



Leadership

**An individual leadership review completed by a
learning support assistant in a mixed
nursery/primary school**

Leading, learning, inspiring

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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.	The nurturing of children is at the heart of the school and emanates throughout. Teachers and learning support assistants like myself, care for and support the children with all aspects of school life.	I have been successful in gaining a place on an Initial Teacher Training course. I will continue to study the leadership course in 2015.
2	Works within the school community to translate the vision into agreed objectives and operational plans which will achieve sustained school improvement.	I interact with members of the community during visits to the school, includes sure start groups, family learning classes, governor meetings, school trips, and parents evenings.	As above.
3	Embodies the vision and values through daily practice and continual advocacy.	A caring and nurturing environment is created for the children with all adults demonstrating nurturing qualities.	As above.
4	Motivates and works with others to create an effective school climate and shared culture.	A consistent behaviour management approach. Communicate well with colleagues and children at all times, as well as parents and families as regularly as possible.	As above.
5	Employs creativity, innovation and new technologies to achieve excellence.	Continual professional development is encouraged. Annual performance management reviews are given. In house training happens regularly to keep staff up-to-date.	As above.
6	Ensures that strategic planning takes account of the diversity, values, experience and context of the school and the community at large.	Planning meetings are held weekly, taking into account the childrens experiences. Children are accounted for through differentiated planning, and support is provided from outside agencies, with 91% of children being English Additional	As above.

		Language (EAL).	
7	Develops the school based on a commitment to continuous improvement and sustainable development.	With 45% of the children being in the Free School Meals (FSMs) statistics, as a whole school, there is a continuous drive to narrow the gap.	As above.

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.	Part of the teaching and learning professional learning community (PLC). Attend weekly staff meetings, where learners achievements are shared and discussed.	Continue to develop my understanding of teaching and learning on ITT course.
9	Ensures that both school and classroom climates promote effective learning and teaching for all.	Alongside the teacher I support the children in their learning, pushing the more able by developing their thinking further and supporting the less able with a more simplified task.	As above.
10	Promotes the equity of academic, vocational and experiential learning routes.		As above.
11	Places learning at the centre of strategic planning and resource management.	Attend weekly planning meetings whereby I contribute to ideas, and am told who to support and target in certain lessons.	As above.
12	Develops policies and practices to secure social inclusion for all learners to ensure their individual learning needs are met.	With the school becoming Autistic Spectrum Disorder (ASD) friendly, I have the correct instructional/behaviour management cards which I use in the supported class I work in, as well as a visual timetable. I support children with their individual speech and language programmes. I use the consistent school policies and practices everyday.	As above.

13	Promotes and puts in place policies designed to enable learners to develop independence and to acquire thinking and learning skills.	Using assessment for learning policies and practices put in place, as a result of attending the PLC, I use closing the gap marking to further challenge the childrens thinking and understanding.	As above.
14	Establishes creative, responsive and effective approaches to learning and teaching in every subject to meet and support the aims of the school.	I am part of the teaching and learning PLC, where I contribute to developing ideas, and I studied a teaching and learning module as part of my MA.	As above.
15	Establishes and maintains an ethos of challenge and support where all learners can achieve success and become engaged in their own learning.	With four years experience of working with children with additional educational needs, I am able to differentiate work well, and cater for the less able children who need support.	As above. I need to develop my understanding and experience of challenging more able learners.
16	Implements strategies that secure high standards of behaviour and attendance.	Use a consistent whole school approach to behaviour and attendance.	As above.
17	Organises and implements the curriculum so that it meets the requirements of the national curriculum in Wales.	Under the supervision of the class teacher, I help to implement the national curriculum.	As above.
18	Implements strategies to secure effective assessment procedures, including assessment for learning.	I use closing the gap marking. Encourage the children to self assess their work, and support them in peer assessment. Other elements of Assessment for Learning (AfL) are implemented by the class teacher.	As above.
19	Develops policies and procedures that promote learners' understanding of the bilingual context of Wales and that develop their bilingual skills as appropriate.	With 91% EAL, I use instructional Welsh with the children, alongside the class teacher. I support the children in Welsh lessons.	As above.
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.	I support the children in their use of technology.	As above. I need to develop my understanding and experiences of using new technologies as part of teaching and learning.

21	Monitors and evaluates the curriculum and its assessment and identifies and acts on areas for improvement.		As above.
22	Maintains a high visibility around the school and devotes considerable time to interaction with learners, staff and parents.	I support the teacher inside and outside the classroom, interacting with learners and staff on all occasions. I support the teacher at parents evenings, on school trips and local visits.	As above.
23	Implements strategies to ensure that learners' additional learning needs are met.	I support the children with additional learning needs, having worked in a resource base and a supported class for the past four years, I find ways, with the support of the class teacher, to meet the learners individual needs.	As above.

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 good relationships with both children and adults, treating them as equally and fairly as I can. Working as a team, treating everyone with respect.	Continue to develop my leadership skills on ITT course September 2014.
25	Shares and distributes leadership.	The school operates distributed leadership throughout.	As above.
26	Develops, empowers and sustains effective teams.	The school has a senior leadership team, but is also broken down into phase teams, as it is a rather large primary school.	As above.
27	Creates an environment in which others can grow professionally.	Professional development is encouraged at all levels.	As above.
28	Develops and nurtures leadership potential in others to build the leadership capacity of the school.	I demonstrate nurturing qualities at all times. The school has been awarded the nurture quality award for the past three years.	As above.
29	Builds a collaborative learning culture within the school and actively engages with other educational establishments to build effective learning communities.	Attend Early Years Educational (EYE) meetings once every term, as well as network meetings as part of the intervention programme that I run in school. I collaborate with staff from other schools there.	As above.
30	Ensures that the school contributes, where appropriate, to the training of future teachers and other adults who work with learners.	Volunteers and students are encouraged to visit. The school is a partnership school with the local university and has student teachers in attendance regularly.	As above.

31	Develops and maintains effective strategies and procedures for staff induction, early and continuous professional development and performance review.	Have an annual performance management review, whereby my professional development is reviewed.	As above.
32	Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, providing clear delegation of tasks and devolution of responsibilities.	Attend and contribute to weekly planning meetings and staff meetings.	As above.
33	Acknowledges and celebrates the responsibilities and achievements of individuals and teams.	Award children with praise, stickers, certificates and marbles as rewards.	As above.
34	Regularly reviews and reflects on his or her own practice, sets personal targets and takes responsibility for personal development.	Annual performance management review given. Take full responsibility for personal development.	As above.
35	Has regard for own workload and that of others to secure a satisfactory work/ life balance.	Work hard, committed to school life. Consider myself to have good work/life balance.	As above.
36	Establishes effective arrangements for the co-ordination of provision for learners with additional learning needs.	With effective training, good collaborative relationship with Special Educational Needs Coordinator (SENCo) and class teacher, together we plan for effective learning for supported class of children with additional needs.	As above.

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 continue to fulfil the duties and responsibilities as per my job description.	Continue to develop my leadership skills on ITT course September 2014.
38	Produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities.		As above.
39	Ensures that policies and practices take account of national and local circumstances, policies and initiatives including bilingualism and the Welsh dimension.		As above.
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.		As above.
41	Monitors, evaluates and reviews the effects of school policies, priorities and targets in practice.		As above.
42	Acts upon the outcomes of school self-evaluation and external inspection by Estyn to drive school improvement.		As above.
43	Uses information and data from within and outside the school to inform management and organisational development.		As above.

44	Makes effective use of the support and challenge provided by the LA and other relevant bodies.		As above.
45	Manages the school's financial and human resources effectively and efficiently to achieve the school's education priorities and goals.		As above.
46	Recruits, retains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school.		As above.
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.	Work as part of a team to ensure these needs are met.	As above.
48	Develops and enhances the learning environment to better meet the needs of learners.	As part of my role I am responsible for displays, and for keeping the areas around the school clean and tidy. I help to order, and organise resources.	As above.
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 support the teacher when ordering effective resources, ensuring it is good value for money.	As above.

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.		Continue to develop my leadership skills on ITT course September 2014.
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.		As above.
52	Develops and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including parents and governors.		As above.
53	Uses data and benchmarks to monitor progress in every child's learning and to focus teaching.	As someone who provides catch-up intervention to pupils, I assess their progress using the benchmarking reading kit.	As above.
54	Sets stretching targets for the whole school community based on consistently high expectations.		As above.
55	Develops and maintains a climate of high expectations for self and others and takes appropriate action when performance is unsatisfactory.	I set a high level of expectation for myself and my performance at all times.	As above.

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.	Attend EYE meetings once every term, held at neighbouring schools. Attend network meetings in relationship to literacy intervention and collaborate with staff from other schools there, where we share ideas and good practice.	Continue to develop my leadership skills on ITT course September 2014.
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.	With 91% of children being EAL, with a variety of 35 different languages between them, as well as the welsh culture, a variety of cultures are celebrated throughout school.	As above.
58	Ensures that the school plays a productive role as a member of its local, national and global communities.	Parents are invited in for family learning sessions, whereby they learn how to best help their children with their learning at home. They also have the opportunity to complete key skill qualification for themselves. Regular visits out into the local community, to the library, allotments, park etc. Recycling and litter picking is encouraged. European and international visitors come to the school to teach the children about global communities.	As above.
59	Creates and promotes positive strategies for developing good race relations and dealing with racial harassment.	Equality is positively encouraged throughout the school from early years. Any issues are dealt with seriously and consistently, and are referred to the headteacher if ongoing.	As above.
60	Promotes appropriate attitudes towards disability	Attitudes of equality are encouraged from an	As above.

	and additional learning needs that promote equality and inclusion.	early age.	
61	Ensures that the school plays a central role in the community.	Parents are invited in for family learning sessions, whereby they learn how to best help their children with their learning at home. They also have the opportunity to complete key skill qualification for themselves.	As above.
62	Develops citizenship in learners so that they make a positive contribution to local and wider communities.	The school has a school council and an eco-council. They go on local visits and learn about recycling in the local areas.	As above.
63	Collaborates with other agencies, including the LA, in providing for wellbeing of learners and their families.	There is a free breakfast club available to the whole school, that I used to work at. There is a nurture class in foundation phase and a family nurture class in key stage two. Families are invited in regularly to see how their children are progressing. They are encouraged to come and learn alongside their children.	As above.
64	Creates and maintains an effective partnership with parents, guardians and carers to support and improve learners' achievement and personal development.	Parents are invited in for family learning sessions, whereby they learn how to best help their children with their learning at home. They also have the opportunity to complete key skill qualification for themselves.	As above.
65	Works collaboratively within and outside the school to achieve school goals and objectives.		As above.
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.	Working as a team/phase in year 3 & 4, we collaborate with the local authority's ethnic minority service who support children who are new to English. Also speech and language therapy service, physiotherapy service and Specific Learning Difficulties (SPLD) services. Children who have had an unsettled start to their day are encouraged to visit the nurture room to settle with perhaps some food and drink and additional support.	As above.