



Outstanding outcomes for children

The best for everyone to get the best from everyone

Knowledge to empower
Education with ambition
Leadership at every level
Continuous improvement



The GLA Leadership Standards and Progression Tool

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The GLA School Leader Standards

Steve Savory - CEO



“The best leadership allows people to feel valued and safe. This in turn creates the supportive environment for people to become the best versions of themselves. These are the outstanding outcomes we are committed to for all our young people and adults. We welcome anyone who can share our vision and join our journey of organisational and personal growth, embracing the challenge and satisfaction this brings.”

‘Leadership at every level

A strong focus on leadership permeates our model. Everyone can benefit from the development of leadership skills. Our focus on leadership also extends to succession planning, talent management and enhanced career options for leaders across our schools.

Growing our own teachers and leaders and deploying them across the Trust as opportunities arise embeds our values, facilitates the sharing of best practice and promotes sustainability.

GLA Trust believes in succession planning as a means of attracting, developing and retaining the best talent, while not compromising on ensuring high calibre individuals in key leadership posts. As the GLA is a MAT with multiple sites, this provides greater opportunity for internal movement for development and promotion purposes. Where internal candidates are not currently available or ready for promotion these will be supplemented by external recruitment.

In support of the development of our leadership pipeline, the GLA is committed to:

- Providing criteria and assessment for inclusion in leadership pipeline underpinned by the DFE Headteachers’ Standards 2020
- Supporting with Individual Development Plans for leadership candidates as part of performance management
- Securing robust selection methods for internal [and external] candidates
- Providing formal transition plans for all newly appointed leaders
- Funding training for the National Professional Qualification for Headship (NPQH)
- Identifying and outlining preferred external recruitment methods.

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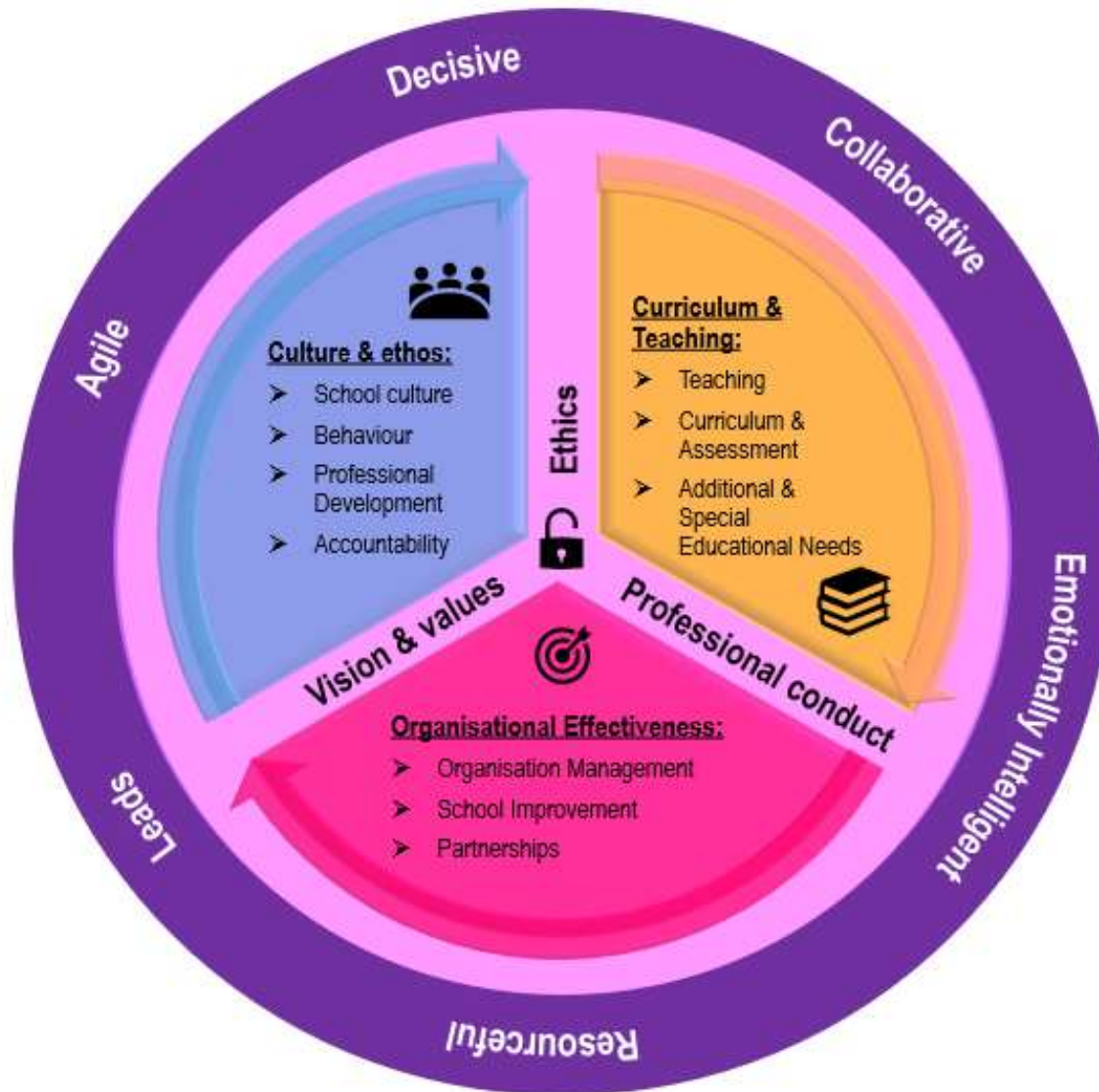
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The GLA Leadership Standards - Overview

The leadership standard has 3 distinct domains and build on from the expectation that the **teachers' standards** are met.



The GLA Leadership Standards

The 3 domains are as follows:

Section 1: Professional conduct, ethics, vision and values – this is developed from Part 2 of the teachers' standards

Section 2: Behaviours – these outline the key leadership behaviours expected from any teacher with a leadership responsibility

Section 3: These build on the teachers' standards with an additional 4 standards that focus on leadership responsibilities. There is no hierarchy to these:

Culture & ethos

Curriculum & teaching

Organisational effectiveness

Domain 1: Professional conduct, ethics, vision and values

Leaders are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the **teachers' standards** and be responsible for providing the conditions in which teachers can fulfil them. Leaders uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- Selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Leaders uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, GLA leaders:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, GLA leaders will:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Vision is essential in defining your school or team's strategic direction and purpose; focusing on its goals and future aspirations. The vision statement is about what you want to become and is a powerful motivational tool for building reputation and engagement, generating a common goal and offering a possibility for fundamental change; it serves to motivate stakeholders such as students, parents, staff, and governors internally.

Domain 2: Behaviours

These are the essential behaviours that a GLA Leader needs to demonstrate in order to undertake their role:

Agile	Is adaptable, flexible, reflective and capable of leading and managing change.
Decisive	Can identify and consider options, make recommendations and robustly defend decisions in a timely manner, using evidence to support proposals.
Leads	Inspires and motivates others within their team, school/ GLA Trust and the wider profession. Leads functions, people and/or projects within the remit of their autonomy and responsibility.
Collaborative	Works effectively and inclusively both within their own school, across the GLA and outside of the organisation so individuals, teams and the learning community can benefit from shared capacity and knowledge.
Resourceful	Uses resources, information and knowledge to overcome obstacles and finds creative/ innovative solutions to develop self, team and/or organisation.
Emotionally intelligent	Manages and uses emotional intelligence when problem-solving and considers new innovations and change. Demonstrates confidence and the ability to negotiate, challenge and influence alongside care for others, diplomacy, approachability and resilience. Demonstrates both contextual and professional self-awareness.

Domain 3: Culture & ethos; curriculum & teaching; organisational effectiveness

The standards in domain 3 cover interlinked aspects of leadership roles (taken from the Head Teacher Standards). They are underpinned by the other two domains and there is no hierarchy to these and they form the spine of the progression model for leaders, the detail of which is outlined from page 9:

Aspect 1. Culture and ethos

- school culture
- behaviour
- professional development
- Accountability

Aspect 2. Curriculum and teaching

- teaching
- curriculum and assessment
- additional and special educational needs

Aspect 3. Organisational effectiveness

- organisational management
- school improvement
- working in partnership

How the standards apply to different leadership roles

The headteacher's standards cover the full breadth of leadership responsibilities within a single school. For headteachers in the GLA, all of the standards are relevant to them. For other leaders in the GLA leadership pipeline, the standards have been adapted to set out appropriate expectations that provide developmental pathways supporting progression to headship. The context for the application of these standards is also clear.

We expect all our leaders (L-scale) to RAG rate these standards annually, using this review to identify areas for development that may also be included in your performance management targets.

Leadership Progression	GLA Standards for Early Leadership: UPS teachers, Subject Leads/ specific area lead, Phase Leads, Year Group Leaders	GLA Standards for Middle Leadership: Assistant Head Teachers	GLA Standards for Senior Leadership: Deputy Head Teachers	GLA Standards for Head Teachers
Context for applying the standards:	Team, phase, school	Leadership Team, school and GLA partnerships	Leadership Team, school and GLA partnerships	Leadership team, school, GLA partnerships, GLA Trust Board and beyond
Minimum requirements	- Securely meeting and/ or supporting colleagues in achieving all teacher standards, often excelling - Evidence of positive impact supporting colleagues - Expresses leadership aspirations (e.g. staff questionnaire) - Supporting colleagues with stakeholder engagement - Demonstrates GLA leadership behaviours - Understanding the systems that drive improvement of teaching and learning - Understanding the importance of challenging orthodoxies to avoid groupthink and bringing new ideas	- Securely meeting and/ or supporting colleagues in achieving the GLA standards for Early Leadership and UPS teaching standards - Evidence of positive impact supporting teams - Demonstrates sustained successful GLA leadership behaviours - Leading aspects of stakeholder engagement - Evidence of leading collaborative work across the Trust - Understanding the systems that drive school improvement - Confidence in challenging orthodoxies to avoid groupthink and bringing new ideas	- Securely meeting and/ or supporting colleagues in meeting the GLA standards for Middle Leadership and UPS teaching standards - Evidence of positive impact supporting teams as part of wider GLA collaborations - Demonstrates sustained successful GLA leadership behaviours - Leading many aspects of stakeholder engagement, including strong contributions to AIB's and PAG's - Collaborative working with the GLA Executive team on significant projects - Leading aspects of the systems that drive school improvement - Confidence in challenging	2 years Deputy Head Teacher or equivalent role at a GLA school - Securely meeting the GLA standards for Senior Leadership - Extensive collaborative working with the GLA Executive team including leadership across all schools - NPQH (either before or after appointment) - Leading stakeholder engagement including AIB's, PAG's and Trust Board contributions - Leading school improvement - Challenging orthodoxies to avoiding groupthink and bringing new ideas

			orthodoxies to avoid groupthink and bringing new ideas	
CPD Pathways supporting progression	• GLA Early leadership course • Participation in GLA Teaching & learning commissions • UPS action research projects • GLA Associates Programme • NPQ's – behaviour & culture; leading teaching; leading teacher development	• NPQ's – behaviour & culture; leading teaching; leading teacher development • GLA middle leaders' course • GLA Associates Programme • GLA AHT/ DHT network	• NPQSL • GLA senior leaders' course • GLA AHT/ DHT network • Bi-annual leadership 360 • GLA Associates Programme	• NPQH • GLA Executive team • Bi-annual leadership 360
Identification	• Application for leadership pathway and evidencing GLA leadership standards • Discussions with Head Teacher • Performance management including talent management strategy • Annual staff development and career survey • Trustees – through Annual Talent Management report, AIB's and PAG's • Senior Executive – through performance in Executive meetings, peer reviews, AIB's and PAG's			

Domain 3: The GLA Leadership Progression tool	GLA Standards for Early Leadership UPS, Subject Leads, Phase Leads, Year Group Leaders	GLA Standards for Middle Leadership Assistant Head Teachers	GLA Standards for Senior Leadership Deputy Head Teachers	GLA Standards for Head Teachers
1. <u>CULTURE AND ETHOS</u>				
School culture:				
1.1 Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community	In partnership with those responsible for governance, have a clear understanding of the school's mission, vision and values; be clear on the continuous improvement journey for the school and actively seek ways to contribute to the change needed; model how this is shared with the wider school community	Have a clear understanding of the school's mission, vision and values and ensure staff share this clarity; provide leadership for aspects of the continuous improvement journey for the school and GLA; explore ways of engaging with stakeholders to share this understanding (e.g. through parent communications and PAGES)	Have a clear understanding of the school's mission, vision and values and ensure staff share this clarity; understand how these fit within the GLA's vision of outstanding outcomes for children; provide leadership for key aspects of the continuous improvement journey for the school and GLA; ensure that leaders engage with stakeholders to share this understanding and engage in meaningful dialogue that informs practice (e.g. through parent questionnaires/ communications and PAGES)	Establish and sustain the school's mission, vision and values and be clear on how these connect to the GLA vision of outstanding outcomes for children; be clear on the continuous improvement journey and articulate this with clarity to a range of audiences including the Trust board (through AIB's); Ensure that all stakeholders understand the direction of the school and what their responsibilities are; Be clear on how to undertake meaningful consultation when required and support the wider leadership team in how to do this effectively.
1.2 Create a culture where pupils experience a positive and enriching school life	Be proactive in supporting the school vision through helping children and staff to understand the impact of their contributions	Seek ways to promote the school vision and values, modelling this for the wider school community (e.g. through assemblies, newsletters, social media)	Support the head teacher in creating a culture that enables all children to thrive	Ensure that the culture you create enables all children to thrive
1.3 Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life	Be ambitious for the children in your year group ensuring the curriculum, teaching and wider opportunities promotes a love of learning, a breadth of knowledge and appropriate challenge for all children; make it the priority for your team to prepare the children for their next steps; lead PP	Be ambitious for the children in your key stage ensuring the curriculum, teaching and wider opportunities promotes a love of learning, a breadth of knowledge and appropriate challenge for all children; make it the priority for teams to prepare the children for their next steps; lead PP	Be ambitious for all children ensuring the curriculum, teaching and wider opportunities promotes a love of learning, a breadth of knowledge and appropriate challenge for all children; make it the priority for teams to prepare the children for their next steps; lead PP meetings and offer	Ensure your vision underpins the drive for continuous improvement; Implement GLA systems for assessment and reporting, being open to challenge from the Trust and seeking and using support and resource when required to ensure that all children make the best possible

	meetings and offer guidance for colleagues on the risk mitigation approach	meetings and offer guidance for colleagues on the risk mitigation approach including providing training on approaches to ensuring all children fulfil their potential.	guidance for colleagues on the risk mitigation approach including providing training on approaches to ensuring all children fulfil their potential.	progress. Make time for horizon scanning and research to keep one step ahead and to widen your knowledge.
1.4 Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment	Ensure you embody the principles and practices from GLA policies in relation to safeguarding, behaviour and inclusion. Be active in promoting positive and respectful relationships across the school community.	Ensure you embody the principles and practices from GLA policies in relation to safeguarding, behaviour and inclusion – support colleagues in understanding their responsibilities and actively promote positive and respectful relationships across the school community.	Support all staff in understanding their responsibilities in relation to successful implementation of GLA policies (safeguarding, behaviour, inclusion) and how these support positive respectful relationships whilst keeping children safe.	Promote positive and respectful relationships within your school and across the GLA demonstrating and modelling how this creates community cohesion.
1.5 Ensure a culture of high staff professionalism	Be a role model for the GLA professional behaviours through your daily interactions; with support, have successful difficult conversations where needed to challenge staff whose behaviour may be undermining the school culture and ethos.	Be a role model for the GLA professional behaviours through your daily interactions; have successful difficult conversations where needed to challenge staff who are undermining the school culture and ethos – provide guidance for early leaders in taking on this approach.	Be a role model for the GLA professional behaviours through your daily interactions; have successful difficult conversations where needed to challenge staff who are undermining the school culture and ethos – provide guidance for early leaders in taking on this approach.	Ensure your leadership behaviours set the standard you expect from all stakeholders, modelling the vision and values in all that you do. Focus on building effective teams, empowering staff through your ambitious vision and holding staff to account through successful difficult conversations.
Behaviour:				
1.6 Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils	Promote the school behaviour strategies beyond your own classroom, demonstrating the importance of consistency and fairness through your interactions with children	Promote the school behaviour strategies across the key stage, demonstrating the importance of inclusion through your interactions with children and provide feedback to children, staff and parents to embed expectations	Promote the school behaviour strategies across the school, demonstrating the importance of inclusion through your interactions with children and provide feedback to children, staff and parents to embed expectations. Analyse the impact of the school's approaches and identify any areas for improvement.	Establish the school's behaviour handbook and promote this to all stakeholders, demonstrating the importance of inclusion through your interactions with children and provide feedback to children, staff and parents to embed expectations. Ensure this is regularly evaluated to be clear on the impact and any improvements needed.
1.7 Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy	Support children beyond your own classroom in understanding their responsibilities for behaviour and how these impact on the high standards required. Support parental understanding through celebrating positive behaviour and explaining consequences for any negative behaviours	Support children across the key stage in understanding their responsibilities for behaviour and how these impact on the high standards required. Support parental understanding through celebrating positive behaviour and explaining consequences for any negative behaviours. Assist colleagues in managing these interactions	Support children across the school in understanding their responsibilities for behaviour and how these impact on the high standards required. Support parental understanding through celebrating positive behaviour and explaining consequences for any negative behaviours. Provide support and training for colleagues in	Ensure that the high standards of behaviour expected are communicated to all stakeholders effectively and provide training and support as needed to ensure compliance

		successfully.	managing these interactions successfully and provide mediation when required.	
1.8 Implement consistent, fair and respectful approaches to managing behaviour	Understand the impact that the school's behaviour policy is having on pupils across your year group and/ or phase; Support your team in how they implement the agreed approaches consistently communicating with parents when needed.	Understand the impact that the school's behaviour policy is having on pupils across the key stage; Support staff in how they implement the agreed approaches consistently communicating with parents when needed and supporting staff with any difficult conversations.	Understand the impact that the school's behaviour handbook is having on pupils across the school and put in place improvement plans where needed; Support all staff in how they implement the agreed approaches consistently communicating with parents when needed and supporting staff with any difficult conversations.	Ensure the school's behaviour handbook is applied consistently and fairly, impacting positively on pupil outcomes, including reducing the number of negative consequences; Support all staff in how they implement the agreed approaches consistently communicating with parents when needed and supporting staff with any difficult conversations.
1.9 Ensure that adults within the school model and teach the behaviour of a good citizen	Provide developmental feedback for colleagues in your team on their interactions with children and staff to help promote good citizenship	Provide developmental feedback for colleagues across the key stage on their interactions with children and staff to help promote good citizenship	Provide training and developmental feedback for colleagues across the school on their interactions with children and staff to help promote good citizenship	Ensure that all staff are positive role models for children, promoting good citizenship consistently.
Professional development:				
1.10 Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs	Support colleagues in your team with accessing the GLA CPD offer – encourage accurate self-reflection and ownership of their professional development portfolio	Support colleagues in your key stage with accessing the GLA CPD offer – encourage accurate self-reflection and ownership of their professional development portfolio; lead on aspects of training linked to the school improvement journey	Support colleagues in your key stage with accessing the GLA CPD offer – encourage accurate self-reflection and ownership of their professional development portfolio; lead on aspects of training linked to the school and trust improvement journey	Promote the GLA CPD offer and provide capacity through your in-house expertise to support its delivery; Align your staff training to the School Development Plan and to Trust priorities.
1.11 Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development	Working with senior leaders, support training to enable teachers to secure career stage expectations	Support training to enable teachers to secure career stage expectations – know who the school and Trust experts are to direct staff to for further training and support including how to access the directory of masterclasses	Lead training to enable teachers to secure career stage expectations – know who the school and Trust experts are to direct staff to for further training and support including how to access the directory of masterclasses	Ensure that your school and staff deliver on the CPD expectations for all staff; access specialist training and input as needed and be prepared to offer resource across the Trust for the benefit of all staff.

1.12 Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning	Promote the annual staff development survey to all staff as this informs the GLA CPD offer each year; provide guidance to staff on your team about the different CPD Pathways	Promote the annual staff development survey to all staff as this informs the GLA CPD offer each year; provide guidance to staff in your key stage team about the different CPD Pathways and eligibility	Promote the annual staff development survey and analyse outcomes to provide feedback for the school and GLA on the future CPD offer; provide guidance to staff about the realistic CPD Pathways and how to access these (in-house GLA training as well as external NPQ's and the SENDCO PGCE).	Communicate the importance of the annual staff development survey and analyse outcomes to provide feedback for the school and GLA on the future CPD offer; complete the 9-box talent management tool to support the Trust's People Strategy and leadership pipeline. Ensure the trust has clarity on staff potential including recommendations for NPQ's/ SENDCO PGCE.
Accountability:				
1.13 understand and welcome the role of effective Trust Board governance, upholding their obligation to give account and accept responsibility	Understand the Trust governance structure and support how the school interacts with Trustees and challenge from the Trust board	Be prepared to engage with Trustees, being held to account for school outcomes alongside the school leadership team	Working closely with the Head teacher, engage with Trustees, being held to account for the accuracy of self-evaluation in relation to school outcomes (data, peer review, OFSTED)	Engage directly with Trustees, being held to account for the accuracy of self-evaluation in relation to school outcomes (data, peer review, OFSTED)
1.14 establish and sustain professional working relationship with those responsible for governance	Make a positive contribution to Parent Advisory Groups and/ or Academy Improvement Board meetings and processes	Take an active role in reporting to and supporting the Parent Advisory Group and Academy Improvement Board meetings and processes	Work with the Head teacher to report directly to the Parent Advisory Group and Academy Improvement Board meetings; support peer reviews and how outcomes are actioned	Report directly to the Parent Advisory Group and Academy Improvement Board meetings; attend trust board meetings when required; undertake 18 days of school improvement work for the GLA trust, ensuring effective communication with the school improvement team
1.15 ensure that staff know and understand their professional responsibilities and are held to account	Support senior leaders in successfully implementing performance management processes and seek advice when career stage expectations are not met	Support senior leaders in successfully implementing performance management processes and seek advice when career stage expectations are not met; with guidance, undertake successful difficult conversations with staff and offer appropriate levels of support (pre-informal support stage); support trust quality assurance of these processes.	Implement agreed performance management processes and undertake successful difficult conversations with staff who fall below expectations, offering appropriate levels of support including creating informal support plans; support trust quality assurance of these processes	Implement agreed performance management processes and liaise with the COO and HR consultant as required

1.16 Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties	Understand the importance of the frameworks (attendance, assessment, behaviour, safeguarding, SEND, EYFS, curriculum) within which schools operate; Support senior leaders with implementing GLA policies effectively.	Understand the importance of the frameworks (admissions, attendance, assessment, behaviour, safeguarding, SEND, EYFS, curriculum, looked-after children) within which schools operate; Support senior leaders with implementing GLA policies effectively.	Understand the importance of the frameworks (admin and finance, admissions, attendance, assessment, behaviour, governance, safeguarding, SEND, EYFS, curriculum, looked-after children, staff employment and teachers pay) within which schools operate; Support the senior leaders with understanding responsibilities and in ensuring successful implementation.	Ensure compliance to the required regulatory frameworks to ensure that all statutory duties are met, seeking advice and support from the central team in a timely fashion.
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2. CURRICULUM AND TEACHING

Teaching:

2.1 Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn	Model the GLA's Assessment-led teaching approach (Steve's circles); Provide opportunities for colleagues in your team to observe your practice; facilitate reflection through coaching conversations to support teacher development. Understand and model the research that sits behind GLA teaching and learning toolkits (e.g. Rosenshine's principles); Undertake your own action research.	Model the GLA's Assessment-led teaching approach (Steve's circles); Provide opportunities for colleagues across the key stage to observe your practice; facilitate reflection through coaching conversations to support teacher development. Understand and model the research that sits behind GLA teaching and learning toolkits. Support how colleagues apply this with impact. Undertake your own action research to support how the GLA develops evidence informed best practice.	Ensure that assessment-led teaching (Steve's circles) is embedded practice; Facilitate peer-to-peer opportunities for teachers to observe each other's practice and through coaching, encourage accurate reflection to develop their practice further. Understand the research that sits behind GLA teaching and learning toolkits and support how colleagues apply this with impact. Provide guidance for colleagues who are undertaking action research to ensure there is a credible rationale behind any trials. Extend trials beyond your own school as appropriate to support how the GLA develops evidence informed best practice.	Ensure that assessment-led teaching (Steve's circles) is embedded practice; create opportunities for peer-to-peer observation and reflection providing coaching to support continuous improvement. Understand the research that sits behind GLA teaching and learning toolkits and support how colleagues apply this with impact. Support GLA teaching and learning commissions and communicate impact of action research to the GLA executive.
2.2 Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains	Lead on the development of quality planning with your team. Ensure the subject knowledge is understood to a sufficient depth by teachers; is pitched appropriately and well resourced; and supports effective sequential delivery building on prior knowledge.	Lead on the development of quality planning across your key stage team. Ensure the subject knowledge is understood to a sufficient depth by teachers; is pitched appropriately and well resourced; and supports effective sequential delivery building on prior knowledge. Provide feedback and coaching for staff to develop the	Lead on the development of quality planning across the school, ensuring this is a priority for teacher workload. Ensure the subject knowledge is understood to a sufficient depth by teachers; is pitched appropriately and well resourced; and supports effective sequential delivery building on prior knowledge. Provide feedback and	Prioritise developing staff subject knowledge as part of the regular input for staff meetings. Ensure that leaders and teachers have deep subject knowledge and can confidently deliver well-planned sequences of learning that build on prior knowledge. Understand where there is strengths and any areas for development, seeking

		quality of planning.	coaching for staff to develop the quality of planning. Seek and use targeted resource support from the GLA SIT as needed.	additional expertise from the GLA as needed to quickly address this.
2.3 Ensure effective use is made of formative assessment	Support how teachers in your team use assessment daily, as an ongoing tool in order to ascertain children's understanding, progress and next steps; Ensure your team have a working knowledge of children's attainment and use this with timely elicitation to inform planning, teaching and provision of intervention strategies.	Support how teachers in your key stage use assessment daily, as an ongoing tool in order to ascertain children's understanding, progress and next steps; Ensure your key stage team have a working knowledge of children's attainment and use this to inform planning, teaching and provision of intervention strategies.	Support how teachers in your own and other GLA schools use assessment daily, as an ongoing tool in order to ascertain children's understanding, progress and next steps; Ensure teachers have a working knowledge of children's attainment and use this to inform planning, teaching and provision of intervention strategies.	Ensure that all teachers understand the importance and purpose of assessment led teaching, using regular reviews of learning to inform next steps. Make this a priority for discussion in all pupil performance meetings and seek evidence on the impact of the approach in pupil outcomes; provide capacity to support GLA Quality assurance activities.
Curriculum and assessment:				
2.4 Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught	Create planning with your team that provides curriculum coherence (vertical links), puts knowledge in to context that is relevant and meaningful through cross-curricular teaching (horizontal links) and connects concepts across year groups and concepts (diagonal links). Embed the GLA curriculum design principles.	Create planning with your key stage that provides curriculum coherence (vertical links), puts knowledge in to context that is relevant and meaningful through cross-curricular teaching (horizontal links) and connects concepts across year groups and concepts (diagonal links). Embed the GLA curriculum design principles. Support your team and key stage in the creation of quality planning supporting curriculum delivery using GLA toolkits	Support school leaders in providing a curriculum that is broad, structured and coherent (in line with GLA principles and expectations) enabling children to make good progress building on prior knowledge. Be clear on the impact that the curriculum is having on pupil outcomes and identify and target any areas for development.	Ensure that the curriculum is broad, structured and coherent (in line with GLA principles and expectations) enabling children to make good progress building on prior knowledge. Be clear on the impact that the curriculum is having on pupil outcomes and identify and target any areas for development.
2.5 Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities	Provide subject specific advice, support and training for colleagues across the school; encourage and support colleagues in accessing the GLA masterclasses. Understand and model the principles of the GLA 3D curriculum (e.g. cognitive load theory); Support your team in the creation of quality planning supporting curriculum delivery using GLA toolkits; confidently talk about your subject/aspect discipline for a range of	Provide curriculum advice, support and training for colleagues across the school; identify colleagues requiring subject knowledge training and direct them to access GLA masterclasses or to school experts in support of their own development. Understand and model the principles of the GLA 3D curriculum; provide feedback and guidance for colleagues on their planning. Ensure outcomes match the GLA high expectations. Confidently talk about your subject/	Support the head teacher in evaluating staff expertise in delivering effective subject leadership. Work with the AHT/subject leaders in understanding the impact that curriculum planning is having on pupil outcomes and put in place development plans as needed. Understand and model the principles of the GLA 3D curriculum; provide feedback and guidance for colleagues on their planning. Provide support for all subject/aspect	Create staffing structures that allow for clear roles and responsibilities for the leadership of the curriculum including for subject domains. Have a good understanding of training needs and provide the necessary CPD in line with GLA expectations for curriculum delivery. Hold leaders to account for their part in creating and supporting quality first planning. Provide support for all

	audiences (e.g. peer reviews, OFSTED, PAGs).	aspect discipline for a range of audiences and support colleagues to do the same (e.g. peer reviews, OFSTED, PAGs).	leaders to be able to talk confidently for a range of audiences (e.g. peer reviews, OFSTED, PAGs).	subject/aspect leaders to be able to talk confidently for a range of audiences (e.g. peer reviews, OFSTED, PAGs).
2.6 Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading	Understand and model in your practice, the research that sits behind the corner stones of reading: - Phonemic awareness - ability to hear sounds in words - Phonics – segmentation and decoding – letters and sounds - Fluency - Vocabulary - Comprehension Keep reading as a main priority in your team and develop a positive culture for reading (e.g. through learning environments). Support school moderation activities to evaluate the impact of the teaching of reading.	Understand, model and lead others in developing their application of the research that sits behind the corner stones of reading. Keep reading as a main priority across the key stage and develop a positive culture for reading (e.g. through learning environments). Support school and trust moderation activities to evaluate the impact of the teaching of reading. Work with colleagues to support the creation of action planning to maintain continuous improvement in reading as a priority. Identify any staff requiring phonics training.	Understand, model and lead others in developing their application of the research that sits behind the corner stones of reading. Keep reading as a main priority across the school and ensure there is a positive culture for reading working with children, staff and parents. Lead and support school and trust moderation activities to evaluate the impact of the teaching of reading. Work with colleagues to support the creation of action planning to maintain continuous improvement in reading as a priority. Identify any staff requiring phonics training and liaise with the GLA associate to ensure this is delivered and has an impact.	Ensure that all pupils are taught to read through consistent delivery of the GLA agreed approaches. Prioritise training for staff in line with your evaluations and ensure that improvement plans have impact. Ensure that all staff receive appropriate training to confidently teach reading and synthetic phonics. Understand the impact of the teaching of reading for all children and create detailed improvement plans to ensure quick action can be taken. Prioritise resource to ensure access to quality books and materials; actively promote a positive culture of reading for all children.
2.7 Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum	Model the use of the GLA assessment and reporting strategy including the GLA Effective Feedback Policy. Planning includes effective elicitation activities at the start and end of teaching sequences. Provide feedback for children that supports them with their learning and prepares them for their next steps. Support colleagues in your team in applying these policies with impact.	Model the use of the GLA assessment and reporting strategy including the GLA Effective Feedback Policy. Provide feedback for children that supports them with their learning and prepares them for their next steps. Support colleagues in your key stage team in applying these policies with impact. Provide coaching feedback to support understanding and development, including in the effective identification and analysis of elicitation activities to inform planning.	Support teachers in understanding and applying the GLA assessment and reporting strategy including the GLA Effective Feedback Policy. Ensure that feedback for children supports them with their learning and prepares them for their next steps. Ensure this practice is applied consistently and has a positive impact. Provide coaching feedback to support understanding and development.	Implement the GLA assessment and reporting strategy ensuring that the purpose and principles that underpin it are consistently upheld. This includes supporting all GLA quality assurance and moderation activities and responding promptly to any feedback.
Additional and special educational needs and disabilities:				
2.8 Ensure the school holds ambitious expectations for all pupils with additional and	Support staff in building their commitment to achieving and progress from starting points for SEND pupils.	Support and advise colleagues regarding the successful teaching and achievement/progress from starting points for SEND pupils	Monitor the implementation of advice given to staff regarding the successful teaching and achievement/progress for SEND	Thread ambition for SEND pupils through all teaching and learning expectations as reflected in the school ethos and vision. Articulate

special educational needs and disabilities	Demonstrate consistently outstanding QFT in a sustained way with range of successful strategies and teaching approaches. Have a clear knowledge of meeting additional high incidence needs using flexible resourcing and creative ways to meet need. Value the gifts and talents that SEND bring to a school - articulate these principles in the advice given and practice, acting as an advocate for SEND pupils and supporting SENcos with monitoring provision.	Model outstanding teaching and demonstrate how QFT will lead to progress for SEND pupils, as it does for all pupils. Know and use robust strategies and resources, including wise support staff deployment that will assure progress for SEND pupils. Support the SENco with monitoring provision and contribute to school SEND reviews.	pupils. Model outstanding teaching and demonstrate that QFT leads to progress for SEND pupils, secure training opportunities to ensure this understanding and monitor the implementation of the training expectations. Support the SENco and MAT SEND lead with monitoring provision and contribute to school SEND reviews.	this clearly, holding all staff to account for the performance and well-being of SEND pupils. Clearly lead in celebrating the gifts and talents that SEND pupils bring to a school. Ensure the SDP incorporates SEND teaching and learning, addressing key development points from SEND reviews. Ensure that PAGs and AIBs identify and address key issues that arise from SEND reviews.
2.9 Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively	Organise the learning environment purposefully to enable the achievement of all pupils. Coach colleagues to make adjustment to the environment to facilitate progress for SEND pupils. Employ successful TA deployment to foster independent learners. Articulate and promote the whole school shared commitment to the values of inclusion. Demonstrate a genuine belief in the ability of all pupils to achieve their potential. Commit to making a positive difference to the life chances of SEND pupils and articulate these principles in their advice and practice.	Show a commitment to making a positive difference to the holistic needs of SEND pupils and model this in practice. Articulate and promote the whole school shared commitment to the values of inclusion, leading by example and coaching staff in translating the principles of inclusion into practice. Support the dissemination of key messages from the SEND team so that teaching and learning strategies continue to be responsive and attuned to the principles of excellent SEND teaching.	Articulate and model the vision for SEND pupils; potential is realizable through QFT. Ensure that staff understand that SEND is not a fixed state or a ceiling to progress for pupils. Wholeheartedly lead inclusion and hold all staff to account for realising this, for holding to its tenets and for demonstrating the principles of inclusion as they are embedded in the school's vision. Know and use robust strategies and resources, including coordinating wise support staff deployment that will assure progress for SEND pupils	Demonstrate, and hold others to account, the understanding that SEND is not a fixed state and that, with QFT, potential can be realised Wholeheartedly lead inclusion and hold all staff to account for realising this, for holding to its tenets and for demonstrating and using the principles of inclusion as they are embedded in the school's vision. Know that TA deployment meets the needs of SEND pupils and facilitates high quality provision.
2.10 Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate	Foster communication that is sensitive to parental need, understanding the role of support and challenge to ensure positive consistent parental engagement. Coach parents reluctant to engage. Know the influences and barriers to learning for SEND. Be solution focused. Have a positive approach. Actively seek the pupil voice and use	Support teachers in their communication with parents, coaching them in the need to provide support with challenge that will ensure sustained parental engagement. Actively seek the pupil voice and use it to inform practice as well as intervention from analysis of pupil voice.	Train and support staff to foster communication that is sensitive to parental need, understanding the role of support and challenge to ensure positive consistent parental engagement. Seek and use pupil voice to inform provision for SEND pupils. Know the role of external agencies and the support they offer, holding staff to account to use guidance	Hold staff to account regarding their engagement with parents, guiding and supporting where parental engagement is not consistent and adversarial. Hold staff to account to respond to pupil voice and address any issues. PAGs are used to ascertain and respond to parental voice. Understand the range of external agencies that can be drawn upon to

	it to inform practice.		provided in their practice.	support SEND pupils and to advise and support staff in the school.
2.11 Ensure the school fulfils its statutory duties with regard to the SEND code of practice	Awareness of ch5 (EYFS) and ch6 (School) of SEND Code of Practice 2014 and evidence this to inform their practice. Know that the Equality Act (2010) protects pupils from discrimination against their SEND and clearly demonstrate this in their practice, supporting colleagues in their mindfulness to this. Know that schools should make reasonable adjustments to put pupils with disabilities on a more level footing as pupils without disabilities.	Awareness of ch5 (EYFS) and ch6 (School) of SEND Code of Practice 2014 and use this to inform their practice. Know that the Equality Act (2010) protects pupils from discrimination against their SEND and clearly demonstrate this in their practice, challenging colleagues in their mindfulness to this. Know that schools should make reasonable adjustments to put pupils with disabilities on a more level footing as pupils without disabilities.	Understand and lead the principles of ch5 (EYFS) and ch6 (School) of SEND Code of Practice 2014 and evidence this in their leadership of staff Know that the Equality Act (2010) protects pupils from discrimination against their SEND and clearly demonstrate this in their practice, articulating robust principles in line with the tenets of the Equality Act. Know, and articulate clearly how schools should make reasonable adjustments to put pupils with disabilities on a more level footing as pupils without disabilities.	Hold all staff accountable, having a secure understanding of the Code of Practice, in their leadership, to inform this accountability. Know that the Equality Act (2010) protects pupils from discrimination against their SEND and clearly demonstrate this in their leadership, challenging colleagues in their mindfulness to this and ensuring it threads through the SDP and all school practices and principles. Hold all staff to the expectation that they make reasonable adjustments to put pupils with disabilities on a more level footing as pupils without disabilities. Hold staff to account to fulfil the school's statutory duty with regards to the SEND Code of Practice and the Equality Act as it pertains to SEND pupils.

ORGANISATIONAL EFFECTIVENESS:

Organisational management:

3.1 Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care	Support the positive culture of safeguarding by consistently applying policies and all appropriate guidance and training and supporting staff in understanding their responsibilities. Evaluate CPOMS tracking for your team to ensure this is supporting effective safeguarding practice and identifying areas for support. Support colleagues in knowing who to seek advice from and understanding the importance of how GLA policies keep staff and children safe. Support staff with any parent meetings that may	Support the positive culture of safeguarding by consistently applying policies and all appropriate guidance and training and supporting staff in understanding their responsibilities. Evaluate CPOMS tracking across the key stage to ensure this is supporting effective safeguarding practice and identifying areas for support. Draw on the expertise of GLA Leaders to address. Support colleagues in knowing who to seek advice from and understanding the importance of how GLA policies keep staff and children	Support the head teacher in evaluating the impact of the key policies that enable the protection and safety of pupils and staff. Make safeguarding a priority for all staff - ensure training is attended and that policies and key documents are read every year. Evaluate CPOMS tracking across the school to ensure this is supporting effective safeguarding practice and that appropriate actions are taking place. Conduct 'lessons learned' reviews as needed to continue to develop a positive culture	Ensure that all staff are aware of their statutory responsibilities for safeguarding, promoting the welfare of children. Create an environment where children feel safe to learn, play and grow. Make sure that all stakeholders understand who they can go to for advice and support and ensure that staff can identify children who may be at risk of harm through awareness of the characteristics of abuse and neglect. Complete the section 175 audit for the school annually and implement appropriate action planning to respond to any
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	present a particular challenge. Employ strategies to engage hard to reach and vulnerable parents within identified year group.	safe. Support staff with any parent and staff meetings that may present a particular challenge. Understand the importance of the wider school community such as parents and multi-agencies to secure the welfare of all pupils.	of safeguarding. Support staff with any parent and staff meetings that may present a particular challenge. Undertake DSL training and take on this role. Take responsibility for key children subject to CiN or CP involvement.	development areas in a prompt manner. Maintain the overall responsibility for staff efficacy towards safeguarding. Lead annual training and provide regular safeguarding updates. DSL responsibility. Ensure that all new staff are fully inducted in safeguarding systems and processes.
3.2 Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds	Ensure your subject area and year group team has sufficient appropriate resource to deliver the expectations efficiently and successfully. Apply 'best value' principles to your purchasing.	Ensure your subject area/ aspect and year group teams have sufficient appropriate resource to deliver the expectations efficiently and successfully. Apply 'best value' principles to your purchasing.	Support the Head Teacher in identification of areas of financial need and apply best value research and purchasing.	Have responsibility and accountability for aspects of the school budget; working with finance team to ensure sufficient resource across the school. Ensure colleagues understand and operate within the financial procedures of the Trust.
3.3 Ensure staff are deployed and managed well with due attention paid to workload	Working with the SENco create appropriate timetables for support staff for your team/ year group. Evaluate these to ensure they continue to be fit for purpose. Attend training to be an effective appraiser – apply this role consistently and fairly. Direct staff to appropriate training and development opportunities.	Working with the SENco create appropriate timetables for support staff for your team/ key stage. Evaluate these to ensure they continue to be fit for purpose. Attend training to be an effective appraiser – apply this role consistently and fairly. Actively support staff in managing their workload. Direct staff to appropriate training and development opportunities.	Provide line management and appraiser capacity. Support the head teacher in the effective deployment of and management of staff. Encourage all staff to complete any staff surveys and support the head teacher in responding to the outcomes (including individual support or developing school-wide improvement plans).	Secure effective line management and appraiser responsibilities to ensure that staff can fulfil their responsibilities. Discretionary effort is directed productively. Proactive response to all staff surveys putting in place additional support as needed. Review staffing structures to ensure they are fit for purpose and liaise with the central team as needed to revise job descriptions and PayScale's. Utilising and deploying staff across the GLA to ensure best outcomes for pupils.
3.4 Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently	Take on additional responsibilities in line with the Head Teacher's plans and structures to add leadership capacity to the school and team. Support how the school uses the EEF approach (Putting evidence to work) for all development work.	Lead your area of responsibility consistently, collaborating with GLA colleagues and sharing best practice. Use the EEF approach to support all development work.	Support the head teacher in applying GLA systems and policies consistently and ensure that staff are clear on these. Support the review of GLA policies and communicate any changes/ updates to staff as needed. Use the EEF approach to support all development work. Make a significant contribution to AIB's and school reviews (OFSTED, External, Peer).	Consistently apply GLA systems and policies and ensure that staff are clear on these. Support the review of GLA policies and communicate any changes/ updates to staff as needed. Use the EEF approach to support all development work. Work proactively with the school improvement team to improve pupil outcomes. Lead all AIB's and school reviews (OFSTED, External, Peer).

3.5 Ensure rigorous approaches to identifying, managing and mitigating risk	Provide leadership of the risk mitigation plan for pupil performance. Write risk assessments for pupils, school activities, school trips and residential.	Provide leadership and support of the risk mitigation plan for pupil performance. Support staff in the creation of risk assessments for pupils, school activities, school trips and residential.	Support the head teacher in ensuring staff understand how to identify, manage and mitigate risk. Provide training and support to enable this. Review assessments either signing them off or providing feedback to improve them.	Lead on risk identification, management and mitigations within the school and ensure staff are aware of risk management and understand their responsibilities. Provide training and support to enable this. Provide quality assurance for all assessments. Hold staff to account for the outcomes of pupils.
Continuous school improvement:				
3.6 Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement	Use and model the EEF approach 'Putting evidence to work'. Undertaking monitoring (E.g. pupil voice, staff voice, book scrutiny, learning environment review, data analysis, observation) to understand the impact of an approach and evaluate its effectiveness. Use this to create prioritized action planning to bring about improvement and throughout the implementation phase to ensure fidelity or to make thoughtful adaptations to the approach. Seek a moderating perspective from colleagues across the trust. Contribute to the school development plan.	Support colleagues in using the EEF approach 'Putting evidence to work'. Guide and mentor colleagues in undertaking effective monitoring (E.g. pupil voice, staff voice, book scrutiny, learning environment review, data analysis, observation) to understand the impact of an approach and evaluate its effectiveness. Support how this is used this to create prioritized action planning to bring about improvement and throughout the implementation phase to ensure fidelity or to make thoughtful adaptations to the approach. Provide a moderating perspective for colleagues within school and across the trust. Contribute to the school and trust development plans. Be mindful of teacher workload.	Be mindful of teacher workload when conducting any reviews and ensure you understand the big picture for monitoring within the school and GLA. Provide training and support for leaders in understanding and using the EEF approach. Take on Trust wide leadership responsibility and ensure that adopted strategies have the potential for the biggest impact. Contribute to all AIB's for your school. Support the head teacher in updating the school SEF.	Ensure all reviews and monitoring are well-paced throughout the year in order to support teacher workload. Provide training and support for leaders in understanding and using the EEF approach. Report on these as required to the Senior executive and Trustees (through AIB meetings and at Standards board meetings). Update the school summary SEF 3 times per year.
3.7 Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context	Ensure that any change is well-researched as part of 'explore'. When developing improvement plans, confidently identify a priority; Gather data that is fit for purpose Recognise weaknesses in the data Provide credible and plausible interpretations: https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF-Gathering-and-Interpreting-Data-Summary.pdf	Ensure that any change is well-researched as part of 'explore'. When developing improvement plans, confidently identify a priority; Gather data that is fit for purpose Recognise weaknesses in the data Provide credible and plausible interpretations. Support colleagues in interpreting feedback and data and moderate explanations.	Use 'Explore' to fully understand any barriers to improvement and support the head teacher in identifying priorities. Understand the GLA priorities and how these are impacting in your school. Carefully align the school's priorities using the EEF approach ensuring there is sufficient and appropriate capacity to deliver the necessary improvements.	Use 'Explore' to fully understand any barriers to improvement and accurately identify school priority areas. Understand the GLA priorities and how these are impacting in your school. Carefully align the school's priorities using the EEF approach ensuring there is sufficient and appropriate capacity to deliver the necessary improvements. Provide leadership resource to support trust-wide improvement plans.

3.8 Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time	Create well considered and researched implementation plans using active ingredients to anchor the process. Ensure programmes and practices are delivered as intended. Undertake monitoring activities to review impact. https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF-Active-Ingredients-Summary.pdf	Support staff in knowing how to create well considered and researched implementation plans using active ingredients to anchor the process. Lead implementation plans for the school and trust. Ensure programmes and practices are delivered as intended – provide support for colleagues in reviewing impact. Undertake/ support quality assurance and moderation activities (within the school and across the trust) as part of this review process.	Provide leadership for the 'deliver' phase of the improvement cycle for the school and trust through well researched and prepared implementation planning. Provide training and support to enable consistent application of active ingredients and carry out appropriate and timely review to identify next steps/ best practice. Support how implementation plans become sustained and embedded practice. Be clear on the accountability for staff and support this through regular feedback, quality assurance and moderation.	Moderate implementation planning to ensure there is sufficient clarity for the active ingredients and ensure sufficient time is given to staff training in order to support delivery. Ensure consideration is given to 'sustain' to embed practice in to 'business as usual'. Report on the impact of improvement planning to the AIB and standards board meetings as needed.
Working in partnership				
3.9 Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community	Seek out appropriate relationships with organisations that can enhance the experience for children. Lead and support events that encourage parental and community engagement.	Develop appropriate relationships with organisations that can enhance the experience for children. Lead and support GLA and school events that encourage parental and community cohesion.	Develop understanding of the wider system (e.g. hubs, high needs strategy) and guide all stakeholders in engaging with partnerships that add value for pupils, parents and staff.	Understand the wider system (e.g. hubs, high needs strategy) and ensure that there is clarity for all stakeholders about how they can and should engage with extended partnerships that add value for pupils, parents and staff. Connect and engage with partnerships to raise the profile of the school in the local community.
3.10 Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support	Make a positive contribution to GLA collaborations, upholding the trust vision. Extend partnerships with other schools and settings for the benefit of pupils (e.g. transition activities).	Make a positive contribution to GLA collaborations, including peer reviews, upholding the trust vision. Offer appropriate challenge and support. Actively seek to develop partnerships with other schools and settings for the benefit of pupils (e.g. transition activities).	Lead GLA collaborations and teams, including peer reviews upholding the trust vision. Provide appropriate challenge and expertise in support of continuous improvement. Actively engage in partnerships with other schools and settings for the benefit of pupils.	Provide capacity and resource to support GLA peer reviews. Undertake 18 days of school improvement work across the trust to ensure that school improvement at the GLA remains a shared responsibility. Actively engage in partnerships with other schools and settings for the benefit of pupils.
3.11 Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils	Engage with a broad range of providers and agencies focusing on improving outcomes for children.	Support staff and parents in accessing and engaging with a broad range of providers and agencies focusing on improving outcomes for children.	Have a good understanding of the role and remit of other agencies and providers in order to signpost staff and parents to support and resource focusing on improving outcomes for children. Support parents and staff in accessing the services that are	Ensure that key staff have a thorough understanding of the role and remit of other agencies and providers and how active professional relationships with broader services impact positively for children. Actively seek engagement with providers and ensure fulfilment

			needed.	of the service offer.
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