

# [SUBJECT] Line Management



**Why?** Line Management is an important element of school improvement. Positive, highly valued Line Management builds trust and accelerates progress – both for the individual and for the school. Good Line Management creates clarity, invests in the individual, and generates alignment with the school improvement journey.

**How?** Line Management happens fortnightly. When a meeting or unplanned event prevents Line Management from happening, the Line Manager is responsible for rearranging the meeting. The HoD is responsible for opening the schedule before the meeting and, where appropriate, reflecting on questions, taking notes and/or completing pre-reading. Both the Line Manager and the member of staff being Line Managed can feed into and add to the agenda.

**Minutes and actions are entered directly onto the document.**

Fortnight commencing	Develop the Individual: Leaders are Readers	Running the Team (operational)	Strengthen the Team It is your responsibility as HoD to improve the T&L across your team. We expect you to drop-in on every member of your team at least once a fortnight and complete your MS Forms. <i>You may wish to buddy up with another department.</i>	AOB
w/c 01.09.25 NPDs Start of term: early drop-ins to ensure <b>strong start</b>				
08.09.25  <b>QA FOCUS: ATTENTION ROUTINES</b>	Introduction (optional) Pg1-4  <b>Leading the curriculum: pg5-13</b> Where do you stand on the knowledge vs skills debate? How do you support your team to address the <i>curse of knowledge</i> ?	<b>Reading input during department meeting: reflections and actions</b> Y11 mock results day 10 <sup>th</sup> Sept Y11 Pathways to success Info evening 18 <sup>th</sup> Sept  <b>Open Evening &amp; Open Morning w/c 22<sup>nd</sup> Sept</b>	<b>DEPARTMENT IMPROVEMENT PLAN (DIP):</b>  Talk to your Line Manager about your priorities for the year. Your Line Manager will be focused on the <b>problems</b> you've identified – rather than the solutions (or outcomes): <ul style="list-style-type: none"> <li>• <b>What is the problem you are trying to solve?</b> Describe it clearly and specifically, avoiding vague or overly broad statements.</li> </ul>	

			<ul style="list-style-type: none"> <li>● <b>Why does this problem matter?</b> Who is affected, and what are the consequences of not addressing it?</li> <li>● <b>How do you know it's a real problem?</b> What evidence (data, stories, observations) supports your claim?</li> <li>● <b>Who owns the problem?</b> Is it experienced and recognized by local stakeholders, or is it externally defined?</li> <li>● <b>What would success look like if the problem were solved?</b> Define a vision of improvement to guide your efforts</li> </ul> <p>Add any relevant notes directly onto your DIP:</p> <p><b>QUALITY ASSURANCE:</b>  <b>Have you seen everyone in your team?</b>  <b>What successes have you shared with the team?</b>  <b>What concerns/inconsistencies have you noticed? And what early action have you taken?</b></p>	
<p>22.09.25</p> <p><b>QA FOCUS: ATTENTION ROUTINES</b></p>	<p><b>Leading the curriculum: pg6-20</b>          What is my personal ethos for your curriculum? How do you share this with your team?          What type of curriculum will serve the needs of our students?          Is your curriculum well sequenced?          Does it tell a cohesive story of your subject? What is that story?</p>	<p><b>JOINT DROP-INS with your Line Manager</b></p> <ul style="list-style-type: none"> <li>- What are you expecting to see? Do you see it?</li> <li>- What consistencies will we see as we visit?</li> <li>- Why are you teaching [unit]? And why now?</li> </ul> <p>- <b>What do you notice about PP and SEND students? Are they actively engaged? How do you know?</b></p>		
<p>06.10.25</p> <p><b>QA FOCUS: VOCAB</b></p>	<p><b>Leading the curriculum: pg20-23</b>          What evidence is there to support your decisions? Do you have data or other qualitative measures to suggest your curriculum is effective?</p>	<p><b>Reading input during department meeting: reflections and actions</b></p>	<p><b>What action have you taken to improve your department?</b></p>	

<p><b>I-SAY-YOU-SAY</b></p>			<p><b>Temperature Check:</b> following your most recent GCSE outcomes, how do the team feel? Consider asking them the following (through whichever medium feels best) and be ready to share their feedback:</p> <ul style="list-style-type: none"> <li>- When do you feel like you're able to do your best work?</li> <li>- What conditions help you feel most focused and motivated?</li> <li>- What barriers sometimes prevent you from doing your best work?</li> <li>- How can the team or I support you in creating more of those optimal conditions?</li> </ul> <p><b>QUALITY ASSURANCE:</b>  <b>Have you seen everyone in your team?</b>  <b>What successes have you shared with the team?</b>  <b>What concerns/inconsistencies have you noticed? And what early action have you taken?</b></p>	
<p>20.10.25</p> <p><b>QA FOCUS:</b> <b>VOCAB</b> <b>I-SAY-YOU-SAY</b></p>	<p><b>Leading Teaching and learning: Pg25-35</b>  From Table 1: Lessons from cognitive science and their implications for teachers – what does your QA tell you about these aspects of cognitive science in your department.</p>	<p>Y11 E/M/S mocks w/c 20th Oct  Y11 options w/c 3<sup>rd</sup> Nov  Joint Middle Leader meeting – reflections</p>	<p><b>DEPARTMENT IMPROVEMENT PLAN (DIP):</b></p> <p>Talk to your Line Manager about your priorities this year. At the start of the year, you thought about what the <b>problem</b> might be. <b>Deconstruct</b> this a bit more together now:</p> <ul style="list-style-type: none"> <li>- <b>Why is this problem happening?</b> (Start with the surface issue and begin peeling back the layers.)</li> <li>- <b>What are the underlying causes of this problem?</b> (Think about systems, behaviours, incentives, or capacity gaps.)</li> <li>- <b>Who is affected by this problem, and how?</b></li> <li>- <b>What has already been tried to solve this, and why didn't it work?</b></li> </ul>	

			<p>(Avoid repeating past mistakes and learn from experience.)</p> <ul style="list-style-type: none"> <li>- <b>What smaller, more manageable parts can we break this problem into?</b> (This helps identify entry points for action.)</li> </ul> <p>Add any relevant notes directly onto your DIP:</p> <p><b>QUALITY ASSURANCE:</b>  <b>Have you seen everyone in your team?</b>  <b>What successes have you shared with the team?</b>  <b>What concerns/inconsistencies have you noticed? And what early action have you taken?</b></p>	
<b>HALF TERM</b>				
10.11.25 <b>QA FOCUS: ATTENTION ROUTINES</b>	<p><b>Leading Teaching and learning: Pg35-46</b>          What are your principles for T&amp;L?          Do your principles align with the evidence?          Where do you insist on certain practices and where do you afford a degree of flexibility?</p>	<p><b>Reading input during department meeting: reflections and actions</b></p> <p>Y11 mock data deadline: deadline met by team?</p>	<p><b>What action have you taken to improve your department?</b></p> <p><b>QUALITY ASSURANCE:</b>  <b>Have you seen everyone in your team?</b>  <b>What successes have you shared with the team?</b>  <b>What concerns/inconsistencies have you noticed? And what early action have you taken?</b></p>	
24.11.25 <b>QA FOCUS: VOCAB (WBs)</b>	<p><b>Leading Teaching and learning: Pg46-49</b>          Are there any subject-specific T&amp;L routines in your department?          How are you – as a department – addressing student motivation?</p>	<p><b>JOINT DROP-INS with your Line Manager</b></p> <ul style="list-style-type: none"> <li>- What is your vision for this subject, and how does it align with the whole-school curriculum intent?</li> <li>- How have you sequenced the curriculum for [year group being dropped-in on] to ensure progression in knowledge and skills?</li> <li>- What are the key concepts or 'big ideas' pupils should retain over time in this subject?</li> <li>- <b>What do you notice about PP and SEND students? Are they actively engaged? How do you know?</b></li> </ul>		

<p>08.12.25</p> <p><b>QA FOCUS:</b> TALK – choral response</p>	<p><b>Leading Assessment: Pg51-56</b> What do you want your assessment policy to achieve? Does your curriculum policy achieve those goals?</p>			
<b>CHRISTMAS BREAK</b>				
<p>05.01.26</p> <p><b>QA FOCUS:</b> ATTENTION ROUTINES</p>	<p><b>Leading Assessment: Pg56-70</b> Is your Line Manager aware of your grading rationale? Is your assessment policy generating unnecessary workload for your staff?</p>	<p>Y8 data deadline Y10 assessment week Y9 parent’s evening and options evening</p>	<p>What are the problems you’re continuing to try to solve—not just the symptoms? Why does this problem persist despite previous efforts?</p> <p><b>QUALITY ASSURANCE:</b> Have you seen everyone in your team? What successes have you shared with the team? What concerns/inconsistencies have you noticed? And what early action have you taken?</p>	
<p>19.01.26</p> <p><b>QA FOCUS:</b> TALK – choral response</p>	<p><b>Leading Quality Assurance: pg71-76 (top)</b> What is your understanding of poor proxies for learning? How do you guard against this? How does our current QA system use metrics (as best it can) to measure what is important?</p>	<p>Y7 assessment week</p>	<p><b>QUALITY ASSURANCE:</b> Have you seen everyone in your team? What successes have you shared with the team? What concerns/inconsistencies have you noticed? And what early action have you taken?</p>	
<p>02.02.26</p> <p><b>QA FOCUS:</b> TALK – choral response</p>	<p><b>Leading Quality Assurance: pg76-84</b> How do you balance book looks with lesson visits? What subject-specific metrics do you have in place when dropping-in on your team?</p>	<p><b>BOOK LOOK with your Line Manager (use questions from page 81)</b></p> <ul style="list-style-type: none"> <li>- What does excellence look like in this subject? What do you expect to see/what should we see in the books?</li> <li>- Are classes of similar abilities progressing through the curriculum at a similar rate?</li> </ul>		

		- What do you notice about SEND and DS books? Is there a gap emerging?		
<b>HALF TERM</b>				
23.02.26	<b>Leading Quality Assurance: pg84-89</b> How many of the bullet points on pg87 would you like to / are able to commit to?	<b>JOINT DROP-INS with your Line Manager</b>		
		<ul style="list-style-type: none"> <li>- How do you assess whether pupils are learning and remembering the intended knowledge?</li> <li>- What does pupil work show about their understanding and progress in this subject?</li> <li>- <b>How do you ensure that disadvantaged pupils and those with SEND achieve well in this subject?</b></li> </ul>		
09.03.26	<b>Leading teacher development: pg91-104</b>  How do you incorporate deliberate practice into your subject specific PD sessions within department time?  Do you spend enough time developing teaching? If not, how can I ensure that I protect development time?	Joint Middle Leader meeting – reflections  Mock results day  Y11 parent’s evening 2: who are your target students? What action have you taken to ensure they turn up? How will you make this parent’s evening count?	<b>QUALITY ASSURANCE:</b> Have you seen everyone in your team? What successes have you shared with the team? What concerns/inconsistencies have you noticed? And what early action have you taken? + LINK TO MS FORMS  <b>What action have you taken to improve your department?</b>	
23.03.26	<b>Decision Making: pg105-121</b> Who are your emissaries? How do you react to criticisms of your ideas? Are your meetings efficient? What would your team say?	<b>Reading input during department meeting: reflections and actions</b>	<b>QUALITY ASSURANCE:</b> Have you seen everyone in your team? What successes have you shared with the team? What concerns/inconsistencies have you noticed? And what early action have you taken?	
<b>EASTER</b>				
20.04.26	<b>Pastoral Issues: pg123-129</b> How confidently do you challenge students in the corridors (both in your department area – and more widely around school)? What ego state do you fall into when you’re feeling frustrated?	<b>JOINT DROP-INS with your Line Manager</b>		
		<ul style="list-style-type: none"> <li>- What do pupils say about their learning in this subject? Can they explain what they’ve learned and why it matters?</li> <li>- What do students' books reveal about their experience in your subject – within and across classrooms – <b>including disadvantaged students and SEND.</b></li> </ul>		

04.05.26	<b>Pastoral Issues: pg129-137</b> How comfortable are you when supporting a student in need? What other resources are there in school to help support students?	Joint Middle Leader meeting – reflections Y9 data deadline	<b>QUALITY ASSURANCE:</b> Have you seen everyone in your team? What successes have you shared with the team? What concerns/inconsistencies have you noticed? And what early action have you taken?  What action have you taken to improve your department?	
18.04.26	<b>Leading others: pg139-149</b> How well do you know your team? Who are your superstars and rockstars? How do you manage change? What are your thoughts about the elephant, rider and path?	<b>Reading input during department meeting: reflections and actions</b> Y8 data deadline	<b>QUALITY ASSURANCE:</b> Have you seen everyone in your team? What successes have you shared with the team? What concerns/inconsistencies have you noticed? And what early action have you taken?	
<b>HALF TERM</b>				
08.06.26	<b>Leading others: pg149-158</b> Do you have a team that embraces candid conversations in a non-hostile way? If not, what are your first steps to making that happen?	<b>JOINT DROP-INS with your Line Manager</b> <ul style="list-style-type: none"> <li>- What are you expecting to see? Do you see it?</li> <li>- What consistencies will we see as we visit? <i>How has this changed since the start of the year?</i></li> <li>- Why are you teaching [unit]? And why now?</li> <li>- <b>What do you notice about PP and SEND students? Are they actively engaged? How do you know?</b></li> </ul>		
22.06.26	<b>Wellbeing: pg159-165</b> How do you feel about Adlerian psychology?  Do you need anyone to check that you know the limits of your role and responsibility?	<b>Reading input during department meeting: reflections and actions</b> Y7 data deadline	<b>QUALITY ASSURANCE:</b> Have you seen everyone in your team? What successes have you shared with the team? What concerns/inconsistencies have you noticed? And what early action have you taken?  What action have you taken to improve your department?	

	How do you use anger (in and outside the classroom)?			
06.07.26	<b>Wellbeing: pg165-175</b> What is your buffer? How do your policies affect the wellbeing of your team? How well do you support your team when they are struggling with their wellbeing?	<b>Reading input during department meeting: reflections and actions</b>  Y10 data deadline	<b>QUALITY ASSURANCE:</b> Have you seen everyone in your team? What successes have you shared with the team? What concerns/inconsistencies have you noticed? And what early action have you taken?  What action have you taken to improve your department?	