Norwich Steiner School

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[1] The School constitution is not a legal document, but is a reflection of the organisational structure. As a limited. company and a charity we are legally bound by our memorandum and articles of association.

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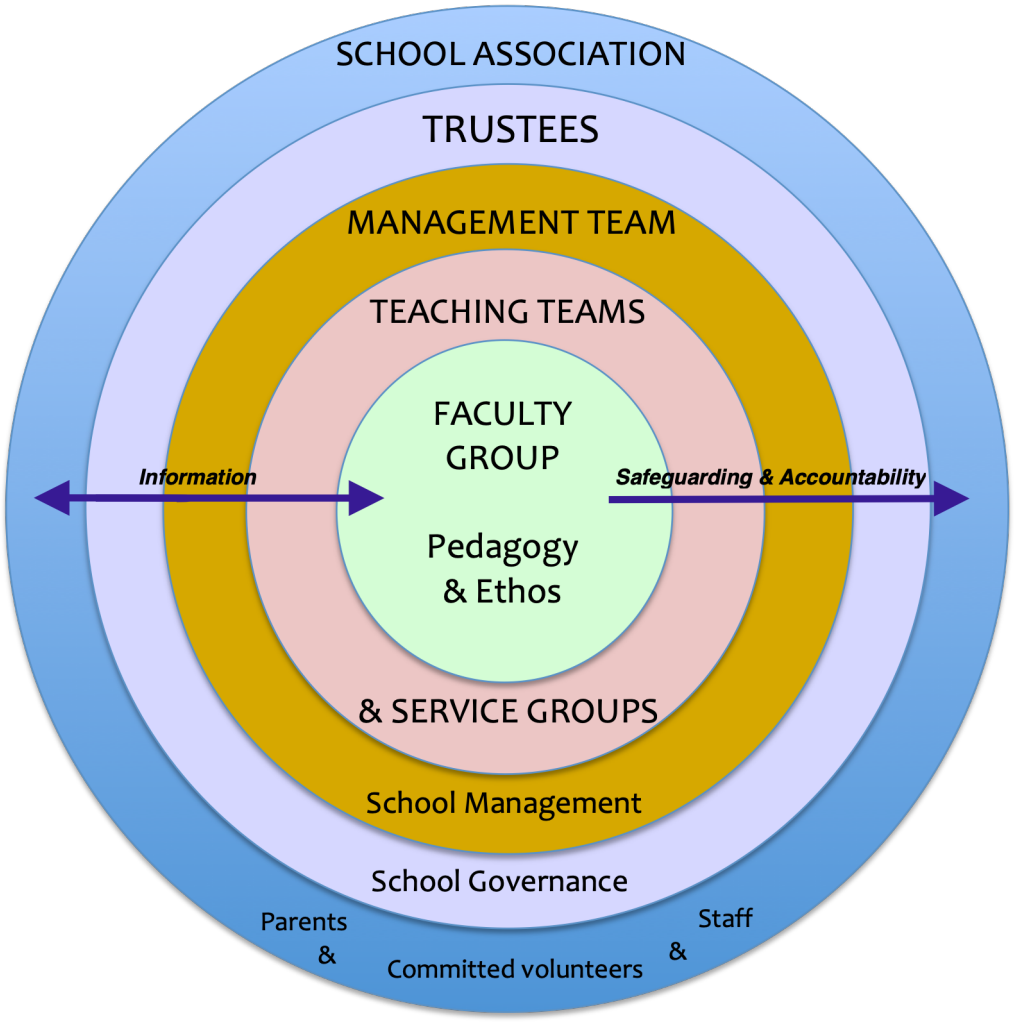
1. Overall organisational structure

Rudolf Steiner gave two main indications for the running of a school:

- In the first he said that teachers and those running the school should try to make decisions *together* rather than one person, such as a headmistress or master being in charge.
- The second indication Steiner gave is that the teachers should be involved in the *running* of the school, to help them remain connected with real world practicalities and to keep their teaching relevant to the age in which they lived and taught, but also to ensure that child pedagogy was held central in the decision-making process.

Taking into account the modern framework of legislation and regulation, Norwich Steiner School still strives to incorporate these basic principles into the structure of the school. It does this through having strong Governance and Management to ensure there are clear lines of responsibility and accountability, but throughout the school, staff are encouraged to share in responsibility for pedagogy, collegial working and the safe and effective running of the school.

The overall School structure can be seen as a nested hierarchy, schematically represented as follows:



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2. School Association

Job specification

The School Association is a heterarchical (i.e. non-hierarchical) *Community of Interest*, and a legal reflection of a representative proportion of staff and parents drawn from across the school, up to a current maximum of 100 members"

The purpose of the association is to

represent the interests of its members

It does this by hosting[2] a General Meeting once a year to do the following:

- Appoint members of the School Governance Team;
- Hold them accountable for the effective governance of the school through a review of last year and a preview of the coming year;
- Pass the accounts and appoint external auditors.

Meetings

Under normal circumstances, the Association should only meet once a year at its General Meeting.

The 'School Association' (a legal entity) that meets once a year, should not be confused with the 'School Community' (a non-legal entity), which can gather together at any time (e.g. a festival, a fundraising event or a consultation meeting called by one of the teams in the school).

Person Specification

The School Association aims to have a fair representation of parents and members of staff currently involved with the school. Membership is of the limited company the Norfolk Initiative Steiner School, which entails a limited financial liability, and is thus by application. Membership of the School Association automatically ceases when the child/children of the parent or the member of staff leaves the school.

[2] The practical aspects of 'hosting' (e.g. setting a date, preparing and distributing an agenda, facilitating the event) is either undertaken by the School Governance Team or delegated by them to someone else, and in compliance with the Companies Act 2006

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3. School Governance Team

Job Specification

The School Governance Team (Board of Trustees) is responsible for the effective governance of the school. The current trustees are:

- Lucy Parker (Chair, Finance, Safeguarding, SEND, Early Years)
- Sue House (Health & Safety, HR, Premises)
- Barbara Bennet (Concerns)

It is the employer of all members of staff.

It delegates responsibility for the effective management of the school to the Management Team, including the recruitment of staff.

The purpose of the School Governance Team is to hold an awareness of and make decisions about **what is in the best long-term interests of the whole school**, guided by the school's **Constitution** and **Statement of ethos (Values, Mission, Vision Statement)**.

This involves keeping an appropriate distance from the day-to-day (implementation) and management activities of the school, whilst remaining aware of what is going on.

This is achieved by ensuring that there is good documentation (e.g. team plans, meeting agendas/minutes or reports, policies and procedures), and an effective School Management Team.

Meetings

The School Governance Team aim to meet a minimum of six times a year, at the beginning and end of each term.

Person Specification

Ideally, this team comprises between 3 and 7 people who are able to collectively represent the best long-term interests of the school. To avoid any possible conflicts of interest, all members of this team should be as independent and external as possible. Ideally, they should be people who have no current financial, professional, social, family or other vested interest in the school.

The members of the School Governance Team are Trustees of the Charity and Directors of the Limited Company.

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4. School Management Team

Management team has been appointed directly by and is accountable to the School Trustees. The current members of management team and their areas of responsibility are:

Current Areas of Individual responsibility within Management team:

- Kelly Bird – Lead DSL, Attendance Lead, Alternate concerns
- Rob Brown – Chair, Finance, Premises, HR, Quality of Education, SEND, deputy H&S, HR, Concerns
- Lucy Newman – Kindergarten (partial attendance)
- Adam Dyson – Health and safety (partial attendance)
- Andrea Lord – Quality of education (partial attendance)

Changes to Membership

New members may be appointed by the Trustees or be co-opted to join Management Team by those already serving on it. Members are usually chosen because of responsibilities they hold, either as part of their job, or when they have evolved or taken on a role in problem solving which goes beyond the specifics of their own work.

The maximum size of Management Team will be 6 members, with a minimum of 3. At least 75% of management team will comprise employees.

There is currently no formal application process for management team; this may change over time. Additional members may be co-opted onto the management team, particularly if it becomes apparent that someone is performing a role central to the well-being of the organisation.

Drastic or dramatic changes have been avoided in the above, in order to ensure stability is retained in the organisation's running & that valuable experience in management isn't sacrificed in the process of effecting change.

Resignation from membership

Ideally any member wishing to stand down from Management Team should give as much notice as possible; however, it is understood that circumstances may dictate and so members will be entitled to step down with as little as one week's notice if necessary.

Frequency of meetings

The Management team will generally meet weekly or fortnightly during term time.

Decision Making

Management team will follow the process below when making decision:

1. Where possible, decisions will be taken on the basis of finding a consensus.
2. Where no consensus is reached and in the event of a decision needing to be taken, a majority vote will be used.

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Reporting mechanism

Members of Management team share responsibility for ensuring minutes are taken at meetings.

Management team will report to the Governors by the following methods & frequencies:

- Minutes – the full confidential version
- Verbally – by a nominated member of staff attending the Governors meetings as requested or necessary
- Via special reports – which will be written by whichever management team member is most appropriate

Other than to trustees, the minutes will not be circulated, but points arising will be actioned and shared with others as relevant to the individuals.

Functions of Management Team & Delegated authority

To ensure effective management through:

- Effective reporting to the trustees
- Holding members of the group responsible and accountable for all functions for which they are mandated
- Holding teaching and non teaching staff to account
- Ensuring staff are aware of policies and are guided in their consistent use and implementation of such
- Ensuring that where problems are identified, a process is set in place to rectify them, regardless of whether they relate to personnel issues including teaching quality, parent concerns, health & safety or child protection.
- Make decisions on the viability or not, of proposals made by staff or parents.
- Responsibility for ensuring development and improvement plan is reviewed and implemented
- SEND – regular screening of literacy/numeracy progress, supporting teachers to differentiate appropriately, individual assessments, IDP administration, drawing up, reviewing and communicating (responsibility delegated to Caitlin Gull, Inclusion Coordinator).

Individual members of management team carry individual responsibility for carrying out certain roles and it is the responsibility of the rest of management team to hold one another accountable for fulfilling agreed roles. Each management team member is responsible for reporting to and keeping their trustee counterpart informed.

Where Management team identifies decisions or actions that require knowledge or training that they do not collectively possess, they will notify the trustees and ask for assistance.

Decisions that affect the short and medium term will generally fall within the remit of the Management Team. Decisions that clearly affect the long-term future of the organisation will be referred to the Trustees.

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5. Support Teams

FACULTY GROUP

The function of the faculty group is to work towards pedagogical excellence through:

- Participating in Child and Class studies
- Engaging in other studies relevant to Steiner-Waldorf pedagogy
- Engaging in teaching discussions
- Discussing and working to resolve general matters arising that relate to the day-to-day management and support of the children, including behaviour, use of the premises, individual children or logistical and practical issues.
- Sharing in the planning of school festivals and events
- Receiving and engaging with any safeguarding, health & safety and SEND training or updates
- Decision regarding acceptance of trialling children

All staff are invited to be part of the faculty group, whether their role is teaching, administrative or ancillary.

The faculty group meets once a week on a Thursday after school.

UPPER SCHOOL TEAM

The function of the upper school team is to develop good teaching practice and work towards teaching excellence through:

- Sharing & discussing pupils' work from upper school classes, in order to track and evaluate progress
- Discussing individual pupils and developing Individual development plans and ideas for differentiating work where needed
- Planning trips of pedagogical importance
- Discussing general issues relating to assessments, timetabling, facilities

All staff who work with upper school teaching, support or administration are invited to attend these meetings, normally held after school on Wednesdays during term time.

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LOWER SCHOOL TEAM

The function of the lower school team is to develop good teaching practice and work towards teaching excellence through:

- Sharing & discussing pupils' work from lower school classes, in order to track and evaluate progress
- Planning support for main lessons & peer working
- Discussing individual pupils and developing Individual development plans and ideas for differentiating work where needed
- Planning trips of pedagogical importance
- Discussing general issues relating to assessments, timetabling, facilities

All staff who work with lower school teaching, support or administration are invited to attend these meetings, normally held after school on Tuesdays during term time.

KINDERGARTEN TEAM

The function of the Kindergarten team is to develop good teaching practice and work towards teaching excellence through:

- Discussing the needs of the groups and individual pupils, planning differentiation and developing IDP's where needed
- Discussing and planning for joint teaching, sharing good practice
- Cross pollination of ideas
- Maintaining a year plan overview

Kindergarten staff meet briefly each day after the session to review the day. At the end of the week, a longer meeting allows a weekly review and a look at the week ahead.

Twice a term, kindergarten staff participate in a supervision meeting.

SAFEGUARDING TEAM

The function of the safeguarding team is to ensure effective safeguarding through:

- Discussing any current safeguarding issues, monitoring progress and planning actions
- Discussing any new information (e.g. from the NSCB or the NSPCC) or changes to legislation and planning any actions arising
- Reviewing and discussing staff training needs
- Discussing and planning support for parents (e.g. online safety presentations, email briefings on topical issues)

This team comprises the Lead Designated Safeguarding Lead (DSL), Kelly Bird and Alternate DSLs, Nick Sanchez-Ray and Rob Brown. The Trustee for safeguarding is Lucy Parker, who may also attend some meetings.

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SERVICES TEAM

A group of staff within the school, along with one or two committed parent volunteers, carry out work which is vital to the smooth and effective running of the school.

The functions of the services team include, but are not limited to:

- Finance
- Premises maintenance
- Health & safety
- School Administration
- Personnel management

This team of people aim to ensure excellence in the provision of non-teaching services in support of the school through:

- Ensuring finances are well managed;
- Ensuring the building is kept clean, safe and well-presented
- Ensuring good communication lines with parents, staff and pupils
- Preparing well all the aspects of school administration that ensure the school runs well: e.g. timetabling
- Appropriate process development and implementation for human resources matters (e.g. contracts, appraisals)
- Ensuring health & safety issues are regularly reviewed

Meetings occur regularly between the relevant staff and volunteers, at times to suit the combination of people necessary to take work or actions forward.

NZCSE Coordinator

One member of staff acting to co-ordinate with SEDT (qualification provider) and staff:

- To ensure standards through appropriate pre- and post-moderation of assessments and student guidance
- To provide support for staff
- To alert management team regarding any issues

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