

# Greenbank Leadership Academy



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

## Our vision

**Greenbank aims to build the understanding and skills of leadership throughout the whole curriculum.**

Our leadership programme offers leadership in a variety of ways:



- Formal and informal leadership opportunities
- Processes and structures for pupil representation in decision making across the school.

Greenbank High school will:

- Provide leadership opportunities which are open to all pupils in the school
- Maximise the number of pupils taking part in a leadership capacity
- Provide rewards and recognition for pupil involvement in leadership activities
- Provide a pathway for pupils to continue their leadership skills
- Provide specific programmes for pupils to follow
- Provide pupils with the opportunity to develop specific leadership skills
- Provide pupils with the opportunity to identify, evaluate and enhance specific leadership qualities.

## Leadership Skills and Qualities

All the leadership opportunities will develop some or all of the following skills and personal qualities:

- Commitment
- Organisation and planning
- Responsibility
- Being a role model
- Benefiting others
- Understanding my community
- Teamwork
- Confidence
- Challenge
- Self-reflection.

## Leadership Strands



### Pupil Leadership Team

We have a Pupil Leadership Team in Year 11 which includes the Head Girl and Deputy Head Girls. The team meets every fortnight with members of the senior leadership team to discuss school issues, suggestions and new projects.

The Pupil Leadership Team receives a commemorative badge.

Our pupil leadership team also extends to prefects, who support the pupil leadership team in school duties.

### Form Leaders

Two Form Leaders are elected termly and work in partnership with the Personal Tutor to help the form run smoothly. The successful Form Leaders organise charity work, ensure the form rooms and noticeboards are maintained to a high standard and provide a voice for the form. Form Leaders meet with the Form Tutor and Progress Leader for their year group. Form Leaders receive a badge.

### Article 12 School Council Representatives

Each form has elected representatives for the school council. The council meets monthly to discuss school improvement ideas, policies and provides valuable student voice to the Senior Leadership Team. Students receive a school council badge

## Pastoral Leaders

### ANGELS “A New Girl’s Early Listening Service”

Roles and responsibilities:

- Visit Year 7 forms every break and lunchtime for the first half term to check Year 7 pupils are settling in at Greenbank High School.
- Support their Year 7 forms with friendship, homework, encouraging the pupils to attend extra-curricular activities, 1-1 and group work (friendships).
- Organise activities such as team games, circle time and working with the form teachers on any little issues that arise.
- Angels will attend the New Intake Evening and meet the form they have been allocated.

	<b>Anti-bullying ambassadors</b>

Roles and responsibilities:-

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- Help raise awareness of the impact of bullying behaviour and support schools and young people to tackle it.
- Educate pupils regarding our Anti-Bullying Policy.
- Support peers who may be experiencing bullying behaviour.
- Encourage their peers to be upstanders in the school and wider community.

### Mental Health Ambassadors

Roles and responsibilities:

- Support pupils with their mental health well-being.
- Educate pupils about our Emotional Health and Well-being Policy.
- Promote strategies to support positive mental health and well-being.
- Encourage their peers to seek additional help and support if required.

### Mentors in Violence Prevention (MVP)

Roles and responsibilities:

- Provides a framework to explore and challenge the attitudes and beliefs that underpin gender-based violence, bullying and other forms of abuse.
- Promote positive mental health and resilience in young people.
- Complete training with the Merseyside Youth association.
- Deliver sessions to other pupils to highlight the importance of the MVP programme.

### House Leadership

The house system helps develop a sense of belonging, promotes healthy competition, supports various charitable organisations and celebrates achievement. Each house is named after an inspirational woman who had lasting impacts in their respective fields.

House	Currently supporting	House Leader
Bronte	Southport Offshore Rescue Trust	Mr Wildman
Curie	British Heart Foundation	Mr Burton
Hepburn	UNICEF	Mrs Moran
Keller	BEAT	Mrs Howard
Pankhurst	EverGreen Blossom Academy (Ghana)	Mrs Minshull
Seacole	Liverpool Women's Honeysuckle Appeal	Mrs Marshall
Hartley	Queenscourt Hospice	Mrs Hunter

### House captains & vice-captains

Pupils apply to be a House Captain in Year 11. Their role is to support the work of the House Leaders of their respective Houses. Each House will have a House Vice-Captain from other year groups to assist them.

This will involve:

- Supporting the House Leader.
- Organising competitions.
- Organising charity events.
- Planning events.

## Curriculum leaders

### English and Communications

Literacy Leaders

### Mathematics

Maths Leaders

### Languages

Language Leaders

### Science and PE

Science Leaders  
Sports Leaders  
Team Captains  
Dance Leaders

### DT

Champion of the Arts  
Council (COTA)  
Digital Leaders

### Humanities

Anne Frank Leaders  
ECO leaders

## English - Year 9 Literacy Leaders

Roles and responsibilities:

- Lead small groups in simple literacy-based activities such as World Book Day.
- Help support small group work in primary schools through activities such as Newspaper Day.
- Run paired reading sessions with students in need of support.

- Assist with interview processes in English.

### **Mathematics - Year 9 Maths Leaders**

Roles and responsibilities:

- To assist others through basic maths activities.
- To deliver financial literacy sessions as Money Mentors.
- To organise booster and support sessions for primary pupils.
- To organise Games and Puzzle club for Year 7.

### **Languages - Year 9 Language Leaders**

Roles and responsibilities:

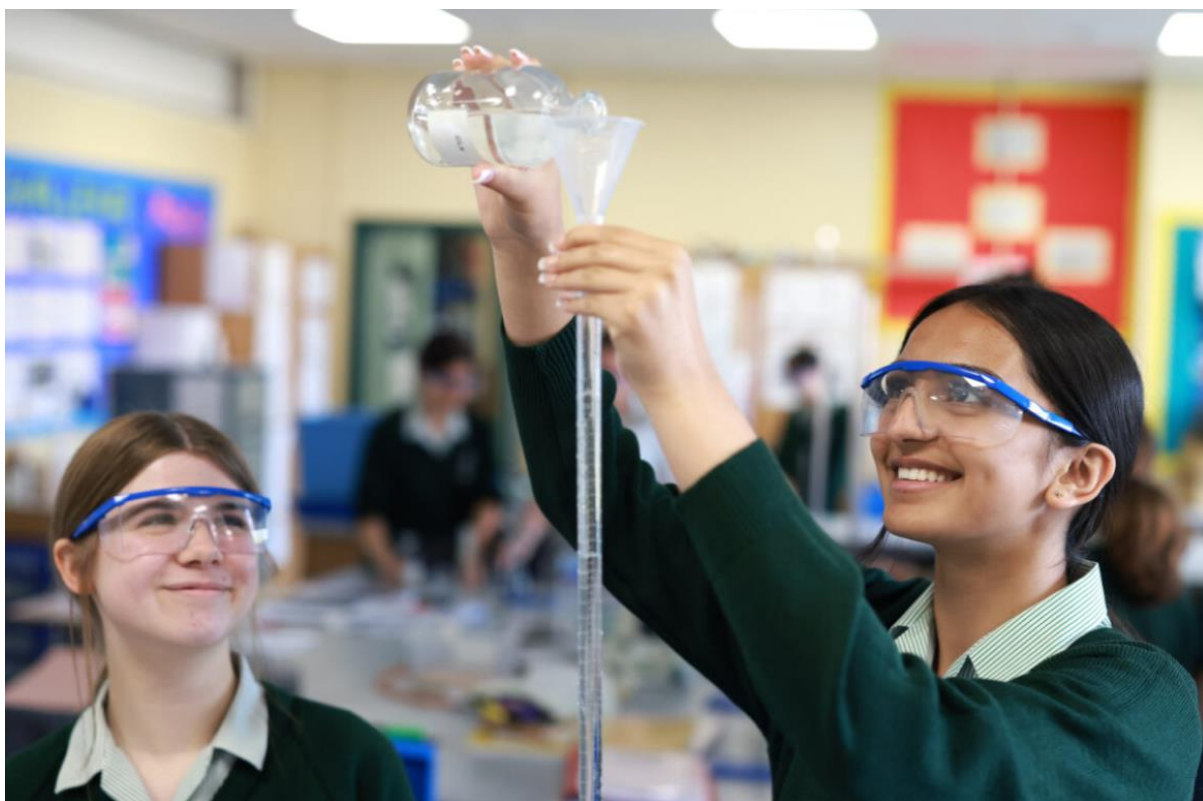
- To pursue the training day to give them the skills and confidence to plan and prepare mini language lessons.
- To welcome schools to our Language Centre to deliver a carousel role play activity.
- To deliver small group sessions in a variety of languages in our link primary schools.
- To plan and deliver the 'Fiestaval'.

### **Science & PE – Year 9 Science Leaders**

Roles and responsibilities:

- To support Greenbank's Science & STEM Club.
- To lead activities in our local Primary School pupils on challenge days.
- Leading transition events.
- Leading Open Evening activities.





### **Science & PE – Year 9 Sports Leaders**

Roles and responsibilities:

- Organise break clubs.
- Support the organisation of competitions for Primary feeders.
- Assist the PE department with extra-curricular activities.
- To be a role model and ambassador for PE at Greenbank .

### **Science & PE – PE Team Captains**

Roles and responsibilities:

- Organising equipment.
- Organising and checking teams.
- Being a role model.



- Representing the school.



### **Science & PE – Year 9 Dance Leaders**

Roles and responsibilities:

- Dance Leaders support after school clubs.
- Support KS3 pupils and performances.
- Collate ideas and inspiration for dance shows and performances.
- Choreograph dances for individual and group performances.

### **DT – Champion of the Arts Council (COTA)**

Roles and responsibilities:

- To be role model students in the Arts spreading enthusiasm for the Arts within school.
- Will have the opportunity to meet inspirational persons working within the arts sector.
- To lead Arts Award Bronze and Discover sessions.

- To inform themselves about news in the Arts world and help with Arts dissemination within the curriculum.



### **DT – Digital Leaders**

Roles and responsibilities:

- Have a good understanding of how to stay safe with technology and confident with sharing tips with others. Including planning whole school online safety information during the training day.
- Trialling potential new software and websites, then demonstrating them to other pupils and teachers.
- Solving problems for and giving help to pupils with navigating the school computing system. Including SharePoint and Teams.
- Helping to lead the school forwards within the subject of Computing.

### **Humanities – Anne Frank Leaders – trained by the Anne Frank Trust**

Roles and responsibilities

- Year 8 & 9 leaders run sessions to tell Anne's story and seek to ensure such persecution does not happen again.
- Promote an environment of equity in school and beyond.
- Support peers to be proactive and creative in finding solutions to challenges that we face.
- Run sessions for members of the community, fellow students, staff and primary pupils.

### **Humanities – Eco Leaders**

Roles and responsibilities:

- The Eco-leaders work together to ensure Greenbank is a sustainable school.

- To promote recycling and to reduce our use of non-sustainable products in school.
- To enter competitions run by external organisations to raise awareness of the need to protect our planet.
- To reduce energy consumption in school by ensuring lights and computers are turned off when not needed.



## Community Leaders

### Library Leaders

Roles and responsibilities:

- Returning books to shelves.
- Cataloguing books.
- Help pupils to find books and equipment.
- Supervision of the library during breaks and lunchtime.



## Open Evening Guides

Open Evening Guides show leadership through showing parents around Greenbank on Open Evening and setting high standards in presentation and communication. Guides receive a 'service to school' award on their record.

## Summer School Leaders

Roles and responsibilities:

- To help plan and organise the summer school.
- To assist staff during Summer School.
- To organise pupils during Summer School.
- To act as mentors to new pupils in September.



## Duke of Edinburgh Award Scheme



Roles and responsibilities:

- Pupils work in small groups to collectively overcome challenges.
- Develop leadership and communication skills.
- Pupils have to complete a leadership unit focussed on volunteering in the community.
- Support themselves and others to enable completion of the Duke of Edinburgh Award.



## Learning Leaders

Pupil leadership within a special needs department can significantly enhance the support system for students, fostering a more inclusive and empowering environment. By defining clear roles and responsibilities and providing the necessary support and training, pupil leaders can play a pivotal role in enhancing the educational experience and well-being of students with special needs.

## Peer Academic mentors

Roles and responsibilities:

- To work closely with a lower school pupil to help them with their work.
- To set targets with their mentee and evaluate their progress.
- To liaise with key staff to monitor mentee's progress.
- To liaise with subject teachers if mentees have worries.

### **Buddy System Coordinators**

Roles and responsibilities:

- Pair pupils with special needs with supportive buddies.
- Organise and oversee buddy pairings.
- Ensure buddies are trained and understand their role.
- Monitor the effectiveness of the buddy system and make adjustments as necessary.

### **Advocacy Leaders**

Roles and responsibilities:

- Represent the interests and needs of students with special needs.
- Communicate with teachers and administration about the needs and concerns of their peers.
- Help plan and implement changes or accommodations that benefit students with special needs.
- Raise awareness about inclusivity and special needs through presentations or school campaigns.

### **Communication facilitators**

Roles and responsibilities:

- Assist in improving communication between students with special needs and others.
- Help peers understand and use alternative communication methods (e.g., sign language, communication boards).
- Act as intermediaries in conversations when needed.
- Promote understanding and patience among students without special needs.

### **Support Group Leaders**



Roles and responsibilities:

- Lead support groups for students with special needs.
- Facilitate regular group meetings where students can share experiences and advice.
- Ensure a safe and supportive environment for open discussion.
- Work with school counsellors to provide additional resources and support.

### Activity Coordinators

Roles and responsibilities:

- Plan and facilitate inclusive activities and events.
- Organise social, recreational, and educational activities that are accessible to all students.
- Ensure that events cater to various abilities and interests.
- Encourage participation from the broader student body to foster inclusivity.

## Greenbank Leadership Award

The Greenbank Leadership Academy will recognise those pupils who have demonstrated the Key Skills of Leadership.

Key Skills	Description	Evidence Ideas
Commitment to leadership	I am committed to Greenbank High School and often take the initiative to solve problems	I have been a sports leader all year and have taken part in 4 events.

<b>Organisation and Planning</b>	I have been involved in planning and organising an event. I took responsibility for a particular area.	I have organised and planned an exhibition for Anne Frank Displays.
<b>Being responsible</b>	I hold a position of responsibility within Greenbank High School. I regularly report back to my peers and staff, and act upon the advice given.	I have been a Pastoral Prefect and have helped Duty Staff weekly.
<b>Being a role model</b>	My behaviour is recognised at Greenbank High School as being exemplary, and I have been given responsibility because of this.	I am a House Captain and organise house activities.
<b>Using my skills to benefit others</b>	I take part in activities where I share my skills with others. This may be in a performance, caring for others, or through 'buddying up' with another student.	I have been a Peer Academic Mentor and have helped a Year 7 pupil with her homework each week.
<b>Understanding my community</b>	I work alongside people who contribute to my community. I have helped to raise awareness of a particular issue in my community.	I helped during the Summer School.
<b>Team working</b>	I successfully lead a team. I understand that different people have different strengths. I have worked with others to allocate appropriate roles to the group.	I have been the Captain of the school netball team.
<b>Confidence</b>	I have shown confidence in several ways.	I have presented in assembly. I have been a guide on Open Evening.
<b>Challenge</b>	I expect to make mistakes, I know mistakes are necessary for learning; I set goals which stretch me but are achievable with hard work.	I completed the Duke of Edinburgh Award.
<b>Self-reflection</b>	I act upon feedback and make sensible decisions.	I evaluated our Sports Leaders Programme and identified areas that I am strong in and where I need to improve.

## Leadership opportunities

Strand	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Pastoral</b>	Form leader School Council	Form leader School Council	Form leader School Council Angels Anti-bullying Mental Health	Form leader School Council	Form leader School Council Head Girl Deputy Head Girl Pupil Leadership Team
<b>House</b>	House captains & Vice captains	House captains & Vice captains	House captains & Vice captains	House captains & Vice captains	House captains & Vice captains
<b>Curriculum</b>	Team captains	Team captains Open evening COTA	Team captains Dance leaders Sports leaders Science leaders Literacy leaders Maths leaders Digital leaders Language leaders COTA	Team captains Dance leaders Sports leaders Science leaders Literacy leaders Maths leaders Digital leaders Language leaders COTA	Team captains COTA
<b>Community</b>	Summer school leaders Librarians	Summer school leaders Librarians Open evening	Summer school leaders Librarians Open evening	Summer school leaders Librarians Open evening	Summer school leaders Librarians Open evening
<b>Learning</b>	Summer school leaders	Summer school leaders	Literacy leaders Peer academic Mentors SEND leaders Anne Frank leaders	Literacy leaders Peer academic Mentors SEND leaders Anne Frank leaders	Peer academic Mentors SEND leaders

## Greenbank Leadership Academy Special Awards

### **Curriculum Leader of the Year**

Awarded to the pupil who has shown the best leadership skills in one or more curriculum areas.



### **House Leader of the Year**

Awarded to the pupil who has shown the best leadership skills in one or more House activities.

### **Community Leader of the Year**

Awarded to the pupil who has shown the best leadership skills in one or more community areas.

### **Learning Leader of the Year**

Awarded to the pupil who has shown the best leadership skills in one or more learning areas.

### **Pastoral Leader of the Year**

Awarded to the pupil who has shown the best leadership skills in one or more pastoral areas.