

New Deal for
the Education
Workforce



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Leadership

**An individual leadership review completed
by a headteacher from a
3–19 special 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.	School improvement plan shared and visible to all staff. Reviewed regularly at teachers meetings.	Make sure Teaching assistants are included in tracking improvement and vision.
2	Works within the school community to translate the vision into agreed objectives and operational plans which will achieve sustained school improvement.	Drafted School improvement plan with wider leadership and shared with Governors.	Make sure wider staff group are involved in the process next year.
3	Embodies the vision and values through daily practice and continual advocacy.	Daily briefing, staff meetings. Vision is clear on all paperwork.	Check all staff understand vision through questioning and sharing their perspectives.
4	Motivates and works with others to create an effective school climate and shared culture.	In all teachers meeting minutes and Governors reports. Whole staff training. Using pupil voice to measure.	Further develop pupil voice.
5	Employs creativity, innovation and new technologies to achieve excellence.	Purchase of Ipads, Interactive boards, switches and eye gaze. Reinforced use of emails to make sure communication is improved.	Audit of ICT skills for support staff (planned for 18 th July).
6	Ensures that strategic planning takes account of the diversity, values, experience and context of the school and the community at large.	Self Evaluation document, Termly monitoring, Learning walks with Governors. Feedback to key stakeholders.	Use other stakeholders views to plan next steps.
7	Develops the school based on a commitment to continuous improvement and sustainable development.	Constant reviewing and "closing the gap" after monitoring. PDG grant used to start an ICT project that will be sustained after funding ceases.	Continue to monitor impact of initiatives.

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.	Twilight training involved all staff and focus on teaching and learning strategies, marking and feedback, questioning.	Develop this programme further next year to include LNF.
9	Ensures that both school and classroom climates promote effective learning and teaching for all.	Learning walks, lesson observations show improvement in standards.	Support programmes introduced to target under performance in identified teachers.
10	Promotes the equity of academic, vocational and experiential learning routes.	Enterprise partner has arranged workplace visits. Young Enterprise introduced. Accredited courses introduced.	Further develop bespoke work experience using business partner. Introduce enterprise day (November 2014). Evaluated entry levels and possibly change provider.
11	Places learning at the centre of strategic planning and resource management.	SEG, WEG, PDG give value for money and link closely to SIP School improvement is focused on teaching and learning. Full audit confirmed value for money. CPD focused on performance management.	Continue to develop sharing of expertise through peer support.
12	Develops policies and practices to secure social inclusion for all learners to ensure their individual learning needs are met.	All policies have been reviewed and are current. IEP writing has been reviewed and targets are now smart. Inclusion programme with local primary, secondary, college and vocational centres is established. All subjects are taught and differentiated for learners.	Continue to review policies and ensure all staff are regularly reading them.

13	Promotes and puts in place policies designed to enable learners to develop independence and to acquire thinking and learning skills.	New communication policy. Daily refresher for all staff in signalong. Planning focussed on skills.	Monitor implementation of policies to ensure all staff are following.
14	Establishes creative, responsive and effective approaches to learning and teaching in every subject to meet and support the aims of the school.	Joint planning with all teachers and support staff involved. Creative and thematic schemes of work are being developed across all key stages.	Embed this practice as it is new. (continue to scaffold staff and monitor outcomes).
15	Establishes and maintains an ethos of challenge and support where all learners can achieve success and become engaged in their own learning.	Data now captured and challenging targets set for all pupils.	Develop marking and feedback so all learners know how well they are doing and their next steps. Staff training to evaluate data and next steps.
16	Implements strategies that secure high standards of behaviour and attendance.	New behaviour policy adopted spring 2014. All staff up to date with Team Teach training.	Review the IBP format and make sure it is consistent.
17	Organises and implements the curriculum so that it meets the requirements of the national curriculum in Wales.	Curriculum is followed in full (but differentiated.) Incidental Welsh used throughout the school. Staff training has taken place for LNF. Parents and Governors have been informed about LNF.	Further training in use of LNF. SLT will identify links to curriculum planning initially and staff will become confident in matching and target setting by summer 2015.
18	Implements strategies to secure effective assessment procedures, including assessment for learning.	School using Comparison and Analysis of Special Pupil Attainment - CASPA to capture and analyse data. New marking policy being developed. Book looks established. Systems leader also did book look.	Further training and monitoring of marking and feedback.
19	Develops policies and procedures that promote learners' understanding of the bilingual context of Wales and that develop their bilingual skills as appropriate.	All staff trained in incidental Welsh in Autumn 2012. Daily Welsh word. Use of Welsh monitored in all learning walks and observations. Welsh coordinator involved in PLC.	Ensure all new staff are confident with use of Welsh.
20	Takes a strategic role in the development of new	Eye Gaze purchased and being trialled in one	Extend use of eye gaze intro

	technologies to enhance and extend the learning experiences of learners and the teaching capabilities of teachers.	key class. Ipad used in all classes. ICT TLR post created to upskill teachers and identify training needs. Use of specialist provider for green screen, radio station and music technology.	further three classes by summer 2015. Purchase of class set of IPADS.
21	Monitors and evaluates the curriculum and its assessment and identifies and acts on areas for improvement.	Reviewing curriculum, schemes of work and thematic approach summer 2014.	Monitor delivery and ensure consistency throughout the school.
22	Maintains a high visibility around the school and devotes considerable time to interaction with learners, staff and parents.	Weekly assemblies. Learning walks. Break and lunch duties. Occasional teaching. Attends outreach/coffee mornings and school council. Parents evenings and annual reviews.	Develop Assistant Head role to establish more robust student council.
23	Implements strategies to ensure that learners' additional learning needs are met.	Data analysis. Review IEPs. Staff training	

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.	Consistent practice developed across school. Performance management now embedded.	Ensure performance management in place for support staff.
25	Shares and distributes leadership.	New leadership team established spring 2014. Clear roles and responsibilities. Wider leadership roles and meetings.	School will be expanding September 2014 – ensure structure reflects this. Continue to develop staff awareness of line manager responsibility. Train staff and get them to contribute to SEF in September 2014.
26	Develops, empowers and sustains effective teams.	Wider leadership team now established. Satellite sites now have clear line management.	Monitor effectiveness of structure and make sure teams are being led consistently by SLT.
27	Creates an environment in which others can grow professionally.	Performance management. The school have been training other schools. SLT have been delivering lectures and University students have been placed with us.	Continue to develop peer training.
28	Develops and nurtures leadership potential in others to build the leadership capacity of the school.	Five teachers have undertaken leadership training. New Deputy and Assistant Head promoted internally. Two new TLR posts developed.	Develop roles of curriculum leaders (still outstanding from last ESTYN and staff need to be given clearer outlines of roles).
29	Builds a collaborative learning culture within the	EAS Special Heads forum established. Helped	Continue to develop partnerships

	school and actively engages with other educational establishments to build effective learning communities.	another school with Estyn data. Support for two EBD units given this year. Outreach has grown and monitored for impact. Sharing of good practice with partner primary school. Visits from five other schools (TAS and teachers spent Inservice days at Maes Ebbw).	as this is only second year of headship.
30	Ensures that the school contributes, where appropriate, to the training of future teachers and other adults who work with learners.	Working in partnership with University of South Wales (students placements, giving seminars and lectures). 6 Teaching assistants coached and now teacher training.	School will register as ITT provider in January 2015.
31	Develops and maintains effective strategies and procedures for staff induction, early and continuous professional development and performance review.	New staff given mentor. NQT programme established and three successful teachers in last 2 years.	Need to set up robust induction for teachers Identified teacher to do this and it will be established September 2014.
32	Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, providing clear delegation of tasks and devolution of responsibilities.	Clear monitoring schedule in place. Shared with all staff and outcomes fed back to teachers. New leadership structure in place from Sept 2014.	Embed new structure. Get all staff involved with feedback from monitoring cycle. Get all staff involved in SEF and SIP. Develop roles of curriculum coordinators.
33	Acknowledges and celebrates the responsibilities and achievements of individuals and teams.	Performance management embedded. Letters from Head to individuals to celebrate what they have done. Celebrate success assembly.	Further develop performance management for support staff.
34	Regularly reviews and reflects on his or her own practice, sets personal targets and takes responsibility for personal development.	Performance management targets fully met. Regular meetings with Chair and Vice chair of Governors. Staff feedback.	Continue to develop and improve communication with all staff.
35	Has regard for own workload and that of others	Directed time for teachers has not used all	Develop induction for all staff.

	to secure a satisfactory work/ life balance.	allocation to allow for extra activities staff choose to do (special school). Induction of NQTs ensures they are monitored for workload and mentored to ensure balance.	
36	Establishes effective arrangements for the co-ordination of provision for learners with additional learning needs.	Special school – all pupils are ALN and statemented.	

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.	Job descriptions are monitored. Clear recruitment procedures in line with Newport HR policies.	Review all job descriptions and revisit with staff.
38	Produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities.	Policies have been reviewed since Head came into place in 2012.	Establish a clear and rigorous timetable for policy review and delegate to curriculum leaders.
39	Ensures that policies and practices take account of national and local circumstances, policies and initiatives including bilingualism and the Welsh dimension.	All policies reflect current legislation.	
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.	New leadership structure in place for September 2014.	Monitor impact and feed back to Governors.
41	Monitors, evaluates and reviews the effects of school policies, priorities and targets in practice.	Not established yet.	
42	Acts upon the outcomes of school self-evaluation and external inspection by Estyn to drive school improvement.	Two year SEF and SIP has now been completed.	Establish new SEF/SIP and share with all stakeholders.
43	Uses information and data from within and outside the school to inform management and organisational development.	New data collection established.	Further develop outcomes and next steps.

44	Makes effective use of the support and challenge provided by the LA and other relevant bodies.	Working as part of Consortium special school forum. Head is on local schools forum, local Cluster and city Association of Primary Heads.	
45	Manages the school's financial and human resources effectively and efficiently to achieve the school's education priorities and goals.	Audit carried out by local authority and judgement good.	Challenging years ahead so careful evaluation of budget is ongoing.
46	Recruits, retains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school.	Following performance management and HR recruitment guidelines.	
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.	Health and Safety logs established. Fire drills carried out regularly. Updated asbestos register.	Make sure logs are monitored weekly.
48	Develops and enhances the learning environment to better meet the needs of learners.	Learning walks have become embedded and we have started to use pupil voice. New outdoor provision provided at one site.	Planning has started for a purpose built ASD site.
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.	Weekly monitoring of resources and purchases is routine. Regular reporting to Governors established.	Involve all staff in evaluation.

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.	This is still ongoing. Performance management and PDP process is in place but needs embedding. New job descriptions have been put in place as there were none in place.	Continue to develop clear accountability/responsibility for all staff.
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.	Governors self-evaluation has been carried out	Ensure self-evaluation is kept up to date.
52	Develops and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including parents and governors.	Head teachers report to governors is now linked to three key questions. Governors report to parents is established and focused on outcomes.	Ensure all stakeholders engage.
53	Uses data and benchmarks to monitor progress in every child's learning and to focus teaching.	New data systems for special schools set up (EAS).	This is in the first year – we need to monitor, evaluate and embed.
54	Sets stretching targets for the whole school community based on consistently high expectations.	CASPA used to set upper quartile targets when possible.	Set up pupil progress meetings next year.
55	Develops and maintains a climate of high expectations for self and others and takes appropriate action when performance is unsatisfactory.	Role modelling. Personal improvement plans for key staff. One teacher left the school following capability concerns.	Continue to monitor underperformance in line with policies.

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.	Headteacher has supported a special school with data for Estyn, 2 EBD units with curriculum. Inclusion with a range of primary schools established and pupils come into this school for inclusion as well as our pupils going out. Training provided for all special needs bases – planned between Headteacher, deputy and the local authority and delivered to all staff by our staff. Deputy is taking a leading role in developing the LNF in special schools.	Continue to develop partnerships.
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.	Established training in Welsh for all staff and monitoring the use of Welsh in daily school life. Business enterprise established and a Young Enterprise group set up with support from a business partner. Strong links with the community and pupils have been visiting local businesses. Local businesses have also come into school to set up projects.	Further develop links and measure outcomes.
58	Ensures that the school plays a productive role as a member of its local, national and global communities.	Through meetings and training.	

59	Creates and promotes positive strategies for developing good race relations and dealing with racial harassment.	New strategic equality plan in place.	Ensure parent and stakeholder surveys are evaluated.
60	Promotes appropriate attitudes towards disability and additional learning needs that promote equality and inclusion.	We are a Special school and this is key in all policies and practice.	
61	Ensures that the school plays a central role in the community.	Evidence in place to show that in my 2 years of Headship, the school has become a more active member of the community and our profile has been raised. Pupil numbers are up by 30% and we have a waiting list. We are also being asked for advice and asked to let out facilities.	Continue to develop this.
62	Develops citizenship in learners so that they make a positive contribution to local and wider communities.	Business enterprise, eco schools, pupil council and new schemes of work.	Continue to develop this.
63	Collaborates with other agencies, including the LA, in providing for wellbeing of learners and their families.	Close links with advisory teams, health and social services.	
64	Creates and maintains an effective partnership with parents, guardians and carers to support and improve learners' achievement and personal development.	Stakeholder feedback is positive.	Make sure we respond to surveys and let stakeholders know their comments have been acted on.
65	Works collaboratively within and outside the school to achieve school goals and objectives.	Shared grant funded projects with another school.	
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.	Close links with advisory teams, health and social services. High attendance of all stakeholders at annual reviews.	Continue to develop and raise attendance.