What we do, who we do it for, and why we do it

Matthew Burton
Headteacher, Thornhill Community Academy
What’s the cut off point for ‘Did you have a nice Christmas’?
How many times is too many for the following word...
‘Moist’?
School leaders have a lot to do...
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…they expect more and more and more and more and more and more every year from every single student…
School leaders have a lot to do…
…they expect more and more and more and more and more every year from every single student…in the six hours a day we can affect things…
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…they expect more and more and more and more and more and more every year from every single student…in the six hours a day we can affect things…even though there are 18 more.
In a nutshell…

• Compare the ways in which true love is presented through the protagonists’ relationships in *Wuthering Heights* and *Romeo and Juliet*. 
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• Analyse this image of a knee joint and explain in detail three potential injuries that could be sustained.
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• Illustrate the arguments for and against migration into a densely populated conurbation in a MEDC.
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6 of the sweets are orange. 
The rest of the sweets are yellow.
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Hannah takes at random a sweet from the bag.
She eats the sweet.
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Hannah takes at random a sweet from the bag. 
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Hannah then takes at random another sweet from the bag. 
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Hannah takes at random a sweet from the bag.  
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The probability that Hannah eats two orange sweets is $\frac{1}{3}$.
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(a) Show that $n^2 - n - 90 = 0$
Maryam

- Aspirational targets of grade 5
- Wants to work for an airline as cabin crew
- Excellent work ethic
- Missed a 4 by one mark in the summer exam
- EAL student – speaks Gujarati at home
- Technical accuracy and time management
- Exhausted by her perceived ‘failure’
Ben

- Targets of grade 7, based on high KS2 scores
- Poor behaviour throughout KS4
- Little interest, but occasional signs of encouragement
- Achieved a grade 2 in summer
- Wants to be a PE teacher
- Parents very supportive
- Slept through most of the recent exams
• Targets of grade 4
• Achieved no GCSE grades
• Has zero motivation to complete any work at home
• Dyslexia support in place and application for an EHC ongoing
• Small bag that winds his teachers up
• Police involvement for alleged assault
Nayir

- Diagnosed with ASC since Y8
- Placed in on-site provision by local authority
- Previously non-attender with 7% attendance in Y10
- EHC in place
- Regularly goes into crisis
- Targets of 7 in English and 6 in everything else
Deirdre

- Targets of 9s, 8s and 7s across subject
- Exceptional behaviour throughout KS4
- Head Girl
- Enthusiastic, hardworking, brilliant
- Recent GP diagnosis for anxiety led to her achieving grade 2s and 3s in the summer
- Absolutely unable to cope with examinations or silent spaces
• One size does not fit all
• ‘Broad and balanced’…but is it?
• What do they want?
• What will get them up in the morning?

<table>
<thead>
<tr>
<th>Bucket 1</th>
<th>Bucket 2</th>
<th>Bucket 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Maths</td>
<td>EBacc</td>
<td>Everything else</td>
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</table>
Excellence TOGETHER

Curriculum

Bucket 1 | Bucket 2 | Bucket 3
---|---|---
English/Maths | EBacc | Everything else

- Pathways – What do Maryam, Ben, Tim, Nayir and Deirdre need?
- Support – What’s the scaffolding to help them climb?
- Vent – Where’s the outlet?
- Resource – Can you staff it, support it, fund it and own it?
- Easy wins – Are there any? Remember ECDL?
- Progress – What is it?
Curriculum

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Progress
noun [U] • UK ˈprəʊɡrəs/ US ˈpraː.ɡrəs/

movement to an improved or more developed state, or to a forward position:
What do they want?

Things they **want:**
- Happiness
- Popularity
- Success
What do they look like?

Things they **need**:  
- Outcomes  
- Happiness  
- Safety and welfare  
- Soft skills  
- Experiences

Things they **want**:  
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Reasons people do badly

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• “I got in there and couldn’t be bothered.”
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Every single teacher...
Every single teacher…
…is a teacher of everyone…
Every single teacher…
…is a teacher of everyone…
…all the time.
So, who do they need?
• Self awareness
Self awareness
Enthusiasm
Excellence TOGETHER

- Self awareness
- Enthusiasm
- Courage
Excellence TOGETHER

- Self awareness
- Enthusiasm
- Courage
- Resilience
• Self awareness
• Enthusiasm
• Courage
• Resilience
• High levels of specialist, quality knowledge
Excellence TOGETHER

- Self awareness
- Enthusiasm
- Courage
- Resilience
- High levels of specialist, quality knowledge
- Vision
You and your colleagues – what are they like?
• Competitive
• Demanding
• Determined
• Strong-willed
• Purposeful
• Sociable
• Dynamic
• Demonstrative
• Enthusiastic
• Persuasive
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Green

• Caring
• Encouraging
• Sharing
• Patient
• Relaxed
Blue

- Cautious
- Precise
- Deliberate
- Questioning
- Formal
What about on a idyllic August afternoon when you flew in from New York overnight, your infant son remained resolutely awake throughout the entire flight, you couldn’t find a position to get comfortable in so didn’t sleep, the lady in front reclined her chair so she was practically sitting in your lap, you made it home, you stubbed your toe getting out of the shower (probably broke it), the shower didn’t actually work, you smashed your phone screen on the drive as you got in your car, and your iPhone’s GPS has failed, you had to navigate to ‘somewhere near Reading’ using an Ordnance Survey map and impulse itself?
…or just on any Monday morning?
Red

- Aggressive
- Controlling
- Driving
- Overbearing
- Intolerant
• Excitable
• Frantic
• Indiscreet
• Flamboyant
• Hasty
Green

- Docile
- Bland
- Plodding
- Reliant
- Stubborn
Excellence TOGETHER

Blue

• Stuffy
• Indecisive
• Suspicious
• Cold
• Reserved
• Consistency is key
So...

• Consistency is key
• All students need constant, robust boundaries
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  Know what staff are good at and with
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- Know what staff are good at and with
- Understand staff’s areas of weakness
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- Looking after your own brain helps to nurture theirs
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- Know what staff are good at and with
- Understand staff’s areas of weakness
- Coaching/mentoring/CPD needs to be regularly audited and changed
- Looking after your own brain helps to nurture theirs
- Have a culture of asking questions – it’s okay to not have the answer
Excellence TOGETHER

Get naked
Get naked (emotionally)
Excellence TOGETHER

Get naked

• Fear is real
• Fear is real
• High function links to high anxiety
Get naked

- Fear is real
- High function links to high anxiety
- Imposter syndrome is real
Get naked

- Fear is real
- High function links to high anxiety
- Imposter syndrome is real
- You will fail **every single day**
- You will look daft **every single day**
Get naked

- Fear is real
- High function links to high anxiety
- Imposter syndrome is real
- You will fail every single day
- You will look daft every single day
- Everyone is fighting a battle nobody knows about
• Don’t allow ‘mood hoovers’
Enthusiasm

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- It’s a tough job for a reason – these are young people’s futures
Enthusiasm

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- www.youtube.com/watch?v=CFXI27z5sIE