



**Ysgol Rhosnesni High School**

**Headteacher Information Pack**



CONTENTS: Welcome Letter – Headteacher Advert – Job Description – Person Specification – Professional Leadership Standards





Welsh Network of Healthy School Schemes



Cyflunio i Ysgolion Iach - Rhwydweith Cymru



December 2017

Dear Applicant

Thank you for the interest you have shown in the post of Headteacher at Ysgol Rhosnesni High School.

The Governors and I are pleased to send you the enclosed information about our school and the key post of Headteacher. We believe that this is an exciting opportunity and the successful candidate will be joining a welcoming community.

We are looking to appoint a strong and inspirational leader to drive improvement, develop a strong and powerful school ethos and create a vision for the future. If you have drive and ambition and are a strong and inspirational leader then this is an unparalleled opportunity to lead this English-medium comprehensive school. School improvement is being addressed through a clear strategic plan and direct action to raise attainment and develop an aspirational culture. Staff and students are confident and eager and now require a charismatic leader to support their efforts.

Visits to the school are encouraged. Please contact the Headteacher's P.A., Mrs Julie Maclean, on 01978 340840 to arrange a mutually convenient time to visit.

When making your application, please have regard for the person specification that we have provided.

Your letter to accompany your application form should be no more than two pages of A4 when typed (size 11 font). Please send your completed application form and letter as directed in the job advertisement.

The closing date for applications is noon, Friday 5<sup>th</sup> January 2018 and interviews will be held on Monday & Tuesday 22<sup>nd</sup> & 23<sup>rd</sup> January 2018.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. There will be a need for the successful candidate to undertake a criminal record check via the DBS.

We look forward to receiving your application and to learning what you would be able to offer our school and, specifically, its pupils, staff, parents and governors.

Yours sincerely

D Hughes  
Chair of Governors

RESPECT HONESTY SUCCESS

*'Working together with you to achieve success'*

Headteacher/Pennaeth: Mr. N. D. Harrison BA(Hons), M.A. NPQH  
Rhosnesni High School, Rhosnesni Lane, Wrexham, LL13 9ET  
Ysgol Rhosnesni, Lôn Rhosnesni, Wreccsam, LL13 9ET

PARCH GONESTRWYDD A LLWYDDIANT

*'Gweithio gyda'n gilydd i gyflawni llwyddiant'*

Tel/Ffôn: 01978 340840 Fax/Ffacs: 01978 340841  
E-mail/E-bost: mailbox@rhosnesni-high.wrexham.sch.uk  
www.rhosnesni-high.wrexham.sch.uk  
Follow us in twitter: @RhosnesniHigh

# What Our Students Say

## Morgan Cavanagh



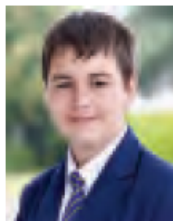
The thought of going to secondary school filled me with a mixture of excitement and nerves. The Transition Programme organised by Rhosnesni really helped me settle in and meant that I felt a part of the Rhosnesni school community immediately. The Peer Mentors helped me find my way around and they were always there to offer advice or help with any worries.

As part of the settling in process, Year 7 are given the opportunity to go on the London trip. I thoroughly enjoyed this experience because it gave me the chance to make new friends and get to know the teachers. The school also offers a Year 7 Breakfast Club. I found this very helpful because I was able to make more new friends and be fully prepared for the school day. Year 7 pupils are also given their own area to use at breaktimes and lunchtimes which again helped me settle in.

The school thinks it's really important to reward pupils for their effort and achievement. The reward system is called E Praise and I think it's a great way to motivate pupils. I've really enjoyed spending my points in the E Praise shop.

I'm very happy I chose to come to Rhosnesni High School and I know I'll be successful here.

## Callum Dobson



I've been a pupil at Rhosnesni High School for the past three years and I can honestly say that my experience so far has been amazing; I'm so glad I chose to come to this school.

I've been a member of the Student Council since Year 7 and I've thoroughly enjoyed this role. This year I've had the responsibility of chairing the meetings and I've had regular meetings with the Headteacher, Mr Harrison. This means that the school always listens to our views and we, as pupils, always feel valued. During my time at Rhosnesni, the Student Council have contributed towards many positive changes in the school that have benefitted our school community.

## Holly Maddocks



I started at Rhosnesni High School in Year 7 and during my four years at the school, I feel I've always been encouraged by my teachers to do well. I believe I'm always challenged to achieve my full potential and provided with the guidance to help me achieve it.

There are so many opportunities for us to get involved in everyday school life. I'm a member of the Peer Mentor Programme which enables me to help and guide the younger pupils so the move from primary to secondary school is a smooth one. Also, being a member of the School Council allows me to be a part of the changes in the school.

Rhosnesni offers so many extra-curricular activities and trips that help us to develop our understanding of subjects and enjoy our learning in different environments. I've visited battlefields in France as part of my History studies and visited the theatre as part of my GCSE English Literature course.

I'm looking forward to completing my last year as I know Year 11 will be a successful end to my experience here at Rhosnesni.

*"Pupils behave well and display positive attitudes to learning."*

(Estyn 2015)

# Inclusion and Wellbeing

Ysgol Rhosnesni is an inclusive school; we are committed to providing all students with the opportunity to achieve their maximum potential. Our varied curriculum programme enables us to ensure that all students can aspire to achieve the highest academic standards possible.

The more able and talented students are provided with the opportunity to access enhanced study experiences which support their individual needs and ensure they can reach their highest potential. We support those students who require greater support socially, emotionally and physically, particularly as they settle into their new environment through our excellent pastoral care support systems.

An extensive range of enrichment opportunities complements the curriculum and prepares our students to become lifelong learners. If you have any particular concerns about how your child will cope with the demands of high school then please contact the school's Additional Learning Needs Co-ordinator, who will be able to offer advice and support.

We have a newly refurbished, modern Wellbeing Centre and a dedicated Nurture Facility. We also have a designated resource provision for Speech and Language and Hearing Impaired students.

*“Pupils demonstrate effective reading and writing skills.”*

(Estyn 2015)





*“A positive ethos of  
culture and learning.”*

(Estyn 2015)



Rhosnesni High School  
Rhosnesni Lane  
Wrexham  
LL13 9ET

Telephone: 01978 340840

Email: [mailbox@rhosnesni-high.wrexham.sch.uk](mailto:mailbox@rhosnesni-high.wrexham.sch.uk)

Website: [www.rhosnesni-high.wrexham.sch.uk](http://www.rhosnesni-high.wrexham.sch.uk)

## HEAD TEACHER

Wrexham, North Wales

Salary – L28-34

START DATE: April 2018 or as soon as possible thereafter

The Governors of Rhosnesni High School wish to appoint a transformational leader to be our Headteacher from April 2018 or as soon as possible thereafter.

Ysgol Rhosnesni is an 11-16 mixed comprehensive school with 659 pupils on roll and is situated in the town of Wrexham.

If you have the drive and ambition and are a strong and inspirational leader, then this is an unparalleled opportunity to lead this English-medium comprehensive school. You will need to work with stakeholders in order to develop a clear strategic plan and direct action to raise attainment and develop an aspirational culture.

You will have strong leadership skills and the ability to motivate at every level. You will be able to demonstrate experience in delivering high quality teaching and learning and be able to use strategies to unlock the potential of every pupil.

We can offer:

- A supportive governing body
- A pleasant built environment
- The support of the Local Authority
- Above all pupils who want to succeed

This is an exceptional opportunity for an ambitious individual to drive improvement, develop a strong and purposeful school ethos and create a vision for the future. Governors are clear about the challenges facing the school and are determined to take all measures necessary in order to develop the school into a centre of excellence for Wrexham and the wider North Wales area.

Applicants must be able to prove their experience by either being serving Headteachers or possess the NPQH qualification at the time of application.

**The Governing Body will consider exercising its right to appoint the successful candidate at a point in the salary range appropriate to their skills and expertise, in accordance with the STPCD.**

**Please note that all positions are subject to an enhanced DBS check.**

**To apply:** download and complete the PDF application form available on the webpage [www.wrexham.gov.uk/jobs](http://www.wrexham.gov.uk/jobs) or for an application pack contact the Contact Centre, Lord Street, Wrexham LL11 1LG, Tel: 01978 292012 or text relay: 18001 or email [schoolshrservicecentre@wrexham.gov.uk](mailto:schoolshrservicecentre@wrexham.gov.uk)  
Please contact the school to arrange a visit.

**PLEASE RETURN COMPLETED APPLICATION FORMS TO: HR Service Centre, Guildhall, Wrexham, LL11 1AY**

Wrexham Council welcomes applications from suitably qualified candidates regardless of race, gender, disability, sexuality, religious belief or age

**CLOSING DATE : 5<sup>th</sup> January 2018**  
**INTERVIEWS: 22<sup>nd</sup> and 23<sup>rd</sup> January 2018**

Please use the personal statement/letter of application to demonstrate how you meet the person specification with evidence provided wherever possible of positive impact. Candidates will be shortlisted on how well they can demonstrate the knowledge, skills and attributes set out in the person specification.

**The deadline for receipt of applications is:  
12pm on Friday 5<sup>th</sup> January 2018.**

**Interviews will take place over 2 days on:  
Monday 22<sup>nd</sup> and Tuesday 23<sup>rd</sup> January 2018**

If you wish to visit the school, please contact Mrs Julie Maclean, Headteacher's PA on 01978 340840 before the school closes for the Christmas break on Friday 22<sup>nd</sup> December.

Please visit our school website for further information and  
a copy of the school prospectus

All candidates will be informed of the shortlisting outcome as soon as possible.  
Telephone feedback will be available for all applicants, regardless of the outcome





**YSGOL RHOSNESNI**  
HIGH SCHOOL

**YSGOL RHOSNESNI HIGH SCHOOL, WREXHAM**  
**HEADTEACHER JOB DESCRIPTION**

<b>Position:</b>	Headteacher
<b>Reporting to:</b>	The Governing Body
<b>Main Purpose:</b>	To provide professional leadership for the school which secures its success and improvement, ensuring high quality education for all its pupils and excellent standards of learning and achievement.

**MAIN TASKS**

**1. Strategic direction and development of the school**

- 1.1 Provide inspiring and purposeful leadership for the staff and pupils.
- 1.2 Work in partnership with the governing body, staff and parents to generate the vision, ethos and values which will underpin the school.
- 1.3 Develop, implement and review the School's Development and Improvement Plan (SDIP) to secure continuous school improvement.
- 1.4 Monitor and evaluate the performance of the school in terms of the current School Development and Improvement Plan (SDIP) and report and respond to the governing body as required.
- 1.5 Ensure that management, finances, organisation and administration of the school support its vision and aims.
- 1.6 Ensure that school policies and practices take account of national, local and school requirements.
- 1.7 Monitor, evaluate and review the impact of policies, priorities and targets of the school in practice and take action if necessary.
- 1.8 Ensure that all those involved in the school are committed to its aims, motivated to achieve them and actively engaged in meeting long, medium and short term objectives and targets which secure the educational success of the school.

**2. Teaching and learning**

- 2.1 Maintain an environment that promotes and secures good teaching, effective learning, high standards of achievement and good behaviour.
- 2.2 Determine, organise, implement and monitor the curriculum and its assessment and ensure that statutory requirements are met.
- 2.3 Ensure that pupils develop study skills in order to learn more effectively and with increasing independence.
- 2.4 Determine, organise and implement a policy for the personal, social and moral development of pupils.
- 2.5 Monitor and evaluate the quality of teaching and learning and standards of achievement of all pupils in the school through appropriate methods.
- 2.6 Determine and implement policies which promote equality of opportunity and access.
- 2.7 Determine and implement positive strategies and programmes which ensure good pupil behaviour and discipline and give support and clear guidance on exclusions.
- 2.8 Develop and maintain effective links with the community including business and industry, to extend the curriculum and enhance teaching and learning.
- 2.9 Maintain an effective partnership with parents and the wider community to support and improve pupils' achievement and personal development.
- 2.10 Promote extra curricular activities in accordance with the educational aims of the school.

### **3. Leading and managing staff**

- 3.1 Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with conditions of employment.
- 3.2 Implement and sustain effective systems for the management of staff performance, incorporating performance management and target setting.
- 3.3 Promote and monitor the continuing professional development of staff, including the induction of newly qualified teachers.
- 3.4 Ensure that professional duties are fulfilled, as specified in the Terms and Conditions of Service of teachers, including those of Headteacher.
- 3.5 Participate in the arrangements made in accordance with the regulations for performance management and threshold assessment, and to participate in the identification of areas in which the Headteacher would benefit from further training and undergoing such training.
- 3.6 Ensure that a deputy Headteacher or suitable person assumes responsibility for the discharge of the Headteacher's function at any time when absent from school.
- 3.7 Develop strategies to promote good working relationships with governors, staff, pupils, parents/carers and the community.

### **4. Efficient and effective deployment of staff and resources**

- 4.1 Work with governors and senior colleagues to recruit and retain staff of the highest quality.
- 4.2 Make arrangements for the security and effective supervision of the school buildings, their contents and the grounds.
- 4.3 Set appropriate priorities for expenditure, allocation of funds and effective administration and control.
- 4.4 Manage and organise the accommodation efficiently and effectively to ensure it meets the needs of the curriculum, community use and health and safety regulations.
- 4.5 Work with colleagues to deploy and develop all staff effectively in order to maintain and improve the quality of education provided.
- 4.6 Manage, monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

### **5. Accountability**

- 5.1 Develop an organisation in which all the staff recognise that they are accountable for the success of the school.
- 5.2 Present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including governors, the LA, GwE, the local community, Estyn and others to enable them to play their part effectively.
- 5.3 Ensure that parents and carers are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and achieving the school's targets for improvement.
- 5.4 Provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money.
- 5.5 Carry out any such duties as may be reasonably required by the Governing Body.

### **6. Safeguarding Children & Safer Recruitment**

This school is committed to safeguarding and promoting the welfare of children and young people and in fulfilling all related legal requirements and expects all staff and volunteers to share this commitment.

## **7. Actions**

### **The Headteacher should ensure that:**

- the policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing procedures.

**This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future.**

**The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions as they relate to Headteachers.**



# **Why Come to Wrexham?**

Wrexham is the largest town in the north of Wales with a population of 61,603 (at 2011 census) and is situated between the Welsh mountains and the lower Dee Valley alongside the border with England. Wrexham has excellent transport links to neighbouring cities, Chester, Liverpool and Manchester. The beautiful north Wales coast line and Snowdonia National Park are all less than an hour's drive away making Wrexham an excellent location.

Wrexham boasts a thriving shopping centre with several retail parks surrounding the town. There are two traditional covered markets (Butter, Butchers) plus an open-air market which is held every Monday on Queens's Square in the town centre. A short drive away is Tweedmill Shopping Outlet in St Asaph and Broughton Retail Park. Tweedmill is one of the biggest outlets in North Wales offering some of the best local produce and household names. Broughton Retail Park also offers excellent shopping facilities with a blend of high street chains and independent shops. The much-acclaimed Cheshire Oaks Designer Outlet Centre is similarly close.

The Racecourse Ground is the world's oldest international stadium and to home to Wrexham FC. Wrexham has a second stadium, Queensway International Athletics Stadium which is home to North Wales' largest athletics club and the rugby league side, North Wales Crusaders. Wrexham is home to the North Wales Regional Tennis Centre, which plays host to a number of international competitions each year including the Challenger Series.

Glyndŵr University in Wrexham is an accredited institution of the University of Wales and offers both undergraduate and postgraduate degrees. Glyndŵr has approximately 8,000 full-time students and over 350 from outside the UK, although not all on the Wrexham campus. Coleg Cambia is the main provider of further education in Wrexham and is one of the largest colleges in Wales. It provides a wide range of academic and vocational education courses at its two campuses at Grove Park in the town centre and Bersham Road on the outskirts of Wrexham town centre. As the local provider of A level courses, the college works closely with the school and provides an excellent sixth form for the town.

Wrexham and North Wales' diverse landscape is home to everything from cultural events, outdoor activities and historic sites, to beaches, mountains and lakes making it the perfect place to live, raise a family, enrich your life and keep you busy in your spare time. North Wales was recently voted the 4<sup>th</sup> best region to visit in the world by Lonely Planet, so why not come and see for yourself what north Wales has to offer?



**RHOSNESNI HIGH SCHOOL, WREXHAM**  
**Person Specification – Headteacher**

<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>	<b>Method of Assessment</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• QTS (Secondary age range)</li> <li>• Degree level (or equivalent) qualification</li> <li>• NPQH status (or relevant experience of Headship prior to 2005)</li> </ul>	<ul style="list-style-type: none"> <li>• Further professional qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Career progression through a range of curriculum and leadership responsibilities contributing to the effective raising of standards</li> <li>• Effective leadership of whole school developments relating to learning and teaching and/or self-evaluation</li> <li>• Practice leading to raising the standards of learning and teaching</li> <li>• Effective management of change</li> <li>• Use of technology to improve systems that raise student achievement</li> <li>• Effective line management of other staff</li> </ul>	<ul style="list-style-type: none"> <li>• Recent successful experience as Headteacher or Deputy Headteacher (secondary)</li> <li>• Teaching experience in more than one school</li> <li>• Experience of working in a wider context than an individual school</li> <li>• Leading INSET</li> <li>• Effective collaboration with external agencies</li> <li>• Effective leadership of transformational strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Letter</li> <li>• Interview</li> </ul>
<b>Vision</b>	<ul style="list-style-type: none"> <li>• Ability to think strategically, expound a clear vision and inspire others to carry it forward</li> <li>• Ability to develop a strong school ethos including high standards of behaviour and attendance</li> <li>• Commitment to equality of opportunity, diversity of provision and inclusive education</li> <li>• Commitment to a fair, open and equitable culture</li> <li>• Experience of building productive relationships with external partners</li> </ul>		<ul style="list-style-type: none"> <li>• Application form</li> <li>• Letter</li> <li>• Interview</li> </ul>
<b>Personal qualities, skills and characteristics</b>	<ul style="list-style-type: none"> <li>• High expectations of all pupils and experience of excellent practice</li> <li>• Effective interpersonal skills</li> <li>• Excellent communication skills</li> <li>• Inspire, challenge, motivate and empower others</li> <li>• Think creatively to anticipate and solve problems</li> <li>• Develop effective teamwork and be able to contribute effectively to a range of teams</li> <li>• Ability to set challenging but appropriate targets for self</li> </ul>	<ul style="list-style-type: none"> <li>• Aspiration to lead towards outstanding outcomes and proven ability to develop outstanding practice</li> <li>• Ability to coach and build capacity in others</li> </ul>	<ul style="list-style-type: none"> <li>• Letter</li> <li>• Interview</li> </ul>

	<ul style="list-style-type: none"> <li>and others</li> <li>• Ability to challenge, influence and motivate others to achieve high goals</li> <li>• High expectations of self and others</li> <li>• Ability to manage and resolve conflict</li> <li>• Capacity to work under pressure, maintaining a sense of perspective and humour</li> <li>• Commitment, honesty and dedication</li> <li>• Ability to manage own time effectively</li> <li>• Reliability and integrity</li> <li>• Resilience and tenacity</li> </ul>		
<b>Knowledge / special aptitudes</b>	<ul style="list-style-type: none"> <li>• Knowledge of current educational trends, curriculum developments and educational initiatives in Wales</li> <li>• Excellent knowledge and understanding of diversity and equality requirements</li> <li>• Knowledge of latest Estyn requirements relating to Learning, Teaching and Self-Evaluation</li> <li>• Excellent strategies for discipline</li> <li>• A dedication to high academic standards</li> <li>• A belief in working in partnership and as part of an established team</li> <li>• Proven ability in the development of effective structures and systems</li> <li>• Ability to think strategically</li> <li>• Excellent literacy and communication skills</li> <li>• Clear understanding of financial management</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of and experience in local and/or national learning initiatives</li> <li>• Experience in implementing strategies to raise standards with specific groups of learners</li> <li>• Experience in financial management systems</li> <li>• Experience in managing specific grant funding</li> </ul>	<ul style="list-style-type: none"> <li>• Letter</li> <li>• Interview</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Evidence of relevant further professional development</li> </ul>		<ul style="list-style-type: none"> <li>• Application form</li> <li>• Letter</li> <li>• Interview</li> </ul>



## **Leadership Standards**

### **Introduction**

The following sections set out the Leadership Standards that are required of head teachers. For other practitioners, teachers and support staff the Leadership Standards can be used as a tool to support ongoing leadership development.

### **Creating strategic direction**

Engaging in constructive thinking about the future is essential to effective leadership. Leaders should create a shared and corporate strategic vision which inspires and motivates all members of the school community. This vision should encapsulate the educational values and the moral purpose of the leadership team and governing body to secure the improvement and development of the school.

<b>Creating strategic direction</b>	
1.	Ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
2.	Works within the school community to translate the vision into agreed objectives and operational plans which will achieve sustained school improvement.
3.	Embodies the vision and values through daily practice and continual advocacy.
4.	Motivates and works with others to create an effective school climate and shared culture.
5.	Employs creativity, innovation and new technologies to achieve excellence.
6.	Ensures that strategic planning takes account of the diversity, values, experience and context of the school and the community at large.
7.	Develops the school based on a commitment to continuous improvement and sustainable development.

### **Leading learning and teaching**

Securing effective learning and teaching is at the heart of the school's purpose. Leaders, working with staff and governors, create the conditions and structures to support effective learning and teaching for all.

Leaders have a direct responsibility for the quality of learning and teaching and for learners' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. The climate and learning culture created in the school should enable learners to become effective, enthusiastic, independent learners, committed to and equipped for life-long learning.

<b>Leading learning and teaching</b>	
8.	Ensures a consistent and continual school-wide focus on learners' achievement.
9.	Ensures that both school and classroom climates promote effective learning and teaching for all.
10.	Promotes the equity of academic, vocational and experiential learning routes.
11.	Places learning at the centre of strategic planning and resource management.
12.	Develops policies and practices to secure social inclusion for all learners to ensure their individual learning needs are met.
13.	Promotes and puts in place policies designed to enable learners to develop independence and to acquire thinking and learning skills.

14.	Establishes creative, responsive and effective approaches to learning and teaching in every subject to meet and support the aims of the school.
15.	Establishes and maintains an ethos of challenge and support where all learners can achieve success and become engaged in their own learning.
16.	Implements strategies that secure high standards of behaviour and attendance.
17.	Organises and implements the curriculum so that it meets the requirements of the national curriculum in Wales.
18.	Implements strategies to secure effective assessment procedures, including assessment for learning.
19.	Develops policies and procedures that promote learners' understanding of the bilingual context of Wales and that develop their bilingual skills as appropriate.
20.	Takes a strategic role in the development of new technologies to enhance and extend the learning experiences of learners and the teaching capabilities of teachers.
21.	Monitors and evaluates the curriculum and its assessment and identifies and acts on areas for improvement.
22.	Maintains a high visibility around the school and devotes considerable time to interaction with learners, staff and parents.
23.	Implements strategies to ensure that learners' additional learning needs are met.

### **Developing and working with others**

Effective relationships are particularly important in leadership as leaders, and headteachers in particular, work with the whole school community. Leadership involves building professional learning communities which enable all to achieve. Through performance management and effective continuing professional development, leaders enable all staff to achieve high standards. Leaders should be committed to their own continuing professional development in order to equip themselves with the capacity to deal with the complexity of their role and the range of leadership skills and actions required of them.

<b>Developing and working with others</b>	
24.	Treats people fairly, equitably and with dignity and respect to create and maintain a positive school climate.
25.	Shares and distributes leadership.
26.	Develops, empowers and sustains effective teams.
27.	Creates an environment in which others can grow professionally.
28.	Develops and nurtures leadership potential in others to build the leadership capacity of the school.
29.	Builds a collaborative learning culture within the school and actively engages with other educational establishments to build effective learning communities.
30.	Ensures that the school contributes, where appropriate, to the training of future teachers and other adults who work with learners.
31.	Develops and maintains effective strategies and procedures for staff induction, early and continuous professional development and performance review.
32.	Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, providing clear delegation of tasks and devolution of responsibilities.

33.	Acknowledges and celebrates the responsibilities and achievements of individuals and teams.
34.	Regularly reviews and reflects on his or her own practice, sets personal targets and takes responsibility for personal development.
35.	Has regard for own workload and that of others to secure a satisfactory work/life balance.
36.	Establishes effective arrangements for the co-ordination of provision for learners with additional learning needs.

### **Managing the school**

Leaders need to provide effective organisation and management within the school they lead to ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. Leaders should implement effective processes to develop and review policies and plans to ensure the effective and efficient use of available resources and finance.

<b>Managing the school</b>	
37.	Ensures that the professional duties and conditions of employment as set out in statutory requirements, including those for the headteacher, are fulfilled.
38.	Produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities.
39.	Ensures that policies and practices take account of national and local circumstances, policies and initiatives including bilingualism and the Welsh dimension.
40.	Builds, remodels and maintains organisational structures and systems which distribute leadership and enable the school to run efficiently and effectively on a day-to-day basis.
41.	Monitors, evaluates and reviews the effects of school policies, priorities and targets in practice.
42.	Acts upon the outcomes of school self-evaluation and external inspection by Estyn to drive school improvement.
43.	Uses information and data from within and outside the school to inform management and organisational development.
44.	Makes effective use of the support and challenge provided by the LA and other relevant bodies.
45.	Manages the school's financial and human resources effectively and efficiently to achieve the school's education priorities and goals.
46.	Recruits, retains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school.
47.	Manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
48.	Develops and enhances the learning environment to better meet the needs of learners.
49.	Monitors, evaluates and reviews the range, quality and use of all available resources to improve the quality of education for all learners and to secure value for money.



### **Securing accountability**

Headteachers are accountable to the governing body for the management of the school, its environment and all its work. The headteacher is accountable to the governing body, learners, parents, governors and the LA for the quality of education achieved by the school and has a professional responsibility to the whole

community. Additionally, leaders are responsible for ensuring collective responsibility in order that all members of the school community accept they are accountable for the contribution they make to the school's outcomes.

<b>Securing accountability</b>	
50.	Ensures individual staff accountability is clearly defined, understood and agreed and is subject to rigorous internal and external review and self evaluation.
51.	Works with the governing body so that it is able to meet its responsibilities for securing effective learning and teaching and improved standards of achievement.
52.	Develops and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including parents and governors.
53.	Uses data and benchmarks to monitor progress in every child's learning and to focus teaching.
54.	Sets stretching targets for the whole school community based on consistently high expectations.
55.	Develops and maintains a climate of high expectations for self and others and takes appropriate action when performance is unsatisfactory.

### **Strengthening the community focus**

Leaders should be aware that improvements in the school and in the community are interdependent and rely upon effective collaboration between all interested parties. Leaders should encourage and engage in collaboration with other schools and organisations to bring positive benefits to the school and share its expertise. In this area of leadership, leaders will need to secure the involvement and support of those outside the school.

<b>Strengthening the community focus</b>	
56.	Establishes and builds partnerships with other schools to share best practice and support school improvement.
57.	Builds a school climate and learning culture which takes account of the richness and diversity of the school's community including Welsh Language and culture.
58.	Ensures that the school plays a productive role as a member of its local, national and global communities.
59.	Creates and promotes positive strategies for developing good race relations and dealing with racial harassment.
60.	Promotes appropriate attitudes towards disability and additional learning needs that promote equality and inclusion.
61.	Ensures that the school plays a central role in the community.
62.	Develops citizenship in learners so that they make a positive contribution to local and wider communities.
63.	Collaborates with other agencies, including the LA, in providing for wellbeing of learners and their families.

<b>Strengthening the community focus (cont ...)</b>	
64.	Creates and maintains an effective partnership with parents, guardians and carers to support and improve learners' achievement and personal development.
65.	Works collaboratively within and outside the school to achieve school goals and objectives.
66.	Works co-operatively and collaboratively with teachers and colleagues, including those from external agencies, to enhance the learning and wellbeing of those they teach.