New Deal for the Education Workforce

Leadership

An individual leadership review completed by an assistant headteacher in a primary school

Leading, learning, inspiring

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.**	-During staff meetings this is articulated. Inline with this element everything I do underpins the school's vision. -Implementing strategies and interventions to ensure the school achieves its aim of, 'aiming for excellence'. -Interim and end of year reports to the school outline the journey made towards the overall vision.	Work collaboratively with a range of stakeholders to review and establish the schools vision & aims upon appointment of headship.
2	**Works within the school community to translate the vision into agreed objectives and operational plans which will achieve sustained school improvement.**	-Performance Management targets with my team. Meet with them regularly to ensure they are on-track and offer support where needed. -Action plans are underpinned by the school vision. -Review termly target setting meetings to ensure the teachers have high aspirations for all pupils. Meeting & monitoring of intervention staff to ensure they provide the highest levels of support.	
3	**Embodies the vision and values through daily practice and continual advocacy.**	-Through review PM, review meetings and involvement with stakeholders the vision is continually communicated and it is an aspiration for myself, 'aiming for excellence'. -Working alongside external agencies and parents to improve overall attendance figures to ensure that children attend regularly and have	To personally develop school ethos, aims and vision.

		every opportunity to achieve the very best.	
4	**Motivates and works with others to create an effective school climate and shared culture.**	-WILLWIG (What It Looks Like When It's Good) observations, PM reviews, monitoring of sessions, book scrutiny, working with GB, parental network group, LA and system leader involvement. -Through delivery of in-house bespoke inset to ensure that the training needs are met to ensure a continual whole school pedagogical. improvement. -Developing relationship with cluster schools to share best practice and offer support and guidance. This is achieved through termly meetings. -Develop structures to further enhance distributive leadership where roles and accountability are clearly defined.	
5	**Employs creativity, innovation and new technologies to achieve excellence.**	-iPads, tracking systems & online software to further support learners outcomes.	This is an area for further development.
6	**Ensures that strategic planning takes account of the diversity, values, experience and context of the school and the community at large.**	-Equality action plan, accessibility action plan. Annual reviews. -Engage with Equalities officer to provide training at a whole school level for teachers, parents and TAs and offer support to cluster colleagues where/when needed. -Celebrations of a culturally enriched environment.	
7	**Develops the school based on a commitment to continuous improvement and sustainable development.**	-Teaching for Learning continua, WILLWIG, book scrutiny, delivering bespoke training across the school and arranging CPD opportunities for others. -Encouraging others to further develop themselves through external accreditation, e.g. Edge Hill University (1st Class/Numbers Count) and OCN (Catch Up).	

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.**	-Arranged and chair the termly cohort analysis. Provide bi-annual pupil progress report from the children in receipt of intervention. -Review the implementation of any new initiative/programme to measure its effectiveness through analysis of data and pupil/adult feedback. -Through interim report of progress these are shared with staff so they have a clear understanding of pupil's achievements/areas in need of development.	Data analysis feedback (spring term).
9	**Ensures that both school and classroom climates promote effective learning and teaching for all.**	-Session/Lesson observation. -Post Inspection Action Plan and leading the inset day and training. -Training through the Incredible Years programme. -Piloting the all Wales KiVa project – providing training and ongoing support to staff, (Finnish antibullying program). -Provide informal observations for staff who feel that learners may be encountering a barrier to learning. -Development of internal PLC to undertake a trial implementation of a thinking approach.	

		-Challenging underperformance. -Establishing clinics of good practice, so that best practice can be shared across the school and support is offered.	
10	**Promotes the equity of academic, vocational and experiential learning routes.**	Establishing MAT enterprise group.	
11	**Places learning at the centre of strategic planning and resource management.**	-Analysis to the Ffynnon data to ensure that this informs the strategic direction of the school. -Analysis of the National Test data to ensure that learners are identified accordingly SEG, WEG and PDG planning, implementation and review of expenditure.	Take responsibility for the review of the PDG, WEG and SEG expenditure ensuring it's in-line with the agreed identifier(s).
12	**Develops policies and practices to secure social inclusion for all learners to ensure their individual learning needs are met.**	-Instrumental in establishing the equality policy and action plan. In addition to this I have drawn up the SEN, EAL and MAT policies for the school. -Arranged two twilight staff training sessions on equalities. -Provided twilight training on the school's vision for inclusion. -Provided twilight training on IEPs and reviewed their implementation.	Work alongside LA officers to ensure that the accessibility of the building continually meets the needs of all learners.
13	**Promotes and puts in place policies designed to enable learners to develop independence and to acquire thinking and learning skills.**	-Delivered whole school Thinking Actively in a Social Context (TASC) training for all staff and developed the thinking schools agenda.	To explore other thinking principles and ensure that impact is clearly measured.
14	**Establishes creative, responsive and effective approaches to learning and teaching in every subject to meet and support the aims of the school.**	-WILLIWG continua to support teachers develop their individual practice and journey towards excellent. -TASC to raise standards in thinking skills.	
15	**Establishes and maintains an ethos of challenge and support where all learners can achieve success and become engaged in their own learning.**	-Researched and arranged intervention training from across the UK to ensure ALL learners are engaged and succeeding in learning. -Provided MA & MoT training for staff to ensure	

		that they focus upon and challenge ALL learners. -Arranged with the LA support officer to provide further training to staff on 'differentiation for challenge'. -Work collaboratively with the MAT co-ordinator to establish, review and implement appropriate action plans.	
16	**Implements strategies that secure high standards of behaviour and attendance.**	-Provide Foundation Phase training on social and emotional (behaviour management) competence training. I have also delivered similar training to parents to ensure there is a common language between home and school.	To offer the opportunity of an 'Only Dads Allowed' Group.
17	**Organises and implements the curriculum so that it meets the requirements of the national curriculum in Wales.**	-Review of the contexts for learning to ensure that they meet the demands of both the NC and LNF. -Developed thematic approach at KS2 to meet the revised curriculum. -Working alongside the NSP partner, to review LNF and organise ways in which the curriculum and LNF requirements dove-tail.	
18	**Implements strategies to secure effective assessment procedures, including assessment for learning.**	The Continua Session observation Book scrutiny Cohort analysis Developed my own AfL practice whilst classroom based	
19	**Develops policies and procedures that promote learners' understanding of the bilingual context of Wales and that develop their bilingual skills as appropriate.**	-Studied a 2 year evening course in bi-lingual practice in the FP to further develop my understanding/practice(s) in -Provided a presentation on the bilingual context in Wales and reflected on policy and practice of Twf & Iaith Fyw: Iaith Byw (A living language: A language for living).	To develop policies.
20	**Takes a strategic role in the development of new technologies to enhance and extend the**		To explore ways in which emerging technologies can

			enhance learning experiences.
	learning experiences of learners and the teaching capabilities of teachers.		
21	Monitors and evaluates the curriculum and its assessment and identifies and acts on areas for improvement.	-Through monitoring of books, sessions, learning walks, discussions with staff and children I regularly review the curriculum and act upon areas for improvement. -Leading a curriculum team I oversee practitioners' subject/area of learning.	
22	Maintains a high visibility around the school and devotes considerable time to interaction with learners, staff and parents.	-Create an open door policy. -Put in place procedures so parents/carers meet with the most appropriate member(s) of staff. -Review pupil progress with parents and members of staff. -Provide support for staff when needed. -Maintains a high visibility in classrooms and around the school.	
23	Implements strategies to ensure that learners' additional learning needs are met.	-As the teacher with responsibility for inclusion across the primary phase I fully implement strategies to ensure all learners' 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.**	-Follow school policies and procedures, e.g. sickness absence, PM. -Lead TA meetings to ensure all members of staff receive key messages. -Open door policy for school staff to talk through situations and offer advice.	Ensure that challenging conversations are unambiguous.
25	**Shares and distributes leadership.**	-I provide training where needed to ensure that assessments of learners can be undertaken by individual teachers and TAs. -Delegate responsibilities where appropriate. -Where possible undertake the responsibilities of HT in their absence. -Supports colleagues in their roles.	
26	**Develops, empowers and sustains effective teams.**	-Regular departmental (SRB) and intervention team meetings. -Chair weekly TA meetings – this is through topical conversation and/or training. -Lead 2 different learning teams – analysis of data. -Work with other SLT to empower them to analyse the All Wales core data set. -Devise a handbook for subject curriculum co-ordinators which is cross referenced against the practicing teachers' standards. -Area Mentor role for Consortia for the LA area.	

		Supporting teachers and trainee student teachers. Mediating where necessary.	
27	**Creates an environment in which others can grow professionally.**	-I undertake professional reading of journals, newspaper articles and magazines to keep abreast of up to date training and use this information to further develop members of staff. -Provide training to TAs, teachers and parents. I also liaise with external stakeholders to provide training to the school community, including GB. -Empowered a TA to undertake HLTA accreditation. -Student mentor for school and LA. -Provided lectures at University to trainee teachers on the role of the ALNCo.	
28	**Develops and nurtures leadership potential in others to build the leadership capacity of the school.**	-A member of staff who has identified that they wish to further progress with their leadership role. With this knowledge I have provided opportunities for them to train, monitor and evaluate provision – SP working with LA officer, trained in intervention and monitored provision and outcomes. -Support TAs who wish to further develop their leadership skills. -Arranged training for pupils through PALS, so that they could develop their leadership skills. -Trained teachers to undertake their role as class mentor. -With the review of the subject leaders responsibilities I have been tasked with establishing a good practice guide.	Support staff in developing a RAG profile against the leadership and professional teachers' standards.
29	**Builds a collaborative learning culture within the school and actively engages with other educational establishments to build effective learning communities.**	-TASC reviewing practice and procedures – implementing through a core group of teachers and then rolling out training. -TAPPAS (Team Around the Pupil Parent and School) approach in my area – I was the cluster Chair and from this provided LA training and	

		feedback. -Working with other schools to review. -A joint venture between another school and our school to establish the school readiness programme.	
30	**Ensures that the school contributes, where appropriate, to the training of future teachers and other adults who work with learners.**	-TA mentor for TAs who undertake training. -Teacher mentor for trainee teachers. -Cluster mentor for NPT.	
31	**Develops and maintains effective strategies and procedures for staff induction, early and continuous professional development and performance review.**	-Written staff handbook. -Provided induction training for school staff. -PM team leader for teachers, TAs and SLT members of staff. -Delivered cluster training for NQTs.	
32	**Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, providing clear delegation of tasks and devolution of responsibilities.**	-Reviewing practice of SRB. -Review interventions to ensure that I develop capacity for staff to support learners. -Timetable staff. -Monitor lessons and intervention work and provide appropriate feedback. -PM cycle. -Training offered – parents, teachers & TAs. -Support to all members of staff to further develop their roles.	
33	**Acknowledges and celebrates the responsibilities and achievements of individuals and teams.**	-Through inclusion team meetings we review progress and celebrate practice. -Provide ongoing CPD for all of my team and encourage them to achieve accreditation, so that they can fully celebrate their roles.	
34	**Regularly reviews and reflects on his or her own practice, sets personal targets and takes responsibility for personal development.**	-Approach HT with training needs. -Attend evening courses to further develop K&U of different areas. -Writes reflective research papers. -Applied to be appointed on to a range of GBs. -Reflect on professional progression to date to	

		plan the next steps.	
35	**Has regard for own workload and that of others to secure a satisfactory work/ life balance.**	-TA meetings are offered, but are time limited. -Reviewing directed time for teachers to ensure that they don't feel overburdened.	
36	**Establishes effective arrangements for the co-ordination of provision for learners with additional learning needs.**	-Cluster – offering support to other practitioners where needed and asking for support and guidance to better the opportunities for children within the school, e.g. Writers Squad, etc. -Health – working with a range of health professionals to ensure that children receive appropriate provision, which will better their overall outcomes.	

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.**	-Following safe recruitment when advertising and appointing staff. -Ensuring statutory requirements, e.g. PM are fulfilled. -Arrange safeguarding training for all staff.	Further develop my knowledge of H&S issues.
38	**Produces and implements clear, evidence-based improvement plans and polices for the development of the school and its facilities.**	-Annual input to the development and writing of SIP. -Individual curriculum and/or pastoral improvement plans development based on self-evaluation. -Analysis of data to inform improvement planning. -Termly reviews to ensure that the school is on track in achieving its goals. -Written a range of policies which have been developed from reflective practice.	
39	**Ensures that policies and practices take account of national and local circumstances, policies and initiatives including bilingualism and the Welsh dimension.**	-Key improvement plans take into account national priorities. -Parental engagement taking into account local aims. -Arrange bilingual training for TAs to further promote the language.	
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.**	-Review of curriculum co-ordinator roles to further develop the school. Questionnaire and analysis of staff response(s). -Working closely with the HT to review staff organisation and movement.	

		-Re-allocation of TAs to further meet the demands of the school. -Meet with staff to remedy or talk through challenges to ensure the effectiveness of the school.	
41	**Monitors, evaluates and reviews the effects of school policies, priorities and targets in practice.**	-Review policies with the HT to ensure (behaviour management) they are fit for purpose. -PIAP and SIP priority for MA/MoAT. -Cohort analysis helps to ensure that we stay on track to meet challenging targets.	
42	**Acts upon the outcomes of school self-evaluation and external inspection by Estyn to drive school improvement.**	-I play a key role in the SER and process of the school. -embrace recommendations from ESTYN and write PIAP. -Constantly review progress to ensure that the school is on-track.	
43	**Uses information and data from within and outside the school to inform management and organisational development.**	Ffynnon data analysis. In-house target setting. National test data analysis. Listening to learners. Book scrutiny. Informal & formal observations.	
44	**Makes effective use of the support and challenge provided by the LA and other relevant bodies.**	-Work with LA officers – learning walks and direct observations. -LA Support where needed. -Liaise with the school's system leader to review progress.	
45	**Manages the school's financial and human resources effectively and efficiently to achieve the school's education priorities and goals.**	-Complied with HR when advertising and recruiting staff. -Review SEG, WEG and PDG spending plans. -Review spending plans of individual action plans.	This is an area for further development.
46	**Recruits, retains and deploys staff appropriately and manages their workload to achieve the**	Through the school's staff recruitment sub committee of the GB I have been party to the	

		interview of TAs, teachers, TLR holders and Deputy HTs.	
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.**		This is an area for further development.
48	**Develops and enhances the learning environment to better meet the needs of learners.**	Review of current practices we have assigned the learning environment as a responsibility.	
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.**		To develop my K&U of the finance of the school by participating as an observer on the finance sub-committee.

(Note: the first row is a continuation of row 46, showing "vision and goals of the school." in the bold column.)

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.**	PM cycle of teachers, TAs, admin staff and SLT PM of HT working with the school's system. leader. Review of WILLWIGs providing feedback to key staff. Where development needs a follow-up this is agreed and undertaken within timeframes.	
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.**	Attend current school's GB as an observer. Participated on a range of GBs in the capacity of LA, teacher and community Governor. Work with the GB to achieve a common goal. Participate on a range of sub committees and review curriculum and standards accordingly PM of HT.	
52	**Develops and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including parents and governors.**	Work closely with the SLT to present to the school's system leader the current performance of the school.	
53	**Uses data and benchmarks to monitor progress in every child's learning and to focus teaching.**	Target setting. Analysis of Ffynnon data. National test analysis. Cohort discussions with colleagues.	To communicate clearly the benchmarking quartiles to the wider staff community.
54	**Sets stretching targets for the whole school community based on consistently high expectations.**	During cohort analysis discuss in-depth with staff the need for aspirational targets and the difference between target setting and target	

		getting. Work with the HT and ARR co-ordinator to set appropriate targets for the children and the school as a whole.	
55	**Develops and maintains a climate of high expectations for self and others and takes appropriate action when performance is unsatisfactory.**	WILLWIG re-visits for teachers who have displayed areas that need significant improvement. Provide effective feedback through the scrutiny of pupils books, so that teachers and learners achieve the very best. Re-iterate the need for challenging targets at all times.	

Strengthening the community focus

Leaders should be aware that improvements in the school and in the community are interdependent and rely upon effective collaboration betwee all interested parties. Leaders should encourage and engage in collaboration with other schools and organisations to bring positive benefits to th 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.**	TAPPAS in own area – working with cluster SENCos to provide better provision for pupils and their families.	This is an area for further development.
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.**	Arrange cultural celebration events – Eid, Chinese New Year and Duwali. Review current provision for the Eisteddfod to further support the school to celebrate Welsh culture. Multi-lingual signs around the school to celebrate the range of spoken languages.	To work alongside cluster colleagues to celebrate the rich diversity of the area through a joint Cultural Mela.
58	**Ensures that the school plays a productive role as a member of its local, national and global communities.**	-Connecting Classrooms – led a project with sub-Saharan African countries of Botswana and Tanzania. -Working closely with the current school's international schools co-ordinator to establish links.	
59	**Creates and promotes positive strategies for developing good race relations and dealing with racial harassment.**	-Worked with show racism the red card to further develop the children's K&U of race issues. -Working with EMTAS to support families in home languages – BTA and specialist teachers. -School readiness programme to support EAL pupils when they commence schooling.	

60	**Promotes appropriate attitudes towards disability and additional learning needs that promote equality and inclusion.**	Leader for inclusion. Establish an accessibility plan for all pupils and families. Provide training for staff on specific learning needs, e.g. HI training.	
61	**Ensures that the school plays a central role in the community.**	-Joining the school's PFA in a range of events. -Wrote to community groups to ask them to join the school in a joint venture	
62	**Develops citizenship in learners so that they make a positive contribution to local and wider communities.**		This is an area for further development.
63	**Collaborates with other agencies, including the LA, in providing for wellbeing of learners and their families.**	-Working closely with CAB, the school's EP and other specialist teachers to ensure that ALL of learners needs are met. -SAP group established. -ELSA support provided. -Drop in clinic established with the school's EP. -Researched the use of PASS online survey to identify the needs of learners. -Provide IY training for parents to support their children's emotional & behavioural competence. -Work with CAMHS & other health agencies to ensure pupils and families receive appropriate support.	
64	**Creates and maintains an effective partnership with parents, guardians and carers to support and improve learners' achievement and personal development.**	-Regular review of progress with parents. -Provide open door to discuss parents/carers concerns. -Attendance at LAC reviews with social services to ensure carers are supported.	
65	**Works collaboratively within and outside the school to achieve school goals and objectives.**	-Work with phase leaders and teachers to work towards common goals. -Liaise with TAs to review specific targets to ensure they know what is expected.	

| 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.** | -Provide support for teachers, children and their families through liaison with outside agencies.
-Referrals to voluntary organisations to support children, e.g. action for children & YISP. | |