



Llywodraeth Cymru
Welsh Government

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Leadership Standards – exemplar individual leadership review

Created by practitioners from the primary sector in Wales

Leadership Standards – individual leadership review

The purpose of this matrix is to support practitioners in reviewing their practice against the Leadership Standards and in identifying priorities for further leadership development.

The Leadership Standards

The leadership standards are arranged under the following key areas:

Creating strategic direction.
Leading learning and teaching.
Developing and working with others.
Managing the school.
Securing accountability.
Strengthening the community focus.

Each key area is prefixed with a descriptor which captures the focus of the standards in the key area.

Application of the standards

- **Headteachers** are required to meet the Leadership Standards in full. They may use the individual leadership review matrix to support them in their ongoing leadership development.
Other practitioners (**teachers and support staff**) will meet the standards to varying extents depending on the requirements of their job role and their professional aspirations and are able to use the standards to inform their leadership development. The individual leadership review matrix assists them in identifying the extent to which their practice already meets the standards and to enable them to prioritise leadership development activities.

Using the individual leadership review

- Practitioners are able to choose how best to use the matrix to suit their particular needs and circumstances.
- The matrix allows practitioners to consider the required standards and associated core attributes for each key area. By reviewing their practice against the statements they can indicate where they feel they can already demonstrate evidence, indicate the strength of that evidence and provide examples of the nature of evidence available. The matrix also allows practitioners to plan appropriate professional development activities to strengthen their evidence.
- The individual review activity can support performance management reviews and assist practitioners who are required to provide specific evidence for assessment purposes, such as NPQH.

Creating strategic direction

Engaging in constructive thinking about the future is essential to effective leadership. Leaders should create a shared and corporate strategic vision which inspires and motivates all members of the school community. This vision should encapsulate the educational values and the moral purpose of the leadership team and governing body to secure the improvement and development of the school.

	Leadership Standard	What evidence do I have against this standard?	What will I do next to address any gaps and further my leadership development.
1	Ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.	Leading INSET – ICT vision and curriculum. I organised an INSET day to develop the school's ICT vision with all stakeholders. Governors were invited into school to work alongside link co-ordinators to share the ICT vision of the school, support co-ordinators and provide their own opinion to ensure our vision is shared by all stakeholders.	
2	Works within the school community to translate the vision into agreed objectives and operational plans which will achieve sustained school improvement.	To develop the new vision I reflected on the ESTYN report and generated the Post Inspection Action Plan (PIAP) with governors, staff and LA advisors. For each priority I identified the current situation, success criteria, lead person, costing, agreed action and monitoring arrangements. I also recognised that to create an effective, high performing school I needed to put pupils at the centre of leadership activities. I had an instrumental role in monitoring that the activities were on schedule and that progress was being made. I supported all stakeholders in working towards the common goal by providing checklists for staff setting out their specific responsibilities, the timeframe and method of achievement. I motivated/supported staff through this process whether with informal	

		<p>conversations or leading formal meetings. This allowed them to engage more fully in the PIAP activities. As a result, ESTYN judged us to have made sufficient progress and has removed the school from further follow-up activity.</p> <p>Working with school council on learning walks to monitor AFL</p> <p>Working with SLT on SIP to agree focus for improvement and methods of monitoring</p>	
3	Embodies the vision and values through daily practice and continual advocacy.	I have held a number of core roles within the school which requiring not only developing the subject/area, but which also required in some cases a great deal of support and guidance for some staff in order for this to be achievable.	
4	Motivates and works with others to create an effective school climate and shared culture.		
5	Employs creativity, innovation and new technologies to achieve excellence.	<p>Responsible for the Effectiveness Group, they're an integral part of the school's SA and mainly look at national priorities, e.g. LNF. We have shared good practice with staff, children, school Governors, and with other schools within our county and beyond. Our good practice has been shared with the county's headteachers.</p> <p>Led the Effectiveness Group with teaching Financial Literacy to all classes in school, this was also a way of developing staff's confidence with teaching the subject and to make them more aware of the importance of the subject.</p>	
6	Ensures that strategic planning takes account of the diversity, values, experience and context of the school and the community at large.		
7	Develops the school based on a commitment to continuous improvement and sustainable development.		

Leading learning and teaching

Securing effective learning and teaching is at the heart of the school's purpose. Leaders working with the staff and governors, create the conditions and structures to support effective learning and teaching for all. Leaders have a direct responsibility for the quality of learning and teaching and for pupils' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. The climate and learning culture created in the school should enable pupils to become effective, enthusiastic, independent learners, committed to and equipped for life-long learning.

	Leadership Standard	What evidence do I have against this standard?	What will I do next to address any gaps and further my leadership development.
8	Ensures a consistent and continual school-wide focus on learners' achievement.		
9	Ensures that both school and classroom climates promote effective learning and teaching for all.	Establish a feeling of self-esteem by putting sufficient work and pupils' achievements on the walls and in local newspapers. I promote effective learning across the school following the same system thereby ensuring progression so that pupils understand the system used. Treat all pupils fairly and in the same way, and create a positive atmosphere where pupils enjoy learning.	
10	Promotes the equity of academic, vocational and experiential learning routes.		
11	Places learning at the centre of strategic planning and resource management.	I negotiated with York University to include my class as part of a grammar study being undertaken by the University. As a result of this negotiation and participation, not only was I able to access the results of the research to improve the teaching and learning of grammar, the school was given for my class a set of 30 Activote units. (See 20) This enabled me to use the handsets for a variety of activities including	

		<p>the grammar programme, but also a wide range of maths resources. By utilising these and providing empiric evidence of the usefulness of the resource in maths lessons, a case was presented to PTA to fund a further set for the Year 6 class.</p> <p>Science as a core subject was falling considerably below maths and English in our CSI. I undertook research within the school to identify the main reasons behind the this, created an action plan of support and training for teachers (which was the key area identified) and ensured that learning improved to an extent that Science achieved levels above both LA and All Wales</p>	
12	Develops policies and practices to secure social inclusion for all learners to ensure their individual learning needs are met.	<p>This was an essential part of my role as SENCo. Further to this I have worked closely with CAHMS to set up and support a friendship group for pupils who have difficulties creating and maintaining effective friendships with peers. I also co-ordinate ESDGC and planned and monitored whole school global citizenship weeks designed to not only support and encourage learners to understand the wider global community but to also work in mixed age groups of Reception to Year 6</p>	
13	Promotes and puts in place policies designed to enable learners to develop independence and to acquire thinking and learning skills.	<p>First I met with the School Council to discuss marking which was invaluable as the pupils brought to my attention issues that as teachers we had not considered. I led a group to reconsider the Marking Policy. A marking code was developed ensuring consistency and I encouraged staff to reconsider their marking so that children understood their strengths, could identify their next steps and be provided with regular opportunities to self-assess. There is</p>	

		now a consistent approach to marking. Book scrutiny and talking to pupils' shows that marking is informative and constructive; pupils know what they have done well and the steps to improve enabling them to take part in the Assessment for Learning with confidence.	
14	Establishes creative, responsive and effective approaches to learning and teaching in every subject to meet and support the aims of the school.	During an Estyn inspection, Year 2 (my class at the time) and Year 6 were both studying Space as the topic. An NQT teaching year 6 had been struggling a little with some aspects of teaching literacy and was concerned about the inspection. I was the Literacy co-ordinator at that time. I worked with the other teacher to create a week of topic work through literacy which also included aspects of maths and science which incorporated group and paired working of Year 2 and Year 6 pupils. I created 8 activities, 2 teacher led, 2 TA supported and 2 independent which worked in a carousel across 4 days. The activities all had appropriate differentiation for all ages and abilities in both classes and required use of already taught knowledge and skills as well as extend them further. Estyn stated that they had never encountered such a creative way of working	
15	Establishes and maintains an ethos of challenge and support where all learners can achieve success and become engaged in their own learning.		
16	Implements strategies that secure high standards of behaviour and attendance.	I ensure that there is one type of behaviour management across the school so that pupils know how to behave. I create a feeling of equality and respect. Set positive rules rather than those which give out a negative message.	

		I contact the welfare officer if there are any concerns about pupils who are always late or absent for unacceptably long periods of time.	
17	Organises and implements the curriculum so that it meets the requirements of the national curriculum in Wales.		
18	Implements strategies to secure effective assessment procedures, including assessment for learning.	Ensured effective moderation between partner classes (e.g. Year 5 & Year 6) Use of INCERTS including monitoring whole school science Levelled work in core subjects half-termly at least AFL – multiple AFL strategies used in my teaching, class has been observed by school council and a number of other schools visiting to observe AFL in action	
19	Develops policies and procedures that promote learners' understanding of the bilingual context of Wales and that develop their bilingual skills as appropriate.		
20	Takes a strategic role in the development of new technologies to enhance and extend the learning experiences of learners and the teaching capabilities of teachers.	Use of Activote and promotion of the system for wider school, (see 11) Trained other teachers on use of ActivPrimary, use of n-rich and multiple other programmes	
21	Monitors and evaluates the curriculum and its assessment and identifies and acts on areas for improvement.		
22	Maintains a high visibility around the school and devotes considerable time to interaction with learners, staff and parents.		
23	Implements strategies to ensure that learners' additional learning needs are met.		

Developing and working with others

Effective relationships are particularly important in leadership as leaders, and headteachers in particular, work with the whole school community. Leadership involves building professional learning communities which enable all to achieve. Through performance management and effective continuing professional development leaders enable all staff to achieve high standards. Leaders should be committed to their own continuing professional development in order to equip themselves with the capacity to deal with the demands of their role and the range of leadership skills and actions required of them.

	Leadership Standard	What evidence do I have against this standard?	What will I do next to address any gaps and further my leadership development.
24	Treats people fairly, equitably and with dignity and respect to create and maintain a positive school climate.	<p>I carried out staff development interviews. I listened carefully and acted promptly on any issues that arose and arranged for staff to attend professional development courses. I identified staff who needed help managing their support staff. The working environment was not positive and needed to change. I met with all team members, listened fairly to their opinions and dealt sensitively with staff needing extra personal care by contacting the relevant agencies. I wanted to empower the teaching staff to lead an effective team so I sought advice from the LA advisor who visited the school, arranged for them to visit other schools to observe good practice and monitored how they were able to adapt and put their observations into place.</p> <p>I complete performance management (PM) for my team helping them identify strengths and weaknesses, setting targets and monitoring progress. I challenged staff through the PM structure to grow professionally and have a direct impact on school objectives.</p>	

25	Shares and distributes leadership.	<p>I work closely with the SLT to discuss and develop school needs in line with school, local and national priorities. I share the minutes of the meeting with staff during staff meetings and phase meetings. This includes defining roles for forthcoming projects etc.</p> <p>I am senior mentor for student teachers and I am NQT and EPD mentor.</p> <p>I have trained other staff in subject leading and subsequently they have adopted their roles confidently.</p>	
26	Develops, empowers and sustains effective teams.	<p>I provide timetables for staff – duty, assemblies and PPA. I manage non-teaching staff including students from the local collage. I meet regularly with the Teaching and Learning team to discuss and share new developments and how they will be implemented in everyday practice.</p>	
27	Creates an environment in which others can grow professionally.	<p>I am NQT and EPD mentor. I share good practice with these members of staff through lesson observations and providing CPD.</p> <p>I mentor student teachers and and also share good practice through lesson observations.</p> <p>I monitor books and provide feedback to staff in staff meetings and as individuals. I also observe teaching and learning formally as part of the school's annual monitoring cycle and provide constructive feedback to individual staff members.</p> <p>Supported TAs including providing a sounding board for their NVQ work</p> <p>Encouraged a TA to begin and continue with a psychology course in which she had expressed interest</p> <p>Encouraged TAs to apply for a Welsh Language Course secondment</p> <p>Supported numerous students</p>	

28	Develops and nurtures leadership potential in others to build the leadership capacity of the school.		
29	Builds a collaborative learning culture within the school and actively engages with other educational establishments to build effective learning communities.	I am currently working with the University of South Wales on an outstanding leadership course which involves sharing good practice with other schools. I have organised an 'Apptastic' afternoon which shared our schools good practice with iTechnology with a range of schools, LA members and Higher Education. Family of Schools – I have worked with and helped organise a family of schools PLC. We discussed ideas to improve attendance and uniform issues. The ideas were disseminated in staff meeting and progress was monitored termly.	
30	Ensures that the school contributes, where appropriate, to the training of future teachers and other adults who work with learners.		
31	Develops and maintains effective strategies and procedures for staff induction, early and continuous professional development and performance review.	Created student induction pack Worked with new teachers, both NQT and experienced teachers as new staff to the school.	
32	Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, providing clear delegation of tasks and devolution of responsibilities.		
33	Acknowledges and celebrates the responsibilities and achievements of individuals and teams.		
34	Regularly reviews and reflects on his or her own practice, sets personal targets and takes responsibility for personal development.		

35	Has regard for own workload and that of others to secure a satisfactory work/ life balance.		
36	Establishes effective arrangements for the co-ordination of provision for learners with additional learning needs.		

Managing the school

Leaders need to provide effective organisation and management within the school they lead and ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. Leaders should implement effective processes to develop and review policies and plans and ensure the effective and efficient use of available resources and finance.

	Leadership Standard	What evidence do I have against this standard?	What will I do next to address any gaps and further my leadership development.
37	Ensures that the professional duties and conditions of employment as set out in statutory requirements, including those for the headteacher, are fulfilled.	As Clerk to Governors and therefore ensure that the Governing Body fulfils its statutory duties and has relevant documentation/information. Ensure that Governors attend mandatory training and that they have an opportunity to attend additional training for development	
38	Produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities.		
39	Ensures that policies and practices take account of national and local circumstances, policies and initiatives including bilingualism and the Welsh dimension.	I have worked with the School Council and Menter a Busnes (a local agency) to get a grant of £1000 for the school to start a school uniform company. The company has made a substantial profit and the school has used part of the profit to purchase three iPads. I am the HSS Coordinator with entails creating whole-school plans which involve activities which develop the learner both within and outside school. I have led the school to success in Phase 4 of the scheme. I Facilitate and monitor the updating of planning in line with the LNF.	

40	Builds, remodels and maintains organisational structures and systems which distribute leadership and enable the school to run efficiently and effectively on a day-to-day basis.		
41	Monitors, evaluates and reviews the effects of school policies, priorities and targets in practice.		
42	Acts upon the outcomes of school self-evaluation and external inspection by Estyn to drive school improvement.		
43	Uses information and data from within and outside the school to inform management and organisational development.	I have used data analysis to present to governors at end of both Key Stages I have used empirical data to present to both staff and governors outcomes of focussed skills teaching in science as a PLC	
44	Makes effective use of the support and challenge provided by the LA and other relevant bodies.	Working closely with the LA link officer throughout the Post Inspection Action Plan process, I was challenged when setting specific targets for the success criteria. I attended the Stage 3 PIAP meeting with the Chair of Governors, Link Officer and LA Principal Primary Officer (PPO) explaining the activities taking place, the progress being made and impact on standards. The PPO posed demanding questions and required me to reason my actions and decisions. I fed information back to governors and staff and acted on any recommendations. During the ESTYN inspections I was required to respond to questions about the PIAP and the role of the SLT. I have worked closely with a number of LA advisors in order to improve teaching and learning in a variety of subjects	

		Implementing some of the targets from external agencies in relation to pupils with AEN has at times represented a challenge, but we worked together to enable the best support possible within the given parameters of school	
45	Manages the school's financial and human resources effectively and efficiently to achieve the school's education priorities and goals.		
46	Recruits, retains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school.	After I analysed the monitoring and Performance Management documents I recognised that the staffing structure needed rearranging to strengthen certain teams. Looking at strengths and needs I re-evaluated which colleagues should work together. I arranged for a returning teacher to take over afternoon PPA so that we could use her strength in a specific subject. This also allowed me to give another member of staff, who had long been requesting her own class, the opportunity to share a class with this teacher. I discussed with the governors the need for an additional teaching assistant (TA) and re-deployed a TA from the Foundation Phase to KS2. The fluctuation in Early Years pupil numbers required the employment of additional TAs. I updated the job descriptions, contacted the LA to advertise the posts, short-listed, interviewed and offered the posts to the successful candidates.	
47	Manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.		

48	Develops and enhances the learning environment to better meet the needs of learners.	I conducted a survey of the school's ICT resources in order to gather information on the effectiveness and usefulness of existing equipment. I purchased and established new computers for the computer room and ordered additional ipads. I monitored the use of the computer room and the result was that the Effectiveness Group had compiled ICT tasks for teachers who lack confidence in ICT to use with their children. I arranged for the staff that lack confidence to attend an ICT basic skills course.	
49	Monitors, evaluates and reviews the range, quality and use of all available resources to improve the quality of education for all learners and to secure value for money.		

Securing accountability

Headteachers are accountable to the governing body for the management of the school, its environment and all its work. The headteacher is accountable to the governing body, pupils, parents, governors and the LA for the quality of education achieved by the school and has a professional responsibility to the whole community. Additionally, leaders are responsible for ensuring collective responsibility in order that all members of the school community accept they are accountable for the contribution they make to the school's outcomes.

	Leadership Standard	What evidence do I have against this standard?	What will I do next to address any gaps and further my leadership development.
50	Ensures individual staff accountability is clearly defined, understood and agreed and is subject to rigorous internal and external review and self evaluation.	I ensure that all members of staff are aware and have signed their job descriptions so that they are aware of what is expected of them. The job descriptions are reviewed annually and relevant to the school. Ensure that subject leaders have an opportunity to develop and share expertise. I ensure that they self-appraise critically using the correct terminology. I invite governors responsible for subjects to come into school to observe lessons or look at pupils' work.	
51	Works with the governing body so that it is able to meet its responsibilities for securing effective learning and teaching and improved standards of achievement.	I have worked with the governing body on a number occasions in my various roles to present reports on standards and practice I have also given presentations to the governing body for end of KS data and action plans for improvement where necessary	
52	Develops and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including parents and governors.	I presented an accurate account of the schools' performance to a range of audiences including governors, LA and ESTYN. By attending all sub-committees I equipped the Governors with key information and data enabling them to set challenging targets for school improvement. I wrote the Headteacher's Report to Governors,	

		<p>presenting it at the full governors' meeting so that they were fully aware of progress made in raising standards and meeting ESTYN's recommendations as well as finance, training, data, attendance, attainment and staffing. I responded to their questions justifying reasons for my actions.</p> <p>I have worked with NQTs as an external mentor to understand the use of data within schools</p>	
53	Uses data and benchmarks to monitor progress in every child's learning and to focus teaching.		
54	Sets stretching targets for the whole school community based on consistently high expectations.		
55	Develops and maintains a climate of high expectations for self and others and takes appropriate action when performance is unsatisfactory.	<p>With the Senior Leadership Team (SLT), I attended training in effective lesson observations from which I realised the importance of having a consistent approach to monitoring. I enhanced the current lesson observation system to ensure that each senior teacher could monitor their team and make more informed judgements of teaching and learning. I created a Monitoring Folder to ensure that the SLT put into practice what we had learnt. Previously there had been little focus for these observations so I ensured that staff concentrated on standards, learning and key skills. I produced a monitoring schedule for the SLT to observe lessons in conjunction with performance management. Using staff meetings to disseminate this information, I provided a chart outlining unsatisfactory to excellent learning and teaching. Consequently, all staff understood what a 'good' teacher/lesson should look like and what the focus would be. I led by</p>	

		<p>example, being the first person to observe each of the SLT and produced an evaluation report using the new format. An ESTYN inspector commented that my reports were of an excellent standard allowing teachers to be challenged in their expectations of pupils. I met regularly with the SLT to discuss the system, to offer support and guidance and reported to the Governing Body on progress made each term. This new system supported a member of staff who had previously been underperforming. I sought support from an LA advisor who met with the year group team rather than the individual. From this they were set achievable targets to make progress and I also arranged for the teaching staff to observe good practice in two other schools. The monitoring system allowed the SLT to act as critical friends and be more aware of the standards. All staff now have a clear understanding of the high expectations. There was an increase from 56% to 100% of teaching that was deemed good or better by the SLT over two terms.</p>	
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Strengthening the community focus

Leaders should be aware that improvements in the school and in the community are interdependent and rely upon effective collaboration between all interested parties. Leaders should encourage and engage in collaboration with other schools and organisations to bring positive benefits to the school and share its expertise. In this area of leadership, leaders will need to secure the involvement and support of those outside the school.

	Leadership Standard	What evidence do I have against this standard?	What will I do next to address any gaps and further my leadership development.
56	Establishes and builds partnerships with other schools to share best practice and support school improvement.	Catchment area meetings (primary-secondary). Joint standardisation. Share record sheets with the secondary school science department following the 'skilful science course and collaborate with the science teachers for the catchment area. Minutes of joint standardisation meetings as evidence. These meetings take place annually therefore there is consistency in assessment. Research work for the next meeting is carried out following the meetings.	
57	Builds a school climate and learning culture which takes account of the richness and diversity of the school's community including Welsh Language and culture.		
58	Ensures that the school plays a productive role as a member of its local, national and global communities.		
59	Creates and promotes positive strategies for developing good race relations and dealing with racial harassment.		
60	Promotes appropriate attitudes towards disability and additional learning needs that promote equality and inclusion.		

61	Ensures that the school plays a central role in the community.	I have been able to help children to have links with local businesses in the past with the 'F1 in schools' competition. With my encouragement the children write an article for the local paper each month. Pupils have sung in several concerts in the community.	
62	Develops citizenship in learners so that they make a positive contribution to local and wider communities.		
63	Collaborates with other agencies, including the LA, in providing for wellbeing of learners and their families.		
64	Creates and maintains an effective partnership with parents, guardians and carers to support and improve learners' achievement and personal development.		
65	Works collaboratively within and outside the school to achieve school goals and objectives.	I have worked with other teachers to achieve the aims and objectives of the SDP. Worked with a local initiative to get visitors from India to come to school. Singing in community concerts to show that the school is supportive, e.g. group of children sung in the last service in the village church.	
66	Works co-operatively and collaboratively with teachers and colleagues, including those from external agencies, to enhance the learning and wellbeing of those they teach.	External agencies come in to teach children how to ride a bike. We have collaborated with other companies such as Siemens and EESW/STEM on the 'F1 in schools' competition so that pupils can develop different skills. As a result we have visited the Siemens company giving a presentation on the pupils' work.	