



DRAYTON MANOR HIGH SCHOOL

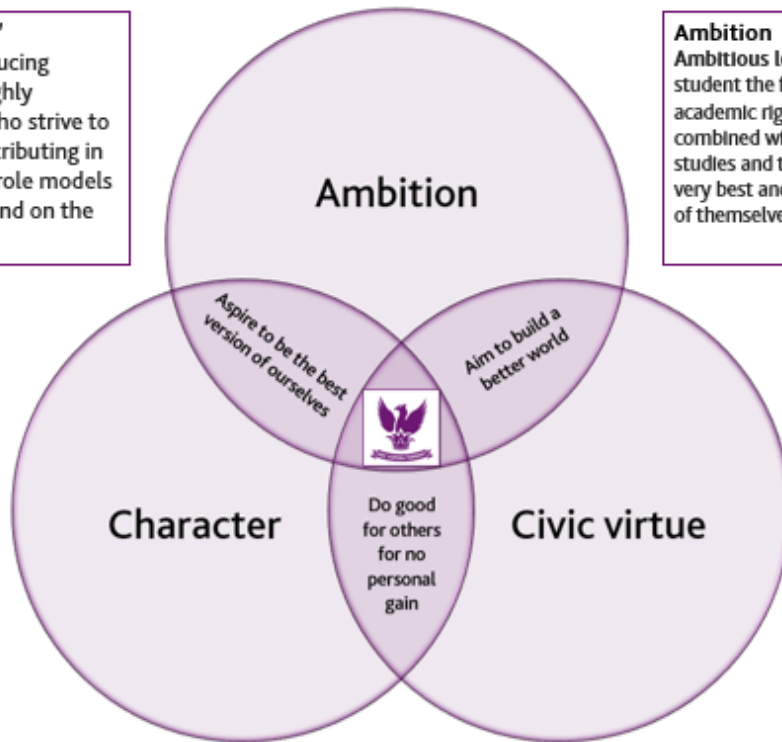
LEADERSHIP AT DRAYTON MANOR HIGH SCHOOL HANDBOOK

'The Drayton Manor Way'

We are committed to producing personally rounded and highly knowledgeable students who strive to be exemplary citizens, contributing in all ways, and especially as role models within their communities and on the world stage.

Character.

The character of students; stimulating relish for fresh challenges and personal responsibility alongside the development of the necessary resilience, courage and determination to overcome challenges in a fast-moving world; inspired by the school's motto *Nec Aspera Terrant*



Ambition

Ambitious learning; instilling in every student the fundamental importance of academic rigour and hard work in all they do, combined with the value of breadth in their studies and the commitment to doing their very best and being the best possible version of themselves.

Civic Virtue.

Acquisition of civic virtue; including integrity, care for others, service and sharing non-academic life experiences. Civic virtues are character traits that are necessary for engaged responsible citizenship, contributing to the common good.

SCHOOL VISION AND VALUES

We are committed to producing personally rounded and highly knowledgeable students who strive to be exemplary citizens, contributing in all ways, and especially as role models within their communities and on the world stage.

Our school vision is underpinned by our core values of Ambition, Character and Civic Virtue. These values are embedded in the history, fabric and school community and are the guiding principles for leadership, school improvement and decision making throughout the school.

RESPONSIBILITY OF LEADERSHIP

"Leaders create leaders by passing on responsibility, creating ownership, accountability and trust"¹

'James Kerr'

Leaders in the school live and breathe out Values each day so that we provide the best education and experiences for the community we serve. Leaders at Drayton Manor maintain high standards, demand the best from students and provide platforms for colleagues to develop with them. Leaders at Drayton Manor do this in recognition of the standards set in our past and as a moral duty to *'leave the jersey in a better place'*¹.

The purpose of this handbook therefore is not to provide a detailed literature review of modern leadership theory. Rather, this is to provide a practical guide for 'how we lead around here'. Much of the contents of this handbook are derived from literature, but it is also based on almost 100 years of experience the school has in leading in the community.

PRINCIPLES OF LEADERSHIP

Understanding of leadership, and behaviours that make great leaders mean that there is a huge amount of research and literature around the subject. As a school, we encourage our leaders to review this literature, take part in professional development and always seek to improve. However, we are also clear that there are some principles of leadership that are central to how we do things as a school. To support leaders in this journey, we use the acronym CRAVE as a model for leadership at Drayton Manor.



1. The principle of 'Clarity'
People are at their best when they are clear about their role, how it fits into the wider organisation, what actions they need to take, by when and how their work is reviewed. In an educational setting, this ultimately impacts positively on student outcomes. Leaders ensure staff and students have this clarity and work tirelessly to remove barriers and uncertainty, whilst maintaining their professionalism and the culture of care at the school.
2. The principle of 'Reflect and Act'
This encompasses quality assurance/review, planning and implementation – the cycle of school improvement. Leaders are always looking to identify strengths and spot gaps in their areas and put in place

¹ Legacy: 15 Lessons in Leadership; James Kerr; 2015

systems and actions that share best practice and close any gap at pace. Where leaders are working at exceptional levels, they undertake 'pre-mortems' and identify weaknesses and threats well in advance of them taking place; putting measures in place to prevent problems arising.

3. The principle of 'Accountability'

Leaders want to be held accountable for the impact of their work as they know how it matters to the community we serve. Leaders embrace challenge as we all strive to be the best version of ourselves and serve as role models to our students. Leaders use performance indicators to help their teams to be their best. Leaders will use regular check in points for themselves, but also members of their team to identify the progress of projects and implementation plans and use performance indicators to steer and guide staff in the right direction. Leaders use the Draytonism 'show me, don't tell me' to ensure work is out of the required standard and give good, timely feed back where it is not. Leaders celebrate and take pride in the achievements of their teams and take responsibility for helping others to be at their best.

4. The principle of being 'Values led'

Ambition, character and Civic Virtue are at the heart of leader's decision making at the school. These are the guiding principles that provide leaders with *why* for what we do. Doing what is right for the students and our community is always our first point of call, even if that means taking a more challenging path inspired by the school motto – 'Nec Aspera Terrent'.

5. The principle of 'Expertise'

Leaders at Drayton Manor are experts, and if they aren't, they work quickly to gain master their craft. Whether it is subject content, disciplinary knowledge, an exam specification, or DFE statutory guidance, as central feature of leading an area is knowing it inside out. Ensuring that we have this knowledge allows leaders the platform to provide clarity for teams and hold them to account.

EXPECTATIONS OF A LEADER AT DRAYTON MANOR

Leaders at Drayton Manor

- Make decisions with the school Values as a guide
- Focus on what is best for the students at all times
- Always uphold the standards and expectations of the school
- Aspire for excellence
- Are visible role models
- Are experts in their areas
- Value and trust others
- Own their responsibilities
- Are solutions focussed
- Are present and available to support
- Know their teams and colleagues
- Always encourage and communicate well
- Act at pace
- Focus on teaching and learning
- Thank and praise colleagues where appropriate
- Hold people to account and help them be at their best
- Help colleagues solve problems
- Seek out opportunities to develop their team
- Enjoy their role
- Maintain perspective of the bigger picture
- Maintain good humour

ACTIONS OF CURRICULUM LEADERS

Curriculum Leaders will lead their team to

When?	What?
Daily	Check DO NOWs meet requirements and 50:50 in place
	Follow-up on patterns of on-call and warning logs in the Faculty
	Ensure cover is set according to school expectation, including with seating plan and someone is allocated to attend the start of each lesson to support the guest teacher
	Drop into lessons, check books and talk to students
	Ensure all non-negotiables are in action, including the Warning script and use of Behaviour Policy
	Support colleagues with restorative conversations following any On Calls
Weekly	Hold a faculty briefing
	Spotcheck books for presentation, marking and content
	Check ratio of rewards is 3:1 across department
	Check patterns of on-calls and arrange support for staff and follow-up with Year team (where necessary)
	Ensure teachers respond to communications to parents in good time and resolve queries
	Check attendance figures
	Check Persistent Absentees and Attendance contracts
Fortnightly	Speak to SEND students during learning walks to check on lesson experience and progress
	Check attendance to enrichment
	Have departmental or post-holder meetings/check-ins
	Drop into lessons
	Check SMHW to ensure homework for the department is set
	Check use of TAs
Half termly	Send letters home to parents congratulating students
	Use of Faculty time
	Plan curriculum masterclasses and empower other team members to participate and lead
	Do learning walks around other departments to see good practice
	Check-in with ECT mentors on their progress
	Review the area of practice each teacher in your area is working on and their progress
	Evaluate progress of Subject Development Plan
Termly	Visit all members of the department to see them teach
	Undertake analysis of Progress, ATL, QLA and other headlines
	Decide on T&L focus for the next term
	Review any other department strengths not being used
	Review the curriculum and update maps and schemes of work
	Check Government/subject association updates and ensure statutory and subject compliance
	Check SMHW per year group against timetable
Yearly	Evaluate departmental performance
	Review Examiners' Reports
	Review the curriculum
	Update schemes of work
	Gather information on student progress and future targets
	Set the vision for the coming year
	Write the departmental SEF
	Visit another school for best practice

RESPONSIBILITY FOR TEACHING AND LEARNING

All leaders, at all levels are responsible for the standard of lessons in their area of responsibility. High quality teaching and learning directly impacts the quality of student outcomes. Leaders at the school use the Drayton Manor non-negotiable and the Framework of Practice to always maintain the highest standards of learning.

DRAYTON MANOR NON- NEGOTIABLES

We have a collective set of non- negotiables that all teachers do in every lesson, and do not deviate from these. The purpose is to foster a culture of learning amongst out students and ensure consistency of approach. Please see the list below

Seating Plans	Teachers have a planned seating plan that is printed and annotated with key student information including Most Able, SEND, PP, Access Arrangements, Current and Prior Attainment and details of any key strategies that need to be used with specific students.
50:50 Threshold	Teachers are 50:50 at the door to welcome students and insist on a silent entry where students remove their coats, bags and place their knowledge organisers and equipment on desks
20-Second Challenge	Students enter the room, sit down, get out their exercise book, diary, equipment for the lesson and start the do now within the first 20 seconds. The teacher times this.
Do Now	A Do Now is ready for every student to complete immediately on arrival to a lesson to facilitate the 20-second challenge. The do now is marked in green pen.
House Merits and the 5 in 5	Students are rewarded for their effort with House Merits. There is a minimum 3:1 ratio of House Merits to warnings in each lesson and House Merits are recorded on SIMS. Teachers aim to promote a pacy start to lessons by giving 5 House Merits in the first 5 minutes.
Homework	One piece of homework is set per week/fortnight according to the homework frequency table. Students write this in their diary and the teacher uploads the homework to Show My Homework that day. While students write their homework in their diary, the teacher checks the previous homework as per the homework policy.
What, how, how long	Setting students off on a learning activity involves teachers providing clear instructions that summarise what students will do, how they will do it and how long students must complete the task. Teachers check students understand the task before initiating.
Book Pride	Students write the title, date and underline both, writing C/W in the top left corner of their work. All sheets are attached in books and errors are crossed out with a single line. Students mark work in green pen.
Questioning and checking for understanding	We reject hands up questioning and self reporting strategies of checking understanding. Cold calling, think-pair-share, mini white boards and other strategies ensure that when questions are asked, and understanding is checked, all students are engaged, thinking about the answer and ready to respond.
SLANT 3-2-1	SLANT-3-2-1 is used to get the class to order. Compliance from every student is insisted on.
Behaviour Policy	The Behaviour Policy is implemented consistently, fairly and correctly. The script is used in each instant a warning is given. Written warnings are recorded on the white board and all warnings are logged on SIMS.
Exit Routine	At the end of lessons, all students stand behind their desks, clear the area of litter and are silently dismissed one row/table at a time. The teacher remains 50:50 at the door, checks uniform standards and ensures high standards in the corridor
	For Period 6 lessons, students that have a detention are asked to sit back down at the end of the lesson and once all other students have exited, are escorted to their detention in silence

TEACHING AND LEARNING FRAMEWORK OF PRACTICE

Framework Strand	Description
1. Welcome and Do Now	The beginning of a lesson sets the tone for how that lesson, and possibly the rest of the day will go for students. Students enter silently and respectfully and should be welcomed at the door by teachers that are 50:50. Learning should start immediately after a student enters the room. The Do Now will be available for them to complete as soon as they sit down and should consist of retrieval practice of prior knowledge.
2. Classroom routines and student behaviour	As a school, we all implement common routines to ensure consistency for our students. This is non-negotiable. Clear and slick routines from teachers build habits in students that allow for maximum time to be focussed on learning. Praise and positive narration are our first tool to promote compliance and where students do not meet our expectations, they are sanctioned according to the Behaviour Policy. We are warm, but strict.
3. Maintaining high expectations	The first value of the school is Ambition. We have extremely high expectations for how students act and what they do in lessons. We believe that through excellent pedagogy and practice, teachers can make life changing impact on students.
4. Linking to the big picture	What are the learning objectives for this lesson? Where does this lesson sit in the curriculum and what has been learned so far? How does it link to student's wider world knowledge or their 'schema'? How does it link to future careers they may be interested in or not yet aware of?
5. Explanations and modelling	Learning is the residue of thought. Direct instruction and modelling <i>how</i> and <i>what</i> students need to learn allows them to witness mastery before attempting it themselves. Teachers who make explanations 'sticky' for students and chunk them across a lesson to build up understanding yield greater and more sustainable learning for students.
6. Checking <i>what</i> students understand	Assessment strategies that check <i>what</i> students have learned are more impactful than those that check <i>if</i> . Teachers are curious to know if what they have taught has been understood and do not move onto the next phase of learning unless they are clear that all students have a good grasp of prior learning. Teachers actively re-teach content where they identify misconceptions from their assessment strategies. Self and peer-assessment strategies are built into lessons and support the development of student self-regulation.
7. Helping all students achieve success	Not all students progress at the same rate. Some need additional support to achieve the challenging objectives teachers set them in their lessons. As a school, we see it as part of our Civic Virtue to help all students make excellent progress, regardless of the prior attainment or learning challenges they may have. Differentiation strategies that support those learners, but do not create a burdensome planning load are a key component of this, along with the support strategies that the Inclusion Faculty produce.
8. Deliberate practice	In order to improve anything, you need to practice. Teachers may guide practice of students through me, we, your strategies and students may be given independent practice to consolidate their learning once understanding has been checked. Teachers use this time to circulate and 'live mark' student work to pull out any further misconceptions that can be re-taught to students in the lesson.
9. Responding to feedback and reflecting on learning	We believe in supporting a 'culture of error' in students. Student mistakes are an opportunity to learn – this is where teachers are a point of difference for students. Teachers that provide structured time and opportunities for students to respond to all types of feedback help students be their best. Whether correcting a verbal response from a student or providing feedback on an assessment, students are always allowed time to reflect on their mistakes and given help to correct them.

POST-16 CHECKLISTS

This year, the school has two main foci that all staff have a responsibility to support to improve. These are

1. Standards and outcomes at Post-16
2. Standards and routines of homework setting

Below are a number of checklists to support colleagues in the roles in delivering in these two areas.

TEACHER CHECKLIST

- ☐ Where KS5 students are more than 5 minutes late, send them On Call
- ☐ All students have folders and diaries out in every lesson. Incorrect equipment is logged on SIMS for the Pastoral Team to follow up
- ☐ What, How and How Long and Countdowns used in every Post-16 lesson
- ☐ Study Work, Homework and Prep Work is written in diaries at slide 3 on the PPT, checked by students holding up diaries and is set on SMHW on a weekly basis (applicable to Years 7-13)
- ☐ Study Work, Homework and Prep Work is checked on a weekly basis and incompleteness results in a sanction on SIMS

CURRICULUM LEADER CHECKLIST

- ☐ Have a planned Curriculum that details: What is taught, the HW, SW and PW for each week, the breakdown of AO that is taught in each lesson and what is assessed at key points
- ☐ Have produced and provided students with a course booklet that comprises all the key information students require, including a student version of the Curriculum Map
- ☐ Have developed a 'model lesson' for KS5 that has been shared with my team so they can plan using a clear structure

TO HAPPEN WEEKLY

- ☐ Review School's BI, behaviour data report, Show My Homework and student diaries to check on Post-16 lates, On-calls for lates and Homework
- ☐ Schedule 2 drop-ins for post-16 lessons so that I can quality assure the lessons taking place and provide feedback. Feedback is focused on
 - Presence and use of folders
 - Use of What, How, How Long and countdowns in lessons
 - The setting and completion of homework, study work and prep work by students

PASTORAL LEADER CHECKLIST (HOMEWORK FOCUS)

- ☐ Review student diaries and check homework, and for Post-16 study work and prep work
- ☐ Use the weekly behaviour data report to identify students that are repeatedly not completing homework and sign up recidivists to Homework Club
- ☐ Arrange meetings and follow up with Faculties or Subject leaders where patterns emerge in terms of homework completion or lateness
- ☐ Register, as per the Homework club protocol, repeat students to attend homework club
- ☐ Inform Tutors with patterns on incomplete homework using the behaviour data report
- ☐ Review SMHW to ensure homework is being set with at least one week for students to complete

TUTOR CHECKLIST

- ☐ Review student diaries and check homework, and for post-16 study work and prep work
- ☐ Sanction students who do not have diaries or the correct equipment using SIMS
- ☐ Review data and patterns shared by HOY
- ☐ Identify students that are recidivists for homework and discuss interventions with HOY