



Lincoln Minster School – Action Plan – *Leadership*



Aims	Action	Who	Impact	2016-17	2017-18	2018-19
<p>Good communications between staff, SLT and LGB</p>	<p>Leaders will consistently communicate high expectations to all staff</p> <p>Departmental and individual targets aligned with the school's Development Plan</p> <p>Staff support each other in the running of the school</p> <p>Regularly review the schools SEF statement</p>	<p>All</p>	<p>Clarity and purpose to support the ethos of the school</p> <p>Staff feel supported and their contribution to school life is recognised and appreciated</p> <p>All stakeholders have a shared understanding and ownership of the school's vision, knowing what is of importance at LMS in terms of purpose and direction</p> <p>Ensuring the school's Self Evaluation Form (SEF) maintains its relevance as a document within the school community and directly links with the 3 year Strategic Plan</p>	<p>Common Room Chair appointed</p> <p>Weekly meeting between HM and Common Room Chair to discuss both teaching and support staff issues</p> <p>Systems in place to ensure regular contact between staff and LGB</p> <p>Ensure that school is fully prepared for an ISI inspection – compliance and quality education focussed inspections</p> <p>The school's self-evaluation process is shared and understood (SEF reflects the current evidence base and the expected impact of further planned improvements)</p>	<p>Staff member sits on LGB</p> <p>Ensure that school is fully prepared for an ISI inspection – compliance and quality education focussed inspections</p> <p>The school's self-evaluation process is shared and understood (SEF reflects the current evidence base and the expected impact of further planned improvements)</p>	<p>Ensure that school is fully prepared for an ISI inspection – compliance and quality education focussed inspections</p> <p>The school's self-evaluation process is shared and understood (SEF reflects the current evidence base and the expected impact of further planned improvements)</p>



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<p>Become a centre of excellence for training and staff development in education</p>	<p>Ensure that teaching staff develop their skills in teaching, pastoral care and leadership</p> <p>Ensure that support staff receive the training they need to perform their roles effectively</p> <p>Ensure all staff: -have access to the support and guidance they need to progress their careers -understand and fulfil their legal obligations</p> <p>Review the appraisal system - ensuring all leaders involved</p>	<p>All</p>	<p>Staff feel supported and their contribution to school life is recognised and appreciated</p> <p>Structures in place to support staff where applicable</p> <p>Staff have time to develop professionally in school (cross-curricular observations, mentoring)</p> <p>Staff are set appropriate targets for development that will improve outcomes for all pupils</p> <p>Lead Teacher programme in place at Senior and Prep</p>	<p>Review PDR processes to maximise their effectiveness in raising standards. Monitoring process ensures that objectives set are appropriate and link to Strategic Plan</p> <p>Ensure that strategic planning is carried out across all departments in line with whole school Plan</p> <p>Further collaboration between Senior and Prep sites</p> <p>One member of SLT trained as an ISI Compliance inspector and one member of SLT trained as an ISI Quality Education inspector</p> <p>One further member of staff become a</p>	<p>Review INSET provision and develop a plan to ensure that there is time for teams and individuals to work on their own training and development needs</p> <p>PDR procedure functioning well with staff stretching and challenging themselves</p>	<p>PDR procedure functioning well with staff stretching and challenging themselves</p>



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	<p>in appraising are trained appropriately in the setting of objectives</p> <p>Plan for appropriate induction and CPD of new staff</p>			<p>Specialist Leader in Education (SLE)</p> <p>2 staff part of UL Lead Practitioner programme</p> <p>Associate Assistant Head role created to lead on a project Teaching Advice & Guidance team established – peer to peer support</p> <p>MMMSR – Middle Managers moderated self-reviews established</p> <p>Mentoring, induction support and CPD programmes for staff new to role carried out and evaluated for impact</p>		
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Improved Staff wellbeing	Create a supportive environment which is responsive to staff needs	All	Staff who have a better work life balance	<p>Embed a review of work life balance in the PM system and through line managers</p> <p>Reinforce the role of the HOD and HOY as line managers who keep a pastoral overview of colleagues in their department or area</p> <p>Have (at least) one staff social per term e.g. theatre trip, sports activity, BBQ</p>	<p>Health checks</p> <p>Physical environment – ways of improving toilet and changing facilities</p> <p>Have (at least) one staff social per term e.g. theatre trip, sports activity, BBQ</p>	Review and evaluation of procedures put in place
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Pupil Leadership	Opportunities for pupils of all ages to take up leadership roles, whether that be on the sports field, concerts, auditorium, theatre or through the	All	Confident pupils who are comfortable in an assortment of environments or activities and who are excellent role models and ambassadors of LMS	<p>Leadership training</p> <p>Develop peer mentoring</p> <p>Enhanced Prefect role introduced with more prominent roles for House Captains, School Council Leaders, Prep</p>	<p>Pupils trained to attend marketing events with staff to promote LMS</p> <p>Pupils attend pupil leadership courses to develop their abilities further</p>	Review and evaluation of procedures put in place



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	house competition			and Pre-prep links and Charity Committee Learning Leaders developed roles in three further departments House system revamped with more leadership roles at all levels		
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Partnership with parents	Be known as a supportive environment which is responsive to parents needs Regular parental contact so parents are involved at all times and feel communicated with	All	Strong relationships with parents where the school and parents work together to achieve the best outcome for the child	Streamlining of school website Review the effectiveness of all communications to, and interactions with, parents Utilise the skill sets of parents for the benefit of LMS pupils e.g. mock university interviews Review FoLMS structure	Introduce a termly <i>Parents Forum</i> to propose and discuss opportunities for the school Utilise the skill sets of parents for the benefit of LMS pupils e.g. mock university interviews A full programme of events that parents can be a part of rolled out	A reviewed programme of events that parents can be a part of continue



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				Create more opportunities for parents to be at LMS to celebrate achievements of their children e.g. house events, leaving services		
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