

# The strategic purpose of members of the school team

[Education](#), [School](#)



## **School governors**

School governors have a responsibility of running a school, they are made up of a variety of people who are linked with the school and local community.

Their main duties are:

- To set aims and objectives for the school.
- To adopt new policies for achieving the aims and objectives.
- To set targets of achieving the aims and objectives.

## **Senior Management Team**

The school management team work closely with the headteacher and is made up of more experienced staff, usually the headteacher, year group leaders and SENCO. They usually meet once a week to discuss issues and make decisions concerning the running of the school and discuss how information will be passed on to teachers and support staff.

## **Other Statutory Roles**

SENCO is responsible for managing and monitoring the provisions of those with special needs in the school.

This includes:

- Ensuring liaison with parents and other professionals in respect of the children with special needs.
- Advising and giving support to other staff in the setting.
- Ensuring that appropriate individual education plans are in place.
- Ensuring that relevant background information about individual children with special needs are collected, recorded and updated.

SENCO also monitor and review the provisions for pupils with special educational needs and make sure all paperwork is in place for those who are on Early Years of School Action and Action Plus. The Foundation Stage manager have the responsibility of ensuring that the Early Years Foundation stage is being run accordingly to the statutory requirements of the Early Years foundation stage document. They are responsible for making sure that observations, assessments and record keeping are up to date and all foundation stage staff are trained in its implementation.

### **Teachers**

Teachers have the responsibility for the planning and preparation for all subjects under the national curriculum. Teachers usually have another area of responsibility, this could be as a member of the senior management team or a subject area. In school each subject area will need to be represented so that there is a person responsible for it. They will be expected to know about curriculum developments in their area and to feedback to staff through meeting. They also need to be available to advise and support other teachers in their subjects. The local authority also arrange subject leader forums which teachers are expected to attend.

### **Support Staff roles**

There are many different Support Staff roles within a school, these include:

#### **Learning Support Staff**

Learning support staff work with teachers in the classroom, helping pupils progress with their learning. They include teaching assistants (TAs) and high level teaching assistants (HLTAs).

**Administrative Staff**

- Administrative staff provide essential back up services for the whole school.

**Welfare and Support Staff**

- Pupil support staff are responsible for pupils outside the classroom, break, lunchtime, and outside school hours.

**Specialist and Technical Support Staff.**

- Specialist and technical support staff are on hand in schools to provide support and resources that are needed for teaching and learning.

**Site Staff**

- Site staff plays an important role in schools, ensuring that the environment is clean, safe, and tidy and that meals are available at lunchtime.

There is a huge range of external professions who work with a school, these include:

- Education Psychologist, who will support the SENCO in providing assessments and observations to pupils who have additional needs.
- Speech and Language Therapists, who will work with pupils on speech, language, and communications | producing and understanding language.
- Specialist Teachers, who offer advice and support to pupils with a range of needs including, behavioral, social, and communication needs such as autism and English as an additional language.

- The Educational Welfare officers visit schools and work with the Headteacher to monitor pupils' attendance, provide support with issues around absence and also work with parents to support excluded pupils on their return.
- The Schools Improvement Partner work alongside the local education authority, they will visit the school for three to five days each year advising and supporting the headteacher in looking at ways of devolving the school through both the school self-evaluation and pupils progress. Focusing on academic factors, extended school provisions, and liaison with parents.