

# TRUST LEADERSHIP PRINCIPLES

## POLICY

Version		1.1	
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Version	Date	Description	Revision author
1.0	September 2017	Created from 'Systemised Approach Toolkit Theme: Leadership'.	SEM/DJH
1.1	Septembet 2019	Reformatted only – no changes	SEM/AV

## Trust Schools should have in place supporting documented procedures and systems to ensure they are legally compliant with national guidelines.

### Core Principles

Leadership shapes the culture and climate of an organisation. It is leadership that inspires colleagues to make greater discretionary effort to achieve more for our students, the school and themselves. The three key strands to leadership are:

1. Future Thinking: Leaders shape the strategic direction of the school.
  2. Engagement: Leaders create alignment to the strategy by building and sustaining positive trusting relationships.
- Delivery/ Impact; Leaders deliver improvement in all key facets of school life.

### Expected Practice

The headteacher is accountable for and ensuring the following activities take place:

#### Improvement Planning and Self Evaluation at whole school and middle leader level

- 3 Year whole school strategic Vision (collectively owned) and Faculty Strategic Vision.
- Self Evaluation Form (Whole School and Faculty) linked to Ofsted framework.
- School Improvement Plan and Faculty Improvement Plan.
- Systemised calendared evaluative review and quality assurance of: progress of all groups of pupils/students, the quality of teaching, curriculum effectiveness (both provision and cost effectiveness), literacy and numeracy development, attendance of all groups, behaviour of pupils/students, leadership effectiveness of senior and middle leaders.
- Analysis of Survey feedback – staff, students, parents.
- Readiness for 'Team around the School' meetings/ External Review/ Inspection.

#### Effective deployment of Leadership resource

- Senior / Middle Leadership / Support leadership Structures.
- Clearly defined job roles and accountability measures for all leadership posts.
- Line Management Protocols.
- Day to Day Expectations for senior and middle leaders.
- Leadership of SLT and Middle Leader groups with key information in folders.
- Assessment and Events Calendar with clearly stated contact time.
- Recruitment strategy.

#### Performance Management

- Effective use of Beckfoot Trust Career Stage Teaching and Leadership Standards.
- Self Reflection linked to appraisal.
- Leadership Personal Development Audit.
- Coherent professional development programme linked to delivery of whole school priorities, faculty and individual needs.

#### Safeguarding

- The Safeguarding Policy is fully understood and its implementation is quality assured.

#### Communications

- To ensure that the communications strategy with stakeholders (students, parents, staff, community) is effective. Development of Networks to provide opportunities for colleagues to work together in a school and at trust level.
- Career development opportunities. Building resilience of leaders in schools. Collective resource being used for the best.

#### Metrics

##### Impact is measured by:

- DfE published performance outcomes: Trust and school performance is benchmarked against the top 20% of similar schools nationally.
- Improvements and sustained high quality teaching practice in the Quality of Teaching across schools and the Trust.
- Climate for Learning data: improvement in the attendance and behaviour of pupils and students in Trust schools.
- Improvement in the quality of leadership across Trust schools and the impact of Schools' Action Plans.
- Reporting to Trust Board on the quality of leadership across schools and the Trust.
- Reviewed through headteacher and Trust CEO/CIT meetings: Team Around the School (TAS), Trust Reviews, TEC, etc.
- Trust Data Dashboard; Trust and schools' scorecards.

#### Reporting and Review

**NB:- Please also refer to the Trust Pay and Performance Management Policy.**