

# LPS Leadership Booklet

## Performance Management

*Excellent descriptor aligns with the 'Sustained highly effective practice' descriptor within the Professional Teaching Standards Document*



**Autumn Term Self-Reflection**

<b>L1: Creating and maintaining the vision</b>							
<b>L2: Clarity and high expectations</b>							
<b>L3: Developing and Sustaining Trust</b>							
<b>L4: Positivity and enthusiasm</b>							
<b>L5: Team-working</b>							
<b>L6: Data use</b>							
<b>L7: Work scrutiny</b>							
<b>L8: Teaching and learning</b>							
<b>L9: Partnership Working</b>							
<b>L10: Writing evaluative reports</b>							
<b>L11: Action planning</b>							
<b>L12: Demonstrating personal accountability</b>							
<b>L13: Progress of learners in area(s) of responsibility</b>							
<b>L14: Pupil progress: literacy, numeracy &amp; DCF</b>							
<b>L15: Sustaining impact</b>							

Autumn Term Action Plan

Discussion Notes	Evidence
<b>Leadership Target Focus:</b>	
<b>Next Steps:</b>	

## Spring Term Self-Reflection

<b>L1: Creating and maintaining the vision</b>						
<b>L2: Clarity and high expectations</b>						
<b>L3: Developing and Sustaining Trust</b>						
<b>L4: Positivity and enthusiasm</b>						
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<b>L14: Pupil progress: literacy, numeracy &amp; DCF</b>						
<b>L15: Sustaining impact</b>						

Spring Term Review

Discussion Notes	Evidence
<b>Leadership Target Focus:</b>	
<b>Next Steps:</b>	

## Summer Term Self-Reflection

<b>L1: Creating and maintaining the vision</b>								
<b>L2: Clarity and high expectations</b>								
<b>L3: Developing and Sustaining Trust</b>								
<b>L4: Positivity and enthusiasm</b>								
<b>L5: Team-working</b>								
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<b>L14: Pupil progress: literacy, numeracy &amp; DCF</b>								
<b>L15: Sustaining impact</b>								

Summer Term Review

Discussion Notes	Evidence
<b>Leadership Target Focus:</b>	
<b>Next Steps:</b>	

L1				
<p><b>L1:</b> <b>Creating and maintaining the vision</b></p> <p><b>PTSL:</b> <b>1,2,3,4</b></p>	<p>The vision for your areas of responsibility is unclear. You have not established a clear, formal rationale, that sets out why your area(s) is/are so important and what high quality provision and good learner outcomes look like.</p> <p>The vision is not specific enough to develop rounded learners through high quality provision. It is not rooted in the 'Curriculum for Wales' ideals.</p> <p>Little relevant action occurs to ensure that the vision is developed and delivered.</p>	<p>Individually, you have established a vision and rationale for your area(s) of responsibility.</p> <p>The vision created broadly reflects 'Curriculum for Wales' and is generally relevant to needs of learners, including achievement and enjoyment. The vision reflects the importance of high quality provision particularly for teaching and curriculum.</p> <p>There are a series of tasks devised to deliver the vision. The commitment of others is based on compliance rather than their deep belief in the actions being taken.</p>	<p>You lead relevant colleagues and pupils, in working together to create a relevant and engaging vision for the area(s) you are responsible for. This is usually revisited and refined/revised.</p> <p>The vision reflects accurately the needs of all learners. It is based on important themes such as progress and achievement, inclusivity, being a lifelong learner, personal happiness and good citizenship. It reflects 'Curriculum for Wales' aims. There is an explicit focus on the necessity for high quality teaching and curriculum provision to deliver this.</p> <p>The daily actions staff take cohere with the vision, with consistency. Staff understand why the theme is important and are also able to influence adjustments deemed appropriate. You seek out high quality practice and ensure that it is noted and appreciated.</p>	<p>You ensure that there is an innovative 'creating the vision phase' involving all staff as relevant, pupils, and other stakeholders. The vision is formally revisited over time and is reviewed and revised. Changes are enacted well.</p> <p>The vision developed reflects strongly the school and its community. It identifies all the crucial elements set out in the 'Embedding' section. It is directly shaped by the aspirations of 'Curriculum for Wales'.' It is also explicit about ensuring high successes for vulnerable learners. The vision references the imperative for excellent teaching and an innovative curriculum.</p> <p>You ensure all staff act in accordance with the vision by using a good range of influencing strategies, including particularly praise and recognition. The vision is followed by staff due to a central belief in it. As a result, discretionary effort is often very apparent from many staff.</p>

L2				
<p><b>Clarity and High Expectations</b></p> <p><b>PTSL: 3 &amp; 4</b></p>	<p>Any guidance documentation produced is usually of poor quality.</p> <p>Staff are unclear about expectations.</p> <p>Frequent inconsistencies are apparent in practices, especially with teaching. This impacts negatively on learner outcomes. You do not address this. Variation is very apparent. This inhibits learner progress and outcomes.</p>	<p>Useful documents are produced. They are not consistently used as a reference point for evaluating progress.</p> <p>You ensure staff generally understand the policies/practices you have set out.</p> <p>You are aware of a few inconsistencies in enactment of policies and this reduces the impact on outcomes for learners. A greater focus on the quality of teaching consistency would yield better outcomes for more learners.</p>	<p>Documentation produced is of good quality, often influenced by colleagues and shared with others. The materials are helpful and are therefore well-used by most staff. These are referred to frequently.</p> <p>Good supportive materials enable you to focus your time on those few staff that are not acting consistently. You follow up on this and greater consistency occurs.</p> <p>You ensure most staff are clear about the expectations of the key parts of your responsibilities. You follow up by reminding colleagues of necessary expectations. This is especially so with quality of teaching. You have succeeded in reducing variation.</p>	<p>Documentation produced by the staff team is of exemplary quality. It is relevant, clear and succinct. It acts as a default reminder for all staff, about what is needed to meet the vision.</p> <p>You have ensured that all staff have total clarity about the key non-negotiable policies and practices that are central to improvement. This is followed with great consistency.</p> <p>Over time, your relentless focus on the above, means that staff are implicitly aware of the necessary actions to ensure consistency. When deviations occur, you recognise this at a very early stage and act incisively to address it. As a consequence, there is only very limited teaching variation and pupil outcomes are optimised.</p>

L3				
<p><b>Developing &amp; Sustaining Trust</b></p> <p><b>PTSL: 2 &amp; 3</b></p>	<p>Few relationships established by you are securely based on trust, even though this is asserted by yourself. This results in a lack of alignment of action and leads to limited impact.</p> <p>You seek to minimise discussion and close down any alternative points of view.</p> <p>You do not respond to trust shown to you by SLT in ways such as not attending to delegated tasks well or frequently missing deadlines.</p> <p>You too often micro-manage staff and interfere with staff members' decision-making by ordering, directing or commanding at inappropriate times.</p>	<p>Your interactions and behaviours demonstrate good trust with the majority of staff. You usually do what you expect others to do. There are instances when a lack of trust impairs your ability to achieve better outcomes for learners. This may be due to unresolved, underlying conflict.</p> <p>You recognise the importance of holding different points of view, but you find managing this challenging.</p> <p>You reflect trust shown in you by SLT by usually meeting expectations and deadlines. You need a few reminders to achieve this at times.</p> <p>You support and allow staff to perform their role reasonably well. You monitor progress, but often less than would be beneficial.</p>	<p>Your interactions and personal practices demonstrate good trust with most of the staff and visiting professionals. Clarity of purpose is consistently affirmed and enacted by you. Furthermore, you are consistent in your approaches, this supports trust.</p> <p>You create an environment where discussion is developed well and outcomes are productive.</p> <p>You reflect trust shown in you by SLT by mostly meeting expectations well and in the timescales set. This includes all matters delegated to you.</p> <p>You allow staff to perform their roles and make decisions that affect their work with minimal interference. You monitor their progress well. You intercede sensitively when practices need to be improved.</p>	<p>You work exceptionally well to establish high levels of trust with all staff, visitors and relevant governors. You are totally consistent in how you put into practice what you expect of others. Your decisions are conveyed consistently, fairly and very effectively. Consequently, very high levels of trust exist between you and others in, and beyond, the school.</p> <p>You create an environment where different points of view are encouraged, with high quality discussions that focus on the issues, not personalities or blame.</p> <p>When actions are set, you consistently enact them to a very high standard and leadership does not need to follow up on them. You are trusted with important tasks through delegation and achieve them.</p> <p>You treat staff as professional colleagues by implicitly trusting them to perform their role. On the rare occasions the situation demands, you act directly and decisively in order to address challenging situations proactively, and therefore reduce the impact of a negative event.</p>

L4				
<p><b>Positivity &amp; Enthusiasm</b></p> <p><b>PTSL: 1,2 &amp; 3</b></p>	<p>In your roles, you display variable levels of enthusiasm. You are rarely positive and often make negative comments. This affects staff and, at times, learners.</p> <p>Enthusiastic people are marginalised or criticised by you.</p>	<p>You know that enthusiasm is important and often act in a way that displays it. You are generally positive. However, a lack of experience or resilience means that, at times, it is not sustained.</p> <p>You work to encourage others well, especially those with positive dispositions. You ignore or make less effort with more negative staff members.</p>	<p>You are enthusiastic about all aspects of school life; you take effective actions to develop it in others. Even when you feel under pressure, you still work hard to convey enthusiasm and succeed in this.</p> <p>You actively encourage positivity and enthusiasm. You often address inappropriate instances of negative comments and behaviours where these endanger a positive environment.</p>	<p>You have very high levels of energy and are very enthusiastic. You love what you do. Your enthusiasm enhances the way you go about your business and it is often 'caught' by others you meet. You laugh often and use humour very appropriately to defuse tensions. You do not take yourself too seriously!</p> <p>You are always upbeat and positive. You never let unhelpful comments and behaviour affect the morale of others. You always address challenges, even negative ones, in a clear and fair manner without personalising issues.</p>

L5				
<p><b>Team-Working</b></p> <p><b>PTSL: 3 &amp; 4</b></p>	<p>You often interact in self-selected groups or in isolation and with little reference to others. This occurs when closer co-operation would be of benefit to the school. Your team-working skills are not well-developed. You sometimes lose sight of learners' needs.</p> <p>You usually do not intervene with interpersonal issues or cliques that may obstruct learners' needs. A 'blame culture' may exist and you may 'play off' relationships against others. A negative culture pervades.</p> <p>Your behaviour is unpredictable and you are prone to losing control of your emotions in different situations. The issues are focused primarily on individual agendas rather than the greater needs of the school/learners.</p>	<p>You usually engage well with others, co-operate well and act as part of a team. There are times when you keep ideas to yourself rather than share them, when it would be constructive.</p> <p>There are isolated incidents of low-level conflict tolerated by you that deflects the school's focus. A few staff have too much influence with you, this suppresses the views or the engagement of others. You are aware of this, but do not intercede as often as is required.</p> <p>You demonstrate largely appropriate emotional responses. There are instances when your emotional responses are not moderated and consequently this strains and impairs relationships.</p>	<p>You work well as part of a team. You encourage others to get involved, especially passive staff members, and build their confidences well.</p> <p>You usually address issues that are unhelpful to team working and ensure staff enact agreed actions.</p> <p>You demonstrate a good ability to keep emotions in check and show a good level of restraint in difficult or challenging situations. You demonstrate respect for the whole school staff and they recognise this.</p>	<p>Your practices recognise the importance of unity and team commitment and are an exemplary feature. You consistently ensure that effective team-working is an essential and highly valued approach at the school. You take on team roles as necessary and also develop those roles within others.</p> <p>You deal swiftly with behaviours that are contrary to effective teams. This is undertaken in a way that does not marginalise the perpetrators. Staff recognise that you have no favourites.</p> <p>You are consistent and predictable, always remaining calm and level-headed no matter what the situation. You achieve this through the development of practical strategies to support your self-management. You de-escalate team tensions exceptionally well and act as an excellent role model for others.</p>

L6				
<p><b>Data Use</b></p> <p><b>PTSL: 2,3 &amp; 4</b></p>	<p>In your areas of responsibility, data is under-used even though its use would be appropriate. When issues are identified in the school's performance, the causes are often not accepted and/or excuses are made by you.</p> <p>Data is often used to justify points of view, rather than challenge thinking.</p>	<p>In your areas of responsibility, there is emerging evidence of accurate data analysis.</p> <p>A limited range of data is used to assess school performances. Wider and deeper analysis is needed to secure more accurate conclusions.</p>	<p>A wide range of data is mostly analysed accurately by you. Expertise in data use is widening, including analysis of VAP.</p> <p>You understand data well, and use it to question performances. Data analysis frequently leads to consolidation of effective practices or identifies changes to improve provision.</p>	<p>You nearly always use an extensive range of appropriate data very well, often using data to generate questions that you then research more deeply. You ensure all staff have a deep understanding of the data elements that relate to your areas of responsibility for teaching, and pupil outcomes.</p> <p>You examine the validity of data very well and know precisely when it raises genuine issues that need addressing, and when it does not. When appropriate, you support and challenge teachers to use data to measure their personal effectiveness. This is done very well.</p>

L7				
<p><b>Work Scrutiny</b></p> <p><b>PTSL: 3 &amp; 4</b></p>	<p>Pupils' work in your class is below the school's expectations for your area of responsibility.</p> <p>If undertaken, you are inconsistent in evaluating the work scrutiny of others.</p> <p>Little feedback is provided by you to colleagues or SLT in relation to any work scrutiny undertaken.</p>	<p>The pupils' work in your class generally reflects the expectations set.</p> <p>For your areas of responsibility, you undertake work scrutiny under the direction of others. You show improving levels of accuracy and independence within this.</p> <p>Feedback of good elements observed in work scrutiny is clear, helpful and supportive. Areas in need of improvement are either not given sufficient attention, or lack precision that will ensure progress.</p>	<p>You ensure that your pupils' books meet the established requirements of being at a good level consistently.</p> <p>You take a leading role in evaluating the work of others. This is done according to agreed timescales and with good levels of independence.</p> <p>You give good quality developmental feedback/forward to colleagues, that clearly identifies strengths and areas in need of improvement. This is for both verbal and written forms. Appropriate timescales are set. You usually follow up on this.</p>	<p>You ensure that your pupils' books are of a very high standard they are often used as examples of good practice within the school, and at times, beyond the school.</p> <p>You demonstrate very high levels of autonomy in accurately undertaking work scrutiny in a timeframe that precisely reflects the school's agreed practices. You develop the skills of others within the school, and sometimes beyond in order to build capacity.</p> <p>You give excellent developmental feedback to colleagues that specifically identifies strengths and areas in need of improvement. This is of both verbal and written forms. You follow up on this at all times, re-assessing progress and revising actions as necessary. You identify role models and use this to improve the practices of others.</p>

L8				
<p><b>Teaching &amp; Learning</b></p> <p><b>PTSL: 2,3 &amp; 4</b></p>	<p>The practices in your class do not match the expectations set out for your area of responsibility.</p> <p>You are unable to demonstrate how to support improved practices of colleagues.</p> <p>You provide little feedback to colleagues or SLT in relation to the classroom practices in your areas or responsibility.</p> <p>There is no consistent approach to improving teaching and learning. Any staff development is sporadic and lacking in coherence.</p>	<p>Your classroom practice generally reflects the expectations set for your responsibilities. You are beginning to model good practices to others in your area(s) of responsibility.</p> <p>You undertake classroom evaluations under the direction of others. You show improving levels of accuracy and independence within this.</p> <p>You give developmental feedback to colleagues that is helpful and supportive. 'Next steps' often lack clarity/detail necessary to ensure progress.</p> <p>In your area of responsibility, the most teaching is adequate.</p>	<p>You ensure that your classroom practice provides exemplification of at least good standards. You model high quality teaching of at least a good standard for your colleagues in your area(s) of responsibility.</p> <p>You take a leading role in evaluating the classroom practice of others. This is done according to agreed timescales and with good levels of independence.</p> <p>You give good quality developmental feedback to colleagues that clearly identifies strengths and areas in need of improvement for their classroom practice. This is in both verbal and written forms. You usually follow up the 'next steps' set.</p> <p>In your area of responsibility, nearly all teaching is good or better.</p>	<p>You ensure that your classroom practices are of an excellent standard. They are often innovative. These are often used as examples within the school and, at times, beyond the school. You model excellent practices within your area of responsibility.</p> <p>You consistently demonstrate very high levels of autonomy in undertaking accurate classroom evaluation, in a manner that precisely reflects the school's agreed practices. You develop the skills of others within the school, and sometimes beyond, in order to build capacity.</p> <p>You nearly always give excellent developmental feedback to colleagues that clearly identifies strengths and areas in need of improvement. This is of both verbal and written forms. You follow up on this at all times. You use role models within the school to improve the practices of others.</p> <p>An extensive range of well-planned whole school and individual professional activities occurs, led and co-ordinated by you. You support the development of other schools with improving teaching.</p> <p>In your area of responsibility, nearly all teaching is good with 50% excellent.</p>

L9				
<p><b>Partnership Working</b></p> <p><b>PTSL: 2,3 &amp; 4</b></p>	<p><b>Schools:</b></p> <p>Your engagement in professional learning beyond the school is limited. The partnerships made are not sustained. Partnership working may lack focus and attend to less relevant issues that improve teaching and learner outcomes.</p> <p>Little impact of joint working is apparent on the outcomes of learners involved.</p> <p><b>Community:</b></p> <p>You show limited interest and action in developing community links.</p> <p>There are a few links with the community being involved within the school, and the school involved in working in the immediate environment. These are not sustained and lapse over time.</p> <p>Few benefits to learners are apparent.</p>	<p><b>Schools:</b></p> <p>You have started to develop links with other schools that are purposeful and based on raising standards. There is a desire from you to engage further and focus on issues that lead to improved teaching and better outcomes for learners. This is not always followed through with a commitment or sustained focus within the school.</p> <p>Changes to provision is apparent. Impact of joint working on learners involved is emerging, but may be inconsistent.</p> <p><b>Community:</b></p> <p>You show enthusiasm and take some action for developing community links.</p> <p>You seek out community involvement in the school, and get the school involved in working in the immediate and wider community.</p> <p>There are benefits to learners resulting from community working.</p>	<p><b>Schools:</b></p> <p>You are an advocate for school-to-school working and play an effective part in developing this. You make frequent and sustained links with other schools that focus on teaching and learning.</p> <p>The impact on standards of joint working on most learners is good.</p> <p><b>Community:</b></p> <p>You show good enthusiasm and resultant action for developing community links. The links are relevant to learners.</p> <p>You actively seek out community involvement in the school, and get the school involved in working in the immediate and wider community. You also engage with good ideas brought to you.</p> <p>There are clear benefits to learners a result of community working in several important areas.</p>	<p><b>Schools:</b></p> <p>You are a very strong advocate and a lead player or key facilitator in partnership working. There is an explicit focus on sharing practice and expertise and there is good evidence that standards across the schools involved improve. At times, you lead other schools in their development.</p> <p>The impact on standards of joint working on nearly all learners involved is very strong and sustained.</p> <p><b>Community:</b></p> <p>You show great enthusiasm and resultant action for developing innovative and very productive community links. The links are often developed and deepened as a result of influence by pupil voice.</p> <p>You seek out community involvement in the school, and get the school involved in working in the immediate and wider community. School-to-school working is a key feature of the links. You build capacity within the school well and effective links are both sustained and extended over time.</p> <p>The impact of community working has a great and sustainable impact on learners in a wide variety of areas.</p>

L10				
<p><b>Writing Evaluative Reports</b></p> <p><b>PTSL: 1,2,3,4</b></p>	<p>You either do not write reports, or when prompted to do so, do not write in a clear and appropriate style.</p> <p>A very narrow range of sources are considered when evaluations are written. Any guidance provided by SLT is not followed.</p> <p>The reports are unclear and lack evaluation that specifically sets out strengths and areas for improvement.</p>	<p>When prompted, you write evaluative reports that cover most of the required themes.</p> <p>You are beginning to use the evidence sources highlighted by SLT for compiling the evaluation.</p> <p>The reports provide strengths and areas of improvement for your area of responsibility. There are several instances of this being of a general nature. Follow-up of the weaknesses occurs when prompted.</p>	<p>You write high quality evaluative reports as often as is required, usually with little prompting.</p> <p>In discussion with SLT, you determine accurately the type, quantity and range of evidence sources necessary when areas are evaluated.</p> <p>The reports provide clear and accurate details of strengths and areas for improvement. These are often followed up on as necessary, with little prompting.</p>	<p>You write excellent quality evaluative reports from your own initiative. This is valued by SLT.</p> <p>You independently and accurately select the type, quantity and range relevant evidence sources required when undertaking evaluations.</p> <p>The evaluation reports provide specific and valuable detail of strengths and areas for improvement. Using your initiative, you consistently and independently follow up on this to reduce internal variation.</p> <p>Additionally, you use your skills to develop others in writing good quality reports.</p>

L11				
<p><b>Action Planning</b></p> <p><b>PTSL: 1,2,3,4</b></p>	<p>The action plans created by you and relating to your area of responsibility do not effectively underpin the school’s drive to improvement. This is due to some of the following reasons:</p> <ol style="list-style-type: none"> <li>1. A lack of alignment with the SER</li> <li>2. Data is not well used.</li> <li>3. Poorly constructed action plans and/or success criteria that do not clearly set out key changes and expected outcomes.</li> </ol> <p>The plans are not monitored and evaluated.</p> <p>Progress of actions and outcomes are not reported to stakeholders.</p>	<p>The action plans are helpful documents but they are not as effective as they could be. The plans set a framework, but lack precision to ensure significant and sustained progress. Factors associated with this include:</p> <ol style="list-style-type: none"> <li>1. Unclear roles and responsibilities identified within it.</li> <li>2. More specific actions need to be identified.</li> <li>3. Inappropriate choices of resources or staff development.</li> </ol> <p>The plans are monitored and evaluated but not in a well-planned time frame. Monitoring lacks necessary depth at times.</p> <p>Stakeholders are updated periodically. Emphasis is on what has been done, rather than impact of actions.</p>	<p>Self-evaluation informs the content action plans. The plans set out clear actions that relate to the targets and success criteria. Plans include appropriate choices of staff and resources. Relevant funding is identified.</p> <p>Monitoring arrangements are clear. The plans are well-evaluated and necessary actions are taken to revise approaches, or embed successes to ensure sustained progress.</p> <p>Evaluations are often reported effectively to stakeholders. The impact is clear.</p>	<p>The well-constructed action plans are directly based on the outcomes of the self-evaluation. Actions set are precise and specific. They directly support the achievement of the success criteria and challenging targets. Funding sources are clearly set out, grant terms are met, and value for money is demonstrated.</p> <p>On-going and frequent monitoring and evaluating of the plans ensure that progress is at least good, and often excellent. Issues that arise where there is less than good progress, are identified early, and then addressed and resolved immediately.</p> <p>Evaluations are consistently reported to stakeholders, and always incisively reference impact.</p>

L12				
<p><b>Demonstrating Personal Accountability</b></p> <p><b>PTSL: 1,2 &amp; 4</b></p>	<p>You are unclear about your accountabilities. Any reports produced are either imprecise or not evaluative.</p> <p>You rarely, if at all, account to governors or external audiences.</p> <p>You do not meet your performance management objective relating to your leadership responsibilities.</p>	<p>You have a growing awareness of your job description and responsibilities. With guidance, you produce evaluative reports. You are dependent on SLT for direction.</p> <p>Over the school year you are beginning to account to governors or external audiences.</p> <p>You largely meet your appropriate performance management objective relating to your leadership responsibilities.</p>	<p>You have a clear awareness of your job description and responsibilities. With little support from SLT you produce good quality evaluative reports based on a range of evaluative information.</p> <p>Over the school year, you often account to governors and are beginning to account to external audiences such as challenge advisers. You do this well.</p> <p>You fully meet your challenging performance management objective relating to your current leadership responsibilities. You set objectives that relate to next career steps.</p>	<p>You have a very good understanding of your job description and responsibilities, you enjoy your accountabilities. Showing excellent initiative, you independently and frequently produce good quality evaluative reports based on a wide range of evaluative information.</p> <p>Over the school year you frequently account to both governors and external audiences. You do this very well and respond to close questioning accurately and confidently.</p> <p>Over time, you always fully meet your challenging performance management objectives relating to your current leadership responsibilities and also objectives relating to your next career steps.</p>

L13				
<p><b>Progress of Learners in Area(s) of Responsibility</b></p> <p><b>PTSL: 2 &amp; 4</b></p>	<p>Many pupils do not make sufficient progress within classes and at ends of phases. Progress is often irregular between AOLE, classes and pupils. In a few classes, limited progress occurs.</p> <p>Over time, pupils vulnerable to under-achievement do significantly worse than other pupils, with the school gaps consistently similar or wider than national gaps and with little sign of this narrowing.</p> <p>Over time, there are inconsistencies between Teacher Assessment (TA) and other sources of evidence i.e., Progression Models and Book Looks. There are discrepancies and inconsistencies between TA and Test Data. Over time, tests are often criticised for any differences that arise rather than deeper analysis as to why differences exist.</p>	<p>The improving evidence demonstrates that many pupils make appropriate progress within classes, phases and the school. Greater consistency is apparent.</p> <p>Progress is occurring with narrowing gaps in performance between different groups of learners. Over time, pupils vulnerable to under-achievement perform at similar levels to their peers nationally.</p> <p>Over time, there are inconsistencies between TA and other sources of evidence, i.e., Progression Models and Book Looks. TA and Test Data do not align. When this is apparent you recognise it and take action to address it.</p>	<p>Evidence shows most pupils make good progress within classes, phases and the school. The remaining pupils make appropriate progress.</p> <p>Over time, pupils vulnerable to under-achievement usually show higher performance rates than their peers nationally.</p> <p>Over time, TA is similar with other sources of evidence, i.e., Progression Models and Book Looks. Any differences are examined closely and actions are taken as appropriate.</p>	<p>You have compelling evidence to demonstrate that nearly all pupils make at least good progress within classes, phases and the school. A significant minority of these make excellent progress.</p> <p>Over time, pupils vulnerable to under-achievement nearly always have significantly higher performance rates than their peers nationally.</p> <p>Over time, there is a very close alignment between the TA and all sources of evidence. Any differences are examined closely by you and the findings acted on incisively and effectively.</p>

L14				
<p><b>Pupil Progress: Literacy, Numeracy &amp; DCF</b></p> <p><b>PTSL: 2,3 &amp; 4</b></p>	<p>You do not look for ways to develop literacy, numeracy and digital competency through your responsibilities or do so in a limited way. Good opportunities are missed.</p> <p>Where there is good potential for your responsibilities to support improvements in these areas, the evidence of your impact on learner outcomes over time is limited.</p>	<p>With prompting, you are beginning to develop literacy, numeracy and digital competency in your responsibilities. You link-up with others to do this, discussing provision changes or development possibilities. There are times when this is not followed through with demonstrable impact for learners.</p> <p>Where there is good potential for your responsibilities to support improvements in these areas, there is emerging evidence of progress over time in terms of learner outcomes.</p>	<p>In your role, you actively seek out colleagues to work with, to develop potential links with your responsibilities and literacy, numeracy and digital competency. In doing so, you make good contributions to effective provision changes.</p> <p>There is good evidence over time of the clear impact on learner outcomes, showing how you have supported these areas through your responsibilities.</p>	<p>Through high quality, innovative, joined-up working with others, you succeed in developing deep and exciting links between your areas of responsibility and literacy, numeracy and digital competency. You seek out excellence from other contexts and develop this further and successfully in your context.</p> <p>Where there is good potential for your responsibilities to support improvements in these areas, there is high quality evidence over time of very good impact on learner outcomes.</p>

L15				
<p><b>Sustaining Impact</b></p> <p><b>PTSL: 1,2,3,4</b></p>	<p>You do not ensure that the changes made are understood and supported. You provide few relevant materials. Therefore, any gains that are made are usually of a short timescale.</p> <p>Induction arrangements for new staff to be informed of your key practices are limited.</p> <p>When new priorities are undertaken by you, previous ones are neglected.</p> <p>Any successes derived are not celebrated, therefore colleagues may lose motivation to sustain practices.</p>	<p>You ensure that the changes made are understood and supported with relevant materials. Greater gains would occur if this were undertaken in a clearly planned, and consistently enacted, way.</p> <p>Induction arrangements for new staff to be informed of key practices are based around responding to need.</p> <p>When new priorities are undertaken, previous ones are not consistently revisited. They would benefit from more specific times when you revisit them to remind colleagues of agreed practices.</p> <p>Successes derived are celebrated but not referenced frequently or specifically enough by you to ensure that practices become implicit.</p>	<p>You ensure that the changes that are made are valued, understood and supported with accessible, high quality materials for all staff. This is undertaken in clearly planned ways. Therefore, most colleagues enact the changes as a key part of their practice.</p> <p>Induction arrangements for new staff to be informed of key practices are well-planned and delivered by you. New colleagues are made aware of the key points of contact.</p> <p>When new priorities are developed it is not at the expense of previous priorities which are discussed frequently by all relevant persons. You check to ensure all staff specifically know their roles and responsibilities in terms of sustaining gains.</p> <p>Successes derived are celebrated frequently by you and staff know what they need to keep doing, and do it!</p>	<p>You consistently ensure that the changes that have been made are valued, understood and supported with accessible, high quality materials for staff and, where relevant, stakeholders. This is always undertaken in clearly planned and consistently enacted ways. Therefore, all colleagues consistently embed the changes as implicit parts of their practice.</p> <p>Induction arrangements for new staff to be informed of key practices are very well-planned as a core feature of school practice. Additionally, other staff are identified as Key points of contact. New colleagues know who they are and utilise them well when they are unclear.</p> <p>You ensure that previous priorities have a very high focus, especially when practices have not yet become habitual. You resist the temptation to make minor changes that, although beneficial, are likely to cause anxiety to colleagues. You check to ensure all staff specifically know their roles and responsibilities in terms of sustaining gains and provide on-going support.</p> <p>You ensure SLT is well-briefed and is frequently able to cite specific evidences, to a range of audiences, of the successes derived.</p>

## Leadership

Sub-sections	QTS Descriptor	Induction Descriptor	Sustained Highly Effective Practice Descriptor
<b>PTSL:1 Take Responsibility for Self</b>	The teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners, parents/carers and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.	The teacher accepts responsibility and demonstrates the commitment to learners through professional organisation and management.	Personal professional responsibility includes the sustained development of highly effective practices across the professional standards.
<b>PTSL:2 Exercising Corporate Responsibility</b>	Contractual, pastoral, health and safety, legal and professional responsibilities are known and understood by the teacher.	The teacher contributes to the aims and development of the school by consistently demonstrating compliance with agreed policies and is prepared to seek advice where necessary.	Colleagues are supported to meet the policies and principles required by the school with suggestions for improvements being offered and acted on.
<b>PTSL:3 Leading Colleagues, Projects and Programmes</b>	The teacher's understanding of, and commitment to, leading learning is demonstrated through collaborative experiences in schools and other contexts.	The teacher uses qualities of personal professional practice to positively influence the practice of others.	Leadership is an integral part of teaching involving the support, guidance and demand necessary to achieve required outcomes. It takes account of the experience of other colleagues and encourages them to flourish.
<b>PTSL:4 Supporting Formal Leadership Roles</b>	The teacher demonstrates an understanding of the nature of responsibilities within and across teams and of the contribution's individuals make towards the school's ethos and the successful fulfilment of the school's vision.	The teacher actively supports the work of the phase or department and begins to demonstrate an awareness of the range of processes and skills involved.	Perceptive and positive contributions are made where necessary to support the work of the school wherever it is needed using expertise and experience to fulfil the aims of the school.



## Judgement Vocabulary



<b>Nearly all</b>	All bar 1 or 2 pupils
<b>Most</b>	90%+
<b>Many</b>	70% or more
<b>Majority</b>	60% or more
<b>Half</b>	50%
<b>About half</b>	Around 50%
<b>Significant minority</b>	40%
<b>Minority</b>	Around 30% ~
<b>Few</b>	Around 20%
<b>Very few</b>	Less than 10%