



Appointment

Pastoral Leader (Head of Year)

Salary Scale: Teaching MPS/UPS plus TLR 1b or Support Staff Grade E

Required: September 2024

ADVERT

Following the promotion of the current post holder, we are looking at appoint a new Pastoral Leader (Head of Year) from September 2024 to lead and manage the new year 7 year group. The post is ideally suited to a person who already has considerable pastoral experience. The pastoral leadership responsibilities in the job description sit alongside a teaching commitment in either Geography, History RE, PSHE, or Maths. The responsibilities could also sit alongside a support staff role as cover supervisor.

This is a fantastic opportunity for those seeking career progression or a move to a high performing school. The post involves leading and managing a highly successful team of tutors.

The successful candidate will have a clear vision for the pastoral care of students. They will therefore be a passionate, student-centred, reflective and creative professional with excellent inter-personal skills. They will have a deep understanding of the challenges young people face and the strategies that can be used to address these. They will be able to positively and effectively work with parents and carers, as well the other pastoral teams in the college.

Wyvern College is a popular and happy school, where staff and students feel valued and appreciated. Students are friendly, polite and hard working. They are keen to learn and they achieve highly. Staff turnover is low and there is a strong sense of team work and community. Staff are proud of their college and genuinely excited about the next stage of its development. We have on-site nursery and gym facilities with staff discounts. People rarely leave Wyvern and those who do, often return!

Wyvern is a 11-16 mixed comprehensive school, serving the communities of Fair Oak, Horton Heath, Bishopstoke, Durley and Upham and the surrounding area. Increasingly, families from outside the catchment area are seeking Wyvern places for their children. Consequently, it is oversubscribed.

Closing date for applications: Friday 5th April.



Letter from the Head teacher

Dear Prospective Applicant,

Thank you for your interest in applying for the position of Pastoral Leader at Wyvern College. This post has arisen because the current post holder has gained a promoted position within the college as Assistant Head teacher. I would welcome applications from any person who has pastoral experience and can meet the person specification.

We have only just had an Ofsted inspection (December 2023). The school was judged to be "Good". The report validated our own assessment of the college – there were no surprises! It described Wyvern well:

"Wyvern College is inclusive with a strong community feel. Pupils respect diversity and feel confident to be different. Relationships are very positive. As one parent said, 'My daughter has flourished due to the positive role models and encouraging culture at this school.' Pupils feel safe and enjoy attending. The school's values of 'think, grow, care' underpin all aspects of school life. There are high expectations for what all pupils can achieve. The school strives to provide the same high-quality education to all pupils, regardless of their starting points or the challenges they face. Pupils consequently achieve well."

The class of 2023 achieved some of the best results the college has had and attainment at the 9-5 and 9-4 thresholds actually increased from 2022 amidst the back drop of declining attainment nationally. Strong exam results are crucial for setting students up for high quality careers which give their lives meaning, purpose and fulfilment, but I want them to have fun and enjoy their school days too, and to live lives enriched by the arts, sport, charity, community and a deep sense of public service.

The college is characterised by high quality relationships between staff and students. Students are polite, friendly and well behaved; they are loyal to their college and enjoy warm, mutually respectful relationships with staff.

We are guided by the principles of Tough Care and the successful applicant will be committed to these: the idea that if we want the very best for our students we have to demand the very best from them: the best attendance, the best behaviour the best work and the best attitude. We cannot think very highly of our students if we do not challenge poor effort, behaviour, attendance and work. It is because we do care that we sometimes have to say to students "that is not good enough." By challenging them in this way, we know they will have choices and chances in their lives that they wouldn't have if we just let students set their own standards.

I hope this brochure provides you with the information you need to decide whether this is the right role and the right school for you. Please do get in touch with me if you would like to ask any questions or discuss any aspects of the job or college: b.rule@wyvern.hants.sch.uk .

With best wishes,

Ben Rule

Head teacher



Key Information: The College

College Context

- With 1343 students on roll, Wyvern College is bigger than the average secondary school with a PAN of 270 for each year group. There is a trend of increased admission applications to the college: in 2018-19, student numbers were well below the PAN for years 9-11. The proportion of parents applying to Wyvern as their first choice preference has increased year on year from 78% in 2018 to 97% for 2024. These trends reflect the local community's increased confidence in the college.
- Wyvern is an academy converter, mixed comprehensive school. The proportion of disadvantaged students is 18% which is below the national average. There is a gender imbalance of 53% boys to 47% girls.
- Overall, 10% of students join us with low prior attainment, 49% middle and 41% high. Most students are white British: the proportion of students who speak English as an additional language is low at 3.7%. We have 172 students with an ethnicity that is not white British. The largest ethnic minority groups are: non-British white; Indian/Pakistani; Chinese; mixed background. 89% of the students with pupil premium are white British. The proportion receiving help for SEND is 16.5%; 48 students have an EHCP; 171 other students are on the SEND register. The largest SEND categories are SPLD (121), SEMH (102) and ASC (86). The college makes occasional use of alternative provision: 11 students currently in full time alternative provision at the Bridge Education Centre in Eastleigh.
- The college operates a three year key stage 4. The requirements of the National Curriculum are covered in the two years or year 7 and 8; students can go beyond exam specifications and exceed the National Curriculum at Key Stage 4. By devoting three years to Key Stage 4, students can specialise earlier in the subjects they care most about, develop a deeper understanding and knowledge of the subjects before they need to start learning exam content; they experience a broader curriculum and can continue to have PSHE lessons timetables with specialist teachers right up to the end of year 11; they can choose electives as timetabled enrichment experiences. In the past, these have involved gaining Sports Leader Award, undertaking work experience in our nursery, volunteering in community projects and experiencing creative and performing arts.

Summary of the College's Strengths

- Student numbers are rising and the college is now oversubscribed, reflecting the high regard it is held in by the local community.
- Students throughout the college are making strong and increasing levels of progress in the majority of subjects – there's a strongly positive progress 8 score.
- Outcomes in Maths, Science, MFL, Geography, History, Music, Creative IMedia and Art are especially strong, with attainment and progress rates significantly above the national average.
- The gender gap between boys and girls has reduced significantly from being much greater than the national gap to much lower.
- Relationships between staff and students are positive and make a strong contribution to good behaviour. The vast majority demonstrate positive attitudes to learning.
- The achievement gaps for disadvantaged students have reduced and are reducing.
- The proportion of students persistently absent from college is significantly lower than county, regional and national averages.
- Suspension rates remain below the county, regional and national averages, even though our threshold for suspension is lower at Wyvern - we suspend for more things than other schools do.
- Parents and students recognise that pastoral care and safeguarding are real strengths of the college.
- They also recognise that extra-curricular activities are a strength too. Extra-curricular clubs include clubs linked to taught subjects; clubs set up by students to share personal interests; sports activities leading to competitions; performing arts opportunities in drama, dance, and music which lead to public performances. Large numbers of students complete the Duke of Edinburgh Award; there are opportunities for international travel in MFL, Geography and History.

- Students are proud to take on a range of responsibilities, as librarians, prefects, reading/numeracy ambassadors, sports leaders, team captains, anti-bullying ambassadors, vocal ambassadors, charity reps and tutor reps. They are proud of work they have done to support charities and the community.
- Groups of KS4 students organise citizenship campaigns to raise awareness of issues and to bring about change to address them; some are based within college; others extend to the local community.
- At Key Stage 3, the STRIVE programme features in the tutor time curriculum. Formally accredited and rewarded within the college, it develops personal qualities, with students setting themselves and working towards a series of personal challenges. This includes volunteering and involvement on enrichment events, either within or outside of college. The annual pastoral review day has enabled tutors to meet with parents and students to plan and track which activities students take part in inside and outside of schools to make sure that all students, particularly those with SEND or who are PP, have opportunities to enhance their life experiences. In 2022-23, 79% of year 8 students achieved the STRIVE silver award; 71% of SEND students and 71% of pupil premium students achieved it; in year 7, 85% achieved the bronze award, including 84% of students with SEND and 83% of pupil premium students.
- There is a very wide range of subjects for students to study at KS4: over twenty options, with a suite of recently introduced vocational courses: Business, Health and Social Care, Sport Studies, Music Technology, Creative iMedia and ICT.
- Staff morale is high and staff are proud to work at Wyvern; turnover is low. People who do leave tend to do so for retirement, relocation, promotion or maternity.
- Governors (Trustees) are dedicated and involved; they provide strong strategic leadership and support for staff.
- The college has secured strong improvements in SEND provision. Three years ago, attendance suspension and achievement data showed poor performance compared to country and national averages. All three are now above. In 2022, the proportion of SEND students gaining a grade 4+ in both English and Maths doubled; the average attainment 8 score increased by 150%.
- In September 2022, the college established a transition curriculum, to support students joining with reading ages well below age related expectations. This curriculum is successfully catching students up and transforming their life chances. We are really proud of the progress these students are making.
- Support groups exist for bereaved students, young carers, LGBTQ students and those living with an alcoholic parent. The school has active groups which raise awareness about LGBTQ issues. The student lifestyle survey shows that students are very accepting of difference.
- Careers' guidance is effective; students receive careers advice from year 7 to year 11; there are careers fairs, visits to universities and employers. Performance in Gatsby benchmarks is above local and national averages. Destination data shows that a very high proportion of students successfully move onto sixth form, college or training after year 11. For 2022 leavers: 94.3% of leavers went to RPA compliant settings, above the LA average of 92.3%. Of the non-RPA situations, 0% were NEET, compared to the LA average of 41%. 57% went on to study an academic curriculum (A-Levels), above the LA average of 51%.

Summary of the College's Improvement Priorities

The College improvement plan is called "Meeting Needs, Closing Gaps" and is based around the need to close these gaps:

1) Closing the attendance gaps: "more students in more lessons".

The issues in July 2023:

- Although overall attendance in 2022-23 was significantly above the national average (92.2% compared to national average of 90.7%), it remained below pre-Covid levels.
- Although persistent absence (21% in 2022-23) was significantly below the national average (28%), it remained above pre-Covid levels.
- Although the attendance of students entitled to free school meals (83.6%) was higher than the county and regional averages (82.9%), it was significantly below national average (90.4%).
- Although the attendance of SEND support students (86.1%) had improved from significantly below the national average in 2021-22 to above in 2022-23, it varies between year groups.

In the summer term of 2023, the college encountered a new problem which it had not experienced before: in-school truancy: students who, whilst in school, did not attend every lesson.

The Priorities for academic year 2023-24

- To maintain attendance significantly above the national average.
- To reduce absence levels in year 10.
- To reduce the proportion of persistently absent students to below 20%.
- To maintain SEND K attendance above the national average for a second year.
- To minimise incidents of in-school truancy.
- To improve the attendance of Pupil Premium students

2) Closing the behaviour gaps: “PRIDe and RESPECT Everywhere.”

The Issues in July 2023

- Although suspension rates have remained below county and national averages and although the annual increase in suspensions was lower than the borough and county averages, there was still an increase in suspensions from 2021-22 to 2022-23.
- Although isolation and suspension rates have increased in 2022-23, these have not been accompanied by appropriate restorative and reflective work to change the attitudes behind the behaviours.
- Although the proportion of sanctions which are issued to students with SEND has decreased, they remain over-represented in behaviour data.
- The proportion of sanctions issued to students in receipt of pupil premium remains above that of other students.
- Although our bi-annual surveys show that bullying rates are decreasing and are below the national average, bullying does still happen. Although the college has recently developed far more robust systems to prevent and respond to bullying, these need to be fully embedded, monitored and evaluated.
- The college sanctions systems have served Wyvern well in previous years but need reviewing to be more impactful: there needs to be more sanctions at C4 level – more impactful alternatives to isolation and suspension need to be developed: off site direction at a neighbouring school and twilight school as an form on on-site alternative provision. Specialist SEMH mentoring from a local special school needs to accompany some of these sanctions.
- Many parents have expressed, with some justification that the college can do more to incentivise good behaviour and better reward the majority of students who don't even get a single detention.

The Priorities for academic year 2023-24

- Induct students into the PRIDe and RESPECT behaviour expectations with a behaviour curriculum delivered in tutor time (to incorporate anti-bullying units of work).
- Reduce the proportion of suspensions, isolations and detentions issued to SEND and PP students.
- Working with wider staff in working parties, review the college behaviour management systems to ensure greater incentivisation of good behaviour and deterrence for bad behaviour and more effective restoration.
- Implement the new anti-bullying systems to secure further decrease in bullying incidents

3. Closing Curriculum Gaps: Knowing More, Remembering More

The Issues in July 2023 and Priorities for the academic year 2023-24

- Although the progress made by high band students was stronger in 2023, the proportion of grades that were top grades fell.
- Although students' progress in English is above the county average, it is below the national average and below what Wyvern students achieve in their other Ebacc subjects.
- Although the transition curriculum for students at an early stage of reading secured strong progress in its first year, last year; these students are now entering year 8 and further work is needed to close the gaps in reading ages between them & their peers.
- Ensure greater consistency in curriculum implementation by focusing on checking understanding in lessons and greater engagement of reluctant and vulnerable learners.

College Vision

We aim to inspire our students towards personal accomplishment and fulfilment; to become the finest versions of themselves. We therefore seek to draw out of them their interests, talents, personal qualities and aspirations. We also seek to draw out of them a strong sense of social justice and responsibility: to use all that is good within them to make a difference to the lives of others and to improve the world around them. This is summed up in our Think Grow Care vision statement which acts as point of reference to all decision making. It is prominently displayed in reception and reinforced throughout the site with inspirational quotes that exemplify its ideas from leaders across different cultures, time periods and areas of life:

Think deeply, read widely, discuss openly, listen intently. Study with PRIDE, forever Prepared, Respectful, Involved and Dedicated.

Grow personally in confidence, wellbeing and individuality. Expand your interests and friendships. Develop a conscience and the moral courage to act on it. Embrace the personal challenges of STRIVE.

Care passionately about people and causes. Appreciate the help of others; help them through service, teamwork, kindness and leadership. Make this world a better place as an informed and influential citizen, respecting British and universal values.

We are guided by the principles of Tough Care: the idea that if we want the very best for our students we have to demand the very best from them: the best attendance, the best behaviour the best work and the best attitude. We cannot think very highly of our students if we do not challenge poor effort, behaviour, attendance and work. It is because we do care that we sometimes have to say to students "that is not good enough." By challenging them in this way, we know they will have choices and chances in their lives that they wouldn't have if we just let students set their own standard.



Key Information: The Pastoral Team

Pastoral Leaders

Each year group is led by a pastoral leader. Currently, these are all teachers with allocated time to do their pastoral leadership work. Currently, two PLs are also members of the safeguarding team. From September, the year 7 and 8 PLs will be line managed by the Assistant Head teacher for Pastoral KS3; the year 9 and 10 PLs will be line managed by the Deputy head teacher for Pastoral KS4 and the year 11 PL will be line managed by the Senior Deputy Head teacher.

Pastoral Assistants

Each year group also has a pastoral assistant – a non-teaching member of staff who supports the Pastoral Leader in running the year group. Currently, four PAs are also members of the safeguarding team. The pastoral assistants are line managed by the admin co-ordinator.

Form Tutors

Each year group has 10 tutor groups. Each tutor group has a tutor (2 if part time) and the idea is that these tutors stay with their group throughout the five years. Form tutors deliver a tutor programme which includes a behaviour curriculum and an anti-bullying curriculum. The PL meets with their team of form tutors twice a week for morning briefings and once a half term for after school meetings.

Admin Co-ordinator and PA to the SLT and DSL

The PA to the DSL is crucial in supporting the DSL in their work. They also line manage the PAs and the attendance officer (in addition to many other responsibilities in the college!)

DDSL Safeguarding Officer

Employed full time, this person undertakes the bulk of day to day face to face safeguarding work with students. She also checks which referrals for staff have been followed up and which ones still need to be. She liaises with MASH team, parents and outside agencies where appropriate.

Wellbeing Advisor

The college has a Wellbeing Advisor who provides ELSA style support to students who are referred to her by Pastoral Leaders. She is highly creative in finding the appropriate activities, space and time to make students feel safe enough to talk about their challenges.

Family Support Worker

The family support worker supports families in need and undertakes mental health support for students too. A key member of the safeguarding team, the family support worker is involved in some of the caseload for CLAs.

Attendance Officer

The attendance officer keeps oversight of the registers sends truancy call to those parents whose child is absent without notification; she meets with Pastoral Leaders once a fortnight to analyse data and agree action points. She also processes suspension paperwork and staffs the students services desk.

Student Counsellor

Bought in to support the pastoral team, the counsellor meets with students who have been referred by pastoral leaders.

Elevate Mentors

Elevate is a team of mentors specialising in supporting students with SEMH. The college commissions them to mentor students who are being given repeat suspensions or isolations, to help us better understand their needs and how to meet these.

Careers Leader

The careers' leader oversees careers' provision, in terms of taught elements within the curriculum, key events and visits as well as individual guidance meetings with students.

Welfare Officer

The welfare officer manages the medical room, first aid and the health care plans for those with underlying medical needs.

Behaviour Support Manager

The behaviour support manager undertakes on-call duties and plans & delivers behaviour interventions; she also oversees the day to day operation of the IER (internal exclusion room) and arranges alternative school placements to either Swanmore or Wildern.

Behaviour Support Assistants

The behaviour support assistants undertake on-call duties and plan and deliver behaviour interventions. They are line managed by the behaviour support manager.

Operations Manager

A non-teaching member of the SLT, the OM has many different responsibilities which fall into two categories: the first are around logistics, software packages and IT support; the second are around pastoral: she line manages the welfare and behaviour support teams, undertakes a lot of the CLA caseload and is currently acting DSL.



Key Information: Job Description

Job Description – Pastoral Leader	
Reporting to:	Assistant Head teacher for Pastoral KS3
Responsible for:	<ul style="list-style-type: none"> • Embedding the college vision of <i>Think, Grow, Care</i> within and across the year group. • Securing excellent personal development for all students; • Achieving high standards of behaviour and conduct in and around the college in line with the college’s PRIDe and RESPECT expectations. • Promoting high levels of welfare so students know how to keep themselves safe and that school safeguarding procedures are highly effective. • Securing attendance and punctuality which are well above national averages. • Preventing and responding effectively to incidents of bullying, meanness and conflict.
Liaising with:	The pastoral assistant, Assistant Head & team of tutors attached to the year group; the wider support staff including the attendance officer, the welfare officer, the family support worker, the wellbeing advisor, the DSL & DDSLs, the on-call team; the Deputy Head for Pastoral; relevant outside agencies; parents; SENCO; others depending on stage (year 7, 8, 9, 10 or 11)
Working time:	Full time
Salary/grade:	TLR 1b for a teacher appointment; grade E for a non-teaching appointment
	<p>Year group ethos and culture</p> <ul style="list-style-type: none"> • Foster a strong sense of college community and a culture of “Think, Grow, Care” across the year though various means, including assemblies. • With the Director of Studies, co-lead the implementation of the planned tutor time curriculum programme which provides opportunities for students to develop the college’s core values and reminds them of the non-negotiable expectations. • Ensure extracurricular, enrichment opportunities are promoted and advertised. • Establish positive working relationships with parents and carers of the year group and communicate regularly with them, including through the <i>Week@Wyvern</i> newsletter. • Act as a positive role model to staff and students, communicating the highest expectations of behaviour, attendance and punctuality. • Implement and reinforce the college behaviour policy and system of rewards and sanctions, characterised by consistent, orderly behaviour and respectful relationships. • Set the agenda for pastoral meetings and lead those meetings with clear direction. • Provide support and accountability to all form tutors in promoting good practice with regard to behaviour, safety, attendance and students’ personal development. <p>Attendance and punctuality</p> <ul style="list-style-type: none"> • To lead on the implementation of the college’s attendance policy and procedures across the year group, promote good attendance and punctuality. • Meet every fortnight with the attendance officer to analyse attendance data and to agree action points, following up with tutors, parents, wider pastoral staff, Leadership Team and external agencies to intervene and secure improvements with students. • Support new entrants to the year group to ensure a smooth transition.

Main responsibilities:

Behaviour

- Introduce and develop systems to acknowledge and publicise student achievements
- Monitor the behaviour data for the year group, identifying patterns and trends in behaviour, as well as individuals in need of behavioural interventions. Create and deliver appropriate responses to what the data shows.
- To oversee that incidents are investigated fully: gather relevant information, advise and negotiate as necessary and resolve as appropriate.
- To decide on suitable sanctions and interventions, following serious incidents and communicate these clearly to parents/carers. Manage year group referrals to the college IER (isolation room) and recommendations for suspension to senior leaders.
- To liaise with Curriculum Leaders and the college's Operations Manager to ensure the effective grouping of students.
- Devise and implement robust anti-bullying campaigns in the year group; to lead and manage the response to allegations of bullying both (support and sanctions) so that students, staff and parents are confident these have been dealt with promptly, effectively and consistently.
- Attend and contribute to the behaviour support plan Inclusion Meetings for students at high risk of suspension.
- Undertake regular checks with form tutors on uniform and equipment.

Parental Engagement

- Keep in contact with parents of students in the year group, and in particular with those needing more careful monitoring relating to attendance and punctuality, behaviour, bullying or medical needs - ensuring positive family support and involvement.
- Meet with any parents and carers where behaviour or attendance require interventions.
- Manage tutors in preparing for and delivering high quality Pastoral Review Day appointments with parents to review behaviour, attendance and extra-curricular involvement data.
- Help organise, and attend, parents' evenings for the year group and support the running of all open evenings, induction days and events for students and parents.

Leadership and Management

- Manage the workload of the Pastoral Assistant, delegating tasks to them as appropriate.
- Lead the quality assurance of tutors in the year group, monitoring the quality of tutor time and visiting lessons; providing constructive feedback on strengths and areas for improvement.
- Meet, where appropriate, with form tutors to review the form's performance and the morning registration programme



Key Information: Person Specification

CATEGORY	ESSENTIAL	DESIRABLE
Qualifications and training	<ul style="list-style-type: none"> • Evidence of a commitment to own professional development including CPD in pastoral experience. • Strong A-levels or equivalent. • Up to date annual safeguarding training for staff. • This post is subject to an enhanced DBS check. 	<ul style="list-style-type: none"> • Further education post-18.
Experience	<ul style="list-style-type: none"> • Proven experience of working with children and young people in a pastoral context and in a variety of situations. • Experience of working with external agencies to support student wellbeing. • Experience of resolving issues relating to young people especially regarding attendance, behaviour and bullying. • Experience of resolving conflicts between staff and young people 	<ul style="list-style-type: none"> • Experience of leading a team.
Skills, knowledge and abilities	<ul style="list-style-type: none"> • Able to communicate expectations clearly and hold students accountable to these. • Knowledge of safeguarding and child protection procedures. • Knowledge of a range of support strategies which can be used to support students and families. • Excellent interpersonal and communication skills. • The ability to lead and foster positive professional relationships and work effectively with teaching staff and support staff. • Able to hold the line with students and parents whilst keeping relationships with them intact. • Knowledge of effective intervention strategies that effectively tackle issues involving behaviour management, absence management and the resolution of conflict and bullying between students. • 	<ul style="list-style-type: none"> • Knowledge of school data systems and how to analyse this data and then effectively use what the data tells us to secure improvements.
Personal qualities	<ul style="list-style-type: none"> • Shows warmth, humanity and empathy to people. • Values and approach aligned to the college vision of <i>Think, Grow Care</i>. • A confident and inspiring presence; able to create and present assemblies to the year group that inspire them to embody the college's ethos of <i>Think, Grow Care</i>. • Excellent listening skills and high levels of emotional intelligence. • Ability to work on own initiative and prioritise work to given deadlines. • Strong organisational and time-management skills and the ability to delegate appropriately. • Ability to adapt quickly to national changes issues around student welfare, safeguarding and inclusion. • Ability to respect and maintain confidentiality. 	

Wyvern Leaders' Code of Conduct

The frontline comes first. We serve staff, ensuring they have everything they need in their classrooms and offices to do the very best they can. Our job as leaders is to make the frontline jobs as easy and impactful as possible and to prioritise staff wellbeing. Supporting the frontline involves being a visible, proactive presence in and around the department.

Creative tension: we welcome respectful disagreement with each other, knowing that it will lead to decisions that have been stress tested. We need to have an informed opinion on important issues and to contribute these honestly in the spirit of creative tension. To feel comfortable in expressing ideas and opinions freely, we all have a responsibility to create a climate of mutual respect.

Collective responsibility: all members of the department's TLR team have the right to be involved in decision making. With the right comes the responsibility to accept the decisions made. Once we've settled on decisions, all of us subscribe to it and support it to colleagues, students and parents, even if we disagreed with it behind closed doors. We commit ourselves to making a success of it. With the right to be involved in decision making also comes the responsibility to avoid working in ways which create factions and division.

Management by exception: we don't create onerous processes and accountabilities for everyone because of the needs or performance of a few. We recognise we have high calibre staff and treat those whose performance needs improving as the exception. Communication to staff, CPD, support and accountabilities should be based on the idea of management by exception.

The effort-impact ratio: we compare the effort needed to secure desired improvements with their likely impact. We seek to reduce the effort such improvements require by cutting down on bureaucracy, paperwork and by streamlining processes. We seek out low effort- high impact strategies and where there are high effort- high impact strategies, we provide time for colleagues to do them as part of the directed time calendar of events.