



# Primary National Strategy

Guidance

Curriculum and  
Standards

# Primary Leadership Programme

*Leadership and responsibility for learning  
and teaching in primary schools*

## A Guide for Primary Strategy Consultant Leaders

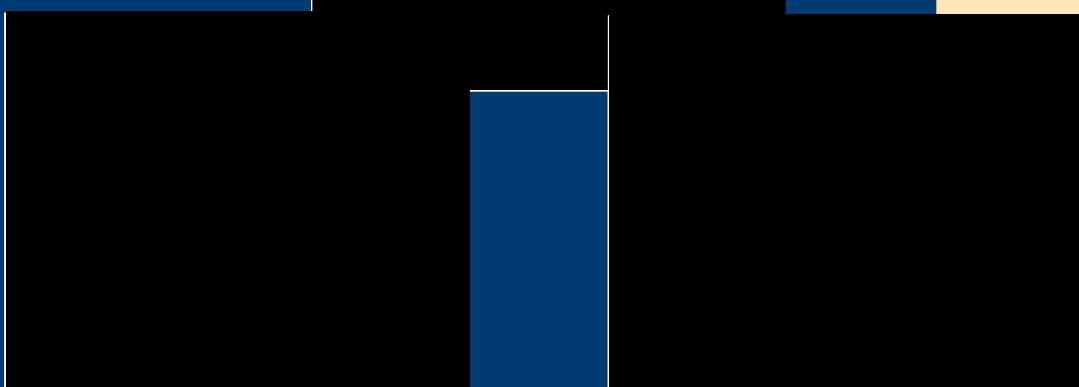
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practice*

*Working  
together*



The Primary Leadership Programme is one of the most ambitious leadership programmes ever established. A **crucial component of the programme** is your contribution as a Primary Strategy Consultant Leader.

2004–05 will be the second year of this programme – **the priority this year** is again to support schools in raising standards of attainment in English and mathematics. In many of the schools participating in the programme, children make less good progress than average (typically with a Key Stage 1 and 2 value added score of less than 100).

### **The aims of the programme are:**

- to strengthen collaborative leadership and responsibility for learning and teaching within a school;
- to provide time for the leadership team of a school, with the support of a local experienced headteacher, to review its curriculum, its staffing and the individual needs of its children; to prioritise where improvements should be made and what steps should be taken to bring these about; and to evaluate the impact of this work;
- to bring together the expert support and guidance which is available locally to help address the particular issues identified within a school;
- to help schools realise the benefits of remodelling to improve learning and teaching and raise standards;

with an **overall ambition** for participating schools:

- to make further improvements in Foundation Stage outcomes and Key Stage 1 and 2 results in English and mathematics over the period 2005–2007.

### **You have been appointed to this role because of:**

- your experience as a successful headteacher;
- your proven track record in improving standards as measured both by improvements in school results and the grading for leadership and management in school inspection;
- your very good understanding of the primary literacy and numeracy strategies and track record of leading their implementation and development;
- your communication skills;
- your positive approach to, and good understanding of, adult learning;
- your commitment to the aims of the programme.

### **You will receive support nationally and locally**

This support will include:

- nationally organised regional training events each term;
- access to an electronic tool for charting your own progress as a Primary Strategy Consultant Leader;
- coordination of the programme locally by the Primary Strategy Manager;
- a local agreement with your LEA over how support will be organised, coordinated and monitored in your LEA.

# **Expectations of Primary Strategy Consultant Leaders**

Your role is to support and challenge participating schools. To fulfil this important national and local position, Primary Strategy Consultant Leaders are expected to:

## **Work as part of a national programme**

This includes:

- being part of a large programme with the specific aims set out on the previous page, with an overall ambition for participating schools to make further improvements in Foundation Stage outcomes and Key Stage 1 and 2 results in English and mathematics over the period 2005–2007;
- attending national training – two days and two nights in the summer term 2004 (an additional day and a half for Primary Strategy Consultant Leaders new to the role) and a day in both the autumn term 2004 and spring term 2005;
- promoting the benefits of workforce remodelling in improving learning and teaching (without being the expert to show schools how to go about remodelling).

## **Work with participating schools**

This includes:

- supporting the leadership team of participating schools to develop the skills necessary to lead improvements in learning and teaching and to raise standards in their schools through setting priorities, solving problems and leading the implementation of agreed action (for example in analysing pupil data more effectively or more effective use of teaching assistants to support intervention programmes);
- challenging the leadership team to reflect critically on the impact of its own work and, where appropriate, to set higher expectations for the school's performance;
- ensuring participating schools have access to examples of highly effective practice locally in raising standards in circumstances similar to those of the participating school.

## **Link with other LEA services**

This includes:

- ensuring that participating schools draw on, and benefit from, expert support to address their priorities for improvement, particularly use of literacy and numeracy consultants;
- contributing to the wider offer of support to a school, for example from its link inspectors/advisers and remodelling advisers/consultants;
- where possible, contributing to the LEA-organised half-day events each term for participating schools.

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