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| **Support Plan for** | Sonia Kennedy |
| **Start Date** | 19th February 2018 |
| **End Date** | 23rd May 2018 |
| **Support Plan Manager** | AZA |
| **SLT Lead** | AZA |

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| Area Of Concern/Teaching Standard/JD | Key Concerns And Discussion Points | Agreed Support/Action | Timeline/Dates For Agreed Support/Action To Take Place | Outcome Of Agreed Support/Action | Review Of Out comes |
| **1. PUPIL PROGRESS**  **Leadership 7:**  Make a significant contribution to improving learning and raising achievement. | Who are the priority students and who are underachieving?  What systems are in place to ensure all students are making rapid progress?  Are the key areas of the department RIP addressed?  How do we know that department assessments are fit for purpose?  How are they moderating student outcomes and ensuring good assessment.? | Robust intervention programme for targeted students is set up with clear criteria for identification.  Forensic analysis of student current data.  Moderation systems in place to compare students outcomes  Review of all assessment at KS3 and KS4 that is linked to SOL and student outcomes. |  | Students have been identified who need targeted intervention.  Students are on track to make rapid progress.  Targets in department RIP have been addressed  Department minutes indicate that moderation is taking place.  Assessment procedures are robust and meaningful. | Analysis and presentation of data has not been to a high standard. Handwritten document produced by SKE for LM meeting showed little analysis and to a poor standard. As a result PP1 and PP2 this information has failed to be delivered to the rest of the team in a timely manner..  Yr 11 Intervention was arranged by individuals in the department.  Lack of communication and leadership resulting in ABR, MCE and PJO would communicate directly with PRU, GMK, AZA and NBK.  CA exam deadline missed. GMK Extension from the exam board was agreed. New deadline was missed.  Moderation of year 11 work was not embedded practice. Teachers assessed in isolation. GMK created timetable to enable this to take place. |
| **2. LEADERSHIP AND MANAGEMENT**  **Leadership 14:**  Successful experience of organising, developing and motivating staff.  Department vision to provide a clarity of purpose and buy in | What is the vision for each department and how is it communicated?  Staff morale is low.  How is each member of the department being supported and developed?  Does each member of the team feel valued?  How successful and effective is communication across the team?  What systems are in place to challenge underperformance?  Is the TLL organised and effective in running meetings, keeping abreast of agenda items, awareness of SLT Bulletin, Progress on SIP, development of SIP and progress on RIP? | PMR is carried out for all the team ASAP.  Skills analysis is carried out for each colleague.  Allocation of responsibilities across the department to create development opportunities and “buy in”  Department minutes are carried out and actioned.  Vigorous monitoring systems setup to monitor that technicians are ensuring H&S standards are met and are supporting the teaching and learning and daily running of the department.  Implement a support programme for PJO and induction programme for ABR |  | Students are engaged in the lesson.  “Everyone is on board” Department are engaged, motivated and feel valued.  Staff are performing to the best of their ability. | Independent investigation report commissioned by HT report suggested that leadership of department was weak.  HR and HT has been involved in mediating meetings with colleagues within the department on a number of occasions.  Colleagues within the department have been seeking advice and going to other sources for support. EG: PJO to  NBK, ABR to AZA, MCE to AZA.  Colleagues are continuing to raise complaints and are emailing GMK and AZA directly.  Failure to resolve ongoing issues involving the DT technician which affects the quality of student outcomes. |
| **3.TEACHING AND LEARNING AND CURRICULUM**  5.& 6. Delivering consistently good and outstanding lessons and delivering excellent student outcomes | What exam boards and specifications is being offered?  Is teaching and learning effective?  What is being done to support T&L across the department?  How is the 5 year GCSE curriculum mapped throughout the key stages?  Does the current curriculum offer inspire, develop, stretch and challenges student skills?  How well do you know the team? (SEF)  How are you leading on T&L to develop to improve practice within the team? | Monitoring for T&L is carried out where areas of development are indicated for each colleague.  Lesson observations are carried out.  Work with the team to plan and develop the curriculum by researching good practice.  Coach / mentor new staff? |  | Teaching and Learning across the department is strong and students are making progress.  Effective monitoring systems are in place and areas of development are identified and plans are in place.  An effective curriculum is mapped across the Key stages. | Teaching is not consistent across the department due to staff designing and implementing their own SOL.  Due to lack of challenge and uninspiring curriculum offer, number of students choosing DT in year 10 has drastically decreased resulting in no GCSE DT offer.  Technician timetable is not used effectively. |