Wiltshire Council
Where everybody matters

Wiltshire Leadership Succession Quality Mark

What is the Quality Mark?

Our Quality Mark is designed to help you celebrate your strengths and set priorities for improvement.

Our Quality Mark sets standards for leaders at different levels. Its open to all schools in Wiltshire and is intended to help schools improve standards.

Leadership is demanding but rewarding. There's a lot to find out and to learn about leadership. Setting priorities to develop leadership is difficult and the Quality Mark can help with this.

The Quality Mark is a personal reward for the school's total dedication and commitment to developing future leaders.

What does a school have to do to get the Quality Mark?

A school has to meet the requirements of one of the four levels of the award, starting with the bronze level that indicates the school has leadership that is dispersed throughout. The next award is silver and this requires the school to meet the requirements of the elements of the cluster leadership. The gold level requirements are involvement at local Authority level and the platinum award is for work at a National Level. Full details of the requirements for each level are set out in the document. Each level needs to be met in sequence starting with the bronze level. Schools can agree with their SIP the right level to be nominated for initially, e.g. if after checking bronze, silver and gold levels for match, in both the school's view and the SIP's view the school meets all these criteria, then they can be nominated to receive the gold award. However, in order to receive the gold award, the school must have demonstrated that they meet the criteria for bronze, silver and gold. An award cannot be given for a level unless the previous levels have also been met.

Who assesses a school?

The Quality Mark is based on a partnership between the headteacher's forum, the LA and the National College for School Leadership. The nomination can be done through the school's School Improvement Partner and is then accredited by the Wiltshire Leadership Succession Steering group made up of headteachers and LA representatives. The Board is monitored by the National College.

When are assessment made ?

Assessments are made twice a year, in January and May.

How long do schools get the award for?

Three years. It can then be re-accredited.

What is the value of the Quality Mark?

It is recognition for best practice in building capacity in the school and community.
It doesn't replace inspection but is a useful self-review and evaluation tool.

How do schools celebrate getting the Quality Mark?

We encourage schools to celebrate getting the Quality Mark. The school will receive a certificate and the Quality Mark logo to use on their materials..
Further Information is available in this document, and from the leadership succession team for Wiltshire.

Why focus on developing future leaders?

Because leadership makes all the difference. Successful school develop leadership:
"The main mark of successful leaders…is how many effective leaders there are in the organisation at the end of their tenures." (Fullan 2003)
Here are some comments from participants who attended one of our emerging leaders cluster development programmes:

What have some of the participants involved in our emerging leadership programmes said about its impact on their work? Here are some quotes:

'My confidence is increasing as I am researching, trying things out and am prepared to make mistakes. I believe that I have a lot to learn but am enjoying the process and was ready for this type of study'.

'I have become a more confident leader and have gained a deeper understanding of what it means to be a leader'.

'I plan to develop my own ability to question and challenge others in a positive way, and must also be open to receiving this challenge and questioning myself'

'In the light of this programme, I have confirmed my belief in our very good school'

'Through reflection and discussion with colleagues on the programme it has become apparent that often we expect children to do things that we are not very good at ourselves'

'I have just been appointed as a deputy head and I believe it is as a direct result of the course'

✓

'I am enjoying my leadership role. I would certainly like to continue this kind of training in the future'

'It (the programme) has been incredibly useful and powerful in developing my confidence and skills in leading and managing teams and, often, the whole school community. It has encouraged me to pursue a permanent role as Deputy Head'

'It has been a pleasure to take part in the programme activities with people who have all approached them in the right spirit'

'Following discussions with colleagues, I would like to take a much more active role in the performance management of the teaching assistants with whom I work'
'I have also discovered how much I enjoy learning and thinking at this level'

And finally:

'I was quite sure that I did not want to be a deputy or headteacher. This course, and a number of other things in my personal and professional life, has actually made me realise that I am exactly where I want to be. I love what I do, and I strive to do it better all the time. I feel I can have a real impact on teaching and learning in schools. As for the future…. I never say never!'

What do we believe about successful schools and leadership in Wiltshire?

A measure of success in Wiltshire schools is the number of effective leaders they develop. Schools that demonstrate this capacity should be praised and rewarded. The Quality Mark is a formal recognition of this.

Why do we need to reward schools with this recognition?

- It is a duty of today's leaders to grow tomorrow's leaders and to create the conditions where leadership can flourish.
- Schools that have dispersed leadership and leadership that reaches beyond its own community make a bigger difference to more children's future life chances.
- We are at the peak of the challenge to recruit and retain good leaders.
- There is a need to promote the importance and benefits of taking on a leadership role in schools.

'A real opportunity to increase both the quantity and quality of school leaders and develop a generation of leaders who can advance education in the 21st century.' NCSL 2006d:14lp

What have we done to help schools to take positive action to identify, develop and retain more school leaders in Wiltshire?

In Wiltshire we have launched 'Stepping up to leadership', a succession strategy that sets out the steps that can be taken by schools to make sure that we have enough leaders, of sufficient calibre, and with the breadth of skills and capability, to lead our schools in the future. The Continuous Professional Development (CPD) framework in the strategy underpins the Quality Mark Standards.

Succession planning offers immediate benefits:

- By raising the quality of subject leadership, raising achievement for children and young people.
- Establishes an ethos of responsibility and initiative through the school.

- Creates the space for the current senior team to be more strategic by raising the capacity for operational leadership at other levels.
- Attracts and retains talented staff by offering progression and development.

What can the Quality Mark be used for?

- Supporting self-evaluation on leadership and management (SEF).
- Displaying in the school, on headed paper and in job advertisements.
- Evidence to support Head's SIP applications, secondments and work undertaken by the school to support other schools and their staff.
- Access to International leadership links and opportunities.
- Attracting high quality applicants for jobs advertised at the school.

How do schools find out the awards they can apply for through their School Improvement Partner?

There are four levels of award: Bronze for school level, Silver for Cluster level, Gold for LA level and Platinum for National level. Ask your School Improvement Partner to discuss with you your judgements about leadership and management in relation to the awards.

Levels of Award

- Bronze: School level based on distributed leadership
- Silver: Cluster level based on shared developments within the cluster
- Gold: LA level based on leadership being shared with other institutions beyond the school and own cluster
- Platinum: National level based on the involvement of the school across all levels and within national programmes

How can I use the self-evaluation judgements that I have made in my SEF that have been validated by my School Improvement Partner to assess my school's readiness to apply for an award?

The school will have made judgements on leadership within its SEF. These judgements will cross-reference with the evaluation criteria for the Quality Mark Awards. The SIP will be able to do this with you and nominate the school for the award following a visit to the school at your request.

How can I get the award accredited?

The SIP can support the school in recommending that they apply for the appropriate award following their moderation of leadership in the school.

If I think the school has already been meeting the requirements of a certain award for some time, can this be taken into consideration?

Previous work in this area by the school can also be provided as evidence towards achieving the award. Evidence from the past three years can be accepted towards accreditation.

Who does the Quality Assurance of accreditation?

This is undertaken by the LA Quality Mark Board that consists of serving headteachers and advisers. For national recognition an officer from NCSL will moderate decisions.

What are the requirements for each of the award levels?

The criteria set out below should be used as a 'best fit' model.
The SIP and the school need to agree that the school meets most of the criteria within a level to be nominated for the award. To secure accreditation, the school will need to demonstrate it has actions in place to achieve any criteria that has not been met.
The SIP will record the nomination on a note of visit.

How do I use the criteria to evaluate where my school is?

Use the self-evaluation grid for each level of the award you are applying for and do a best fit analysis contributing this to your own evidence detailed in the school's SEF. Ask your school Improvement Partner to validate your judgements. The statements and questions in the self-evaluation grids are examples of the sort of activities you could be involved in. They are not meant to be restrictive. Schools may have a range of other activities they can identify that also demonstrate that they meet the requirements of a particular level.

Bronze – School Level

- School to have used the grid and identified strengths, development areas and supporting evidence.
- School to have evidence that actions have been taken to improve further areas and that they have had impact. SIP to refer to the grid.
- NCSL checklist for distributed leadership (p16) www.ncsl.org.uk/distributedleadership

Silver – Cluster Level

- School to have used and completing agree, unsure and disagree boxes.
- School to have contributed to a cluster action plan to address areas of development.
- SIP to refer to grid and ask for evidence of cluster activity.

Gold – LA Level

- School to have used the grid and identified activities they are involved in currently and in last 3 years.
- School to identify planned activities for the future.
- SIP to refer to the grid and ask for evidence of activity.

Platinum – National Level

- School to have used the grid and identified activities they are involved in currently and in last 3 years.
- School to identify planned activities for the future.
- SIP to refer to the grid and ask for evidence of activity.

BRONZE – SCHOOL LEVEL

Distributed Leadership NCSL Self-evaluation. What do we do in our school?

Area	Middle leaders	Senior leaders
Focus on learning and teaching	**Create opportunities to talk to pupils from other classes about their learning, successes and areas that they are trying to improve in.** Celebrate achievements and engender a feeling that effort matters and is recognised.	**Reach explicit agreement with middle leaders about their core purpose…** and the school's expectations of them in developing and assuring the quality of learning and teaching.
Focus on learning and teaching	**Help to develop a culture of open classes, modelling this through your own invitational approach to others observing you.** Help teachers to feel at ease with observations by agreeing a code of practice. Begin by taking a lead and welcoming a colleague into your class.	**Promote practitioner research as a means of engaging with learners within the class and the process of learning…** and encourage teachers to develop this in their practice. Seek out relevant professional articles and share these. Establish a reading group.
Focus on learning and teaching	**Promote continuing professional development.** Develop the understanding amongst colleagues that professional development is far more than attending courses. Work together to identify opportunities for professional learning, including widening experiences within school.	**Take care not to overload middle leaders with routine tasks.** Decide with them how they can make most difference to learning. Meet with them regularly to review issues related to learning to support them in managing workload and identifying priorities.
Generate positive relationships	**Understand the importance of emotional intelligence.** Understand yourself, use humour. Accept that people are different. Be patient and aware of other people's feelings and emotions. Know the team and recognise their needs.	**Recognise and value the success of middle leaders, using various informal and formal exchanges.** Praise their success both in and out of school, and report this to governors, colleagues and parents.
Generate positive relationships	**In team meetings, engage the group in discussions about their practice.** Use their knowledge and understandings to challenge thinking and support reflective skills. Find ways of relating team practice to a wider knowledge base.	**Show them that they are valued and key members of the leadership of the school.** Demonstrate your confidence in your middle leaders by encouraging them to "have a go". Trust them to make decisions and test new ideas. Value their opinions and ideas.
Generate positive relationships	**Use your own mistakes as professional challenges or learning opportunities for yourself and the group.** Be honest and admit that some things are beyond you – don't pretend you know everything.	**Allocate time for middle leaders to reflect on their practice and assess their impact.** All too often they are the worst exemplifiers of a work-life balance, but are excellent at recognising a need for it in their colleagues.
Provide a clear vision and high	**Be confident in your knowledge…** of the school's improvement priorities.	**Have a clear vision that is articulated and shared amongst all staff.** Involve middle leaders in envisioning future needs and targets, and discuss aspirations for children's learning.

expectations		
Provide a clear vision and high expectations	**Articulate and sell your vision in staff meetings.** Be clear about your intended outcomes and how they relate to school improvement priorities. Research your case and give a presentation to illustrate it.	**Demonstrate the characteristics of learning-centred leadership…** through modelling, monitoring and engaging in dialogue.
Provide a clear vision and high expectations	**Know your subject.** Keep up to date with developments by subscribing to teaching journals and looking on the internet. Be receptive to new ideas: for example, ask NQTs about latest developments in your subject area.	**Enable middle leaders to have access to a whole-school picture in all key areas of the school…** including the budget, staffing, governance, community matters and engaging with parents.
Improve the environment	**Promote the school's ethos through display.** Consider: "What does the display in our year group classes and shared areas say about our beliefs in relation to learning and caring?"	**Encourage and seek to create a school environment which pupils and staff can be proud of.** Seek external validation such as Investors in People and Artsmark to help build pride in the school and gain support from the local community.
Improve the environment	**Think of the learning environment as a learning resource…** and use it to promote effective learning. Involve pupils in review, design and upkeep.	**Be knowledgeable about how the environment can enhance effective learning, and articulate this across the school.** Use the school environment to reflect the commitment to creative learning.
Improve the environment	**Model "displays for learning" within your own classrooms…** and share these approaches with colleagues, for example in shared areas.	**Ensure that the staff learning environment also reflects the school's ethos and aims: is staff learning valued and how is this made evident?** Dedicate space for current, relevant, high-quality staff learning resources, whilst acknowledging that a relaxation space is also needed.
Collaboration and dialogue	**Create a community that benefits from diversity and multiple perspectives.** Communicate with all members of the school community.	**Allocate time…** for one-to-one dialogue with your middle leaders.
Collaboration and dialogue	**Liaise with a link governor regularly…** either through visits or phone calls to discuss progress, improvements, developments and other issues.	**Recognise the benefits of giving staff time to collaborate.** Provide release time. Prioritise target areas for focused discussion.
Collaboration and dialogue	**Work with middle leaders in other similar schools – identify common goals.** Use your work as the material for professional learning. Try to arrange visits to one another to give feedback on particular issues.	**Invite external numeracy and literacy consultants to work alongside teachers.** Disseminate new ideas to all members of staff.
Distribute leadership and build teams	**Build a culture of interdependence…** by sharing tasks and responsibilities.	**Ensure job descriptions are clear…** and include real leadership responsibilities.
Distribute leadership and	**Establish a common goal.** Work collaboratively to move towards the goal: take people with you. Overcome barriers in	**Demonstrate the true value and mechanisms for effective delegation.** Promote the idea that delegation can give others

build teams	your school by seeking the support and advice of a colleague whom you trust and respect.	opportunities for development. Accept that the consequences can be difficult but it is a process that middle leaders need to appreciate.
Distribute leadership and build teams	**Have a team view with regard to communication with parents.** Send joint team letters to parents.	**Involve members of staff in interview procedures.** Encourage them to meet and greet candidates, as well as showing them around the school and introducing them to potential colleagues.
Engage the community	**Look for opportunities for wider partnership with local businesses…** to make the learning for pupils relevant and meaningful.	**Encourage middle leaders to have reporting and communication responsibilities with external groups…** including the LEA, schools and colleges, universities, members of the local community and parents.
Engage the community	**Collaborate with colleagues from other schools.** Use existing structures as a basis for networking when it is relevant, such as with development groups or other networks. Meet up with curriculum leaders from other local schools to share ideas.	**Use the school in innovative ways to create a community feel and secure local engagement.** Think “our” school community rather than “the” school community. Host literacy and numeracy workshops for parents, computer classes, artists-in-residence, pre-school workshops, environmental awareness activities.
Engage the community	**Organise workshops for parents and focus on pastoral matters and school improvement…** and make this a collaborative process.	**Encourage parents to play a full part in the life of the school…** for example, seek their involvement as parent governors. Invite them to attend school-based training led by staff to equip them with skills in hearing children read.
Create and innovate	**Plan creatively across the curriculum and beyond the timetable.** Provide opportunities for pupils to generate creative approaches to their learning across the curriculum.	**Encourage the involvement of middle leaders…** in current, innovative practice and initiatives**.**
Create and innovate	**Ensure that pupils can learn from first-hand experience…** by utilising the skills of other adults in the school and from the local community.	**Value and articulate the importance of well-considered innovation…** and celebrate its success.
Create and innovate	**Ask questions such as: Why does it happen this way? What if we tried it that way?** Respond to tasks or problems in a creative way. Celebrate successful innovation and imaginative ideas.	**Develop a school-wide learning forum for middle leaders…** where they can: have opportunities to promote new thinking; find space for creativity; evaluate and manage the risks associated with particular innovations; and share good practice and learning that has the potential to make a difference across the school.

✓

Silver – Cluster Level

- **(need to have met bronze level before being assessed for silver).**
  - Leadership Succession NCSL publication 'A framework for action.' Section 5 'Getting Started' P.106 5.5 – Self-evaluation questions as criteria.

Silver: Cluster Self-Evaluation Questions – Foundations for local action.

Statement	Agree	Unsure	Disagree
There is a strong sense of mutual trust and respect among schools in our cluster. We (the cluster) understand our respective roles and contributions within this collaboration.			
We are working together with a clear sense of purpose. The collaboration has a clear structure and processes for operating.			
Our senior leaders attach a high priority to leadership in themselves and others. People are able to take risks and stretch themselves in the interests of learning and growth.			
Leaders are given clear and constructive feedback on their performance. Leaders are held accountable for developing themselves and others.			
We know how many current and potential leaders we have and broadly what their plans are. We know what people think of our cluster as a place to work.			
We are clear about our strengths and weaknesses with regards to succession planning. We are confident about what best practice in succession planning in schools looks like.			
We understand the nature of changing demands on schools in our cluster. We understand how our communities are changing and developing.			
We have a clear and logical framework of increasingly challenging leadership roles. We have defined the characteristics that reliably lead to success in different leadership roles.			
We have a challenging and inspiring vision of what succession planning can do for our cluster. Our approach to succession is based on a vision of how leadership makes a difference to learning.			
Our succession planning strategy is well integrated with other processes and systems within schools. Our succession planning strategy is well connected to other initiatives within the system as a whole.			
We have thought through the impact of change on established routines and cultures. We use an agreed framework for planning and implementing change.			
We have identified and prioritised and prioritised the stakeholders of succession planning in our cluster. We are sending a clear set of messages about the benefits of involvement and collaboration.			
We have tangible outcomes and measurements for our succession planning strategy. We regularly review progress against our success criteria and adapt our tactics.			
We know what we will do when we have our foundations in place. We have a consensus around ambitious long-term plans to be implemented as appropriate.			

✓

Gold – LA Level

(Need to be assessed for Silver before being assessed for Gold)

	CPD Activity	**Within last 3 Years**	**Current CPD Activity**	**Future Planned CPD Activity**
Middle Leadership Teacher	• Attend courses and work with consultants related to national strategies • Attend local area/cluster based CPD • Attend networks for HODs/subject leaders/SSAT networks • Become a leading teacher • NQT mentor training • Make presentations at conferences and networks • Sign up for the LA professional exchange scheme • Attend LA secondary and special school "Leading and Managing from the Middle" Programme • Attend "**Experienced Leaders**" and "Leader and Manager in the Middle" Course			
Leadership Team Member	• Attend AST/leading teacher networks • Attend, support and lead network meeting for SENCO, subject leaders etc. • Make presentations at conferences and networks • Attend LA training for aspiring leaders e.g. "**The Logical Chain**" • Attend Wiltshire Leadership festival in partnership with SELT • Work towards the Wiltshire Leadership			

	Succession Quality Mark • Be part of the Wiltshire local leadership project (NCSL Targeted support Wave 3) • Attend networking groups for school business managers • Be part of the "**Partners in Leadership**" programme			
Deputy Assistant Head/New Headteacher	• Attend courses and work with consultants related to national strategies • Attend CPD on new OFSTED framework • Become a cluster leadership champion • Sign up for the LA placement scheme • Sign up for LA secondment scheme/acting headship programme • Attend HT/DHT conferences, networks and briefings • Access new/acting Headteacher induction programme • Attend LA training e.g. "headship application" course			
Experienced Headteacher	• Become a local leader in education • International learning opportunities • Facilitate LA programmes in partnership with LA • Train and act as a mentor for new/acting Headteachers • Work flexibly to allow for others to have supported headship experience • Join an LA working party/consultant group • Join the Wiltshire LA/University of Bath "**Experienced Headteachers**" Group			

✓

PLATINUM – NATIONAL LEVEL

(Need to be assessed for Gold before being assessed for Platinum)

	CPD Activity	**Within last 3 Years**	**Current CPD Activity**	**Future Planned CPD Activity**
Middle Leadership	• Lead or take part in a school focussed Teacher International Professional Development (TIPD) • Access Leadership Pathways programme (NCSL) • Access NCSL Leadership Collaborative Programme • Take part in Leading from the Middle (LfTM) (NCSL) • Access a sabbatical funded by school or external agency • Access training/conference provided by the wide range of local and national providers and professional associations			
Leadership Team Member	• Apply for Leadership Pathways (NCSL) • Attend leadership conferences • Attend university leadership events • Take up a sabbatical funded by school or external agency • Take part in Diploma or Masters degree programmes run by Higher Education • Access Established Leader programme (NCSL)			
Deputy Assistant Head/New Headteacher	• Apply for NPQH training (NCSL) • Access National College for School Leaders (NCSL) programmes: - Early Headship Provision (EHP) – Access			

	Professional Partner Programme) - Established Leaders Programme - Research Associates • Leading Practice Seminars • Dioceses training programme for new Headteachers • Courses provided by professional associations			
Experienced Headteacher	• Access "**Head for the Future**" programme • Become an NCSL Professional Partner for new heads • Become a local leader in education • Become a national leader in education • NCSL Executive Headteacher programme • NCSL Models of leadership programme • Building schools for the future programme • Headteachers into industry (HTI) • On-line communities – Talking Heads (NCSL) • Headteacher International Placement/Visit • OFSTED inspector training/SIP training • Become an external consultant • NCSL Strategic programmes • Masters degree/PhD • NCSL International Leadership learning			

Wiltshire Leadership Succession Strategy materials.
Last Updated November 2009
Chris Harries