

WOODARD ACADEMIES TRUST STANDARDS FOR LEADERSHIP & MANAGEMENT

In addition to meeting the Standards expected of teachers, those teaching colleagues in receipt of additional remuneration for posts of leadership and management are expected to perform their roles with regard to the Woodard Leadership Standards. These Leadership Standards should be considered in relation to the scale and scope of the post and differentiated accordingly. They offer a framework for reflection for our leaders and for those involved in their appraisal.

WAT Standards for Leadership & Management	
<p>STRATEGIC THINKING:</p> <ul style="list-style-type: none"> • Keeps an eye on the “big picture” • Plans, analyses, anticipates and monitors for the future • Supports the Sponsor’s vision and aims with “cabinet responsibility” • Incorporates national and WAT policy changes into academy strategy 	<p>DEVELOPING SELF:</p> <ul style="list-style-type: none"> • Regularly reviews own practice • Identifies personal behaviours and seeks to manage them appropriately • Sets personal targets • Takes responsibility for own personal development using recent research in CPD and policy planning.
<p>SECURING ACCOUNTABILITY:</p> <ul style="list-style-type: none"> • Communicates high expectations and sets clear objective for groups and individuals • Holds others accountable for performance • Accepts responsibility for the performance of others 	<p>DEVELOPING OTHERS:</p> <ul style="list-style-type: none"> • Sets a good professional example • Responds to individuals’ needs and matches them to the needs of the school • Coaches others by being accessible, listening, being supportive, challenging and giving honest feedback
<p>TEAM BUILDING:</p> <ul style="list-style-type: none"> • Keeps colleagues informed • Seeks and values their views • Empowers them by delegating responsibility • Consciously develops an atmosphere of teamwork by involving all • Recognises and rewards performance 	<p>RELATIONSHIP BUILDING:</p> <ul style="list-style-type: none"> • Consistently acts to maintain self-esteem of colleagues • Demonstrates sensitivity to and respect for others’ views and feelings. • Models professional relationships

WAT LEADERSHIP STANDARDS

These Standards embody three key principles, namely that the work of our Principals and senior leaders should:

- be learning-centered
- focused on *leadership*
- reflect the highest possible professional standards

Whilst the WAT Leadership Standards draw extensively on the National Standards for Headteachers 2004 they also reflect the unique and invaluable role that our Principals and senior leaders play in supporting the Trust’s vision. They are captured below in six thematic strands, with no hierarchical relationship, and offer a framework for reflection for those involved in the appraisal of Principals and senior leaders.

1. SHAPING THE FUTURE

Critical to the role of Principal is working with the Sponsor and others to create a shared vision and strategic plan for the academy that inspires and motivates pupils, staff and all other members of the academy community. This vision should express the core educational values and moral purpose of the Sponsor and be inclusive of stakeholders’ values and beliefs. The academy self-evaluation and strategic planning process is critical to sustaining school improvement and ensuring that the academy moves forward for the benefit of its pupils.

Knowledge	Professional Qualities
<p>Knows about:</p> <ul style="list-style-type: none"> - Local, national and global trends - Ways to build, communicate and implement a shared vision - Self-Evaluation and strategic planning processes - Strategies for communication both within and beyond the school - New technologies, their use and impact - Leading change, creativity and innovation 	<p>Is committed to:</p> <ul style="list-style-type: none"> - A collaborative school vision of excellence and equity that sets high standards for every pupil - The setting and achieving of ambitious, challenging goals and targets - The use of appropriate new technologies - Inclusion and the ability and right of all to be the best they can be
<p>Is able to:</p> <ul style="list-style-type: none"> - Think strategically, build and communicate a coherent vision in a range of compelling ways - Inspire, challenge, motivate and empower others to carry the vision forward - Model the values and vision of the Sponsor through the development of the academy 	

2. LEADING TEACHING & LEARNING

WAT Principals have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

Knowledge	Professional Qualities
<p>Knows about:</p> <ul style="list-style-type: none"> - Strategies for raising achievement and achieving excellence - The development of a personalised learning culture within the academy - Models of learning and teaching - The use of new and emerging technologies to support learning and teaching - Principles of effective teaching and assessment for learning - Models of behaviour and attendance management - Strategies for ensuring inclusion, diversity and access - Curriculum design and management - Tools for data collection and analysis - Using research evidence to inform teaching and learning - Monitoring and evaluating performance - Strategies for developing effective teachers 	<p>Is committed to:</p> <ul style="list-style-type: none"> - The raising standards for all in the pursuit of excellence - The continuing learning of all members of the academy community - The entitlement of all pupils to effective teaching and learning - Choice and flexibility in learning to meet the personalised learning needs of every child
<p>Is able to:</p> <ul style="list-style-type: none"> - Demonstrate personal enthusiasm for and commitment to the learning process - Demonstrate the principles and practice of effective teaching and learning - Access, analyse and interpret information - Initiate and support research and debate about effective learning and teaching and develop relevant strategies for performance improvement - Acknowledge excellence and challenge poor performance across the school 	

3. DEVELOPING SELF AND WORKING WITH OTHERS

Effective relationships and communication enables Principals to work with and through others. Effective Principals manage themselves and their relationships well and build a professional learning community that enables others to achieve. Through appraisal and effective continuing professional development practice, the Principal supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, Principals should be committed to their own continuing professional development.

Knowledge	Professional Qualities
<p>Knows about:</p> <ul style="list-style-type: none"> - The significance of interpersonal relationships, adult learning and models of continuing professional development (CPD) - Strategies to promote individual and team development - Building and sustaining a learning community - The relationship between managing performance, CPD and sustained school improvement - The impact of change on organisations and individuals 	<p>Is committed to:</p> <ul style="list-style-type: none"> - Effective working relationships - Shared leadership - Effective team working - Continuing professional development for self and all others within the school
<p>Is able to:</p> <ul style="list-style-type: none"> - Foster an open, fair, equitable culture and manage conflict - Develop, empower and sustain individuals and teams - Collaborate and network with others within and beyond the academy - Challenge, influence and motivate others to attain high goals - Give and receive effective feedback and act to improve personal performance - Accept support from others including colleagues, representatives of the academy council and the Trust 	

4. MANAGING THE ORGANISATION

Principals and senior leaders need to provide effective organisation and management of the academy and seek ways of improving organisational structures and functions based on rigorous self-evaluation. They should ensure that the academy and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the academy to build capacity across the workforce and ensure resources are deployed to achieve value for money. Principals should also seek to build successful organisations through effective collaborations with others both within and beyond the Trust.

Knowledge	Professional Qualities
<p>Knows about:</p> <ul style="list-style-type: none"> - Models of organisations and principles of organisational development - Principles and models of self-evaluation - Principles and practice of earned autonomy - Principles and strategies of academy improvement - Project management for planning and implementing change - Policy creation, through consultation and review - Informed decision-making - Strategic financial planning, budgetary management and principles of best value - Appraisal and HR functions - Legal issues relating to managing a school 	<p>Is committed to:</p> <ul style="list-style-type: none"> - Distributed leadership and management - The equitable management of staff and resources - The sustaining of personal motivation and that of all staff - The developing and sustaining of a safe, secure and healthy academy environment - Collaborating with others in order to strengthen the academy's organisational capacity and contribute to the development of capacity in other academies within the Trust
<p>Is able to:</p> <ul style="list-style-type: none"> - Establish and sustain appropriate structures and systems - Manage the academy efficiently and effectively on a day-to-day basis - Delegate management tasks and monitor their implementation - Prioritise, plan and organise themselves and others - Make professional, managerial and organisational decisions based on informed judgements - Think creatively to anticipate and solve problems 	

5. SECURING ACCOUNTABILITY

With values at the heart of their leadership, Principals and senior leaders have a responsibility to the whole academy community. In carrying out this responsibility, Principals are accountable to a wide range of groups, particularly pupils, parents, carers, the academy council and the Trust. They are accountable for ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole academy community and for contributing to the wider development of the Trust.

Knowledge	Professional Qualities
<p>Knows about:</p> <ul style="list-style-type: none"> - Statutory educational frameworks - The contribution that education makes to developing, promoting and sustaining a fair and equitable society - The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of academy life, including challenging poor performance - The principles and practice of quality assurance systems, including academy review, self-evaluation and appraisal - Stakeholder and community engagement in, and accountability for, the success and celebration of the academy's performance 	<p>Is committed to:</p> <ul style="list-style-type: none"> - Principles and Practice of academy self-evaluation - The academy working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all its pupils - Individual, team and whole-academy accountability for pupil learning outcomes
<p>Is able to:</p> <ul style="list-style-type: none"> - Demonstrate political insight and anticipate trends - Engage the academy community in the systematic and rigorous self-evaluation of the work of the academy - Collect and use a rich set of data to understand the strengths and weaknesses of the academy - Combine the outcomes of regular academy self-review with Trust and external evaluations in order to develop the academy 	

6. STRENGTHENING COMMUNITY

Each academy exists in a distinctive social context, which has a direct impact on what happens inside the academy. Academy leadership should commit to engaging with the internal and external community to secure equity and entitlement. Principals and senior leaders should collaborate with other schools within and beyond the Trust in order to share expertise and bring positive benefits to their own and other academies. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children. Principals share responsibility for leadership of the wider educational system and should be aware that academy improvement and community development are interdependent.

Knowledge	Professional Qualities
<p>Knows about:</p> <ul style="list-style-type: none"> - Current issues and future trends that impact on the academy community - The rich and diverse resources within local communities – both human and physical - The wider curriculum beyond the academy and the opportunities it provides for pupils and the academy community - Models of academy, home, community and business partnerships - The work of other agencies and opportunities for collaboration within and beyond the Trust - Strategies which encourage parents and carers to support their children’s learning - The strengths, capabilities and objectives of other academies within the Trust 	<p>Is committed to:</p> <ul style="list-style-type: none"> - Effective team work within the academy and with external partners - Work with other agencies for the well-being of all pupils and their families - Involvement of parents and the community in supporting the learning of children and in defining and realising the academy vision - Collaboration and networking with other schools within and beyond the Trust to improve outcomes
<p>Is able to:</p> <ul style="list-style-type: none"> - Recognise and take account of the richness and diversity of the academy’s communities - Engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities - Listen to, reflect and act on community feedback - Build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils 	