

Head Teacher - (NT) Dep DSL Whole School Evaluation and Improvement (Intention and Impact) Finance, HR and premises oversight	Deputy Head Teacher - (CB) Dep DSL Attendance Curriculum (Implementation and Impact) Day to Day School Function	AHT Lower School- (IC) English Lower School Assessment (I, I and I in Lower School)	AHT Upper School - (IP) Computing Upper School Assessment (I, I and I in Upper School)	AHT Inclusion - (VL) DSL Relationships and Behaviour (I, I and I in terms of Inclusion)
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Phase Leader Early Years 21-22  Chloe Rice (CR)	Phase Leader KS1 21-22  Suhirtha Chandrarajah (SC)	Phase Leader Lower KS2 21-22  Richard Hodkin (RH)	Phase leader Upper KS2 21-22  Mags Phelan (MP)
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**The most important thing is that the structure provides for the best curriculum in its broadest sense. This structure will provide the best in terms of development opportunities and it should allow for oversight of aspiration and equality of opportunity, inclusion, positive relationships, challenge and learning; all of the things which are at our core.**

**Red = ECM is no longer 'a thing' but its rationale is still as important - Safe, Healthy, Economic Well Being, Enjoy + Achieve, Make a Positive Contribution (5 areas)**

**Blue = EYFS Principles (4 areas)**

**Purple = the things which need strategic oversight**

**Pink = a potential Park title which encapsulates the role's coverage**

**Green = Park's value which sits best under the given area / Burgundy = the British Value which can fit into the area too**

**Yellow/ orange = Learning Power**

**Which Literacy?**

NT			
<p><b>Quality of Education</b> RH + CB Career and learning pathways and Professional Devpt <b>(Enjoy and achieve)</b></p> <p>Academically Literate in terms of skills and knowledge <b>Learning and Development</b> <u>Everyone Empowered</u> Confidence Democracy/ Rule of Law Perseverance and Concentration (CC and PP)</p>	<p><b>Behaviour and Attitudes</b> SC + VL Involvement- Community relationships, Cultural Capital, Environment etc <b>(Positive contribution to society as a whole)</b></p> <p>Equality, Socially, Culturally and Consensually Literate <b>Positive relationships</b> <u>Everyone with opportunity</u> Care Tolerance and Mutual Respect Collaboration (CC)</p>	<p><b>Personal Devpt</b> MP + IP Expectations and aspirations for all <b>(Eco wellbeing, emotional wellbeing, physical wellbeing and live a happy, fulfilled life - safe)</b></p> <p>Emotionally, Economically and Safety Literate <b>Enabling Environments</b> <u>Everyone Thriving</u> Aspiration Democracy/ Rule of Law Resilience, Bravery (EE and G for it G)</p>	<p><b>L and M</b> CR + IC + NT Children's development and pupil voice. <b>(Happy, healthy and enjoy and achieve)</b></p> <p>Personally, Physically and Mentally Literate <b>A Unique Child</b> <u>Every ONE Included</u> Creativity Individual Liberty Creativity (CC)</p>