

# Footprints

Step by step together

Your newsletter from the Diocesan Board of Education

November 2022

## Leadership at all levels



**Paul Dunning**  
Diocesan Director of Education

**With 108 schools across the Diocese, I shouldn't really be surprised by the breadth and variation in responses when schools reflect on 'leadership at all levels'.**

In the five short articles that follow there is a wonderful demonstration of how church schools focus on people and enable them to live 'life in all its fullness.'

The national Church of England Foundation for Educational Leadership has developed some wonderful resources as part of their Called, Connected, Committed approach ([www.cefel.org.uk/ccf](http://www.cefel.org.uk/ccf)). Their Leadership Practices Matrix is structured using 24 headings which truly point to how church schools approach leadership at all levels. I simply list them here to whet your appetite to explore them further as every pupil, staff member and governor continues their own journey of self-development and mutual support.

- Leading Learning
- Refining Judgement
- Developing Imagination
- Nurturing Ambition
- Removing Disadvantage
- Celebrating Diversity
- Enabling Flourishing
- Creating Confidence
- Embracing Interdependence

- Healing Relationships
- Pursuing Renewal
- Accepting Vulnerability
- Demonstrating Generosity
- Offering Encouragement
- Encouraging Service
- Deepening Understanding
- Driving Improvement
- Sustaining Vision
- Building Resilience
- Inspiring Faithfulness
- Embodying Integrity
- Practising Humility
- Learning Love

How many organisations would produce that list when thinking about leadership? However, I shouldn't be surprised as when I look at the Bible, I see these things demonstrated in the life of Jesus; and his life and teachings underpin our educational vision and ways of living well together day by day in our schools.

## Amy Greenwood

Academy Business Manager  
Whitefriars Primary Academy

**Amy Greenwood is the first Academy Business Manager to complete a management qualification and apprenticeship qualifying through Steadfast Training, based at Whitefriars Church of England Academy in King's Lynn.**

"I was appointed for the Business Manager role at Whitefriars in December 2017. I had very limited experience in finance and leading a team. It was quite a daunting complex role, but one I was excited to accept. Sharon Money [the Trust's former Head of Operations] suggested I complete a Level 3 Team Leader apprenticeship, so in January 2018 I started my training.

During my apprenticeship I had to complete a portfolio on my chosen units, submitting monthly assignments. My chosen units were communication, principles of management and leadership, managing people, project management, operational planning, and conflict management. I completed monthly meetings, submitted assignments, and sat a knowledge test and competency-based



interview at the end of the course. I was proud to achieve a distinction. Since completing my apprenticeship, I have gained the confidence and skills to successfully project manage a range of interesting projects, such as the build of a new SEN room, conversion of our school bungalow, a new EYFS area and KS2 playground revamp.

I also line manage all the cleaning

staff, midday supervisors, office staff and the site manager. I enjoy completing all aspects of HR and supporting staff where I can.

My role has really developed, and I am enjoying every opportunity I have been given through Whitefriars and the Trust. I have recently been providing support for other schools and I am thoroughly enjoying it."

## Leading community re-engagement through singing

### Katy Leigh

Music Subject Leader  
Drayton VC Junior

**"My heart, O God, is steadfast, my heart is steadfast; I will sing and make music."**  
(Psalm 57:7)

At Drayton CofE Junior School, music plays an integral, vibrant part of our curriculum, a great vehicle to bring our community together again. I am privileged to be the subject leader for music and have enjoyed helping the school to re-engage with its community through the joy of music. All our children have the opportunity to actively participate in a range of musical activities, both in singing and learning instruments.

Our newly reformed intergenerational choir is one example of how taking music out of the classroom and into the community has a positive impact and spreads joy. Once a fortnight, a class visits



a local care home where the emphasis is singing together as a collective choir. Children sit amongst the residents, chatting and singing songs together. The feeling of well-being amongst both children and adults is palpable. Friendships are formed and the next weekly visit is eagerly awaited by both young and old.

We have a strong, supportive relationship with St. Margaret's Church. In the summer the children sang at the church fete, adding extra colour to a fun and happy event. The children's enthusiasm and delight at performing was infectious to the engaged audience.



Taking part in church services throughout the year also gives the children a real sense of what the church community is about. To see a service 'in action' gives understanding around what it means to be a Church of England school. Parishioners talk about feeling uplifted when hearing young voices sing and in turn, for the children, it is an opportunity for taking time and for reflection.

Music creates special connections across our community, a universal language that strengthens our sense of belonging. We are always pleased to share our music with others.



**Kate Connelly**  
Executive Deputy for  
School Improvement Nebula Federation

**“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”** Jon Quincy Adams.

To me, this epitomises our aim to involve everyone in leading the Nebula Federation forward. ‘Where stars are born’ is our motto, which applies throughout our community. The children are at the heart of all we do and right from the start we encourage leadership to flourish through School Councils, Eco Teams, Prefects and Reading Buddies to name a few. We give children leadership positions and make their voices heard, valued and important.

**“Leadership is not wielding authority – it is empowering people.”** Becky Brodin.

Staff are our most important resource in schools. We have created a culture where we nurture talent and give opportunities.

Core values such as self-belief, being the best you can be, feeling valued and respected means that we can be defined by who we are and what we do. This not only empowers but encourages everyone to be a confident leader, regardless of position or stage in their career. Instilling the idea that everyone has a responsibility to lead by example, sets high standards among staff and children alike.

We have invested in the Kickstart programme and trained Apprentices, some of whom have gone on to be employed as full-time staff. We now have PE, Pastoral, Caretaking and TA staff working in our schools due to this commitment and ethos. In addition, we have Teaching Assistants who have progressed and trained in our schools, to become Teachers. Teachers who have grown into Curriculum Leads, external moderators, and experts in their field as well as staff who have been promoted to become Senior Leaders and part of the Executive Team. Seeing this evolution, succession and new staff being mentored by experienced teachers, all showing

mutual respect, perfectly demonstrates our vision of leadership at all levels.

**Where there is no guidance the people fall, but in an abundance of counsellors there is victory.** Proverbs 11:14



*Max Parsons, Charlie Peberday, Jamie Rice – PE Apprentices and Support Staff*



**Rob Connelly**  
Executive Headteacher  
Harleston Sancroft Academy

‘This is your school’ is a phrase you will often hear me say to students, parents, carers and the wider community. A phrase that encourages us to challenge, empower, trust and enable all members to make decisions that ultimately dictate the climate within which we exist, learn, grow and flourish.

As a brand new All Through School, The Harleston Sancroft Academy provides an education for children aged 3-16,

encompassing the Primary and Secondary phases, on two geographically separate sites. Developing a sense of identity has relied on a real sense of clarity and purpose. Who are we? What is our purpose? What do we want for our community? are all questions that we continue to ask ourselves. Central to this has been the work we have undertaken, developing a shared understanding of the importance of relationships as the precursor to all aspects of school improvement. Within this, senior leaders, curriculum leaders, support staff, students and families have each been identified as instrumental in our Academy Improvement Plan where curriculum, culture and sustainability are consistently reviewed.



Getting the balance right is a constant point of reference for me and as a leader; to what extent do we ‘let go’ and to what degree do we place ourselves in a position of vulnerability? My work through the CofEPQH, AASSH (Anglican Association of Secondary School Heads) and as Regional Lead for the CofE Senior leaders Network, has benefited greatly from the Vision for Education and ‘Called, Connected and Committed’ publications where values are integral to our success.

For us it’s about providing others with a strength, a sense of certainty, a sense of belonging and a desire and willingness to provide an environment that cultivates and celebrates human flourishing for all.

## Governor focus



**Hannah Monk**  
Head of Governance  
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**Leaders exist in all aspects of life; we lead in our jobs, we lead in our home, and we lead in our own lives. When a person chooses to be a governor they choose to not only lead in their school or schools but also to significantly contribute to the development of current and future leaders in education.**

In your role as a governor, you are responsible for your own professional development to ensure that you can continue to carry out the three functions of governance:

1. Ensure clarity of vision, ethos and strategic direction
2. Hold executive leaders to account for the educational performance of

the organisation and its pupils, and the performance management of the staff

3. Oversee the financial performance of the organisation and make sure its money is well spent.

Governing boards carry out these functions by providing support and challenge through first-hand knowledge of the school and local community and by keeping their knowledge up to date and wide ranging.

To support you, in the Diocese, we provide a schedule of over 30 live governance training sessions every year, and there's training provided by the local authority governance service too, covering topics from introductory sessions for governance and monitoring to RE, SIAMS and handling complaints. Plus, depending on your governing board's subscription levels, many governors have access to over 100 online training resources on Modern Governor which is accessible via your Governor Support area on GovernorHub.

Course topics provided by the Diocese and DoNESC Governance Team vary a little depending on whether your school is in one of the Multi Academy Trusts or not. As a general rule;

In a Multi Academy Trust – Go to the

Training area on GovernorHub Outside the Trusts – Go to the Local Authority Governance Service training opportunities. And all governors can take look at the Diocese's training offer here.

Remember, if you undertake professional development related to your governing role, please record it on your profile training record on GovernorHub.

Governors are also always developing leadership at all levels through their good governance. When you are supporting and challenging your Headteacher with your questioning you are contributing to their professional development and helping them prepare for Ofsted or SIAMS. When other members of school teams attend your meetings to present to you and you ask them questions, you are developing future school leaders. When you invite pupils to speak to you, either as the governing board or during your visits, you are developing their resilience and leadership skills. And when you undertake monitoring in schools you are developing the leadership and self-review for all members of the school team that you meet.

Good governance develops leadership at all levels for governors, school leaders, teachers, and pupils.

## Farewell & thanks

### Heads leaving

**Kathryn Jackson**  
(Lighthouse Federation) who retires at Christmas

## Reminders

### Leadership Forum

Wednesday 16 November, 1-4pm  
[www.DofN.org/LF\\_Nov](http://www.DofN.org/LF_Nov)

## Partnerships

Kingfisher Federation (DNEAT) and Earsham VA Primary  
Newton Flotman Primary and St Mary's,  
Long Stratton Junior (both St Benet's)

## DNEAT conversions

**1 November 2022**  
Lyng VC Primary

## Training Booklet



The summary of all our training courses can be viewed at:  
[www.DofN.org/Training-Booklet](http://www.DofN.org/Training-Booklet)