Leadership Standards – exemplar individual leadership review

Created by practitioners from the secondary sector in Wales

Leadership Standards – individual leadership review

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

The Leadership Standards

The leadership standards are arranged under the following key areas:

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

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

Application of the standards

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

Using the individual leadership review

- Practitioners are able to choose how best to use the matrix to suit their particular needs and circumstances.

- The matrix allows practitioners to consider the required standards and associated core attributes for each key area. By reviewing their practice against the statements they can indicate where they feel they can already demonstrate evidence, indicate the strength of that evidence and provide examples of the nature of evidence available. The matrix also allows practitioners to plan appropriate professional development activities to strengthen their evidence.

- The individual review activity can support performance management reviews and assist practitioners who are required to provide specific evidence for assessment purposes, such as NPQH.

Creating strategic direction

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

	Leadership Standard	What evidence do I have against this standard?	What will I do next to address any gaps and further my leadership development.
1	Ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.	Delivered INSET on the new numeracy framework and how staff should implement it into their schemes of work. Shared vision nationally, with schools, LA, Consortia and outside agencies to ensure PLCs are understood and where appropriate acted upon.	
2	Works within the school community to translate the vision into agreed objectives and operational plans which will achieve sustained school improvement.	I have adapted the numeracy framework into ladders which staff found easier to understand. The ladders showed possible progression in numerical development which staff could implement into their schemes of work. I ensure the vision is translated into departmental plans and objectives which have resulted in sustained improvement in GCSE results over the past 3 years. I head the development of a clearly articulated 'Faculty Improvement Plan.' Evaluating the vision, securing high expectations and sustainable practice through rigorous review and self-evaluation. Evidence culminates in plans that are written and owned by all staff which provides direction and purpose to our work. This is a working document which reflects our collegiate endeavour, scrutinised through my role – I lead a number of PLC's both within	

		school and with external partners. These include a school based 'Literacy PLC' and an external 'assessment for learning' PLC which strives to improve the attainment levels of our pupils. Evidence: Faculty Improvement plan and review document, PLC impact reports, meeting minutes. Worked directly with 4 schools to implement PLC as a vehicle for school improvement.	
3	Embodies the vision and values through daily practice and continual advocacy.	Day to day practice is led by an expectation of high standards and leading practice as a role model. I share the school vision with partners on a regular basis. Evidence includes internal and external appraisal, Faculty meeting minutes. Share the vision, and other policy visions on a daily basis in contact with all stakeholders.	
4	Motivates and works with others to create an effective school climate and shared culture.	Worked with various departments across the school to help promote numeracy and to look for possible areas of development. Starting to create a shared area of the school network/ website (frog) where staff can showcase their use of numeracy in their schemes of work.	
5	Employs creativity, innovation and new technologies to achieve excellence.	The use of the school website to show worked examples of numeracy across the school related to the ladders that I have created to support staff. Leading the piloting of a tracking system for numeracy across the curriculum in order to support numeracy development. I drive an innovative and creative curriculum, continually striving towards excellence. Leading by example and the awareness of the need to be a consistently good role model, up to date with current educational debate. I drive	

		innovation and implement new and innovative ideas, including the recent development of interactive schemes of work. The addition of innovative activities including Zumba, kettle bells and mountain biking to engage KS4 participants. Evidenced through curriculum map and timetable, internal and external appraisal, Interactive schemes of work, PLC reports. Designed an electronic teaching and learning planning tool.	
6	Ensures that strategic planning takes account of the diversity, values, experience and context of the school and the community at large.	I lead Faculty planning and ensure that it takes into account inclusion and equal opportunities, to ensure that all pupils have full access to the curriculum learning opportunities and after school programmes, irrespective of their family background or place within the community. Evidence includes attendance records, pupil questionnaire, School Sports Council minutes, pupil kit lending/purchase scheme, after school bus publicity.	
7	Develops the school based on a commitment to continuous improvement and sustainable development.	Bring together departmental plans and objectives which have resulted in sustained improvement in GCSE results over the past 3 years. PLC facilitator – created effective 'buy in' from staff which created sustainable development. As HoD year on year set challenging departmental targets at all levels.	

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.	Leading **whole** school assemblies. highlighting and organising achievements of pupils which are then celebrated at Presentation Evening. School improvement journey report. Banding data/examination reports/internal lesson observation data for 2012-13 vis-à-Vis 2011-12 as evidence of impact of interventions. I lead the tracking of pupil progress and the use of data is well established in my practice which is commensurate with school policy. I lead strategies to continually raise standards of achievement and they are noted in the Faculty Improvement Plan, through Faculty Policies and monitoring pupil progress (MPP) discussion in Faculty Meetings. Evidence: MPP data scrutiny, Faculty improvement plan, Faculty minutes. Classroom routines established for pupils to target set themselves and monitor their own progress with teacher support. Weekly rewards for improvement on school reporting system and attendance.	

9	Ensures that both school and classroom climates promote effective learning and teaching for all.	Created numeracy posters and graph mats that are used across the school. Diary pages have been created through a staff and pupil audit to help them in all lessons. Effective implementation of positive behaviour management in classroom, observed by students and NQT's as model example.	Continue peer assessment in order to share good practice.
10	Promotes the equity of academic, vocational and experiential learning routes.	Promotion and inclusion of BTEC courses and Wider Key Skills for pupils with ALN. I ensure learning routes/pathways have been well established. Pupils in KS 4 and 5 have the opportunity to study through the academic, vocational or experimental route. Evidenced through the curriculum map that includes GCSE, BTEC and Sports Leadership. Equity in staffing of courses and selection opportunities for pupils. Working with another local school. I was the first HoD to offer a combination of academic and vocational courses across both schools to pupils choosing options for KS4	
11	Places learning at the centre of strategic planning and resource management.	Pupils needs are identified and provision planned for accordingly. I ensure all teachers planning takes account of the range of needs of different learners and provision is made accordingly. Evidenced through Faculty minutes, schemes of work, daily planning and classroom observation.	
12	Develops policies and practices to secure social inclusion for all learners to ensure their individual learning needs are met.	We feed into the Good Behaviour policy Maths central tracking system I ensure a consistent practice including the 'lending' of spare PE kit, catch up clubs and individualised learning plans ensure individual learning needs are met.	Ensure differentiated tasks to all levels of learners within mathematics curriculum.

13	Promotes and puts in place policies designed to enable learners to develop independence and to acquire thinking and learning skills.	In my previous school I developed work based around thinking skills and the work of Claxton. The focus of the work was to develop independent learning and thinking in year 7. As a year 7 form teacher I taught my class for 50% of their time in year 7 promoting these skills through literacy, numeracy and humanities. Problem solving resources placed in to mathematics schemes of work. Policy is reflected in a consistent approach to teaching and learning. The core learning develops the pupils' ability to plan, perform and evaluate their work, whilst working independently and collaboratively. Skills are developed 'up front' and given status appropriate status. This is reflected in schemes of work which are heavily skill based as oppose to content based. This child centred approach is a strong feature in the Faculty. Evidenced through Classroom Observation, Scheme of work, and Pupil voice. (How I learn best questionnaire).	
14	Establishes creative, responsive and effective approaches to learning and teaching in every subject to meet and support the aims of the school.	Teaching and Learning policy School improvement journey report Banding data/examination reports/internal lesson observation data for 2012-13 vis-à-Vis 2011-12 as evidence of impact of interventions. I ensure a consistently high standard of teaching and learning throughout all key stages. Best practice is shared amongst teachers, other Faculties and indeed other schools. Effectiveness is scrutinised rigorously to ensure continuous improvement. Evidence: Faculty minutes, PLC / Best practice reports, Upward trend in results at both KS3 and 4. Designed and implemented a data tracking	

		system that ensured early identification of underachievement within my subject and in my role as year tutor.	
15	Establishes and maintains an ethos of challenge and support where all learners can achieve success and become engaged in their own learning.	Ethos created in classroom and department by schemes of work and opportunities given to pupils to succeed outside of the classroom in their subjects. E.g. rugby and maths challenges. Set daily targets for individual pupils for attendance and behaviour. Challenged pupils to challenge themselves.	
16	Implements strategies that secure high standards of behaviour and attendance.	Gradual reintegration plans which have been supported by colleagues Liaison with our EWO and other outside agencies. E.g. Children's Services Use of behaviour code system and close monitoring of attendance with systems in place in order to reward good attendance. Achieved the highest attending form group in the school by using effective strategies.	
17	Organises and implements the curriculum so that it meets the requirements of the national curriculum in Wales.	Implemented fully and effectively skills framework and changes to NC specifications. Moderation of assessment standards agreed by WJEC.	
18	Implements strategies to secure effective assessment procedures, including assessment for learning.	These strategies are evident in my schemes of work and the extensive itemised level data that each pupil has to monitor their development through KS3 and KS4. Learners are aware of their strengths and weaknesses in maths. AFL is integral to our work. E.g. peer and self assessment form part of every lesson. Questioning is planned for and modelling is used to illustrate best practice. Feedback from teachers to help progress is deliberate.	

		Evidenced in lesson observation, teacher planning. Assessment of learning is consistent and in line with the Faculties assessment policy. Progress is measured at the end of every unit of work. Links made to levels at KS3 and MPP completed through this evidence in line with school procedures. Evidence: Teacher planning, Lesson observation, AFL PLC impact report, data scrutiny in Faculty minutes/ Directors of learning meetings. Created an effective environment of pupil self evaluation and self target setting across all music lessons	
19	Develops policies and procedures that promote learners' understanding of the bilingual context of Wales and that develop their bilingual skills as appropriate.	Working with the head of welsh I promoted the use of the welsh help card for teachers to use in their lessons for incidental comments. Pupils made aware of terms in both languages in order to facilitate easy transfer in to future education. I am learning welsh and use the welsh language everyday in school. I often engage in conversations with pupils about why the language is important and why I want to learn it, I have been described as a role model by pupils.	
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.	Responsibility in both schools for the development of the department website and in my previous school the entire school website. The focus of the site is to provide support for the learners and staff in creating opportunities for improved home school links. I was the lead teacher in my previous school for the training of staff on interactive whiteboards. Direct and support parents in use of homework blog and home file.	

		Support the use of technologies which enhance the learning of disabled pupils with particular reference to cochlea implants technology and resources surrounding the individual pupil needs and also visual impaired pupils' use of access technology. Adopted Moodle as an effective method of improving curriculum delivery and homework. Follow twitter and use many strategies recommended by teachers in other countries adapting them to be suitable in my context.	
21	Monitors and evaluates the curriculum and its assessment and identifies and acts on areas for improvement.	As Head of Department I diagnostically analysed the GCSE results and highlighted key areas of underachievement, these areas were then addressed in the scheme of work to look at the different approaches that are needed to ensure improved performances by the learners. Developed a 'Boot camp' system in the school where repetitions of weaker questions were practiced in a daily session with pupils. Feeding information into bi weekly SLT meeting. Set up an effective data tracking system that meant easy identification of underachievement and able to act on areas for improvement.	Increase awareness and use of KS2 assessment and curriculum in order to improve the KS3 provision.
22	Maintains a high visibility around the school and devotes considerable time to interaction with learners, staff and parents.	On duty in Wellbeing at all times Participation in year group and whole school assemblies Daily, frequent interaction with learners, staff and parents. E.g. ISP, PSP, phone calls to and from parents, meetings with parents, providing information, monitoring isolation, feedback to teachers, request for information from staff. Lessons, break time and lunchtime duty, maintaining standards on the corridor and offering extra-curricular activities and after school clubs such as rugby.	

		High expectations manifest in mutual respect and good behaviour in pupils. I am a prominent member of staff in school, respected by pupils, staff and parents. I demonstrate good interaction with learners and always endeavour to be a good role model. Evidenced through Head Teacher, Parent voice, staff opinion, pupil voice. Developed regular contact with form pupils' parents to ensure effective communication. As union rep had regular and meaningful conversations with staff about their work.	
23	Implements strategies to ensure that learners' additional learning needs are met.	Through the support of a cross section of learners and the dyslexia unit of the school I have created diary pages that all learners can access and understand. A 'Toolkit' section has also been developed on the school system where learners and parents can go for extra support throughout the day. Respond to parents concerns about their child's ALN by liaising with their teacher or Learning Leader.	

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.	Building consensus as a group has always been a strength within my leadership and I always consider how to best use the expertise within the team. This results in a 'common ground' being established where all staff contribute equally. As a department we are strong on delegation and also very much aware that the leader has overall responsibility. Evidence: Faculty Minutes,	
25	Shares and distributes leadership.		
26	Develops, empowers and sustains effective teams.	I have empowered a team of form tutors when I was a head of house but creating opportunities for individuals who didn't have responsibilities in the school to take a lead in a key aspect of daily pastoral care, this included staff monitoring lateness and internal truancy. I coordinated an effective network of heads of music from across the county and we are still in contact with each other now.	
27	Creates an environment in which others can grow professionally.	Through my role as numeracy coordinator I have offered advice and guidance to new members of the maths department and to my colleague who will be taking over my role next year. I have also	

		help professionally develop some learning support assistants who worked in the year 7 project in my previous school by proving training in numeracy support and opportunities to be trained in guided reading.	
28	Develops and nurtures leadership potential in others to build the leadership capacity of the school.	I ensure that potential leaders have the appropriate mentoring strategies and shadowing procedures in place in order to develop professionally. Under my leadership, many members of staff have been afforded opportunities to develop their leadership skills and qualities. For example…mentoring Deputy Director of sport on data and mpp. Mentoring new teacher through the oracy in PE PLC.	
29	Builds a collaborative learning culture within the school and actively engages with other educational establishments to build effective learning communities.	The PLC for numeracy has been an excellent example for KS2 –KS3 transition work to promote and improve numeracy across the curriculum. The test and resources I have developed have been effectively implemented into 8 local primary schools and progress has been evident. The PLC has allowed teachers from across different establishment the opportunity to share ideas and learn from each other. I have established a common learning culture in the faculty to ensure consistency and quality provision through agenda items in meetings and the sharing of best practice. The enrichment programme I have designed contributes significantly to pupils' learning, working in partnership with other schools agencies and community organisations. Evidence: PLC work, community club links, Primary school partnership work. Worked closely with Head of Music in another school to offer KS4 option choices across the 2	

		schools.	
30	Ensures that the school contributes, where appropriate, to the training of future teachers and other adults who work with learners.	As senior mentor set up an induction process and monitoring for ITT students. As subject mentor worked closely and effectively with ITT students and the University's to develop future teachers.	
31	Develops and maintains effective strategies and procedures for staff induction, early and continuous professional development and performance review.	I have provided professional development to all staff through INSET days in numeracy and through training on the interactive whiteboards. I have also gained experience in performance management of both teachers and teaching assistants during my head of department role.	
32	Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, providing clear delegation of tasks and devolution of responsibilities.	As a head of department I ensured that the maths scheme of work covered all the statutory requirement of the subject and all the other linked cross curricular links for example the key skills. As the numeracy coordinator of the school I have worked with individual departments to ensure that they are aware of the new framework and how they can adapt their schemes of work to fit in with the framework. I have also analysed the audits of all the departments in the school and assigned link teachers from each department to have a role in monitoring and evidencing numeracy across subject areas.	
33	Acknowledges and celebrates the responsibilities and achievements of individuals and teams.	I ensure that all success stories within the Faculty are celebrated and disseminated across the school, as well as within the department itself. Also personal achievements are recognised and duly cascaded to SLG and other appropriate individuals. Evidence: PLC and project work, emails, Faculty minutes.	
34	Regularly reviews and reflects on his or her own practice, sets personal targets and takes	I have completed a course at Swansea Met for aspiring assistant and deputy heads.	

	responsibility for personal development.		
35	Has regard for own workload and that of others to secure a satisfactory work/ life balance.	I have a realistic understanding of the importance of monitoring workload and I ensuring stress levels don't get out of hand. I like to set myself realistic deadlines for work and have realised through experience that sometimes you have to tell people that what they are expecting can't be achieved in the timescale they have set. Tasks and areas of responsibility are delegated appropriately and fairly amongst the staff to ensure that the vision and outcomes for the Faculty are realised. This gives a chance to all staff to develop professionally in relation to their own personal needs and those of the faculty and the School and ensure life work / life balanced is duly recognised. Evidence: Job descriptions / Task lists.	
36	Establishes effective arrangements for the co-ordination of provision for learners with additional learning needs.	Through the numeracy PLC I have produced booklets for pupils with ALN to ensure their progress is in line with other pupils. I have also provided opportunities for withdrawal of pupils for extra numeracy support.	

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.		
38	Produces and implements clear, evidence-based improvement plans and polices for the development of the school and its facilities.	Through the numeracy PLC and the introduction of the numeracy framework I have been instrumental in insuring that a numeracy policy has been introduced and implemented across the school. I have also worked closely with the departments to improve their schemes of work and future plans incorporate these new national plans. I have also provided the departments with a breakdown of the work being done at KS2 through the PLC to ensure they are aware of the focus and needs of all learners.	
39	Ensures that policies and practices take account of national and local circumstances, policies and initiatives including bilingualism and the Welsh dimension.	Faculty policies and practices, take into full account school, local and national policies. Protocols and strategies for developing bilingualism and the Welsh dimension in the school are adhered to within the department. This is evidenced via the learning environment and lesson observations.	
40	Builds, remodels and maintains organisational structures and systems which distribute leadership and enable the school to run efficiently and effectively on a day-to-day basis.		

41	Monitors, evaluates and reviews the effects of school policies, priorities and targets in practice.	As numeracy co-ordinator in the school I have made changes over the last year to the whole school policy to make it more manageable and I set and monitored the whole school targets of implementing the new national framework. These targets have been made manageable and realistic to ensure a smooth transition throughout the school.	
42	Acts upon the outcomes of school self-evaluation and external inspection by Estyn to drive school improvement.	In my previous school we were in special measures and the department was heavily criticised. After the inspection I took over its leadership and was able to make the necessary changes to improve the teaching and learning in the subject.	
43	Uses information and data from within and outside the school to inform management and organisational development.	After the diagnostic analysis of the national numeracy tests, whole school inset looked at the strengths and weaknesses of the learners. From this analysis new targeted groups have been created for intervention and there has been an increased emphasis of the school calculation policy to ensure there's a consistent approach to teaching. There has been a restructuring of the form period to allow learners the opportunity to practise areas that have been identified as needing development.	
44	Makes effective use of the support and challenge provided by the LA and other relevant bodies.	I acted as the schools nominee during the schools LA visit on work scrutiny, and undertook joint lesson observations. I discussed the implications with the senior leadership team.	
45	Manages the school's financial and human resources effectively and efficiently to achieve the school's education priorities and goals.		

46	Recruits, retains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school.	I ensure tasks and areas of responsibility are delegated appropriately and fairly amongst the staff to ensure that the vision and outcomes for the Faculty are realised. This gives a chance for all staff to develop professionally in relation to their own personal needs and those of the faculty and the School and ensure life work / life balanced is duly recognised. Evidence: Job descriptions / half termly tasks (faculty minutes)	
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.	I ensure that the quality of the learning environment in terms of accessibility, location, information and interactivity is appropriate and stimulating for the learner. Health and safety is always integral to our work in the Faculty. Risk assessments are conducted on a termly basis by me. Evidence: Learning environment and resources. Risk assessment schedules.	
48	Develops and enhances the learning environment to better meet the needs of learners.	Through a recent ICT audit it was identified that there was a lack of ICT used in many of the lessons to support learning areas of the curriculum. I recommended that the school purchased laptop trolleys to compliment the current ICT structure in the school for ease of transfer from classroom to classroom.	
49	Monitors, evaluates and reviews the range, quality and use of all available resources to improve the quality of education for all learners and to secure value for money.		

Securing accountability

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

	Leadership Standard	What evidence do I have against this standard?	What will I do next to address any gaps and further my leadership development.
50	Ensures individual staff accountability is clearly defined, understood and agreed and is subject to rigorous internal and external review and self evaluation.	I ensure that our team of teachers hold each other accountable for the success of the Faculty. Our approach to review and self-evaluation is transparent and perceived as a natural part of the learning process. The emphasis is on personal effectiveness and proactivity in relation to responding to opportunities and challenges. Evidence: Self-evaluation reports, review records, Performance management records.	
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.	Current practice includes communicating with our link Governor. Primarily this involves a discussion about pupil attainment, pupil progress and levels of engagement. Evidence: Minutes of meetings.	
52	Develops and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including parents and governors.		
53	Uses data and benchmarks to monitor progress in every child's learning and to focus teaching.	Using diagnostic tests and formative assessment in order to focus teaching within mathematics department (i.e. schemes of work).	
54	Sets stretching targets for the whole school community based on consistently high expectations.	Faculty targets follows the same procedure as the school, to set targets based on FFT data. The results continue to show a significant	

		upward trend over the past 5 years. A significant contributory factor to this success has been the introduction of 'learning pathways' which allows each individual to choose a preferred option for accreditation. I.e. the vocational pathways through the BTEC certificate; the academic pathway through GCSE and leadership accreditation. Evidence key question 1: annual report, curriculum choices document.	
55	Develops and maintains a climate of high expectations for self and others and takes appropriate action when performance is unsatisfactory.		

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.	After the national numeracy tests a diagnostic analysis tool was used to analyse pupil's performances from years 2 – 9. Through this analysis a PLC was created and maths/numeracy co-ordinators worked together to inform intervention strategies. Through the PLC meetings best practice was shared across all schools and consistent approaches to strategies were developed.	
57	Builds a school climate and learning culture which takes account of the richness and diversity of the school's community including Welsh Language and culture.		
58	Ensures that the school plays a productive role as a member of its local, national and global communities.	I create excellent links with the local community ensure that pupils have access to a wide range of extended opportunities. Outreach work including gymnastics clubs engages more with the community. In relation to the National agenda and Welsh Government priorities, our Faculty is a key driver in the school in the development of Literacy and I ensure that our Profile as a main contributor is shared with stake-holders. Evidence: 5 x 60 / extra-curricular evidence programme, registers, School literacy PLC	

		minutes, School inset oracy in PE presentation.	
59	Creates and promotes positive strategies for developing good race relations and dealing with racial harassment.		
60	Promotes appropriate attitudes towards disability and additional learning needs that promote equality and inclusion.		
61	Ensures that the school plays a central role in the community.		
62	Develops citizenship in learners so that they make a positive contribution to local and wider communities.		
63	Collaborates with other agencies, including the LA, in providing for wellbeing of learners and their families.	I have been part of focus groups and professional learning communities the most recent being teaching, learning and assessment and literacy development in PE. Other links include the LA Family Active Zone Programme which engages parents and children together in order to improve children's social skills, personal skills, health and well-being and physical skills. Close and productive partnership work with the LA sports development unit (AYPD) continues to be successful, providing a range of learning opportunities for our pupils. Evidence: PLC impact reports, Family active zone register and family feedback reports, partnership 'thank you' letters.	
64	Creates and maintains an effective partnership with parents, guardians and carers to support and improve learners' achievement and personal development.	Communication of interaction with parents is effective and supports pupils' achievement and progress. Examples and evidence are; • Family Active Programme which is an initiative run in partnership with the Active Young People Department of the local	

		authority. The programme educates parents and children about the benefits of physical activity and healthy lifestyle through a weekly attendance programme delivered by myself, to families. Impact illustrated a significant improvement in children and parents knowledge and understanding, increased confidence and social skills improving mental health. • Parents Evenings and targeted parents evening which have a literacy and numeracy focus. This session helps parents/carers understand the needs of all learners and ways in which they can support their development. • Report Writing • Communication via letter, phone calls, newsletters and websites	
65	Works collaboratively within and outside the school to achieve school goals and objectives.		
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.		