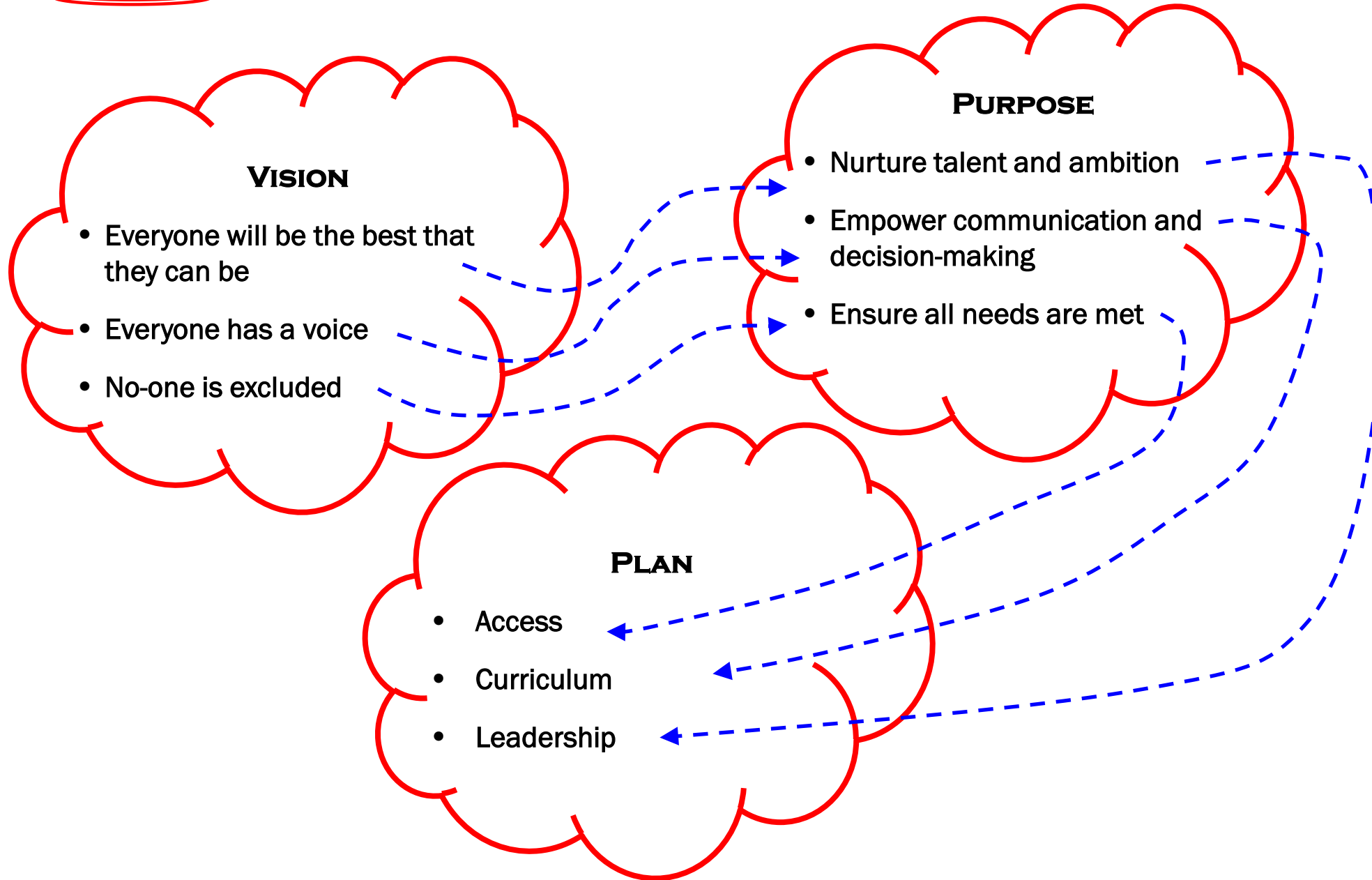
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Assess,
Evaluate,
Monitor, Hold
to Account



①

Systemic Advocacy



②

Personal Advocacy

PEOPLE

Leaders and Teams

Strategic leads for:

- teaching standards
- pupil achievement
- Whole school planning
- curriculum development
- Safeguarding
- organisational efficiency effectiveness and safety
(premises/H&S/finance/HR/e-safety/ induction/ line management)
- research development and professional learning
- admissions

Operational/middle leads for:

- behaviour
- FE
- EYFS
- therapies
- VI/Sensory
- vocational opportunities
- Family engagement/ support
- curriculum areas
- advocacy
- outdoor learning
- Transition

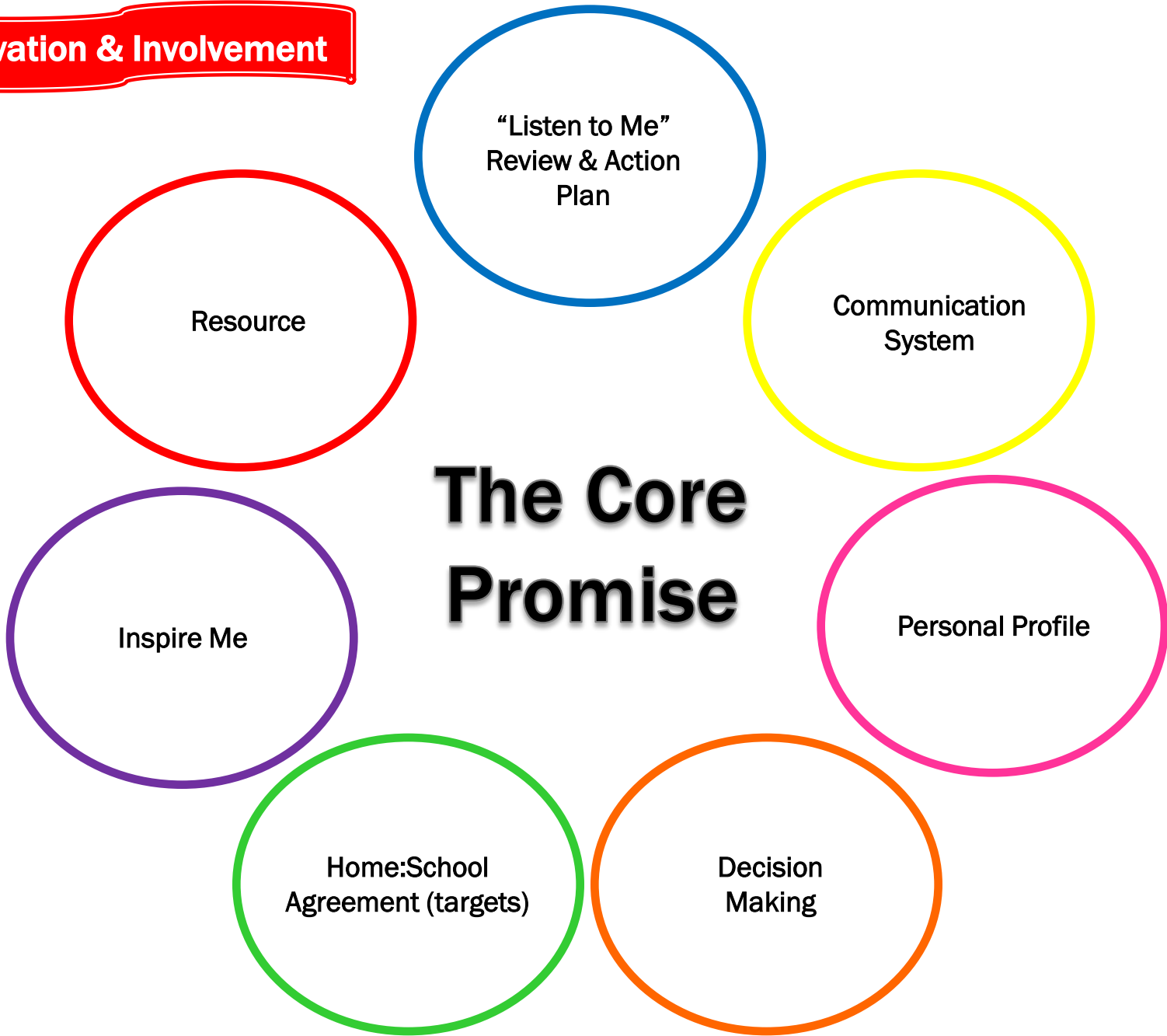
**lead and act
upon
development
plan
to ensure
“good”/
“outstanding”
standards**

PROCESS & STANDARDS

- teaching is always at least “good”
- behaviour never impedes learning, is well understood and strategies are effective
- progress is at least “good” for all learners
- all learners have equitable access to learning and opportunities
- there are high quality, inspiring and memorable opportunities on offer
- the organisation runs effectively and efficiently
- staff have development opportunities and are highly skilled
- innovative development and research are ongoing at all times
- individual and community specialist skills and characteristics are reflected and celebrated
- Individual and community needs and aspirations are respected and met

③

Motivation & Involvement



④

Impact

ASSESS:

- pupil learning
- moderated evidence
- in lesson continuous assessment for learning
- feedback (for pupils and standards-related for adults)

- } senior leaders/
- } middle leaders/
- } teams

EVALUATE:

- lessons
- professional development
- action plans
- pupil responses
- resources purchased
- training/adult learning
- innovations & development

- } all leaders/
- } all community groups

MONITOR:

- quality of provision
- equity of opportunity
- effectiveness of developments
- implementation of plans

- } senior leaders/
- } middle leaders/
- } Governors

HOLD TO ACCOUNT:

- Senior leaders held to account for:
- pupil progress
 - use of resource

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-) Governors
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Integrity assured because:

- decision-making based on rigorous data
- commissioning based on research evidence
- standards statements based on moderated accurate assessments and thorough evaluation
- leadership decisions demonstrate a thorough and accurate knowledge of the organisation
- all voices heard