

New Deal for
the Education
Workforce



Llywodraeth Cymru
Welsh Government

www.gov.wales

Leadership

**An individual leadership review completed
by a deputy headteacher from a
2–19 special school**

Leading, learning, inspiring

Digital ISBN 978 1 4734 4320 4
© Crown copyright August 2015
WG25976

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.	Delivered INSET on the new pupil progress data analysis tool and how staff should set upper quartile targets. Developed new staff induction procedures to ensure all new staff understand and act upon school vision from day one. Shared vision with partner and consortia schools in PLCs. Wrote school's Estyn 'Case Study' on issue of person centred planning.	Play a key role in the establishment of the next school SIP and its presentation to all key players.
2	Works within the school community to translate the vision into agreed objectives and operational plans which will achieve sustained school improvement.	I have developed a new approach to CPD in the school which will allow for all twilight CPD sessions to be directly related to the school's vision and objectives. Numeracy and Literacy provision has been fully analysed and adapted to ensure that all learners receive the appropriate package of interventions and all staff understand the criteria for each package. I ensure the vision is translated into class/departmental results analysis and objective setting through devising a template for these that focuses primarily on Literacy and Numeracy, and heading the weekly teacher meetings PLC which focuses on driving standards.	

		Worked directly with 5 schools as an NSP partner to implement PLC as a vehicle for school improvement.	
3	Embodies the vision and values through daily practice and continual advocacy.	<p>Within the Special School environment the person centre planning approach drives the process of continual advocacy of the school's vision and values. My daily practice is steered by setting high expectations of all colleagues in terms of their professionalism, work ethic, attention to detail and dedication to meeting pupil needs.</p> <p>Evidence includes Estyn report, SLT meeting minutes, other meeting minutes.</p>	
4	Motivates and works with others to create an effective school climate and shared culture.	<p>As acting Primary department leader and as whole school lead for teaching and learning I have worked departmentally and across the school to develop a standardised approach towards a range of school priorities, including planning, assessment, Literacy and Numeracy, data analysis and reporting.</p> <p>Professional development reviews have been standardised to ensure that the school's vision and culture is embedded in all reviews and targets set.</p>	
5	Employs creativity, innovation and new technologies to achieve excellence.	<p>I have facilitated class teachers in their plans to introduce new web based learning tools and further develop their use of technology rich learning.</p> <p>I have played a lead role in a county wide project to develop an ICT-based Quality Assurance tool for the tracking and evaluation of all pupil interventions. I acted as lead representative for all Secondary Schools and am now developing a Special School version of the tool.</p>	To establish regular meetings with the ICT lead for the school and LA IT support to ensure that all available technology is maximised, and innovative approaches are introduced.

6	Ensures that strategic planning takes account of the diversity, values, experience and context of the school and the community at large.	<p>I lead Primary department planning and ensure that it takes into account the individual profile of each pupil and class and includes significant community-based learning opportunities for all classes.</p> <p>Whole school strategic plan and strategic equality plan are annually reviewed and adapted to ensure that the changing nature of the learners, staff and community are fully accounted for inclusion and equal opportunities,</p>	
7	Develops the school based on a commitment to continuous improvement and sustainable development.	<p>Along with the Headteacher I follow a distributed leadership approach, ensuring that capacity among the staff for continuous improvement is developed, with individual teachers being given crucial leadership opportunities – for example secondments to the SLT, roles as NSP partner, NQT mentor, 'train the trainer' courses.</p> <p>Use of SEG/PDG grants to develop internal centres of excellence relating to literacy, numeracy and pupil behaviour mean that best practice can be shared, spread and embedded across the school.</p>	

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.	As school lead for assessment and standards I have set standard processes and systems for assessing pupil progress, analysing progress data and setting challenging targets for learners working at P-Levels. Pupil progress targets have been refocused to make challenging (upper quartile) goals the standard target set. Class, subject and department reports are produced using a standardised format, analysing Comparison and Analysis of Special Pupil Attainment - CASPA progress data to report pupil progress against national comparisons. Class, subject and department action plans are presented to SLT and governors and pupil progress is now captured and analysed throughout the year, rather than once per year. Assessment for and of learning are fully embedded in school practice and have recently been praised by Estyn.	
9	Ensures that both school and classroom climates promote effective learning and teaching for all.	Teacher/TA teams are carefully chosen to maximise effective learning and teaching or the needs of the specific group of learners in each class. Led on the introduction of the ETF system in	

		<p>school to improve teaching and planning through discussion, observation and audit.</p> <p>Lead and moderate the monitoring of all teachers' medium term planning twice per term, providing effective feedback to further improve effective learning and teaching.</p>	
10	Promotes the equity of academic, vocational and experiential learning routes.		<p>Following Estyn recommendations I will develop the skills of staff and opportunities for learners to undertake formal academic pathways as well as the vocational and experiential routes that are the norm in the Special School environment.</p>
11	Places learning at the centre of strategic planning and resource management.	<p>Class planning for new school year places pupil learning needs at centre of planning, maximising pupil learning space by minimising non-learning space in school. SEG/PDG/WEG grants fully focused on delivering improved learning through complete focus on literacy, numeracy and behaviour interventions.</p>	<p>To be fully involved in development of next SIP and SEP.</p>
12	Develops policies and practices to secure social inclusion for all learners to ensure their individual learning needs are met.	<p>I have used the person centred planning approach in all pupil reviews to ensure that what is important to and for learners is placed at the centre of planning, and all aspects that are captured as 'not working' are addressed in the pupil's IDP action plan.</p> <p>I have led the school's planning in conjunction with our mainstream primary and secondary colleagues to ensure Inclusion opportunities are maximised, both the enhanced learning and to expand social inclusion opportunities.</p>	
13	Promotes and puts in place policies designed to enable learners to develop independence and to		<p>With more time in the school I need to develop my input into work experience opportunities,</p>

	acquire thinking and learning skills.		and AQA ILS accreditation
14	Establishes creative, responsive and effective approaches to learning and teaching in every subject to meet and support the aims of the school.	Monitoring and moderation of medium term planning with team leaders ensures that in all subjects effective teaching is planned. Overseeing the introduction of the ETF process has helped to ensure that effective learning takes places in all subjects.	
15	Establishes and maintains an ethos of challenge and support where all learners can achieve success and become engaged in their own learning.		I will take a lead role in further expanding AfL processes in the school and establish more formal target setting processes for learners who are able to participate in these discussions.
16	Implements strategies that secure high standards of behaviour and attendance.	As CPD lead for the school, I have devised CPD sessions that allow the school behaviour lead to deliver bespoke training to staff. INSET time committed to delivery of Team Teach course to all school staff to help minimise and tackle challenging behaviour. Weekly analysis of attendance data and multi-agency links (EWO, health, SS etc.) to tackle causes of all pupil attendance below 90% have led to school achieving attendance rate 2% above target, and the lowest level of unauthorised attendance in the County in the current school year.	
17	Organises and implements the curriculum so that it meets the requirements of the national curriculum in Wales.	All class timetables audited termly to ensure that teacher contact time requirements are met and all subjects covered. Regardless of pupil ALN, all learners access all NC subjects at an appropriate level.	
18	Implements strategies to secure effective assessment procedures, including assessment for learning.	As assessment lead for the school I ensure that all assessment procedures are standardised and fully moderated. All end of KS learners	

		<p>undertake PACE assessments and all other learners have their ROA and workbook evidence moderated to substantiate end of year levels. B² and CASPA are used to ensure that all assessments are accurately recorded and analysed.</p> <p>Monitoring of medium term planning includes clear requirement for AfL to be part of all learners' learning experience, lesson observations using ETF process judges the effectiveness of this. AfL is bespoke and allows all learners to access the processes at the appropriate level.</p>	
19	Develops policies and procedures that promote learners' understanding of the bilingual context of Wales and that develop their bilingual skills as appropriate.		I intend to establish greater links between the school Welsh co-ordinator and the Welsh department at the neighbouring Comprehensive school in order to expand opportunities for bilingualism, incidental Welsh and Cwricwlwm Cymreig.
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.	<p>I am leading the development of the school website to expand its role in pupil homework procedures.</p> <p>Co-ordinated the expansion of the use of web-based packages to develop the literacy and numeracy skills of learners at P7-NC2.</p>	
21	Monitors and evaluates the curriculum and its assessment and identifies and acts on areas for improvement.	Led analysis of whole school assessment data to identify areas of relative weakness – within key stages, classes and subjects and begun to lead process of mentoring underperforming class/subject leaders.	To further develop and enhance this mentoring process.
22	Maintains a high visibility around the school and devotes considerable time to interaction with learners, staff and parents.	Undertake daily learning walks to monitor transport procedures at start and end of day, to monitor lunchtime provision (both canteen and clubs), and by visiting classes on a daily basis.	

		LAC, CiN, educational and health reviews and participation in PTA activities are utilised to expand interaction with parents. I have developed a number of internal work experience roles for learners to encourage opportunities to interact with learners on a daily basis.	
23	Implements strategies to ensure that learners' additional learning needs are met.	As the school is a special school, all learners have complex ALN. All aspects of planning, teaching and assessment are designed to meet the needs of learners with ALN at all times.	

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.	I have led internal recruitment procedures for teachers and TAs, using the iFOR system and standardised procedures to ensure staff are treated fairly and equitably. When undertaking debriefs of 'incident' in school (e.g. Behaviourwatch/RIDDOR) I ensure that members of staff have time to discuss their worries/perceptions, whilst still putting the pupil at the centre of our plans. Through these discussions and discussions relating to a range of risk assessments, staff are treated with respect and dignity.	
25	Shares and distributes leadership.	As a school, the distributed leadership model is central to our strategy. I have provided Assistant Heads, class teachers and HLTAs with opportunities to shadow and lead on a range of roles outside their core responsibilities, including subject management, safeguarding meetings and undertaking professional reviews.	
26	Develops, empowers and sustains effective teams.	In my previous role as SENCo in a large Comprehensive school I took over a team of 5 TAs & HLTAs, and developed it over 3 years into a team of 29 people. Each member of the team had their skill set analysed to place them in the most effective role and each was	

		empowered to be the key worker for one or more learners with ALN. The growth of the team required members to take leadership roles and lead other members of the team. This significant expansion was challenging, however the reputation of the school's ALN provision grew and a survey by the new Headteacher revealed SEN provision to be the highest rated aspect of the school.	
27	Creates an environment in which others can grow professionally.	<p>In the past year I have empowered a team of primary department teachers, spread over 2 sites. This team has included two NQTs, an EPD teacher and a teacher new to the school. Each member of the team has been provided with the level of support and empowerment they required, with the NQTs being provided with a number of opportunities to visit and liaise with teachers of similar classes in other special schools, the EPD teacher being provided with the freedom to develop a bespoke curriculum for her specialist class (with outside expert support), and the teacher who is new to the school supported and empowered to reorganise the layout and purpose of the rooms at the satellite site.</p> <p>In my previous role I offered 'outreach' support and advice to SENCOs at mainstream schools within the County, helping them to develop their understanding and coordination of their roles.</p>	
28	Develops and nurtures leadership potential in others to build the leadership capacity of the school.	I have supported and mentored an acting Assistant Head, helping him to adapt to the leadership role and develop his skills, to the point where his promotion has been extended. I have closely supported two acting HLTAs, guiding them to develop the skills to make prompt decisions and have 'difficult	To guide the development of TA 2 staff to allow them to successfully move up to and replace TA3 staff as vacancies appear.

		conversations' with staff relating to absences, staffing teams and cover, as well as to lead TA reviews.	
29	Builds a collaborative learning culture within the school and actively engages with other educational establishments to build effective learning communities.	I have overseen a planning PLC within the school that meets fortnightly for all teachers, and developed a 'twilight' CPD programme for all staff that allows staff at all levels to deliver and receive training across the full range of teaching and learning issues. I have been involved as an NSP partner, helping to support 5 other special schools, and contributed to regular SWASSH deputy heads meetings. Worked closely with local mainstream primary and secondary schools to provide mutually beneficial Inclusion opportunities – for Special School learners to access mainstream provision and mainstream learners to gain peer support and work experience opportunities.	
30	Ensures that the school contributes, where appropriate, to the training of future teachers and other adults who work with learners.	Whilst the school is not able to offer ITT provision, I have overseen the successful induction of NQTs, supported TAs in their development and applications for ITT, and provided training to TAs seeking to move up the TA 'ladder'.	
31	Develops and maintains effective strategies and procedures for staff induction, early and continuous professional development and performance review.	I co-ordinate all staff induction, support for NQTs and EPD teachers and oversee the professional review process for the whole school. Processes for staff induction ensure that all new staff receive all core training (manual handling, team teach, child protection etc.) as they arrive at the school. All recent NQTs have successfully passed their year and external mentors have praised their records and progress. A clear and standardised professional review process for TAs and teachers means all staff are effectively reviewed and set targets that relate to personal	

		development and the school's priorities.	
32	Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, providing clear delegation of tasks and devolution of responsibilities.	I oversee the monitoring and auditing of all teachers' planning, with department leaders undertaking the monitoring, then I lead the standardisation of this process. Teacher reporting (on learners, classes, subjects and departments) is delivered within clearly defined processes with clear templates and guidance offered. Staff who require additional guidance are provided with clear and effective support, whilst those staff with greater experience are provided with opportunities to support others and further develop templates.	
33	Acknowledges and celebrates the responsibilities and achievements of individuals and teams.	Induction reviews, performance reviews and learning walks all provide opportunities to capture and celebrate good practice and achievements. Regular staff meetings, memos and newsletters are used to share and celebrate these achievements, milestones and key successes.	Develop more formal means (e.g. certificates, recommendations to governors etc) of recognising achievements.
34	Regularly reviews and reflects on his or her own practice, sets personal targets and takes responsibility for personal development.	I have undertaken 360 degree analysis of my working practices, and reviewed my performance with the Headteacher. Taking responsibility for my own professional development I am undertaking an MA in Education at a local university and have become a trainer in a number of key CPD areas for the school.	
35	Has regard for own workload and that of others to secure a satisfactory work/ life balance.	I regularly engage in discussions with teaching staff to offer strategies to manage their workload and maximise their effective use of the school	

		<p>day in order to allow them to achieve a comfortable work-life balance. I use strategies learned on my MA course and shared in Deputy Head meetings to manage my time and workload effectively to manage my own work-life balance.</p>	
36	<p>Establishes effective arrangements for the co-ordination of provision for learners with additional learning needs.</p>	<p>As a Special School, all of our learners have ALN. All school procedures have clear regard for the needs of learners with ALN. In my previous role I was SENCo at a large Comprehensive school and was praised at school, County and Estyn inspection level for the provision for learners with ALN.</p>	

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.	I have worked closely with teachers to ensure that they are delivering the practising teacher standards and scrutinised the evidencing of these by NQTs. I have provided management of informal challenge and support to underperforming teachers, including those being challenged to meet UPS expectations.	
38	Produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities.	I oversee the process of establishing and implementing class, subject and department improvement plans, monitoring the effectiveness and delivery of these plans. I have a key role in the implementation of the SIP and strategic equality plan, particularly elements relating to my responsibilities including CPD, strategic equality, teaching and learning.	
39	Ensures that policies and practices take account of national and local circumstances, policies and initiatives including bilingualism and the Welsh dimension.		I will work closely with senior leaders in other Special Schools to develop strategies to effectively deliver the changes proposed by Welsh Government ALN consultations/legislation.
40	Builds, remodels and maintains organisational structures and systems which distribute leadership and enable the school to run efficiently and	I have played a key role in remodelling the SLT structure of the school, to ensure that the distribution of whole school responsibilities amongst the SLT are more	

	effectively on a day-to-day basis.	effective and distribute leadership to the most appropriate areas. Thus each department is led by an Assistant Head who oversees provision, staffing and accreditation in their key stage, whilst the Deputy oversees standards, safeguarding and CPD.	
41	Monitors, evaluates and reviews the effects of school policies, priorities and targets in practice.	I have remodelled the oversight and analysis of all planning and learning walks using the ETF framework, and redesigned the process of evaluating pupil progress within classes, subject and departments with standardised reports, presentations and the setting of challenging targets.	
42	Acts upon the outcomes of school self-evaluation and external inspection by Estyn to drive school improvement.	Following school self-evaluation and Estyn Inspection report, I have taken the lead on drafting a post-inspection plan to deliver the recommendations of Estyn and act upon our self-identified challenges. I have also taken the lead on writing our Estyn case study, celebrating sector leading performance.	Establish a working group within school to drive the actions identified by our post-inspection plan.
43	Uses information and data from within and outside the school to inform management and organisational development.	I oversee the analysis and evaluation of CASPA data by all class teachers and subject leaders. This analysis informs school priorities for improving pupil outcomes, identifying areas of good practice and areas requiring support and intervention.	
44	Makes effective use of the support and challenge provided by the LA and other relevant bodies.	I have worked closely with LA Inclusion officers and Educational Psychologists to develop provision within the school. I have worked closely with LA finance/audit staff to develop the school's budgeting procedures. I have also acted upon recommendations from EAS Systems Leader termly visits to further develop provision and standards in schools, by for example redeveloping the	

		school's target setting procedures, bringing target setting forwards to before the summer and by changing focus to upper quartile expectations.	
45	Manages the school's financial and human resources effectively and efficiently to achieve the school's education priorities and goals.	I have taken a key role in the oversight of the school's budgeting and finances. Attending governors' budget meetings, meeting with LA finance staff and overseeing the work of the school bursar have all provided me with a clear input into the school's resourcing. I oversee the distribution of TA staff across the school, including using clear guidelines to carefully control the use of supply cover staff to minimise wastage and maximise focus on school priorities.	
46	Recruits, retains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school.	I have led the recruitment of teachers and TAs across the school, used performance management processes to drive the workload of teachers and TA staff and overseen the process of assigning teachers and TAs to class groups, in conjunction with the Assistant Headteachers of the school.	
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.	Daily learning walks allow me to oversee the effective use of all areas of the school site. I work closely with the school Senior Support Officer to regularly update the school's risk assessments and ensure that all health and safety checks are completed and logged.	
48	Develops and enhances the learning environment to better meet the needs of learners.	I work closely with each head of department to ensure that all space within each department is maximised to deliver the needs of the learners. The use of rooms within the school is constantly reassessed to maximise the impact of space upon pupil progress, for example recently transforming a shared media space into a sensory	

		classroom to enhance KS3 provision.	
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.	I oversee the actions plans for the purchase and use of resources within each class and subject, monitoring the setting of resource priorities and the spending of the budget of each class and subject within the school.	Gain further experience of the purchase and utilisation of mobility equipment (e.g. hoists, slings, sensory technology).

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 oversee the oversight of departmental provision and outcomes through weekly standards meetings with team leaders. Class teachers have a clear understanding of their accountability from weekly meetings with the whole teaching staff which focus on standards, and through regular class and subject standards reports which act as self-evaluation and are then evaluated in annual class and subject reviews.	
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 regularly attend governors meetings, providing them with clear information on school standards and supporting the school bursar in the provision of clear financial reports. I work closely with the Safeguarding governor in my role as DSCO. I involve governors in staff recruitment procedures.	Delivery of training to governors to aid their understanding of Special School standards data (e.g. B ² and CASPA).
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 co-ordinate the written and verbal presentation to governors of school performance information, including on standards subjects and Key Stages, CPD processes and their impact and other information such as attendance at safeguarding statistics.	
53	Uses data and benchmarks to monitor progress in every child's learning and to focus teaching.	Special Schools are not in receipt of the same data and benchmarking information as mainstream schools, however this information is	

		clearly important. The school is leading the expansion of progress comparison data in the form of CASPA. Estyn recently praised the school for its use of this data at an individual level to monitor pupil progress and inform target setting. I lead the use of this data within the school to monitor the effectiveness of the delivery of each subject in each Key Stage, to identify pupil whose provision is not delivering the expected level of progress and the interventions that will address this.	
54	Sets stretching targets for the whole school community based on consistently high expectations.	I have, after consultation with and guidance from systems leader overhauled the school's target setting procedures, to make upper quartile challenging targets the default position for pupils within the school, with movement away from this agreed by discussion and negotiation about all individuals. Targets are now set before the summer holidays with the current and future teachers discussing and agreeing both targets and actions to deliver these, avoiding the setting of less challenging targets after the long summer break when pupil performance can regress.	
55	Develops and maintains a climate of high expectations for self and others and takes appropriate action when performance is unsatisfactory.	Learning walks in a range of areas including planning, classroom environment, teaching and learning, marking and assessment provide clear and high expectations to all staff, clear feedback on why standards are high (or low),As all judgement documentation is shared in advance, this gives clear guidance to staff on how to achieve high standards. Where learning walks identify unsatisfactory (or adequate performance) informal support and monitoring procedures are put into place, which move to formal processes if necessary.	

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.	I have acted as an NSP partner supporting 5 other schools. I have, in my previous as a Secondary SENCo, led training for SENCos within the county and acted as a mentor for new SENCos. I have greatly enhanced partnerships with our neighbouring secondary school to facilitate the sharing of best practice in SEN provision, levelling and mobility support.	Build upon links with Deputies in other Special Schools within consortium area.
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.		To play a lead role in developing the opportunities offered by the school council, class assemblies and daily class circle time to celebrate and utilise the richness and diversity of the school community.
58	Ensures that the school plays a productive role as a member of its local, national and global communities.		To play a more strategic role in the school's involvement with volunteering, work experience, recycling, etc.
59	Creates and promotes positive strategies for developing good race relations and dealing with racial harassment.	In a previous role as a Head of Year in a Comprehensive school I led a racially diverse cohort of learners. Assemblies, class pastoral time and themed weeks provided opportunities to develop awareness of a range of cultures and racial identities, with learners teaching	

		each other about the languages and cultures of a range of nations including Poland, Hungary, Bangladesh, Nepal, Philippines, South Africa, Zimbabwe and Canada.	
60	Promotes appropriate attitudes towards disability and additional learning needs that promote equality and inclusion.	<p>In my previous role I established and led annual 'diversity' week which saw a whole school focus on disability and ALN, with assemblies from experts in Autism and VI and group sessions in conjunction with a local disability awareness charity.</p> <p>I also established lunchtime sports clubs for learners with ALN and physical disabilities that allowed these learners to participate in sports alongside their able-bodied peers, and allowed able bodied learners to learn more about the needs and abilities of disabled students.</p> <p>I host regular tours of the Special School from students from the local Comprehensive to expand their awareness of the needs of Special School pupil and to encourage them to volunteer at the Special School as part of their Welsh Bacc/Public Services/Work Skills courses.</p>	
61	Ensures that the school plays a central role in the community.		<p>To further develop opportunities for the facilities on the new school site to be accessed by the wider community, including access to hydro pool, Hall, sensory and soft-play rooms.</p> <p>To further open up the pupil run café to members of the local community and to expand links with local care homes.</p>
62	Develops citizenship in learners so that they make a positive contribution to local and wider communities.	I established and delivered a GCSE in Citizenship Studies over a number of years, with all participating students undertaking a	

		coursework project that required them to research and actively campaign on a local or wider issue. This course had consistently expanding uptake.	
63	Collaborates with other agencies, including the LA, in providing for wellbeing of learners and their families.	In my previous role as SENCo, and my current position including the role of DSCO, I have had significant involvement with a range of agencies that support learners and families, including Families First, Social Care, LA education Outreach workers, a range of health services (including CAMHS, OT, Child Psychiatry) and a range of disability charities.	
64	Creates and maintains an effective partnership with parents, guardians and carers to support and improve learners' achievement and personal development.	Every learner at the school has a person centred annual review of their progress and needs, led by the Head or Deputy, in which parents/carers fully participate. In addition I develop significant partnerships with parents/carers via a range of meetings/links, including Social Care CP, CiN and respite care reviews, biannual parents' evenings, participation in PTA meetings and events. I work closely with parents to assist them in accessing additional support for their children's' development, including the LA inclusive play scheme and transition to employment project.	
65	Works collaboratively within and outside the school to achieve school goals and objectives.	I have refocused SLT meetings to focus upon SIP objectives, and work collaboratively with colleagues to deliver Strategic Equality Plan objectives. I have expanded links with local mainstream schools, working collaboratively to ensure that Inclusion opportunities for learners are further enhanced.	
66	Works co-operatively and collaboratively with teachers and colleagues, including those from	I oversee the weekly teachers meetings and fortnightly planning PLCs which focus upon	

	<p>external agencies, to enhance the learning and wellbeing of those they teach.</p>	<p>enhancing learning progress. I have provided training and guidance to colleagues to support the well-being of learners subject to child protection concerns and in being able to contribute effectively to Core, CiN and LAC reviews. As an NSP partner I have been able to both support and be supported in delivering on the LNF agenda.</p>	
--	--	---	--