**Darwen Aldridge Community Academy– Middle Leaders’ Standards**

**1 Have an uncompromising and highly successful drive to improve**

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| **The leader’s……** | | |  |
|  | **Qualities** | **Behaviours (What do we see the leader doing?)** | **Leadership outcomes (What do we see going on in the faculty / key stage?)** |
| 1 | Ambition | Setting high targets and challenges  Sharing a vision  Leading/managing improvement | Ambitious and aspirational targets from pupils and staff  Shared vision within faculty/department  Continual improvement |
| 2 | Dedication and commitment | Doing your job well  Passionate about subject area  Leading by example | Good personal results  Faculty staff have good results  Hardworking staff and pupils  Aspirational staff within faculty/department |
| 3 | Attention to detail. | Being organised  Being self-reflective/self-evaluation  Action Planning  Striving to improve ‘Pursuit of Excellence’ | Staff are equally self-reflective  Deadlines are met  Staff are willing to take on additional roles.  Continual improvement |

**2. High expectations for all pupils**

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| **The leader’s……** | | |  |
|  | **Qualities** | **Behaviours** | **Leadership outcomes** |
| 1 | Accountability and organisation | Data/results analysis  Faculty monitoring and evaluation  Parental involvement  Controlling the ‘controllables’  Continuous QA  Visibility | Data tracking and QA processes (including lesson observation records)  Student/parent questionnaires  Student voice  Awareness of strengths and areas for development  Identification of gaps in class and out  Student progression |
| 2 | High expectations | Modelling/Leading by example  Sharing good practice  Sharing expectations with students/staff/parents  Effective communication  Awareness of rewards/sanctions  Absolute consistency around Academy protocols | QA process including learning walks and lesson observations  Questionnaires  Student voice  Results  Ideal classroom climate that promotes learning  Mutual respect |
| 3 | Passion and enthusiasm | Provide opportunities for extra-curricular activities within or outside subjects and in or out of the classroom  Promote faculty/departmental area at every opportunity.  Regular student voice  Regular QA  High visibility  Curriculum design around powerful knowledge  Cultural capital | Positive Student voice  Displays of out of classroom learning  Lesson observations  Uptake of activities  Questionnaires  Data to support a student’s continuation of subject at A Level/BTEC  Confident students  Improving long term recall  High standards |
| 4 | Resilience | Provide opportunities for failure/reflection  Developing independence  Key piece development  Opportunities for practice in lessons  Insist on 100% from staff and students  Providing regular opportunities for feedback from students and staff. | Excellent results  QA processes  Student Voice  Record of liaison with pastoral staff  Confident students with no fear of failure  Identification of gaps in student knowledge, staff practice.  Staff challenging students to accelerate progress  Evidence of progress through closing gaps |

**3 Maintain a relentless focus on teaching and learning**

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| **The leader’s……** | | |  |
|  | **Qualities** | **Behaviours** | **Leadership outcomes** |
| 1 | Good subject knowledge | Providing opportunities for relevant CPD  Regular faculty development  Sharing best practice  Identification of powerful knowledge  Production of Teacher Guidance Documentation  Rigorous assessment protocols  Awareness of national assessment protocols  Communicating well  Supporting faculty  Networking | Knowledgeable staff  Consistency across the faculty  Appropriate resources/well designed schemes of work that focus on progress  Rigorous assessment model in place  Awareness of national curriculum changes |
| 2 | Flexible – willingness to change  Open to new ideas | Sharing good practice  Trying new things (where appropriate)  Being daring  Providing opportunities for curriculum development  Promotion of regular faculty observation  Instilling a supportive environment | A wider range of learning opportunities/techniques identifiable through work scrutiny, lesson observations  Increased effectiveness  Shared ownership  Upskilled staff |
| 3 | Reflective approach to planning | Asking for student/staff feedback  Opportunities to share ideas across faculties  Knowing the students and adapting methods accordingly  Opportunity for joint/shared planning  Promoting autonomy  Supporting new staff  Promotion of regular faculty observation | Students gain a greater sense of ‘ownership’ and involvement  Well planned lessons  Understanding of subject material  Staff/student confidence in lessons and at home learning  Increased quality of homework/assessments  Lessons that consolidate powerful knowledge.  Increased use of effective models and scaffolds. |
| 4 | Drive and desire | Positivity and enthusiasm  Knowing “why”  Establishing pace and high standards  Regular QA of staff practice and student engagement/progress  Involvement in coaching to develop practice/pedagogy  Real Time Feedback and coaching during learning walks | Students recognise the purpose and relevance of the learning activities so that we are all working to the same goal  Positive learning environment  Increased effectiveness of teaching and learning.  Consistency in use of protocols  Effective working relationships between staff and between students |

**4. To promote a deep understanding of pupils’ ability and progress**

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| **The leader’s……** | | |  |
|  | **Qualities** | **Behaviours** | **Leadership outcomes** |
| 1 | Empathy and Awareness | Awareness of student prior attainment and barriers to learning  Awareness of student aspirational targets  Establish a risk register based on data collated  Sharing knowledge of PA, barriers and targets with staff.  Regular collaborative review of progress to identify areas of excellence and underperformance.  Sharing of excellence to reduce areas of underperformance.  Create a distribution of ownership model amongst faculty/department staff. | Staff plan and ‘differentiate’ /scaffold based on students’ needs  Staff share good practice and resources  Staff who support each other and the faculty leaders  Teamwork  Wellbeing a priority- no one person is overwhelmed  ‘Smart’ working and balanced workload for all  Emerging  All staff making a valued contribution |
| 2 | Professional Knowledge | Faculty/Departmental Planning  Production of FEF (Faculty Evaluation plan)  Production of FIP (Faculty Improvement plan) focussed on raising standards.  Curriculum Planning  Production of a robust curriculum plan/sequence to focussed on developing long term memory of identified powerful knowledge.  Realistic running orders to ensure knowledge delivery.  Assessment  Production of key pieces that assess retention of identified powerful knowledge.  Assessment pieces that focus on finding gaps in student knowledge.  Marking and Feedback  Production of marking/feedback policy focussed on book housekeeping and qualitative teacher feedback of key piece work.  Provide opportunity within curriculum for regular review of student progress to allow identification of gaps and provide time to close identified gaps and ensure mastery.  Lead by example in the delivery of the curriculum, use of assessment and marking and feedback to promote mastery.  Delegation | All faculty staff know faculty priorities, gaps and strengths, can articulate these and know how they contribute  Useful staff feedback in exercise books (informative/developmental)  Intervention based on individual needs including pastoral and academic  Students engaged with a strong curriculum including out of class learning experiences  Students who know their gaps in learning and can articulate this  Pride in work of staff and students  Barriers to learning lifted and feedback consistent across faculty |
| 3 | Ambition | Recognising excellence and utilising through delegation.  Provide ownership amongst faculty staff  Regular review of FIP, Curriculum, assessment, marking and feedback through continuous QA.  Further action planning to improve achievement.  Celebrate success  Visibility  Challenging pupils and staff  Recognising achievement and reward | Early intervention from staff  High expectations of student performance  Staff pride in faculty and academy |

**5. Hold staff to account for their professional conduct and practice**

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| **The leader’s……** | | |  |
|  | **Qualities** | **Behaviours** | **Leadership outcomes** |
| 1 | Integrity | No gossiping  No undermining other leaders  Respecting others  Being supportive  Production of Faculty/Departmental portfolio of evidence | Mutual respect  Discretion  Pride |
| 2 | Resilience | ‘Can do – no excuses’ culture  Staying calm  ‘Absolute’ consistency  Never give up if you know it is right  Awareness of capability protocols | Staff being aware of and responding to routines/expectations  High level of faculty well being |
| 3 | Honesty | Openness  Trustworthiness  Communicating effectively  Lead by example  Role modelling | Good lines of communication  Positive  Everybody working as a team  Staff stepping forward and taking risks |
| 4 | Aspiration | Sharing vision  Managing to achieve vision  Leading by example  Researching new initiatives  Challenging staff to achieve excellence  Setting challenging appraisal targets  Ensuring consistency | Staff have high expectations for pupils and themselves  High performance from all |

**6. Develop effective relationships with fellow professionals**

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| **The leader’s……** | | |  |
|  | **Qualities** | **Behaviours** | **Leadership outcomes** |
| 1 | Support | Being there for team members  Giving advice  Supporting high staff morale  Celebrating success  Delegation to increase ownership | Happy Staff  Attendance  Staff willing to get involved |
| 2 | Communication | Communicating in a nice way  (Not just email)  Take the time to ‘Praise in Public, Reprimand in Private’  Saying ‘thank you’  Establishing clear channels  Adopt an open door policy | Getting out and about visiting other people  Building relationships  Staff asking for feedback and no closed doors  Sharing outside of faculty and within faculty |
| 3 | Induction | Welcoming staff new to the school and making them feel welcome  Knowing procedures  Awareness of Core Values  Awareness of Protocols/systems  Time provided to induct and share systems  Time provided to observe within and outside of department/faculty. | Clear induction process in faculty  New staff up and running quickly and confident of support |

**7. Build and maintain a positive team culture**

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| **The leader’s……** | | |  |
|  | **Qualities** | **Behaviours** | **Leadership outcomes** |
| 1 | People skills and intuition | Understanding personal circumstances  Playing to strengths  Supporting areas of weakness  Providing an environment that allows staff and students to take risks without fear of failure. | A dedicated and communicative team  Sense of value/worth  Happier environment  Better working relationships  Trust  Lack of gossip and a positive faculty |
| 2 | Vision | Communicating clearly  Leading staff and students towards achieving vision  Being involved  Review achievement, celebrate and action plan next steps.  Knowing what needs to be done. | Ownership  Collaboration  Consistent (outcomes and goals)  Pride in faculty work and contribution |
| 3 | Open mindedness | Listening  Valuing opinions  Not always taking lead  Presenting opportunities for others | Collaboration  Voice for all  More refined ideas (post discussion)  Staff taking on new projects |
| 4 | Approachable | Holding formal and informal meetings  Listening well  Focusing on wellbeing  Regular collaboration | Communication  Awareness  Honesty  Transparency/open culture |

**8. Ensure academic achievement for all**

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| **The leader’s……** | | |  |
|  | **Qualities** | **Behaviours** | **Leadership outcomes** |
| 1 | Support for faculty | Encouraging others to share best practice  Valuing guidance  HQ teaching  Adaptability  Relevant CPD  Induction Programme  NQT/RQT programme  Being a Coach/supporting coaching programme  Giving Real Time Feedback  Performance management  Raising standards programme  Networking opportunities | CPD programme  QA processes  Programme for sharing good practice  Staff willing to be key coaches  Staff supporting others across the academy  Highly effective practice |
| 2 | Support for students | Establishing intervention opportunities  Forging relationships and developing trust  High quality teaching  Opportunities for cultural capital  Regular student voice  High quality written feedback  Insistence on mastery | Programme of intervention  Results  Positive student and parental voice |
| 3 | Enthusiasm and passion | Positive body language and tone  Exemplary attendance  Extracurricular opportunities  Roles within faculty to achieve vision  Leading by example | QA process  Student Voice  Strong uptake of subject by students |

**9. Have a positive impact on spiritual, moral, social and cultural development**

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| **The leader’s……** | | |  |
|  | **Qualities** | **Behaviours** | **Leadership outcomes** |
| 1 | Understanding tolerance and empathy | Pupil knowledge  Provide opportunity  Departmental/faculty audit  Focussed approach to teaching SMSC (signposted in curriculum)  Intervening  Challenging environment  Intolerance  Understanding of different viewpoints | Caring  Understanding and less confrontational  Individuals feel valued  Wider curriculum opportunities evident and enjoyed by staff and students |
| 2 | Fairness of justice | Allow opportunities for debate  Not forcing your personal opinion  Listening to all sides of a dispute  Being consistent  Issuing consequences and rewards | Issues are dealt with effectively  Consistent approach across the school  Student and staff voice |
| 3 | Caring instinct | Awareness of students/staff  Supporting and offering pastoral care  Communicating as individuals  Providing opportunities for students | Happy students and staff  Valued students and staff |
| 4 | High expectations | Monitoring outcomes of progress  Identifying those under potential Developing resilience | All students challenged to achieve  All staff achieving highly and great ambition for faculty and students |

**Aldridge Education Operating Norms**

