

New Deal for  
the Education  
Workforce



Llywodraeth Cymru  
Welsh Government

# Leadership milestone matrix

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*Leading, learning, inspiring*

## Audience

All educational practitioners working with learners from ages 3 to 19 including teachers, leaders and headteachers.

## Overview

This publication describes in brief the leadership requirements by key area and leadership milestone. It highlights activities that could be undertaken to develop at each milestone. This will support practitioners to assess their own abilities and identify the next steps in developing their leadership skills.

## Action required

None – for information only.

## Further information

Enquires about this document should be directed to:

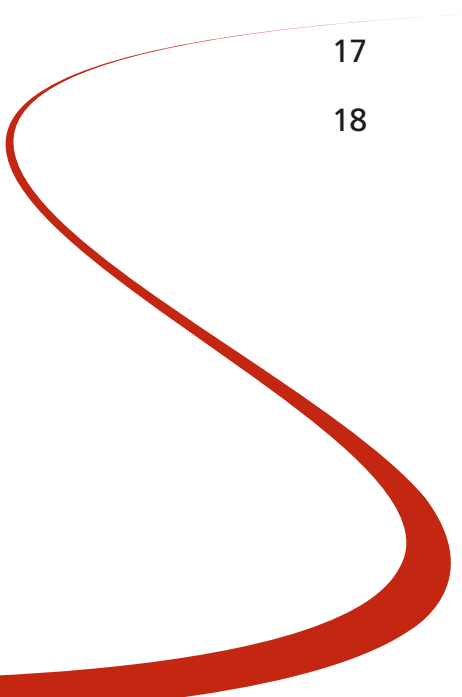
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# Introduction

In Wales, we are committed to growing leadership capacity within the system by encouraging and supporting all practitioners to develop their own leadership potential at every stage of their careers. Our policies are aimed at providing a clearly signposted and flexible leadership development pathway which practitioners can access according to their circumstances and aspirations. The pathway will include a diverse array of learning opportunities, activities and programmes which will create a continuous stream of leadership talent from which the leaders of the future will come.

Individuals will, and should be encouraged to, map their own particular and unique route through the leadership pathway. It is not intended to be used in a rigidly linear way.

All leadership roles share some common skills and attributes, particularly working with and influencing others to improve the learning experiences for all learners. However, at different stages in the leadership journey the individual will have different sets of needs. The pathway will help identify and design opportunities for those preparing for leadership roles, those newly appointed, and those with substantial experience. It is crucial that opportunities exist for leaders at all stages in this journey.

Leaders will be encouraged to participate in a range of professional learning activities at individual, group, establishment, consortium and national levels. These activities should include experience in a variety of leadership roles, activities and posts, either on a permanent or temporary basis. These activities will vary in delivery, but should include individual and collaborative working as well as participation in online learning. It is important to note that many of the aspects identified in the pathway can be pursued in the course of existing roles.

Much of the professional learning outlined in this model will be self-directed learning, where individuals take responsibility for their own development. This is a process by which individuals take the initiative, in diagnosing their learning needs and aspirations, identifying learning goals and the associated resources for learning, participating in professional learning and professional enquiry and evaluating the outcomes of that learning. To facilitate this, professional learning has to be a key focus of the leadership and culture of the school and the wider system.

# Leadership milestones

## 1. Practising teacher

All teachers have a responsibility to lead learning and teaching in their classrooms, in order to meet the needs of all learners. This is achieved in a number of ways: the close scrutiny of learners' learning needs, the continued drive to develop effective and innovative approaches to pedagogic practice, the building of knowledge and understanding about learning and by leading and working collaboratively with colleagues to review and enhance pedagogic practice across the school.

## 2. Aspiring leader

Those who are aspiring to the substantive role but do not yet have the formal responsibility of the role.

## 3. Middle leader

Middle leaders in schools will have different areas of responsibility which may include curriculum leadership, departmental or phase leadership, pastoral leadership, leadership in additional support provision, or leadership of specific school improvement priorities. They will have line management responsibility for a team of staff; lead a team delivering a specific area of provision; or a team involved in development activities. In taking their particular areas of responsibilities forward, middle leaders contribute to the school improvement agenda particularly in building a culture of learning to address the needs of all learners, while also contributing to the development of capability more generally.

## 4. Senior leader

Leaders who have overall responsibility for an aspect of leadership across an establishment. This includes senior curriculum/pastoral leaders and members of a senior leadership team, such as assistant or deputy headteachers.

## 5. Aspiring headteacher

Those who are aspiring to the substantive role but do not yet have the formal responsibility of the role.

## **6. Newly appointed headteacher**

Headteachers, working with others, establish, sustain and enhance a culture of learning in collaboration with the whole school community to ensure that every learner achieves their potential. Headteachers are accountable for ensuring that the context and culture is set for others to lead effectively and that there is a clear and agreed focus on self-evaluation and improvement. They have a crucial role in supporting leadership development in others, to build leadership capacity in the system.

## **7. Experienced headteacher**

All headteachers, including those with many years of experience, will continue to refresh and enhance their practice and to seek new challenges to further their professional development. Established headteachers and others will be able to offer leadership for improvement at a systems level (consortium and national). This will include the ability to offer significant support to peers and other educational establishments or make significant contributions to policy development across consortium and national education systems. It should be noted that in Wales the term 'system leader' is not used as a general descriptor of school leaders but refers to a specific role. 'System leaders' in Wales are appointed by regional consortia to provide professional challenge, monitoring and support to schools.

## **8. Executive headteacher**

By definition, the qualities required of an experienced headteacher will also be subsumed within the executive headteacher role. In addition, Executive headteachers will be accountable for development of the six key areas of leadership across two or more schools. They will offer leadership in the context of specified and purposeful models of school governance and federation. Crucially, they will be able to share and disseminate best practice across schools within the Federation (hard or soft). Adding value via federation-wide collaborative working, under the auspices of an effective overarching staffing structure, will be integral to the role. Federation staff will be deployed flexibly and dynamically by the executive headteacher, who will concentrate particularly upon developing the emerging, middle and senior leadership of others within the partnership of schools. Executive headteachers will also contribute to, and benefit from, leadership development on regional, national and international levels, in order to promote the generic development of this high-level leadership milestone.

The executive headteacher acts as a critical friend for emerging and experienced headteachers within the Federation, and also offers support and advice to others, drawn from the local family of schools and beyond.

# Possible activities

## (by leadership milestone)

### Practising teacher

#### Key area 1: Creating strategic direction

Reflect on your role and contribution to the implementation of the school's vision/development priorities based on a clear understanding of the strategic direction for the school.

#### Key area 2: Leading learning and teaching

Reflect on the effectiveness of your teaching and learner's learning. Participate in collaborative lesson planning, observation and feedback. Use data at classroom level to monitor progress and plan for development. Be aware of the Core Data set and the implications for your teaching.

#### Key area 3: Developing and working with others

Reflect on professional relationships with colleagues and how collaboration and professional dialogue is developed and maintained. Participate meaningfully in team meetings and when other opportunities for working with others arise (e.g. professional learning community (PLC) work).

#### Key area 4: Managing the school

Is aware of whole-school policies, plans and procedures and implements them confidently within own areas. Participates in evaluation of and reviews of school policies, plans and procedures.

#### Key area 5: Securing accountability

Involve learners and support staff in determining levels of distributed leadership within the classroom and is then able to hold them accountable using evidence-based systems which are clearly understood.

#### Key area 6: Strengthening the community focus

Is aware of the specific community in which the school is located and the diversity represented by the learners being taught. Is aware of any barriers to achievement which learners may be facing especially in relation to the effects of poverty. Works in partnership with colleagues in other schools (PLC). Creates and maintains effective partnerships with parents/carers.

# Aspiring leader

## Key area 1: Creating strategic direction

Consider how you can increase your contribution to aspects of the implementation of the strategic direction of the school by collaborating with others in joint practice development.

## Key area 2: Leading learning and teaching

Gain experience in lesson observation and providing feedback in a variety of contexts. Gain experience of analysing school, local and national data, drawing conclusions and suggesting areas for improvement.

## Key area 3: Developing and working with others

Gain experience in developing and working with others by seeking opportunities to lead a specific initiative or shadow a more experienced colleague. Consider the factors which make effective team work and the behaviour of leaders in securing these. Consider how leaders are accountable to others as well as holding others to account.

## Key area 4: Managing the school

Gain experience of the factors which influence policies, plans and procedures such as school budgets possibly through role shadowing. Take opportunities to observe governing body at work.

## Key area 5: Securing accountability

Consider taking responsibility for an improvement outside the areas you are responsible for and then holding yourself and other contributors to account for the outcomes using appropriate self-evaluation systems.

## Key area 6: Strengthening the community focus

Consider leading a collaborative project with colleagues from other schools (PLC). Explore additional links which can be made between the school and local and wider communities. Identify how such links will have appositive impact on learner standards and well-being.

# Middle leader

## Key area 1: Creating strategic direction

Take responsibility for the effective implementation of aspects of the school's vision and performance outcomes within your area. Share this vision with your team and others by producing and implementing an evidence-based development plan based on clear success criteria.

## Key area 2: Leading learning and teaching

Take responsibility for evaluating standards of teaching and learning across a subject or curriculum area. Work to ensure consistency of expectations and practice across the area of responsibility. Identify areas for improvement and good practice. Share these with your team and others by producing and implementing an evidence-based development plan which includes identified outcomes and impact. Identify, model and share good practice through involvement with learning and teaching work across and beyond the school.

## Key area 3: Developing and working with others

Model learning and self-reflection. Take responsibility for supporting and challenging individuals or groups to deliver improvement to achieve excellence. Lead by example in setting high expectations for self and others. Promote a positive ethos of collaborative team working. Be aware of team dynamics and use appropriate leadership style to get the best out of all members. Use system opportunities such as performance management and professional learning activities to encourage team and individual development.

## Key area 4: Managing the school

Takes responsibility for ensuring consistent implementation of agreed policies, plans and procedures across areas you are responsible for. Implements self-evaluation procedures in line with whole-school policy.

## Key area 5: Securing accountability

Implementing agreed school systems for accountability within the areas you are responsible for. Being accountable to the team and the wider school for your own contribution. Preparing reports on the work and standards achieved in the area you are responsible for. Having clear systems in place which recognise the accountabilities and contribution of others.

## Key area 6: Strengthening the community focus

Take responsibility for developing an ethos of collaboration with colleagues from beyond the school. Maximise community partnerships and opportunities for learners to learn from and with their local and wider community. Develop a clear understanding of the characteristics of the local community, e.g. world of work to inform planning.

# Senior leader

## Key area 1: Creating strategic direction

Take responsibility for sharing the school's vision across a number of areas by professional engagement with core and aspiring leadership colleagues. Identify strengths and weaknesses in sharing and implementing the strategic vision across and beyond the school.

## Key area 2: Leading learning and teaching

Identify strengths and weaknesses in learning and teaching across the school. Use data to challenge underperformance and achieve school performance targets. Encourage collaboration across areas to develop school wide good practice. Monitor progress across a range of subject or curriculum areas.

## Key area 3: Developing and working with others

Identify characteristics of effective teams within the school. Encourage collaborative working and mentoring of core leaders to ensure consistent positive ethos of team working across the school. Look for opportunities to develop distributed leadership and the development of individuals including opportunities for aspiring leaders. Model effective behaviours in leading others.

## Key area 4: Managing the school

Has an understanding of the purpose of and means of developing, implementing and monitoring school policies, plans and procedures. Is able to articulate this understanding in the context of contributing to whole-school self-evaluation for improvement.

## Key area 5: Securing accountability

Be able to relate the contribution of individual teams within the school to whole-school achievement. Be able to identify and acknowledge relative contributions. Ensure that self-evaluation and accountability systems are being implemented consistently.

## Key area 6: Strengthening the community focus

Take responsibility for developing opportunities to present the work and achievements of the school to the local and wider community. Take responsibility for developing your knowledge of the needs and resources of the local and wider community and how these can be shared with colleagues. Ensure that all collaborative opportunities with other schools are exploited for the benefit of colleagues across the school.

# Aspiring headteacher

## Key area 1: Creating strategic direction

Explore the moral purpose of whole-school leadership using all six areas of the leadership standards. Consider personal reasons for aspiring to headship. Be prepared to articulate reasons to others. Reflect on experience to date using evidence of previous leadership development activities.

## Key area 2: Leading learning and teaching

Reflect on your own pedagogical practice. Be prepared to articulate an evidence-based rationale for your practice. Consider how a whole-school approach to excellent classroom practice is achieved and maintained. Continue to develop skills of classroom observation data analysis and planning for improvement.

## Key area 3: Developing and working with others

Identify characteristics of effective teams within the school. Encourage collaborative working and mentoring of core leaders to ensure consistent positive ethos of team working across the school. Look for opportunities to develop distributed leadership and the development of individuals including opportunities for aspiring leaders. Model effective behaviours in leading others.

## Key area 4: Managing the school

Develops an awareness of both short- and long-term financial planning. Develops an awareness of personnel issues including appointments. Is able to articulate the connections between financial and staff planning and the implementation of the agreed school development plan (SDP).

## Key area 5: Securing accountability

Consider using professional experience to date what factors contribute to an effective accountability structure. Consider the role of the headteacher and the governing body in securing accountability. Be aware of the procedures which external bodies use in securing accountability. Consider how internal accountability measures relate to these.

## Key area 6: Strengthening the community focus

Consider how relationships with the local and wider communities are developed and maintained. Explore how information about the local and wider community is transferred to colleagues. Consider how the achievements of the school are shared with the local and wider community and how these might be strengthened. Identify the key agencies beyond the school which contribute to overcoming disadvantage and barriers to learning. Inform yourself about their work and practices.

# Newly appointed headteacher

## Key area 1: Creating strategic direction

Working with your mentor identify your professional priorities in relation to implementing and developing the vision and strategic direction of the school. Identify how you will ensure that this vision is shared, understood and acted upon by all.

## Key area 2: Leading learning and teaching

Working with your colleagues and mentor and analysing relevant data identify strengths and weaknesses across the school in learning and teaching. Consider how support for improvement can be secured from within and beyond the school. Consider the consistency of good learning and teaching practice across all areas of the school. Identify areas for further improvement. Take responsibility for ensuring that professional learning related to improving practice is seen as a positive and central message within the school community.

## Key area 3: Developing and working with others

Working with your colleagues and mentor identify strengths and weaknesses across the school in developing and working with others. Lead by example and be able to articulate what is considered best practice in this area. Consider distributed leadership at all levels in the school. Seek to improve opportunities for individual development if necessary.

## Key area 4: Managing the school

In consultation with mentor and the support and challenge offered by the local authority (LA) and other external bodies reviews the policies, plans and procedures within the school to ensure that they accurately support the implementation of the vision and strategic direction for the school.

## Key area 5: Securing accountability

In collaboration with your mentor and other colleagues consider the robustness of the school's accountability systems. Where necessary take action to ensure that the system in place is consistent and effective in holding all staff to account for agreed outcomes. Develop a positive working relationship with the governing body with a clear understanding of your respective roles in securing accountability.

## Key area 6: Strengthening the community focus

Working with colleagues and your mentor ensure that you have a clear and current understanding of the local and wider context in which the school is operating. Invest time in developing good professional relationships with agencies which support the work of the school especially in overcoming barriers to learning. Ensure that the local and wider community has a clear and accurate understanding of the achievements of the school. Identify any barriers to good working relationships with parents/carers.

# Experienced headteacher

## Key area 1: Creating strategic direction

Ensure that the vision for the school reflects a commitment to continuous improvement. Ensure that strategic and operational plans reflect the current and future needs of the school and that these are shared with and implemented by all staff leading to further improvements in standards and well-being. Act as a mentor to aspiring and newly appointed headteachers. Contribute to strategic direction at local and national level.

## Key area 2: Leading learning and teaching

Ensure that professional learning within the school reflects a commitment to continuous improvement. Ensure that all members of the school community are encouraged to focus on the consistent application of excellent learning and teaching practice as the key to improvement. Encourage collaboration to improve practice at all levels within the school and beyond. Act as a mentor to aspiring and newly appointed headteachers. Contribute to identifying and sharing excellent learning and teaching practice at local and national levels.

## Key area 3: Developing and working with others

Ensure that you continue to model best practice in developing and working with others. Reflect on own practice and leadership styles. Consider if these are still relevant to the needs of the school and of colleagues. Look to trusted peers and colleagues to offer feedback on your leadership style in relation to developing others. Act as a mentor to aspiring and newly appointed headteachers.

## Key area 4: Managing the school

Is able to keep the policies, plans and procedures under regular review to ensure that they continue to represent best practice and support the current and future needs of the school. Is able to contribute to the support and challenge offered to other schools. Act as a mentor to aspiring and newly appointed headteachers.

## Key area 5: Securing accountability

Continue to develop distributed leadership while maintaining a rigorous overview of school performance and areas for improvement. Ensure that the governing body receives clear information which enables them to make accountable decisions based on evidence. Ensure that the school is fully prepared for external accountability. Contribute to the wider system by involvement in accountability visits to other schools. Act as a mentor to aspiring and newly appointed headteachers.

## Key area 6: Strengthening the community focus

Take time to review current community relationships and collaborative practices. Consider if the school is making best use of potential partners in the local and wider community. Consider how the school is preparing all learners to take their place as active citizens. Consider your personal presence in the local community and how this contributes to the school playing a central role in the community. Act as a mentor to aspiring and newly appointed headteachers.

# Executive headteacher

## Key area 1: Creating strategic direction

Ensure that the vision for the Federation is based upon continuous and unrelenting improvement, and that this corporate approach is clearly articulated to all learners, staff and other stakeholders. Make sure that the vision is implemented as part and parcel of everyday life in all areas within the Federation.

## Key area 2: Leading learning and teaching

Reflect on how internal 'school-to-school' working can make gains in learning and teaching provision, while also securing links with other schools and similarly-constituted Federations, as a basis for promoting best practice – on regional, national and international scales.

## Key area 3: Developing and working with others

Implement a coherent succession planning model across the Federation, based upon a comprehensive continuous professional development (CPD) programme for all. Think creatively as to how opportunities within the Federation can be grasped by deploying and placing staff flexibly and fluidly, as individual and institutional needs arise and evolve.

## Key area 4: Managing the school

Create a plan to achieve efficient and effective managerial practices across the Federation, supported by coherent and imaginative use of ICT. Investigate how economies of scale are achieved, and how savings can be re-invested within the Federation in order to realise better value for money.

## Key area 5: Securing accountability

Refine the Federation's governance model in order to ensure that responsibilities and lines of accountability are fine-tuned, so that everyone, at all levels, know what is expected of them in order to move the institution continuously forward. Ensure that this review dovetails with the streamlining of external accountability imperatives as they impinge upon the organisation and its component schools.

## Key area 6: Strengthening the community focus

Prepare an ambitious review of the Federation's 'brokering capital' so that productive links may be made with other institutions, many of some renown and significance. Ensure that these productive community links strongly supplement and underpin the learning and teaching of all learners within the Federation.

# Leadership milestone

## (by key area)

### Key area 1: Creating strategic direction

- **Practising teacher:** Reflect on your role and contribution to the implementation of the school's vision/development priorities based on a clear understanding of the strategic direction for the school.
- **Aspiring leader:** Consider how you can increase your contribution to aspects of the implementation of the strategic direction of the school by collaborating with others in joint practice development.
- **Middle leader:** Take responsibility for the effective implementation of aspects of the school's vision and performance outcomes within your area. Share this vision with your team and others by producing and implementing an evidence-based development plan based on clear success criteria.
- **Senior leader:** Take responsibility for sharing the school's vision across a number of areas by professional engagement with core and aspiring leadership colleagues. Identify strengths and weaknesses in sharing and implementing the strategic vision across and beyond the school.
- **Aspiring headteacher:** Explore the moral purpose of whole-school leadership using all six areas of the leadership standards. Consider personal reasons for aspiring to headship. Be prepared to articulate reasons to others. Reflect on experience to date using evidence of previous leadership development activities.
- **Newly appointed headteacher:** Working with your mentor identify your professional priorities in relation to implementing and developing the vision and strategic direction of the school. Identify how you will ensure that this vision is shared, understood and acted upon by all.
- **Experienced headteacher:** Ensure that the vision for the school reflects a commitment to continuous improvement. Ensure that strategic and operational plans reflect the current and future needs of the school and that these are shared with and implemented by all staff leading to further improvements in standards and well-being. Act as a mentor to aspiring and newly appointed headteachers. Contribute to strategic direction at local and national level.
- **Executive headteacher:** Ensure that the vision for the Federation is based upon continuous and unrelenting improvement, and that this corporate approach is clearly articulated to all learners, staff and other stakeholders. Make sure that the vision is implemented as part and parcel of everyday life in all areas within the Federation.

## Key area 2: Leading learning and teaching

- **Practising teacher:** Reflect on effectiveness of your teaching and learner's learning. Participate in collaborative lesson planning, observation and feedback. Use data at classroom level to monitor progress and plan for development. Be aware of the Core Data set and the implications for your teaching.
- **Aspiring leader:** Gain experience in lesson observation and providing feedback in a variety of contexts. Gain experience of analysing school, local and national data, drawing conclusions and suggesting areas for improvement.
- **Middle leader:** Take responsibility for evaluating standards of learning and teaching across a subject or curriculum area. Work to ensure consistency of expectations and practice across the area of responsibility. Identify areas for improvement and good practice. Share these with your team and others by producing and implementing an evidence-based development plan which includes identified outcomes and impact. Identify, model and share good practice through involvement with learning and teaching work across and beyond the school.
- **Senior leader:** Identify strengths and weaknesses in learning and teaching across the school. Use data to challenge underperformance and achieve school performance targets. Encourage collaboration across areas to develop school wide good practice. Monitor progress across a range of subject or curriculum areas.
- **Aspiring headteacher:** Reflect on your own pedagogical practice. Be prepared to articulate an evidence-based rationale for your practice. Consider how a whole-school approach to excellent classroom practice is achieved and maintained. Continue to develop skills of classroom observation data analysis and planning for improvement.
- **Newly appointed headteacher:** Working with your colleagues and mentor and analysing relevant data identify strengths and weaknesses across the school in learning and teaching. Consider how support for improvement can be secured from within and beyond the school. Consider the consistency of good learning and teaching practice across all areas of the school. Identify areas for further improvement. Take responsibility for ensuring that professional learning related to improving practice is seen as a positive and central message within the school community.
- **Experienced headteacher:** Ensure that professional learning within the school reflects a commitment to continuous improvement. Ensure that all members of the school community are encouraged to focus on the consistent application of excellent learning and teaching practice as the key to improvement. Encourage collaboration to improve practice at all levels within the school and beyond. Act as a mentor to aspiring and newly appointed headteachers. Contribute to identifying and sharing excellent learning and teaching practice at local and national levels.
- **Executive headteacher:** Reflect on how internal 'school-to-school' working can make gains in learning and teaching provision, while also securing links with other schools and similarly-constituted Federations, as a basis for promoting best practice – on regional, national and international scales.

## Key area 3: Developing and working with others

- **Practising teacher:** Reflect on professional relationships with colleagues and how collaboration and professional dialogue is developed and maintained. Participate meaningfully in team meetings and when other opportunities for working with others arise (e.g. PLC work).
- **Aspiring leader:** Gain experience in developing and working with others by seeking opportunities to lead a specific initiative or shadow a more experienced colleague. Consider the factors which make effective teamwork and the behaviour of leaders in securing these. Consider how leaders are accountable to others as well as holding others to account.
- **Middle leader:** Model learning and self-reflection. Take responsibility for supporting and challenging individuals or groups to deliver improvement to achieve excellence. Lead by example in setting high expectations for self and others. Promote a positive ethos of collaborative team working. Be aware of team dynamics and use appropriate leadership style to get the best out of all members. Use system opportunities such as performance management and professional learning activities to encourage team and individual development.
- **Senior leader:** Identify characteristics of effective teams within the school. Encourage collaborative working and mentoring of core leaders to ensure consistent positive ethos of team working across the school. Look for opportunities to develop distributed leadership and the development of individuals including opportunities for aspiring leaders. Model effective behaviours in leading others.
- **Aspiring headteacher:** Identify characteristics of effective teams within the school. Encourage collaborative working and mentoring of core leaders to ensure consistent positive ethos of team working across the school. Look for opportunities to develop distributed leadership and the development of individuals including opportunities for aspiring leaders. Model effective behaviours in leading others.
- **Newly appointed headteacher:** Working with your colleagues and mentor identify strengths and weaknesses across the school in developing and working with others. Lead by example and be able to articulate what is considered best practice in this area. Consider distributed leadership at all levels in the school. Seek to improve opportunities for individual development if necessary.
- **Experienced headteacher:** Ensure that you continue to model best practice in developing and working with others. Reflect on own practice and leadership styles. Consider if these are still relevant to the needs of the school and of colleagues. Look to trusted peers and colleagues to offer feedback on your leadership style in relation to developing others. Act as a mentor to aspiring and newly appointed headteachers.
- **Executive headteacher:** Implement a coherent succession planning model across the Federation, based upon a comprehensive CPD programme for all. Think creatively as to how opportunities within the Federation can be grasped by deploying and placing staff flexibly and fluidly, as individual and institutional needs arise and evolve.

## Key area 4: Managing the school

- **Practising teacher:** Is aware of whole-school policies, plans and procedures and implements them confidently within own areas. Participates in evaluation of and reviews of school policies, plans and procedures.
- **Aspiring leader:** Gains experience of the factors which influence policies, plans and procedures such as school budget possibly through role shadowing. Takes opportunities to observe governing body at work.
- **Middle leader:** Takes responsibility for ensuring consistent implementation of agreed policies, plans and procedures across areas you are responsible for. Implements self-evaluation procedures in line with whole-school policy.
- **Senior leader:** Has an understanding of the purpose of and means of developing, implementing and monitoring school policies, plans and procedures. Is able to articulate this understanding in the context of contributing to whole-school self-evaluation for improvement.
- **Aspiring headteacher:** Develops an awareness of both short- and long-term financial planning. Develops an awareness of personnel issues including appointments. Is able to articulate the connections between financial and staff planning and the implementation of the agreed school development plan.
- **Newly appointed headteacher:** In consultation with mentor and the support and challenge offered by the LA and other external bodies reviews the policies, plans and procedures within the school to ensure that they accurately support the implementation of the vision and strategic direction for the school.
- **Experienced headteacher:** Is able to keep the policies, plans and procedures under regular review to ensure that they continue to represent best practice and support the current and future needs of the school. Is able to contribute to the support and challenge offered to other schools. Act as a mentor to aspiring and newly appointed headteachers.
- **Executive headteacher:** Create a plan to achieve efficient and effective managerial practices across the Federation, supported by coherent and imaginative use of ICT. Investigate how economies of scale are achieved, and how savings can be re-invested within the Federation in order to realise better value for money.

## Key area 5: Securing accountability

- **Practising teacher:** Involve learners and support staff in determining levels of distributed leadership within the classroom and is then able to hold them accountable using evidence-based systems which are clearly understood.
- **Aspiring leader:** Consider taking responsibility for an improvement outside the areas you are responsible for and then holding yourself and other contributors to account for the outcomes using appropriate self-evaluation systems.
- **Middle leader:** Implementing agreed school systems for accountability within the areas you are responsible for. Being accountable to the team and the wider school for your own contribution. Preparing reports on the work and standards achieved in the area you are responsible for. Having clear systems in place which recognise the accountabilities and contribution of others.
- **Senior leader:** Be able to relate the contribution of individual teams within the school to whole-school achievement. Be able to identify and acknowledge relative contributions. Ensure that self-evaluation and accountability systems are being implemented consistently.
- **Aspiring headteacher:** Consider using professional experience to date what factors contribute to an effective accountability structure. Consider the role of the headteacher and the governing body in securing accountability. Be aware of the procedures which external bodies use in securing accountability. Consider how internal accountability measures relate to these.
- **Newly appointed headteacher:** In collaboration with your mentor and other colleagues consider the robustness of the school's accountability systems. Where necessary take action to ensure that the system in place is consistent and effective in holding all staff to account for agreed outcomes. Develop a positive working relationship with the governing body with a clear understanding of your respective roles in securing accountability.
- **Experienced headteacher:** Continue to develop distributed leadership while maintaining a rigorous overview of school performance and areas for improvement. Ensure that the governing body receives clear information which enables them to make accountable decisions based on evidence. Ensure that the school is fully prepared for external accountability. Contribute to the wider system by involvement in accountability visits to other schools. Act as a mentor to aspiring and newly appointed headteachers.
- **Executive headteacher:** Refine the Federation's governance model in order to ensure that responsibilities and lines of accountability are fine-tuned, so that everyone, at all levels, know what is expected of them in order to move the institution continuously forward. Ensure that this review dovetails with the streamlining of external accountability imperatives as they impinge upon the organisation and its component schools.

## Key area 6: Strengthening the community focus

- **Practising teacher:** Is aware of the specific community in which the school is located and the diversity represented by the learners being taught. Is aware of any barriers to achievement which learners may be facing especially in relation to the effects of poverty. Works in partnership with colleagues in other schools (PLC). Creates and maintains effective partnerships with parents/carers.
- **Aspiring leader:** Consider leading a collaborative project with colleagues from other schools (PLC). Explore additional links which can be made between the school and local and wider communities. Identify how such links will have apposite impact on learner standards and well-being.
- **Middle leader:** Take responsibility for developing an ethos of collaboration with colleagues from beyond the school. Maximise community partnerships and opportunities for learners to learn from and with their local and wider community. Develop a clear understanding of the characteristics of the local community, e.g. world of work to inform planning.
- **Senior leader:** Take responsibility for developing opportunities to present the work and achievements of the school to the local and wider community. Take responsibility for developing your knowledge of the needs and resources of the local and wider community and how these can be shared with colleagues. Ensure that all collaborative opportunities with other schools are exploited for the benefit of colleagues across the school.
- **Aspiring headteacher:** Consider how relationships with the local and wider communities are developed and maintained. Explore how information about the local and wider community is transferred to colleagues. Consider how the achievements of the school are shared with the local and wider community and how these might be strengthened. Identify the key agencies beyond the school which contribute to overcoming disadvantage and barriers to learning. Inform yourself about their work and practices.
- **Newly appointed headteacher:** Working with colleagues and your mentor ensure that you have a clear and current understanding of the local and wider context in which the school is operating. Invest time in developing good professional relationships with agencies which support the work of the school especially in overcoming barriers to learning. Ensure that the local and wider community has a clear and accurate understanding of the achievements of the school. Identify any barriers to good working relationships with parents/carers.
- **Experienced headteacher:** Take time to review current community relationships and collaborative practices. Consider if the school is making best use of potential partners in the local and wider community. Consider how the school is preparing all learners to take their place as active citizens. Consider your personal presence in the local community and how this contributes to the school playing a central role in the community. Act as a mentor to aspiring and newly appointed headteachers.
- **Executive headteacher:** Prepare an ambitious review of the Federation's 'brokering capital' so that productive links may be made with other institutions, many of some renown and significance. Ensure that these productive community links strongly supplement and underpin the learning and teaching of all learners within the Federation.