



LYDIATE
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TRUST

Role & Remit of Link Directors (LLT)



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ENGAGE, ENABLE,
EMPOWER

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WHAT IS A LINK DIRECTOR?

A Link Director is appointed by the Board to a specific area. This area can be in line with the Ofsted framework or in an area of specific focus for the Trust Board. The Link Directors can complement the work of the Link Governors or be in a totally different area of focus. What it should not do is duplicate the work of the AGC.

The Link Director is a source of additional information, support, challenge and scrutiny for the Trust Board and AGC of the schools. It also increases the visibility of the Directors within, and across, LLT schools. The development of good working relationships and mutual trust across the schools is essential to this role. Effective communication is vital to success.

HOW WILL THIS WORK?

It is anticipated that the Link Director will hold 3 meetings per academic year with SLT leads responsible for the key area e.g. the SLT leads for personal development, bringing them together in one meeting.

EXAMPLE JOB DESCRIPTION FOR LINK DIRECTORS

NB: the key source of information to use as a benchmark of best practice is seen in the “School Inspection Handbook” on www.ofsted.gov.uk This serves as a reference document for the role of Link Director.

EXAMPLE LINK DIRECTOR KEY AREAS FOR EXPLORATION

Please note you should be familiar with the school IDSR, ASP and internal data and the relevant school improvement plans.

LINK DIRECTOR FOR PERSONAL DEVELOPMENT

Key areas for discussion:

- The range, quality and take-up of extra-curricular activities offered by the school.
- How curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationship and sex education, contribute to students’ personal development.
- How well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature.
- How well leaders develop students’ character through the education that they provide.
- Where appropriate, the quality of debate and discussions that students have.
- Students’ understanding of the protected characteristics and how equality and diversity are promoted.
- The quality of careers information, education, advice and guidance, and how well it benefits students in choosing and deciding on their next steps.

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LINK DIRECTOR FOR BEHAVIOUR & ATTITUDES

Observe with the SLT lead the behaviour around the school e.g. lunch, end of day, lessons etc.

- Look at the school's analysis of, and response to, students' behaviour over time, in whatever format the school already has
- Analysing absence and persistent absence rates for all students, and for different groups compared with national averages for all students; this includes the extent to which low attenders are improving their attendance over time and whether attendance is consistently low
- Look at the prevalence of permanent exclusion, the procedures surrounding this and the reasons for it, and the support given to make sure that it is a last resort
- Evaluating the effectiveness of fixed-term and internal exclusions, including the rates and reasons for exclusion
- Assessing the school's work to follow up and support fixed-term excluded students

LINK DIRECTOR FOR SAFEGUARDING

Safeguarding will not be graded specifically in the 2019 framework but it will be referenced in the Leadership & Management section of any report.

Key aspects of the safeguarding governor's role include:

- understand the safeguarding requirements
- support the work of the designated safeguarding lead
- report back to the Academy Governance Committees about how effective safeguarding is
- check that the school is compliant with statutory guidance
- check out whether there is a consistency in safeguarding across the whole school
- make sure that there are effective systems in place to keep vulnerable children safe.

Duties and Responsibilities

The link director for safeguarding will:

- Keep up to date with statutory guidance relating to safeguarding and child protection and any advice issued by the local safeguarding children board (LSCB)
- Attend training for safeguarding link directors
- Ensure the governing board has suitable and up-to-date policies for:
 - Child protection
 - Staff code of conduct/staff behaviour
 - Handling allegations against staff and volunteers
- Ensure the school has appropriate safeguarding responses to children who go missing from education, to help identify the risk of abuse and neglect and help prevent further incidents
- Ensure the school has appropriate online filters and monitoring systems in place
- Report back to the full governing board about safeguarding issues and developments

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- Encourage other members of the board to develop their understanding of their safeguarding responsibilities
- Make sure the school has appointed a designated safeguarding lead (DSL) and appropriate deputies
- Make sure the school has appointed a designated teacher to promote the educational achievement of looked after children, and that this person has appropriate training
- Meet regularly with the DSL to monitor that the school's policy and procedures are effective and all staff, governors and volunteers have had the appropriate level of training (as applicable)
- Make sure the DSL has sufficient time, resources and training to carry out their role effectively
- Ensure the curriculum covers safeguarding, including online safety
- Monitor the single central record (SCR) alongside the DSL to ensure the school carries out the appropriate recruitment checks on staff and trustees

LINK DIRECTOR FOR LEADERSHIP & MANAGEMENT

The leadership and management judgement is about how leaders, managers and those responsible for governance ensure that the education that the school provides has a positive impact on all its students. It focuses on the areas where inspection and research indicate that leaders and managers can have the strongest effect on the quality of the education provided by the school.

Important points to discuss:

- Leaders' high expectations of all students in the school, and the extent to which these are embodied in leaders' and staff's day-to-day interactions with students. Ask how vision/ambition is demonstrated.
- The extent to which leaders focus their attention on the education provided by the school. There are many demands on leaders, but a greater focus on this area is associated with better outcomes for students. Ask for work and what impact is shown.
- Whether continuing professional development for teachers and staff is aligned with the curriculum, and the extent to which this develops teachers' content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for students. Ask for plans and the impact of them.
- The extent to which leaders create coherence and consistency across the school so that students benefit from effective teaching and consistent expectations, wherever they are in the school. Ask how this is seen.
- Whether leaders seek to engage parents and their community thoughtfully and positively in a way that supports students' education. Also, whether leaders are thoughtful in drawing boundaries and resisting inappropriate attempts to influence what is taught and the day-to-day life of the school. Ask for evidence of feedback.
- The extent to which leaders take into account the workload and well-being of their staff, while also developing and strengthening the quality of the workforce. Ask for examples.
- The extent to which leaders' and managers' high ambitions are for all students, including those who are harder to reach. This includes ensuring that practices such as 'off-rolling'

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do not take place and that the way the school uses the student premium is founded on good evidence. Ask about off-rolling and how alternative education is monitored.

- Whether leaders and those responsible for governance all understand their respective roles and perform these in a way that enhances the effectiveness of the school.
- Meet other staff e.g. SENCO and TA's – ask them about their role and the impact they are having.

LINK DIRECTOR FOR QUALITY OF EDUCATION

Key areas for discussion:

The school curriculum

- Skills and knowledge development.
- Preparing for later life.
- How is it sequenced and why?
- Local context.
- EBacc/high academic/vocational/technical.
- Ensuring SEND s do not receive a reduced curriculum.

Teaching & Learning

- Do teachers have expert knowledge or supported to address gaps?
- How is T&L supported e.g. how are teachers supporting students to commit what is required to long-term memory?
- How is assessment planned?
- Review data/exam data.
- Talk to children following the curriculum.
- Ask to see quality schemes of work.
- How are students prepared for next steps?
- What is the school reading strategy and what impact is it having?

Thank you for your support and challenge.

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