

## **Leadership structure**

### **Leverington, Murrow and Gorefield Primary Academies**

**This is an overview of the leadership structure across the three schools. As part of our commitment to providing high-quality education and consistent support for every child, we have adopted a collaborative leadership model designed to meet the unique needs of each school while strengthening our shared vision.**

#### **Executive Co-Headteachers: Aimee Garner and Nancy Irvine**

*The Executive Co-Headteachers jointly lead the three schools, combining strategic oversight with shared accountability to drive improvement and foster collaboration across settings. They provide vision, direction and strategic planning for the three schools, ensuring consistency in educational standards and ethos.*

*The role of Executive Co-Headteacher is dynamic and responsive to the needs of each individual school. Their time is strategically allocated across the three schools according to the level of risk and need, ensuring that each school receives the appropriate support. There will be dedicated time in each of the three schools, regardless of risk level, to maintain visibility, relationships and oversight.*

*In their absence, the Assistant Headteacher assumes responsibility for day-to-day operations, ensuring continuity and stability. There is regular communication between the Assistant Head and the Co-Headteachers, allowing for seamless decision-making and timely updates on school matters.*

Aimee Garner and Nancy Irvine share the responsibility traditionally held by one headteacher. This includes joint decision-making on curriculum, staffing, budgets and school improvement strategies.

They are responsible for developing leadership teams, fostering collaboration and promoting a culture of high expectations. The role also includes embedding change, supporting innovation and ensuring that best practices are shared across schools.

They line manage individual Assistant Headteachers within each school.

Alongside their strategic responsibilities, the Executive Co-Headteachers undertake a range of key tasks together to ensure consistency and shared accountability across the schools. These include completion of the SDP and SEF, termly observations of teaching staff and TAs, pupil progress meetings, performance management meetings and recruitment. By completing these activities jointly, they maintain alignment in standards, strengthen collaborative practice and provide a unified approach to monitoring and supporting staff and pupil outcomes.

#### **Executive Pastoral and Inclusion Lead: Nicola Willett**

*The Executive Pastoral Lead oversees the strategic development and implementation of pastoral care and support across the three schools. The Pastoral Lead ensures pupil and staff wellbeing, safeguarding and behaviour policies are effective and consistently applied by all staff.*

Nicola acts as a Designated Safeguarding Lead (DSL) and works alongside other DSLs in ensuring compliance with statutory safeguarding duties. She oversees interventions for vulnerable pupils, including those with mental health needs, attendance issues or behavioural challenges. She also coordinates with external agencies (e.g., social services, CAMHS) to

support students and families. Nicola is Attendance Champion at all 3 schools, monitoring patterns and trends closely and working with families to promote strong, consistent attendance for all pupils.

### **SENDCOs: Nicola Hemsall and Rachael Weeks**

*A SENDCo leads and coordinates special educational needs and disabilities (SEND) provision across the three schools, ensuring strategic oversight, compliance and high-quality support for pupils with additional needs.*

Nicola Hemsall – Gorefield

Rachael Weeks – Leverington and Murrow

The SENDCOs develop and implement strategic plans for SEND support, working closely with the Executive Leadership Team to align SEND priorities with overall school improvement goals. Nicola and Rachael maintain oversight of SEND registers, provision maps and interventions, ensuring all legal and ethical standards are met. They provide training and professional development on adaptive teaching and SEND strategies. They also liaise with the Local Authority, health services and other external agencies to coordinate multi-disciplinary support. They engage with families to ensure transparent communication and collaborative planning for their children's needs.

### **Assistant Headteachers**

Within each of the three schools, we also have Assistant Headteachers. They are the second most senior leader within school, supporting the Executive Co-Headteachers in strategic planning, staff management and day-to-day operations to ensure high standards of teaching, learning and pupil wellbeing. They lead on specific areas depending on the needs of the school. They will act as the acting Headteacher in the absence of the Co-Headteachers, ensuring continuity of leadership. The Assistant Headteachers play a key role in recruitment, induction and mentoring of new staff. They lead staff meetings and contribute to building a positive and collaborative working environment.

### **Leverington Primary Academy: Chris Copeman, Victoria Shayler and Jess McMullen**

At Leverington, the role of Assistant Headteacher is shared among three staff members, allowing for distributed leadership across teaching and strategic responsibilities. These staff members also have class teaching responsibility.

**Jess McMullen** – Responsible for Reception and Key Stage 1. Oversees teaching standards, planning and assessments in Years Reception 1, and 2. Teaches Year 1.

**Victoria Shayler** - Responsible for Lower Key Stage 2. Oversees teaching standards, planning and assessments in Years 3 and 4. Teaches Year 3.

**Chris Copeman** – Responsible for Upper Key Stage 2. Oversees teaching standards, planning and assessments in Years 5 and 6. Teaches Year 6.

### **Murrow Primary Academy: Rachel Lynn**

Rachel is responsible for overseeing teaching standards, planning and assessments across Key Stage 2. She works closely with the Key Stage 1 lead in ensuring consistency in high expectations, pedagogy and pupil outcomes across school. Rachel also teaches Year 5/6.

### **Gorefield Primary Academy: Carolyn Davies**

Carolyn is the EYFS and Early Reading Lead, responsible for overseeing teaching standards, planning and assessments in Reception and Key Stage 1. She works closely with the Key Stage 2 lead in ensuring consistency in high expectations. Carolyn teaches Reception.

**Wider leadership team**

*The wider leadership team play a crucial role in shaping the school's culture, strategy and operational success. They model the positive behaviours and attitudes we expect of all staff. They are responsible for monitoring teaching and learning within their key stages, and working collaboratively with the Assistant Headteachers to uphold the vision and ethos drive by the Executive Co-Headteachers.*

Murrow Primary Academy – Bethany Densham, Key Stage 1 Lead

Gorefield Primary Academy – Yvonne Morgan, Key Stage 2 Lead.