



Southport Learning Trust



GREENBANK HIGH SCHOOL

LEADERSHIP ACADEMY

INSPIRE : CARE : ACHIEVE



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:

Understanding my community

Teamwork

Confidence

Challenge

Self - reflection



Commitment

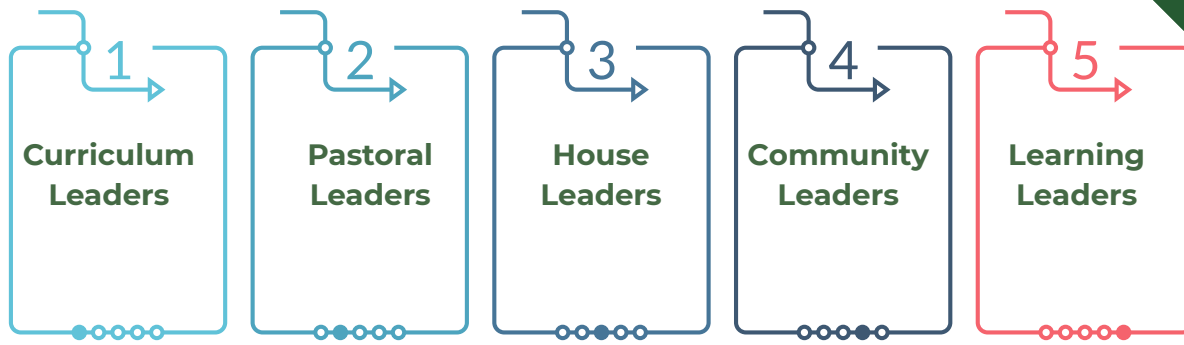
Organisation & planning

Responsibility

Being a role model

Benefiting others

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 and 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 an elected representative 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.



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PASTORAL LEADERS

ANGELS

A NEW GIRLS' EARLY LISTENING SERVICE

- Visit Year 7 forms every break and lunchtime for the first half term to check Year 7 pupils are settling in
- Support Year 7 forms with friendship fall outs, 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 form teachers on any little issues that arise
- Angels will attend the New Intake Evening and meet the form they have been allocated.

ANTI BULLYING AMBASSADORS

- Help raise awareness of the impact of bullying behaviour and support schools and young people 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

VALUES AMBASSADORS

- Educate pupils about our school values and ethos.
- Promote strategies to support/represent our values in school and within the wider community.
- Embody our values in school and within the wider community.

WELLBEING AMBASSADORS

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

RESTORATIVE PEERS

- Support other students with emotional regulation either inside or outside of the classroom.
- Support the school Core Values and Expectations Policy and model this to others, working closely with staff.

MENTORS IN VIOLENCE PREVENTION (MVP)

- 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
- Delivery 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 organisation and celebrates achievement.

Each house is names after an inspirational woman who has 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	Liverpool Bereavement Service	Mrs Howard
Pankhurst	RSPCA Southport	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 support the work of the House Leaders of their respective Houses. Each House will have a House Captain from other year groups to assist them. This will involve:

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



INSPIRE : CARE : ACHIEVE



CURRICULUM LEADERS

English & Communications	Mathematics	Languages
Literacy Leaders	Maths Leaders	Language Leaders
Science and PE	DT	Humanities
Science Leaders Sports Leaders Team Captains Dance Leaders	Champion of the Arts Council (COTA) Digital Leaders	Anne Frank Leaders ECO Leaders

English Year 9 Literacy Leaders

- 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 the interview process for English

Maths Year 9 Maths Leaders

- 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

Language Year 9 Language Leaders

- To pursue the training day to give them to skills and confidence to plan and prepare mini language sessions
- 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'

Year 9 Science Leaders	<ul style="list-style-type: none"> • To support Greenbank's Science and STEM Club • To lead activities in our local Primary School pupil on Challenge Days • Leading transition events • Leading Open Evening activities
Year 9 Sports Leaders	<ul style="list-style-type: none"> • 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
PE Team Captains	<ul style="list-style-type: none"> • Organise equipment • Organising and checking teams • Being a role model • Representing the school
Year 9 Dance Leaders	<ul style="list-style-type: none"> • 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
Champion of the Arts Council (COTA)	<ul style="list-style-type: none"> • 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
Digital Leaders	<ul style="list-style-type: none"> • 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
Anne Frank Leaders <i>Trained by Anne Frank Trust</i>	<ul style="list-style-type: none"> • Year 8 and 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
Eco Leaders	<ul style="list-style-type: none"> • Eco Leaders work together to ensure Greenbank is a sustainable school • To promote recycling and 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

<p>Library Leaders</p>	<ul style="list-style-type: none"> • Returning books to shelves • Cataloguing books • Help pupils to find books and equipment • Supervision of the library during breaks and lunchtime
<p>Open Evening Guides</p>	<ul style="list-style-type: none"> • 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
<p>Summer School Leaders</p>	<ul style="list-style-type: none"> • 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
<p>Duke of Edinburgh Award Scheme</p>	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none">• To work closely with a lower school pupil to help 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Assist in improving communication between students with special needs and others• Help peers understand and use alternative communication methods• Act as intermediaries in conversations when needed• Promote understanding and patience among students without special needs
Support Group Leaders	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.
Organisation & Planning	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.
Being Responsible	I hold a level of responsibility in school - I regularly report back to my peers and staff and act upon advice given.	I have been a Pastoral Prefect and have helped Duty staff weekly.
Being a role model	My behaviour is recognised in school as being exemplary, and I have been given responsibility because of this.	I am a House Captain and organise house activities.
Using my skills to benefit others	I take part in activities where I share my skills with others, this being a performance, caring for others, buddying system with another student.	I have been a Peer Academic Mentor and have helped a Year 7 pupil with her homework each week.
Understanding my community	I work alongside people who contribute to my community. I have helped to raise awareness of a particular issue in my community.	I have helped during Summer School.
Team Working	I successfully lead a team and 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.
Confidence	I have shown confidence in several ways.	I have presented in assembly and a Guide on Open Evening.
Challenge	I expect to make mistakes, I know these are necessary for learning. I set goals to stretch me but are achievable with hard work.	I completed the Duke of Edinburgh Award.
Self Reflection	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
Pastoral	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
House	House Captain Vice Captain	House Captain Vice Captain	House Captain Vice Captain	House Captain Vice Captain	House Captain Vice Captain
Curriculum	Team Captains	Team Captains Open Evening COTA	Team Captains Dance Leaders Sport Leaders Science Leaders Literacy Leaders Maths Leaders Digital Leaders Language Leaders COTA	Team Captains Dance Leaders Sport Leaders Science Leaders Literacy Leaders Maths Leaders Digital Leaders Language Leaders COTA	Team Captains COTA
Community	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
Learning	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

