

Becoming a School Leader within The Royal Borough of Greenwich is an opportunity which comes with significant support and guidance. A new Headteacher can expect the following:

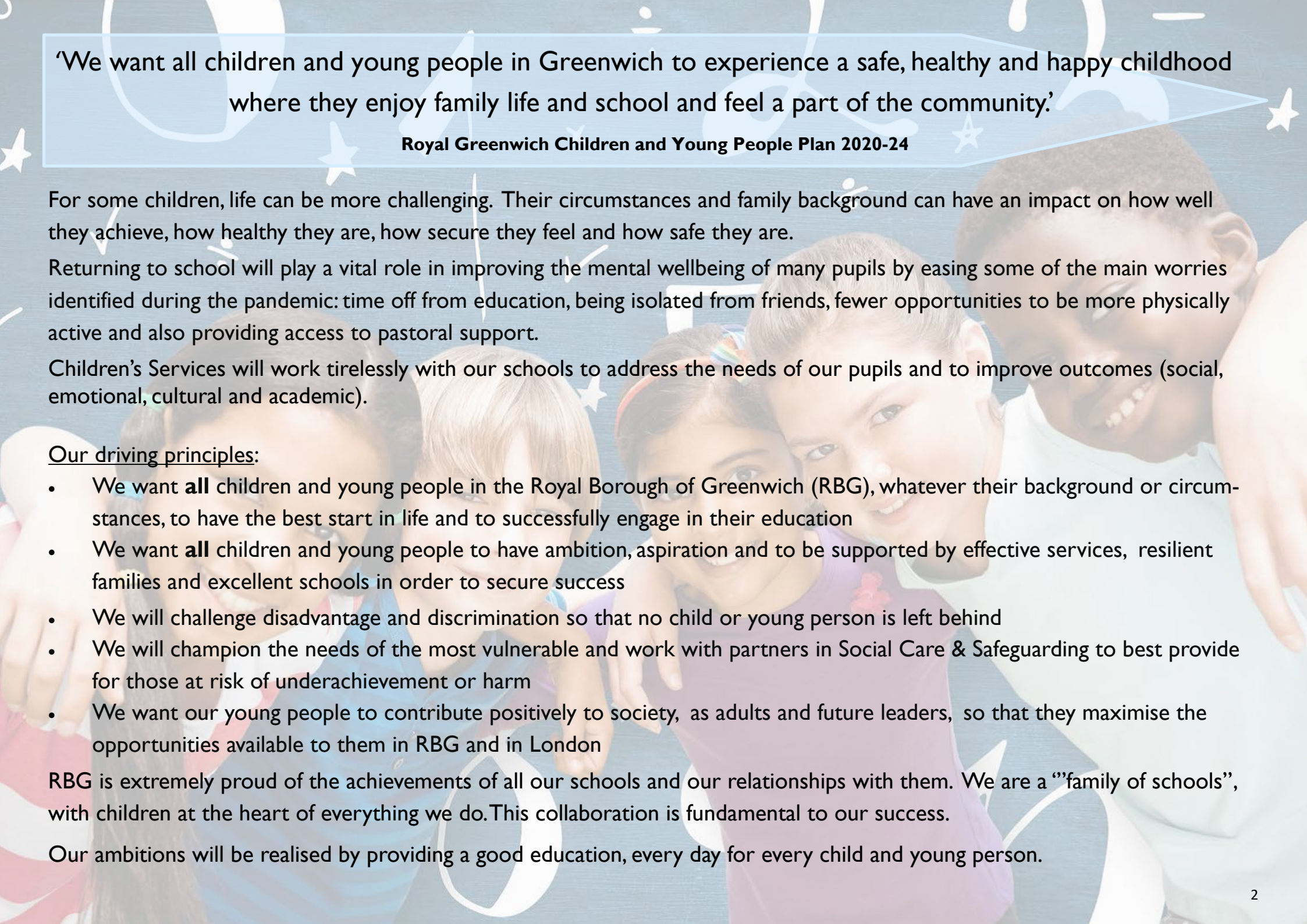
- All new Headteachers are linked with another Royal Borough of Greenwich (RBG) Headteacher to act as a **mentor** in the first year of Headship.
- All RBG Headteachers are enrolled in a group coaching network with a **professional coach**. A new cohort starts annually and receives 8 sessions fully funded by the borough in the first year of Headship and 50% funded thereafter.
- There are **59 maintained schools** in Royal Borough of Greenwich, of which **47 are mainstream primary** schools. Supported by a team of **7 Early Years and Primary School Improvement Advisors**.
- We have an active **Heads Partnership**, which has a range of subgroups covering different phases and areas of focus such as 'Educate Against Racism' and transition.

Alongside the above, please find further information on the education priorities within the borough enclosed in this document.

Royal Borough of Greenwich

Strategic Education Priorities

March 2021 – August 2022



‘We want all children and young people in Greenwich to experience a safe, healthy and happy childhood where they enjoy family life and school and feel a part of the community.’

Royal Greenwich Children and Young People Plan 2020-24

For some children, life can be more challenging. Their circumstances and family background can have an impact on how well they achieve, how healthy they are, how secure they feel and how safe they are.

Returning to school will play a vital role in improving the mental wellbeing of many pupils by easing some of the main worries identified during the pandemic: time off from education, being isolated from friends, fewer opportunities to be more physically active and also providing access to pastoral support.

Children’s Services will work tirelessly with our schools to address the needs of our pupils and to improve outcomes (social, emotional, cultural and academic).

Our driving principles:

- We want **all** children and young people in the Royal Borough of Greenwich (RBG), whatever their background or circumstances, to have the best start in life and to successfully engage in their education
- We want **all** children and young people to have ambition, aspiration and to be supported by effective services, resilient families and excellent schools in order to secure success
- We will challenge disadvantage and discrimination so that no child or young person is left behind
- We will champion the needs of the most vulnerable and work with partners in Social Care & Safeguarding to best provide for those at risk of underachievement or harm
- We want our young people to contribute positively to society, as adults and future leaders, so that they maximise the opportunities available to them in RBG and in London

RBG is extremely proud of the achievements of all our schools and our relationships with them. We are a “family of schools”, with children at the heart of everything we do. This collaboration is fundamental to our success.

Our ambitions will be realised by providing a good education, every day for every child and young person.

The Role of the Local Authority (LA)

- RBG has a key role as champions of educational excellence for **all** children and young people.
- Children's Services has a legal responsibility to promote the well-being of **all** local children.
- RBG will always have high expectations for school standards, a remit to improve educational outcomes and to improve the life chances of local children and young people.
- LAs have a legal responsibility to champion the needs of the most vulnerable children and young people, to promote educational excellence and ensure fair access to school places for all learners.
- The Director of Children's Services acts as a clear and unambiguous line of professional accountability for children's well-being and is tasked with working in partnership with Headteachers, governors, academy sponsors and principals to promote educational excellence, take rapid and decisive action in relation to poor performance and promote high standards.
- The LA must adhere to Children and Families Act, Care Act and SEND Code of Practice to ensure the special educational needs of children and young people and their families are met.

We want children to be part of a dynamic learning culture in which the LA and schools work in partnership to engage, inspire, enable and include all learners.

We will continue to:

- Promote high expectations for every child – we are unapologetically ambitious for every child and young person and will work tirelessly to secure better outcomes
- Encourage, foster and nurture a love of learning from Nursery to Post 16
- Establish strong, collegiate partnerships which highlight best practice and provides support when there is a risk of underachievement
- Reinforce inclusion and that **every** child matters
- Support confident, effective leaders who deliver change and mobilise innovation and action across the RBG network
- Support the development of exciting and challenging curricula – nurturing and celebrating academic and creative talents whilst promoting confidence and resilience

Supporting Well-being and Safeguarding

The Royal Borough of Greenwich places the highest importance on safeguarding children and the security of their mental health and well-being.

The Inclusion, Learning and Achievement Service, in concert with Social Care and Safeguarding, work closely with leaders, staff and governors to ensure that all partners work effectively to protect our children and young people from harm.

As a consequence of COVID-19 there are increased safeguarding risks that have presented during the pandemic. Together we provide support and challenge to ensure that safeguarding children remains the top priority and that children and young people living in challenging circumstances are safeguarded.

The COVID-19 pandemic has impacted on children and young people's well-being and, as such, our work to address mental health issues is of paramount importance.

We know that learning in school goes beyond academic study. It is about connection, support, routine, consistency, respect, and kindness. But, most of all, it is about learning to be part of a community. All of our partners in the LA work closely to identify practices and policies which can best address the needs of our community and to improve their well-being.

No one has been immune to the effects of the pandemic but, as we know, impact presents in varying forms.

We remain steadfast in our commitment to being hyper-vigilant and using every tool available to us to support the recovery for our children, our young people & our community at large.



Actions to Address our Priorities



Our commitment

In order to deliver on our ambitions for children and young people we will:

- Act with integrity, honesty, empathy and respect, showing fairness and ambition in all of our work
- Always be led by the best interest of the child/young person – and have the courage to make the correct decisions in order to serve them best
- Use discretion, professional judgement and emotional intelligence to inform our practice
- Adopt policies and practices which are strength-based, impact-focused and promote family and community-based systems of care and mutual support
- Be accountable for our decisions and actions
- Be professional, calm and focused in undertaking our statutory and professional duties
- Deliver quality services which are designed to meet the needs of those we support – these services will be evidence based, comprehensive, responsive and recognise and respect diversity