Person specification	*Example from current or recent role*	*Impact on progress and achievement*
An excellent classroom practitioner		
Good knowledge of current educational developments		
High expectations of students/learners		
Enthusiasm and a sense of humour		
The ability to deal with difficult people		
Skills required to support and develop a team of staff		
A great team-worker		
Commitment to raising standards, achievement and progress		
Highly skilled at ... (insert your relevant specialism/job title)		
Experience of leading initiatives and/or teams		
Passion for subject area/s		

Person specification	Example from current or recent role	Impact on progress and achievement
CPD attended and/or led		
Commitment to enrichment		
Experience of using tracking and data systems to monitor students' progress		
Experience of mentoring or coaching		
Reflective		
Strategic		
Good organisational skills		
Resilient		
Flexible		
Do you possess vision? If you haven't created a vision in your current role, attempt to create a vision for the direction, improvement and leadership of a future team.		

Strengths	*Achievements*	*Motivations*

Item	Room	Room	Room
Display			
Teacher's desk			
Layout			
State of repair			
Resources			

Team member	Point on pay scale

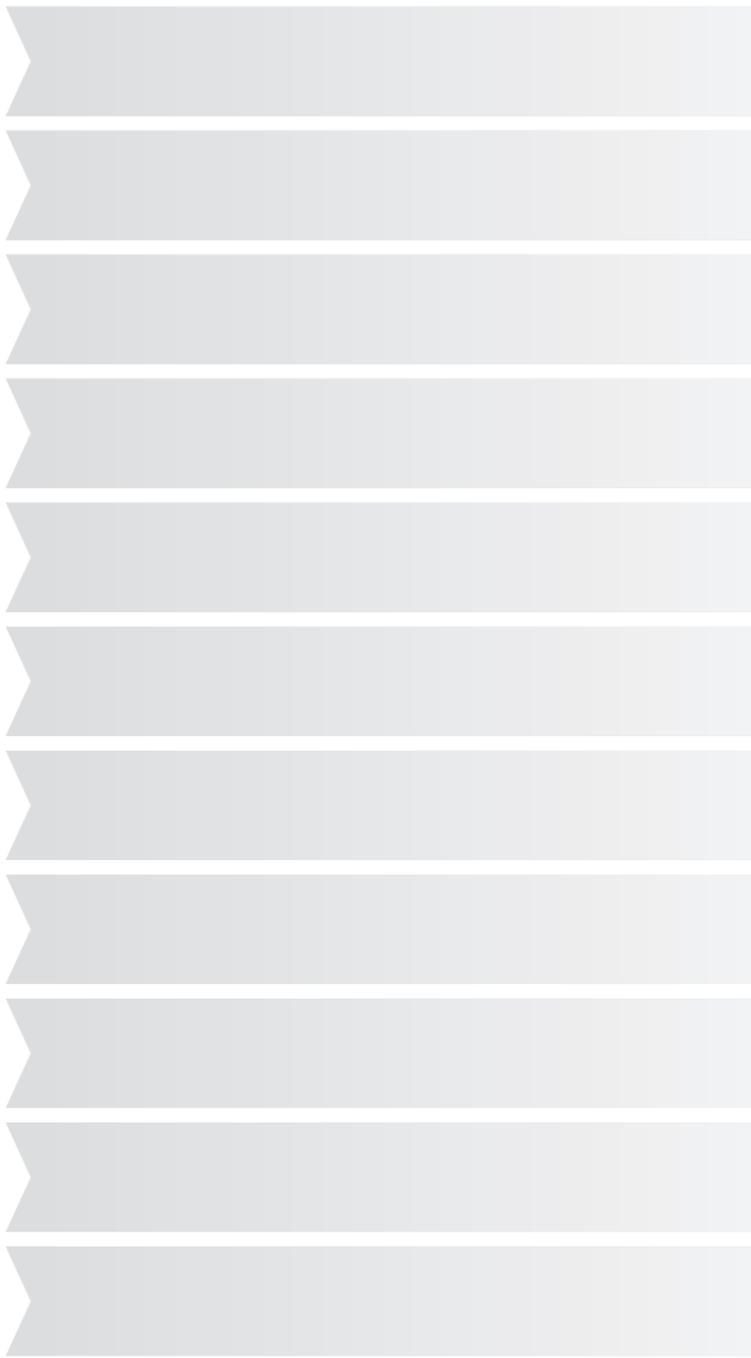| *Responsibility*	*Staff member*
Managing the transition between Key Stages	
Display	
Homework monitoring	
Coordination of curriculum enrichment	
Implementation of the literacy policy	
Implementation of the numeracy policy	
SMSC (Spiritual, Moral, Social and Cultural) development	
SEND students	
More able students	
Community links	

Leadership and Management	*Teaching, Learning and Assessment*
Grade	*Grade*

Areas for Development:

1.

2.

3.

Areas for Development:

1.

2.

3.

Personal Development, Behaviour and Welfare	*Outcomes for Pupils*
Grade	*Grade*

Areas for Development:

1.

2.

3.

Areas for Development:

1.

2.

3.

Leadership actions & behaviours	Leader 'A' observations	Leader 'B' observations
Creating a vision and sharing it with others		
Developing people		
Communicating with clarity and conviction		
Creating / designing / redesigning systems		
Managing the day to day running of the organisation		
Inspiring people		
Empowering people		
Challenging people		
Supporting people		
Encouraging collaboration		
Modelling behaviours in order that others adopt them		

Leadership actions & behaviours	Leader 'A' observations	Leader 'B' observations
Embracing change		
Encouraging risk taking		
Tackling obstacles		
Holding people accountable		
Making difficult decisions		
Questioning		
Reflecting		

Qualities and attributes that my team are hoping to see me display in my leadership

Ways in which I might demonstrate these qualities and attributes

They want me to be honest, reliable and trustworthy

They want me to have a clear vision, know where we are going and how we will get there

They want me to be knowledgeable about our subject/area/specialism

They want me to be organised and efficient

They want me to have a friendly and cheerful demeanour and a positive outlook

They want me to support them

They want me to help them develop professionally

They want me to communicate clearly

They want me to create a strong team

They want me to listen to them

They want me to value their hard work and encourage them to have a good work/life balance

They want me to be open about
mistakes I make and they want to see
me put things right

They want me to be accountable

They want me to make difficult
decisions

They want me to have high
expectations

I have created a culture that enables pupils and staff to excel.

1   2   3   4   5

Relationships between staff and pupils are exemplary.

1   2   3   4   5

I am uncompromising in my ambition to improve outcomes.

1   2   3   4   5

I focus on consistently improving outcomes for all pupils.

1   2   3   4   5

I use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement.

1   2   3   4   5

I have a deep and accurate understanding of the school's effectiveness.

1   2   3   4   5

I have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.

1   2   3   4   5

I promote equality of opportunity and diversity exceptionally well.

1   2   3   4   5

Our broad and balanced curriculum inspires pupils to learn.

1   2   3   4   5

Pupils' spiritual, moral, social and cultural development is at the heart of what we do

1   2   3   4   5

Work to protect pupils from radicalisation and extremism is exemplary.

1   2   3   4   5

Safeguarding is effective.

1   2   3   4   5

Student achievement	Student progress	Use of technology	Planning

Teaching	Coaching and mentoring	Classroom: organisation, layout, display	Resources

Curriculum	Creativity	Pupil voice and independent learning	Data, tracking and intervention

Communication within the team	Marking	Meetings	Enrichment activities

Positives	Negatives	Questions
Key Stage 4 results have improved every year for 5 years	Progress of FSM has taken a dip over the last 2 years	We used to have a spare classroom and we used it for small group intervention which was led by our TA - can we do that again?
Attendance at parents' evenings has increased by over 50%	The number of students who are late to lessons after lunchtime has increased by 30%	Can we set up a new working party to look at updating our rewards system and making it more consistent and cohesive?

Area	Comment about current situation	How might we develop this?
Student achievement		
Student progress		
Use of technology		
Planning		
Teaching		
Coaching and mentoring		
Classrooms		
Resources		
Curriculum		
Creativity		
Pupil voice		

Area	Comment about current situation	How might we develop this?
Independent learning		
Data, tracking and intervention		
Communication		
Marking		
Meetings		
Enrichment activities		

Area	Member of staff	Member of staff	Member of staff	Member of staff
Teaching				
Learning & progress of students				
Achievement of students				
Creativity and imagination				
Subject knowledge				
Quality of marking				
Strengths				
Recent successes				
Interests				
Meeting deadlines				
Resistance to change				
Appearance of classroom/work space				
Use of data				
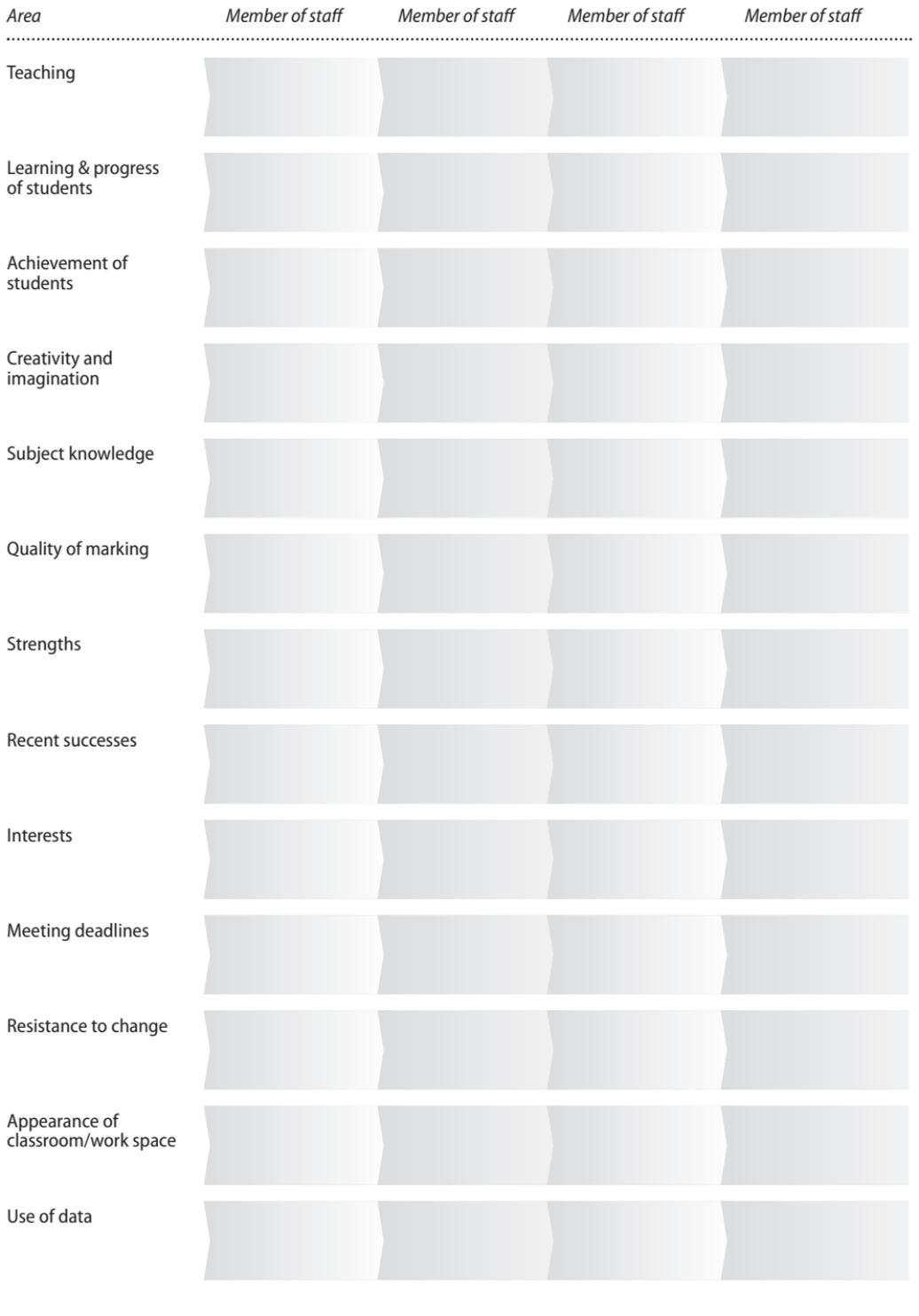
Area	Member of staff	Member of staff	Member of staff	Member of staff
Planning				
Intervention				
Contribution to enrichment activities				
Use of technology				
Contribution to the team and the vision				
Keeps up to date with relevant educational developments				
Their response to my leadership				
Approaches I may need to take in leading or managing this person				

Signs that you are being strategic

I am knowledgeable about the current political landscape and how it affects our organisation

I have a deep understanding of the contexts in which my organisation operates

I can balance the day to day operational stuff with having a long term view

I am able to see the bigger picture

Signs that you are being strategic

When planning, I look at the possible short term and long term impact of carrying out actions

My team is able to have strategic discussions and meetings

I question things – including my own ideas, beliefs and approaches

I'm adaptive

Signs that you are being strategic

I'm good at spotting opportunities that might lead to improvement

When I have planned strategically, I can actually make it happen!

Describe the change that was imposed?

How was the change introduced?

How did you and people around you respond?

What did you and others think or feel?
What reactions did you observe?

What did people say about the change?

What was the positive impact of the change - for students and for staff?

What was the negative impact of the change - for students and for staff?

Change ideas	Why is there need for this change?	What impact will the change have?

Change Area	Quick fix	Long term/ transformational
Change Area (adapt/add to suit your leadership role)	What requires change? (be as specific as you can and say why it needs changing, why it's not fit for purpose any more)	What requires change? (be as specific as you can and say why it needs changing, why it's not fit for purpose any more)
Ethos of the team		
Meetings and communication		
Student progress and achievement		
Display		
Teaching and Learning		
Curriculum		
Homework		
Tracking and intervention		
Planning		
Resources		

Change Area	Quick fix	Long term/ transformational
Change Area (adapt/add to suit your leadership role)	What requires change? (be as specific as you can and say why it needs changing, why it's not fit for purpose any more)	What requires change? (be as specific as you can and say why it needs changing, why it's not fit for purpose any more)
Quality assurance and monitoring		
Students' attitudes to learning		
Rewards systems		
Extra-curricular and enrichment		
Engaging stakeholders and community		

	Homework	*Rewards*
Sept.	Review KS4 homework; Staff lead?	
Oct.		Rewards system Staff lead?
Nov.	Design new homework	
Dec.		
Jan.		Trial new rewards system
Feb.		
Mar.	Share new HW plan	Review trial
Apr.	Trial and review new homework units	New rewards system in place
May.		
Jun.		
Jul.		
Sept.		

Enrichment	Curriculum	Display
	Current KS2 curriculum reviewed - All staff	New displays Staff lead ?
	New curriculum planning - All staff	
Review current curriculum enrichment	Individual staff planning	
		Impact of displays measured
New Curriculum Enrichment planning - All staff		
	New curriculum teaching starts	
	Review and changes	
New curriculum enrichment plan in place		Displays reviewed

	Behaviour for Learning	*Academic Progress Checks*	*Gathering the views of other stakeholders*
Nov.			
Dec.			
Jan.			
Feb.			
Mar.			
Apr.			
May.			
Jun.			
Jul.			

Student Voice Activities	Standardisation and Moderation	Learning Walks	Exercise book and marking scrutiny

Attitudes to learning

Student progress

Excercise Book
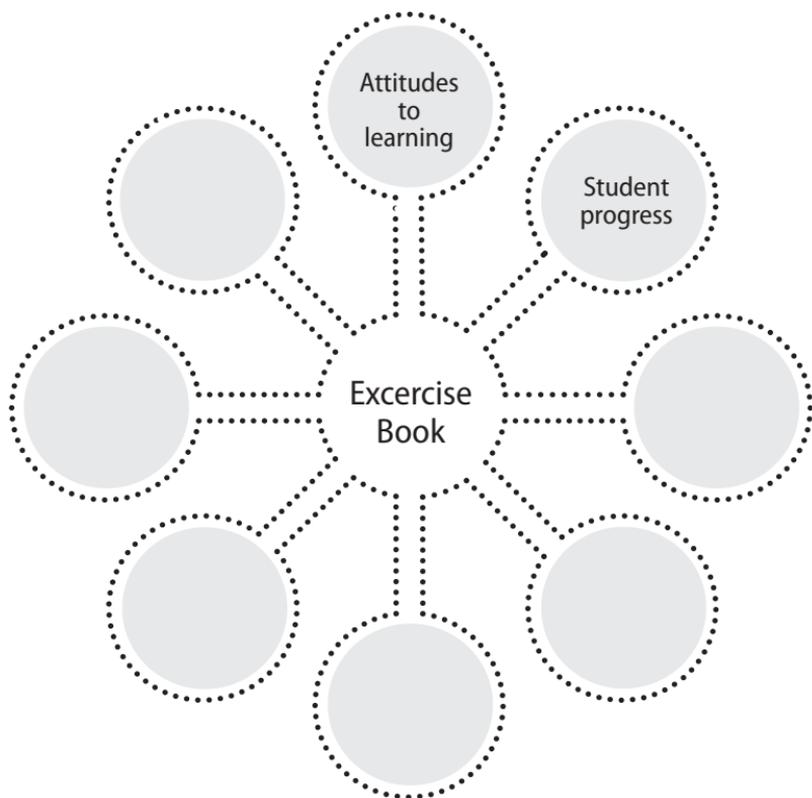
Barrier	*How it could be overcome*
Staff are reluctant to consent to an 'open door' policy and view learning walks as 'spying'.	
A sheet provided to you for learning walks is just lots of boxes to tick, or only allows you to write yes or no against a series of set statements.	
Staff carrying out learning walks are unsure what they are looking for and make generalised statements with no evidence.	

Date / Term / Half Term	Year Group	School Reporting or Assessment Activity	Department / Faculty Data Activity
		e.g. report to parents, parents evening, monitoring cycle	e.g. tracker input, SLT line management meeting
Sept.			
Oct.			
Nov.			
Dec.			
Jan.			
Feb.			

Date / Term / Half Term	Year Group	School Reporting or Assessment Activity	Department / Faculty Data Activity
		e.g. report to parents, parents evening, monitoring cycle	e.g. tracker input, SLT line management meeting
Mar.			
Apr.			
May.			
Jun.			
Jul.			
Aug.			

Teachers

Pupils

SLT

Parents /
Carers

Other
Middle
Leaders

Reflection & Analysis
What has gone well?
How do you know?
What needs to change?
What data do you have?

Identification of Need
Who are your target students?
Why?
How are they underachieving?

Monitoring of Impact
How will you monitor the intervention?
What are your intended outcomes?
How will you measure success?

Intervention Design
How will you intervene?
Who do you need to consult/recruit?

Intervention Delivery
When & where will it take place?
Who will determine the content?
How will you ensure its suitability/quality?
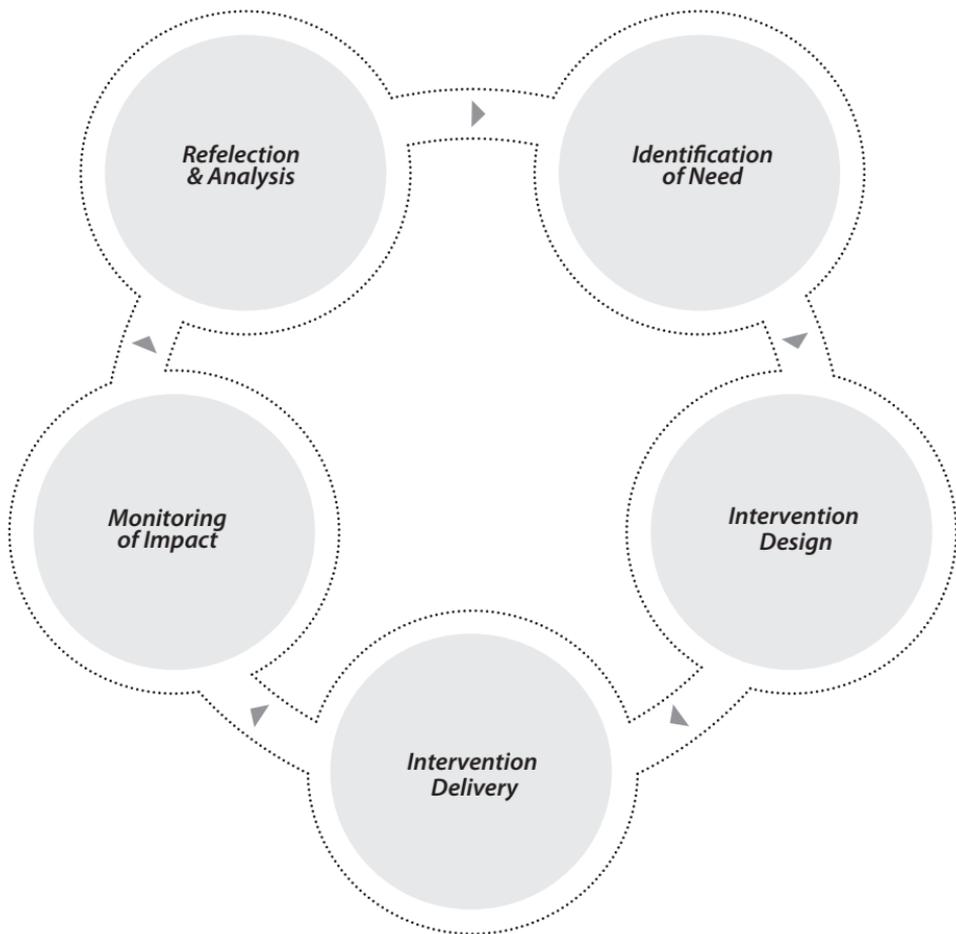
Refelection & Analysis

Identification of Need

Monitoring of Impact

Intervention Design

Intervention Delivery

Term:	*Meaning*

Areas in which the ethos of the school may be evident	Your comments and observations
	Imagine you describing the ethos of the school to someone who has never been there. You're not trying to sell the school to them though – describe it honestly and objectively as possible.
School's official ethos	
How the ethos supports or is linked to the school's vision	
The school's key values	
Ethos of praise and rewards	
Ethos of attitudes, behaviour and relationships	
Ethos of hopes, dreams, aspiration and achievement	
Ethos of creativity, innovation and risk taking	

Areas in which the ethos of the school may be evident	*Your comments and observations*
	Imagine you describing the ethos of the school to someone who has never been there. You're not trying to sell the school to them though – describe it honestly and objectively as possible.
Ethos of decision making, collaboration and participation	
Ethos of enrichment and extra-curricular activities	
Ethos of student voice and leadership	
Ethos of the physical environment	

The ethos of your area or department	*Your comments and observations – these could be your own reflections or you could involve your team.*
School's official ethos	
How the ethos supports or is linked to the school's vision	
The school's key values	
Ethos of praise and rewards	
Ethos of attitudes, behaviour and relationships	
Ethos of hopes, dreams, aspiration and achievement	
Ethos of creativity, innovation and risk taking	

The ethos of your area or department *Your comments and observations – these could be your own reflections or you could involve your team.*

Ethos of decision making, collaboration and participation

Ethos of enrichment and extra-curricular activities

Ethos of student voice and leadership

Ethos of the physical environment

Characteristics and Personality

....

Vibrant	Traditional	Innovative	Secure	Caring
Efficient	Supportive	Encouraging	Stable	Rewarding
Sharing	Driven	Aspirational	Resistant	Independent
Disciplined	Academic	Enthusiastic	Challenging	Committed
Proud	Positive	Trusting	Organised	Nurturing
Successful	High-tech	Effective	Collaborative	Colourful
Friendly	Unique	Rewarding	Forward-thinking	Inspirational
Considerate	High-profile	Decisive	Open	Creative
Relaxed	Exciting	Structured		

Description of the departmental ethos that I would like to foster and develop

Environmental factor	*What it says about our ethos*
Tables in classrooms are all grouped	We value teamwork and student-led learning
Classroom doors all have "I am currently reading…" posters on them	We value reading for pleasure
Teacher, peer- and self-assessment sheets use the same departmental design with space for feedback and reflection	We believe that assessment and progress are important and that everybody is involved in the process
The entrances to the departmental area/s all have "welcome to…" signs	We are proud of the work that we do and happy to have you here
Posters with AFs and progress measures are the same in each classroom	We believe that consistency is important. We want you to know that it doesn't matter which class you are in – you will be able to achieve and make progress anywhere in our department
Reward certificates or postcards have a consistent design/colour scheme across the department	We are aspirational and like to celebrate achievement
Students' books all have the same sticker on the front of them	We value pride in our work

Characteristic	*Behaviours that demonstrate this characteristic*
Welcoming	• Staff are always at their classroom door greeting students as they arrive. • Lessons take place with classroom doors open. • If a visitor arrives at a classroom, a student leader welcomes the visitor and offers to explain what they are learning/working on that lesson. • Student leaders show visitors around the department during open events. • Supply staff are welcomed with offers of tea and coffee and somewhere to put their belongings. • Support staff who work with your team are always copied in to emails, included in bulletins and involved in planning (as far as is practical within the parameters of their role).

Areas to address	Possible approaches	Outcomes & further actions required
What do we mean by attitudes to learning?	This could be a question posed to the whole group. Answers could be recorded on post-its (or electronic equivalent) and displayed for discussion.	
What would really positive attitudes to learning look like: • In the classroom? • On corridors? • In the canteen? • Outside school?	These could be answered by groups working in a carousel. Use giant paper and get groups to feedback.	
What do we mean by aspiration?	As before, a question posed to the whole group. Answers could be recorded on post-its (or electronic equivalent) and displayed for discussion.	
How can we support each other in being aspirational in [insert dept / organisation here]. How can staff and students share their aspirations?	Paired activity and feedback.	
How can we ensure that our attitudes to aspiration are inclusive?	This could be a question posed to the whole group. Answers could be recorded on post-its (or electronic equivalent) and displayed for discussion.	
Agreeing an ethos	This might happen at a second meeting, all the initial ideas could be brought along in a clear format and discussed - are we going with this or not?	
How can we share this ethos?	Creative approaches to sharing and embedding an ethos	

Noisily
successful

Quietly
successful

Me
Future

Me
Now

Noisily
unsuccessful

Quietly
unsuccessful

Audience	Methods you might use to engage these stakeholders with your teams' work and achievements
Students	• Posters • A weekly electronic team bulletin • Photo galleries of best work on the VLE • Videos of speeches/performances on the VLE • Regular rewards of badges for achievement and effort • A blog • Great looking classrooms and corridors • Staff always greet students at class doors • Trips and enrichment • Worthwhile homework • Positive calls and letters to parents
Staff	
SLT	
Parents	
Junior schools	
Colleges	

Audience   *Methods you might use to engage these stakeholders with your teams' work and achievements*

Other schools in the locality

Local businesses

- Invite representatives from local businesses to events or performances
- Ask them to mentor students
- Ask if you can organise a visit for students
- Ask if someone can give an inspiring talk to students
- Send them copies of a newsletter
- Make work shadowing or work experience links.

Local community

Teacher training organisations

Nationally

Globally

Date *Coach* *Coachee* *Session no.*

....

Goal/s identified
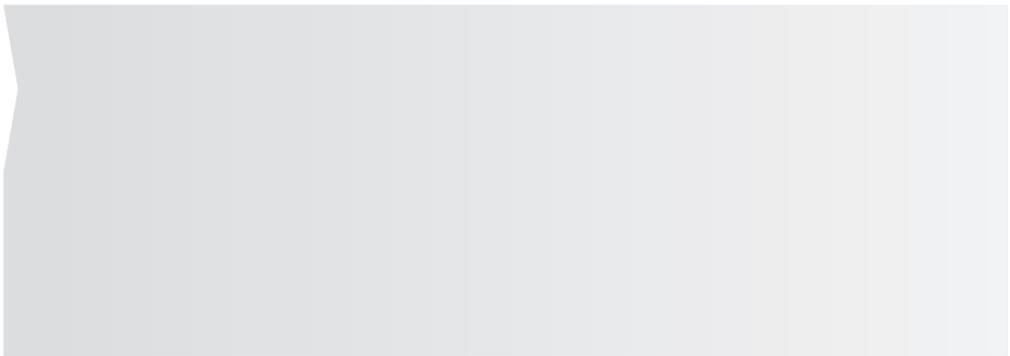
Reality (brief description of current situation)

Options discussed
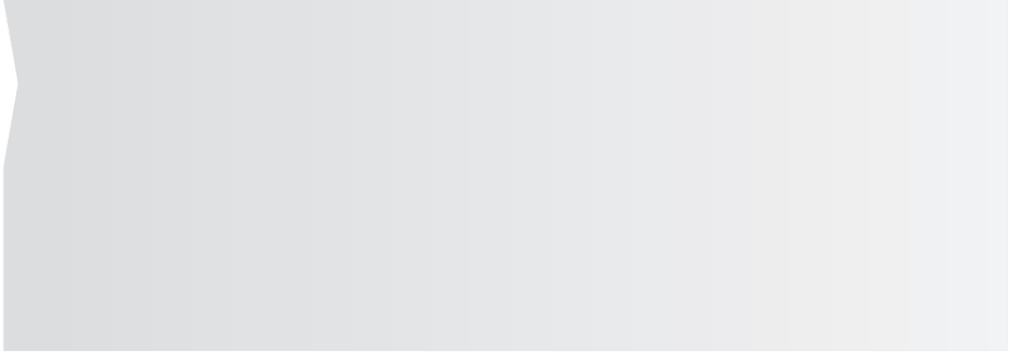
Date   *Coach*   *Coachee*   *Session no.*

What next (actions to be carried out)

Date and time of next coaching session

Any other comments

Coachee Evaluation	*Strongly Agree*	*Agree*	*Disagree*	*Strongly Disagree*
The coaching process helped me identify my goals				
I felt well supported during the coaching process				
My coach provided a good level of challenge during the sessions				
My coach encouraged me to be reflective and to explore different ideas and options				
The coaching process helped me plan actions for improvement and development				
As a result of taking part in the coaching programme, my practice has improved/developed in some way				
As a result of taking part in the coaching programme, I feel more confident				
I enjoyed the coaching process and think that it was an excellent form of professional development				

Comments:

Coach Evaluation	Strongly Agree	Agree	Disagree	Strongly Disagree
I was successful in helping the coachee identify their goals				
I supported the coachee effectively during the coaching process				
I provided a good level of challenge for my coachee throughout the coaching process				
I was effective in encouraging my coachee to be reflective				
I was effective in encouraging my coachee to plan their actions and next steps				
As a result of the coaching sessions that I led, the coachee has improved /developed their practice in some way				
I feel confident about the quality and effectiveness of my coaching skills				
I enjoyed the coaching process and think that it was an excellent form of professional development				

Comments:

| Team Member	Area of Responsibility	Progress and impact against outcomes	Decision and action with any support required

Qualities and Abilities

Independent	Trustworthy	Creative	Reliable	Meticulous
Strict	Driven	Friendly	Responsible	Intellectual
Brave	Calm	Stays up-to-date	ICT literate	Articulate
Smartly-dressed	Popular	Emotionally intelligent		Well-read
Decisive	Excellent time-management		Prioritises	Interesting
Funny	Delegates			

1

2   3

4   5   6

7   8

9
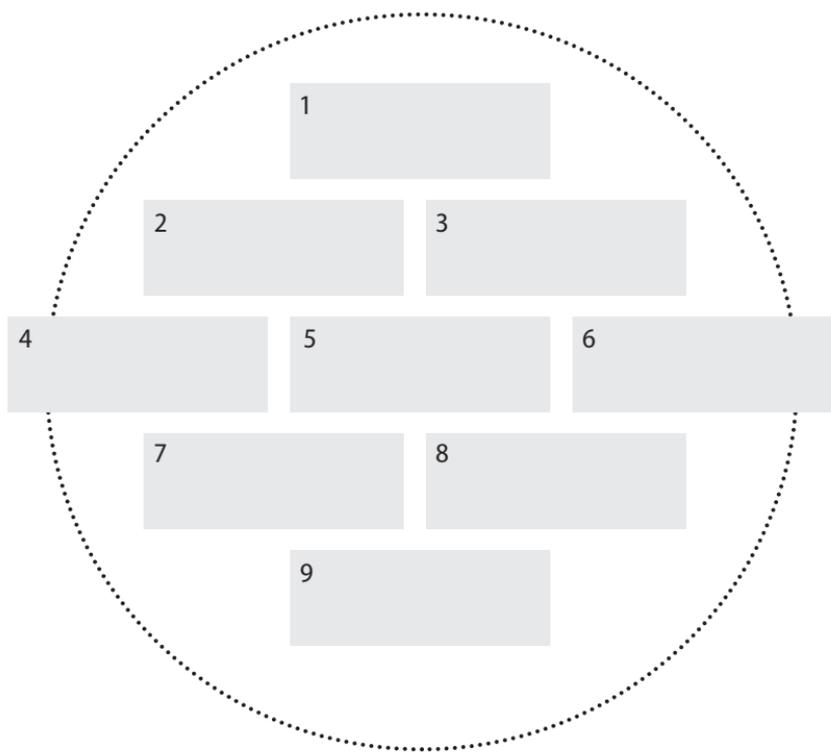
Item	*Notes*
Year 9 reports	
Classroom keys	
Corridor display	
Work scrutiny dates and details	
Assessment deadlines	
Year 11 intervention plans	
AOB	

Area	*Urgent*	*Not Urgent*
Important		
Not Important		
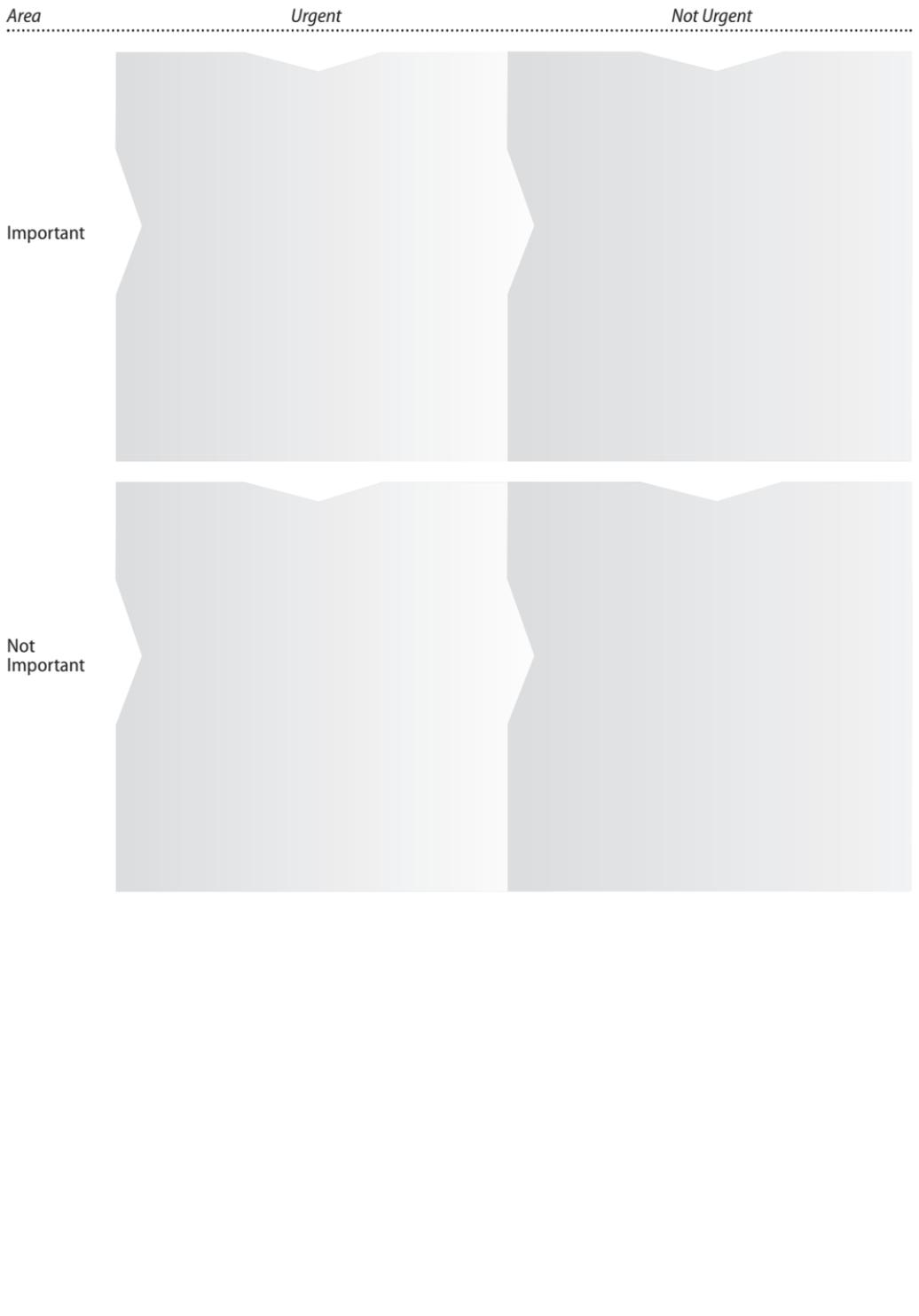
	Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
Before School					
Period One					
Period Two					
Break					
Period Three					
Period Four					
Lunch					
Period Five					
Period Six					
After School					
Evening at home					
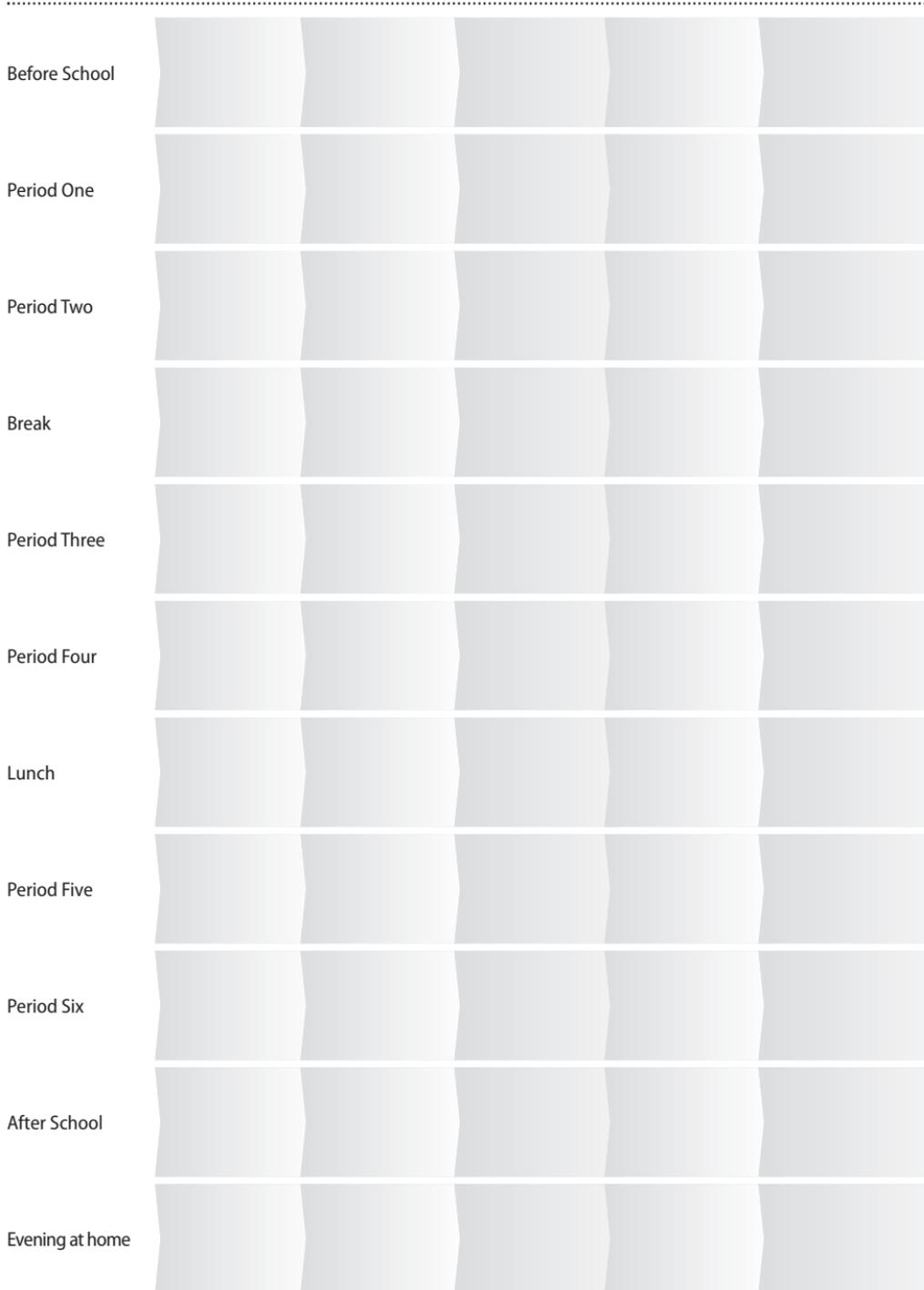
Planning a VLE-based Enrichment Activity - Initial Plan:

....

Project idea outline

Learning objectives

Student outcomes
(what will they create
or produce?)

Activity ideas

Possible resources

Ideas for getting students
involved (rewards /
competitions/promotion)

Timescales and
organisation

Barriers and obstacles

Ideas for overcoming
barriers and obstacles

Type of trip	Ideas
	Don't limit yourself here *- think as broadly as possible and don't worry about cost or practicalities at this stage!*
Theatre	
Gallery	
Museum	
Factory or business	
University faculty	
Urban landmark	
Rural landmark	
Activity-based	
European	
International	
Other ideas	

Full Cohort	Extra Curricular Clubs	Target Group 1	Target Group 2	Collaboration	Community / Stakeholder Engagement
Spelling Bee	**Film Club**	**BBC School News Report**	**BBC Radio 2 500 words Rriting competition**	**National Story Telling Week**	**National Story Telling Week**
21 finalists plus whole year group	Up to 50 students per showing	Y10 - 20 students	Y7 - selected target students	Y5/6 students - visiting event.	As many pupils as possible
Impact: KS3 Literacy	*Impact:* Develop and widen student knowledge of film.	*Impact:* Give students a taster session as to the life of a journalist. Allow students to practicse non-fiction writing	*Impact:* Improve KS3 creative writing and encourage interest in writing for fun	*Impact:* Encourage reading and ease students in to KS2/3 transition	*Impact:* Involve parents in encouraging an interest in reading
World Book Day	**Shakespeare Schools Festival**	**Debating Competition**	**National Blog Posting month**		**Shakespeare Schools Festival**
Whole year group	25 actors and 10 production assistants				In school performance as well as local theatre.
Impact: Interest in reading	*Impact:* Experience of large scale performance	*Impact:* Improve Speaking and Listening skills in a real life, formal context	*Impact:* Encourage students to think about different methods of revising for English and in turn show these different techniques to other pupils who read their blogs.		

Full Cohort	Extra Curricular Clubs	Target Group 1	Target Group 2	Collaboration	Community / Stakeholder Engagement
National Poetry Day Whole year group through lessons *Impact:* Y8 interest in poetry	*Impact:*	*Impact:*	*Impact:*	*Impact:*	*Impact:*
Globe / London trip *Impact:*	*Impact:*	*Impact:*	*Impact:*		

Year Group*	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6

* or different groups of students - more able, pupil premium, boys… whatever your key groups are

	September	*October*	*November*	*December*	*January*
Curriculum time enrichment					
Before and after school enrichment					
Trips					
VLE Enrichment					
Holiday Enrichment					
Cross-curricular enrichment					
Cross- year group enrichment					

| *February* | *March* | *April* | *May* | *June* | *July* |

Name of charity	Contact details	Possible curriculum link or activity
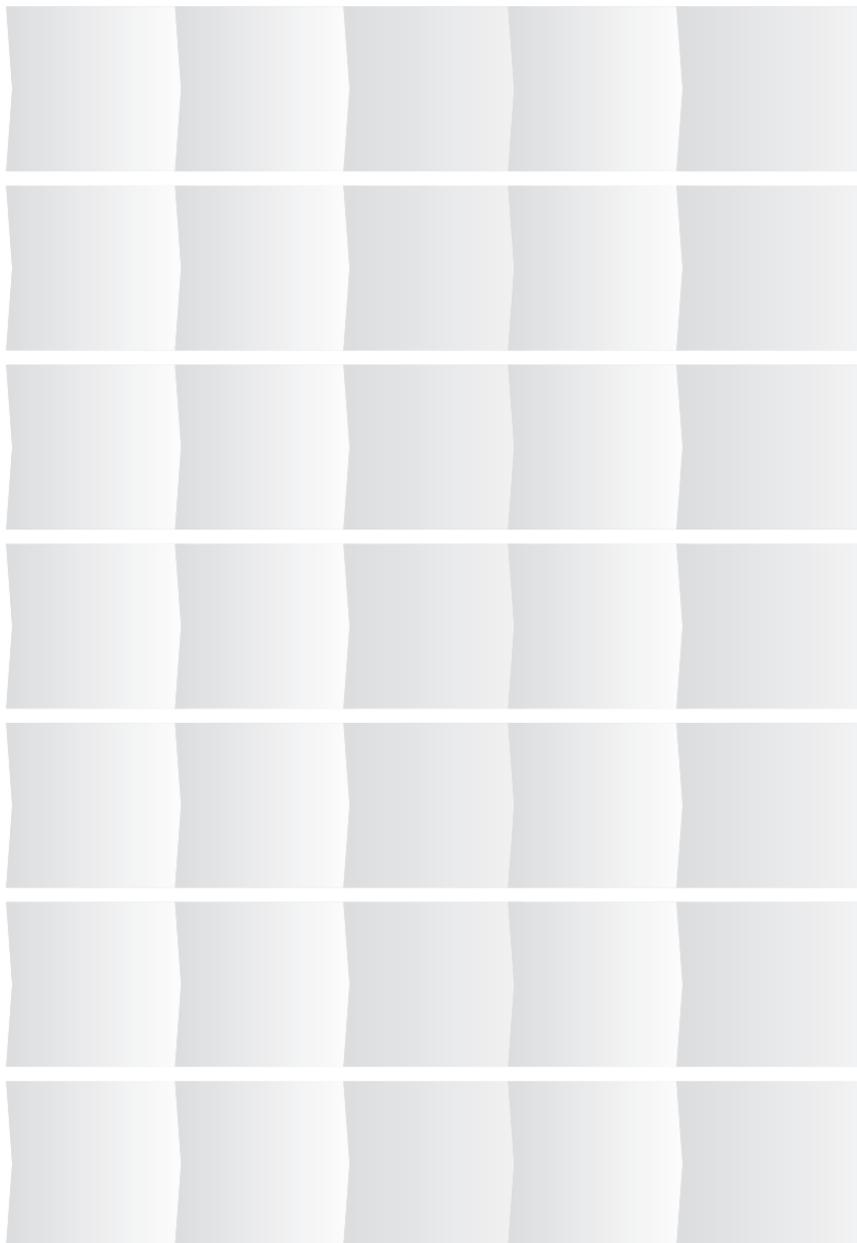
Ofsted Area	Summary of Strengths & Evidence*	Areas for Development:	Led by:
Leadership and Management Grade 1 2 (3) 4 5 **A**	**B**	**C**	**D**
Teaching, Learning and Assessment Grade 1 2 3 4 5			
Personal Development, Behaviour and Welfare Grade 1 2 3 4 5			
Outcomes Grade 1 2 3 4 5			

Key

A: Highlight your current grade

B: Bullet point what you are doing well with plenty of evidence to back up your claims.

C: Bullet point what you know you need to improve, how you will do it and by when.

D: Assign responsibility to show how you have distributed leadership

* with reference to files and key documents:

Leadership and Management

Teaching, Learning and Assessment

Personal Development, Behaviour and Welfare

Outcomes

Year 7 (4 periods per week)

Class	7En1	7En2	7En3	7En4	7En5	7En6
Staff	Mr Ashmore	Mrs Clay	Mrs Atkinson	Mrs Greenwood	Mr Rees	Mrs Weston

Year 8 (4 periods per week)

Class	8En1	8En2	8En3	8En4	8En5	8En6
Staff	Mrs Greenwood	Mr Rees	Mrs Weston	Mr Ashmore	Mrs Clay	Mrs Atkinson

Memory

Why so memorable?

Opportunity?

Memory

Why so memorable?

Opportunity?

Memory

Why so memorable?

Opportunity?

Risk	*How I would counter it*

Team member

Skill

Team member

Skill

Team member

Skill

Who
should be
involved?
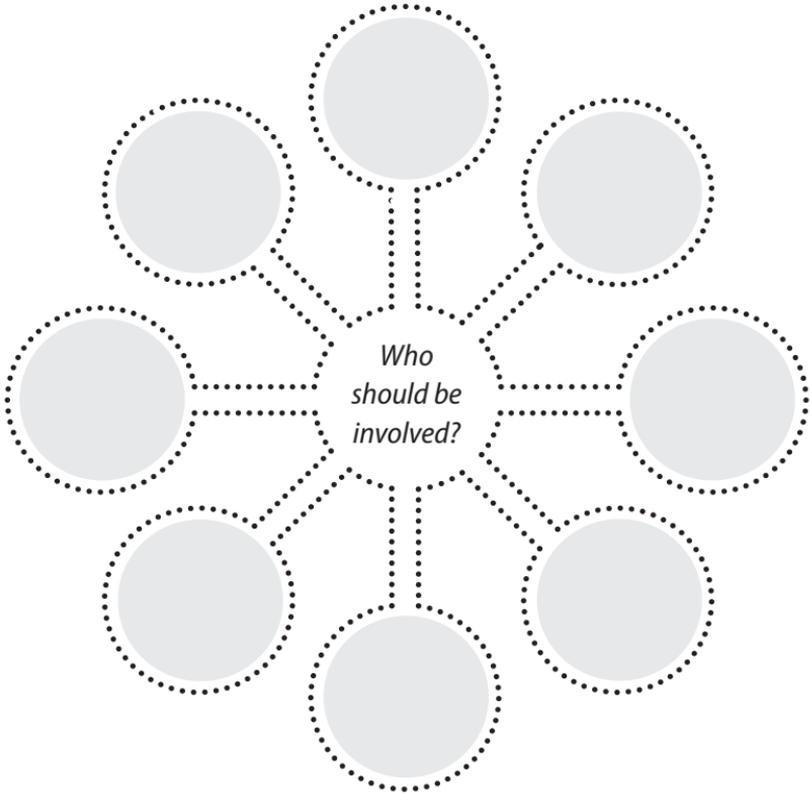
What am I reflecting on?	How do I feel about this area?	How would I describe my performance?
	Your honest gut feeling in a few words	What do/might others say?
My leadership skills and knowledge		
My leadership style		
My management skills		
My organisational skills		
The way I motivate my team		
The way I support my team		
The way I challenge my team		
The way I develop my team		
The ways in which I have utilised the talents of members of staff		
My openness to feedback and advice		
The ways in which I respond to challenges		
The ways in which I deal with and lead change		
The level of support and challenge I have been given		
The ways in which I have celebrated successes with my team		

What really happened here?

What worked or didn't work and why?

What now?

Actions I might need to take to improve/develop

I have created a culture that enables pupils and staff to excel.

1   2   3   4   5

Relationships between staff and pupils are exemplary.

1   2   3   4   5

I am uncompromising in my ambition to improve outcomes.

1   2   3   4   5

I focus on consistently improving outcomes for all pupils.

1   2   3   4   5

I use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement.

1   2   3   4   5

I have a deep and accurate understanding of the school's effectiveness.

1   2   3   4   5

I have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.

1   2   3   4   5

I promote equality of opportunity and diversity exceptionally well.

1   2   3   4   5

Our broad and balanced curriculum inspires pupils to learn.

1   2   3   4   5

Pupils' spiritual, moral, social and cultural development is at the heart of what we do

1   2   3   4   5

Work to protect pupils from radicalisation and extremism is exemplary.

1   2   3   4   5

Safeguarding is effective.

1   2   3   4   5

What am I reflecting on?	*How do I feel about this area?*	*How would I describe my performance?*
The current ethos of my department		

	What really happened here?	*What now?*

What am I reflecting on?	How do I feel about this area?	How would I describe my performance?
The work my team ...	- Your honest gut feeling in a few words	- What do/might others say?
has done to engage with staff throughout the organisation		
has done to engage with SLT		
has done to engage with parents		
has done to engage with schools in our learning community		
has done to engage with colleges and universities		
has done to engage with local businesses		
has done to engage with the local community		
has done to engage with teacher training organisations		
has done to raise our profile nationally or globally		

What really happened here?	*What now?*
- What worked or didn't work and why?	- Actions I might need to take to improve/develop

What am I reflecting on?	How do I feel about this area?	How would I describe my performance?
	- Your honest gut feeling in a few words	- What do/might others say?
Achievement		
Progress		
Curriculum		
Planning		
Display		
Tracking, monitoring and intervention		
Observations		
Learning walks		
Student feedback/voice		
Marking scrutinies		
Standardisation		
Moderation		

What really happened here?

- What worked or didn't work and why?

What now?

- Actions I might need to take to improve/develop

What am I reflecting on?	*How do I feel about this area?*	*How would I describe my performance?*
	- Your honest gut feeling in a few words	- What do/might others say?
How I have managed meetings		
How I have managed and led departmental communication		
How well I support my team in managing time and work/life balance		
How well I manage my own work/life balance		

What really happened here?

- What worked or didn't work and why?

What now?

- Actions I might need to take to improve/develop

What am I reflecting on?	*How do I feel about this area?*	*How would I describe my performance?*
	- Your honest gut feeling in a few words	- What do/might others say?
My departmental trackers		
How effectively staff in my team use data		
The design of intervention strategies		
The delivery of the intervention strategies		
The impact of the intervention strategies		
Shared leadership of intervention programmes and activities		

What really happened here?

- What worked or didn't work and why?

What now?

- Actions I might need to take to improve/develop

What am I reflecting on?	How do I feel about this area?	How would I describe my performance?
	- Your honest gut feeling in a few words	- What do/might others say?
The quality and variety of enrichment opportunities my team provided		
How I have ensured shared leadership of enrichment activities		
The impact of the enrichment activities		
My leadership of the monitoring and quality assurance of enrichment activities		

What really happened here?	*What now?*
- What worked or didn't work and why?	- Actions I might need to take to improve/develop

What am I reflecting on?	*How do I feel about this area?*	*How would I describe my performance?*
	- Your honest gut feeling in a few words	- What do/might others say?

The curriculum provides memorable experiences		
We innovate and take risks		
Our curriculum has breadth and balance		
The curriculum is well-planned the focus of the curriculum is on progress and outcomes		
RWC, numeracy and ICT are well served by our curriculum		
Our curriculum helps foster independence and resilience		

What really happened here?

\- What worked or didn't work and why?

What now?

\- Actions I might need to take to improve/develop

What am I reflecting on?	How do I feel about this area?	How would I describe my performance?
	- Your honest gut feeling in a few words	- What do/might others say?

Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.

Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.

The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.

Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.

What am I reflecting on?	How do I feel about this area?	How would I describe my performance?
	- Your honest gut feeling in a few words	- What do/might others say?
Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.		
Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.		
The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.		
Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.		

What am I reflecting on? | *How do I feel about this area?* | *How would I describe my performance?*

- Your honest gut feeling in a few words   - What do/might others say?

Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour.

Leaders, staff and pupils do not tolerate prejudiced behaviour.

Safeguarding is effective.

Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted.

Pupils are listened to and feel safe.

Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns.

Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.

Leaders' work to protect pupils from radicalisation and extremism is exemplary.

Leaders respond swiftly where pupils are vulnerable to these issues.

High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

What really happened here?

- What worked or didn't work and why?

What now?

- Actions I might need to take to improve/develop

Initiative, intervention or strategy employed by you and your team.	*Observations on its effectiveness with evidence or data.*	*What will you do differently next year?*

Attributes of great leaders	Before you embarked on your middle leadership role	Now that you are an experienced middle leader

A sense of purpose:

The best leaders we have worked with are always going somewhere.

This might be somewhere long term or an ultimate goal, but it's also just the way they do their day-to-day thing. They move and talk with a sense of purpose and resolve.

An explorer:

We think that good leaders are open to exploration. They are eager to explore new avenues and possibilities.

They might have a clear sense of their ultimate goal, but they are always aware that there are new things to see, do and learn along the way and they're open to their own new learning.

Where there are problems, they probe and analyse.

Positive:

On the whole, the best leaders are positive people. That doesn't mean that they are at all times smiley and amenable, bright and cheery, but their take on life is positive.

The way they approach challenges and barriers is with the old cliché of a 'can-do' approach. You don't hear good leaders sighing and whinging.

Creative:

We could write an entire chapter on creativity and creative approaches to problem solving but the bottom line is that leaders create.

They create all sorts of things: the right atmosphere for success, opportunities, challenges, great trackers, great resources, interesting and varied schemes of work and of course hardworking and successful teams – of learners and of staff.

A really good leader is not precious about their creations and encourages opinions, input and adaptations from others.

Attributes of great leaders	*Before you embarked on your middle leadership role*	*Now that you are an experienced middle leader*

A learner:

Good leaders are learners whether they are working in an educational setting or not. They can be seen learning new skills and knowledge and delight in it.

They're also comfortable with being seen to be learning.

Leaders who lead us all to believe that they are infallible, all-knowing demi-gods don't impress anyone.

Great communicators:

Whether they are supporting, building teams, chatting, praising, debating, presenting or explaining - they do it well.

They communicate clearly and with confidence.

Organised:

It's easy to get carried away on the tide of leadership and focus on the inspirational and creative nature of great leaders, but the bottom line is that day-to-day management and organisation are integral to good leadership.

Great leaders will be seen spinning their own plates, and ensuring that everyone else's plates keep spinning too. They will be there when plates break, fixing them, replacing them, asking why they fell and making sure nobody has too many or too few plates on the go at once.

Inspirational:

We have talked at length about just what it is that makes a person inspirational. We have agreed that it is a combination of characteristics and behaviours, some of which are difficult to define and fugacious in nature. What inspires some may well be different to the traits that we find inspirational.

Above all, leaders who are authentic and original inspire us. They forge their own path and have a healthy, but reflective and well-reasoned, disregard for trends and obvious choices. We are also inspired by those whose focus is on others.

Folk who have an innate yearning to improve the lives of and help other people, in any way, are an inspiration. We are not inspired - or even mildly impressed - by relentless self-promotion thinly disguised as strategic school improvement!

How do I feel about my leadership?

What do you enjoy about the
leadership elements of your role?

What do you really dislike about the
leadership elements of your role?

What do you find challenging about the
leadership elements of your role?

What elements of leadership do you
find really easy?

Where are there gaps in your leadership
skillset? How could you fill these gaps?

As a leader, what do you do best?

As a leader, how do you think others
perceive you?

As a leader, how do you feel about having a
wider sphere of influence? How would you
feel about leading more people?

Area for development	Action and timescale	Support and/or resources required

Our 'aspirations and attitudes to learning' ethos (summarised in a sentence or two)

Those characteristics that are fundamental to that ethos

The behaviours and appearances that demonstrate and are inextricably linked to the characteristics and the ethos (what people see and hear and feel)