



South East Cornwall Multi Academy
Regional Trust

SMART Expected Standards for use in Appraisal and Development for all SMART staff 2019-2020.

Including:

- Teacher Standards [\(see UK standards\)](#)
- Teaching Assistant Standards [\(see UK standards\)](#)
- Support Staff Standards (Generic)
- Support Staff Standards (Blank to write your own)
- National Head Teacher Standards [-Headteacher standards](#)
- Leadership Standards – The Leadership Ladders
- Standards for professional meetings

Common Expectations of all Staff Working in SMART

We EQUIP all **learners** in SMART be they staff or students, with educational opportunities that broaden their perspective and enhance their life chances and future career. We aim to increase the capacity for outstanding **leadership** across all our **communities** utilising **collaborative, equitable** and **compassionate** practices with professional **integrity**. In all our work together we:

Expect the best, **Q**uestion deeply, **U**nderstand our goals, **I**nspire a love of learning and **P**raise achievement.

The section below translates these general expectations for all staff into more specific outcomes. For most roles in SMART there are also role specific expectations set out later in the document. Please make reference to both when considering your development, appraisal and training needs.

Policies such as code of conduct, safeguarding and AUP explain the minimum expectations and this document sets out the route from there to outstanding practice. The aim of SMART is to provide a safe learning environment for all staff and students to challenge themselves and gain the support to continuously improve their practice.

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Teacher Classroom Standards: SMART Standards (see UK standards)

EQUIP	Shorthand	Outstanding	Below minimum standards
E Expect the best	ES1 - Consistent approach	Establishing very clear working boundaries so new ideas are easier to try. People feel safe to experiment.	Inconsistency in books and expressed by pupils. Lack of clarity over the rules. (MR).
	ES2 - Helps pupils self-direct	Structured habit forming and methods that allow self-organisation by children and TAs (BO)	High teacher dependency. Uncertainty as to next task when teacher not there.
	ES3 - Resilient belief in all children	Evidence of sticking with goals set for children when others may have given up – literacy etc. Never giving up on a child determination. Systematic tracking (R)	Same mistakes in books not corrected or followed up. Tolerance of pupil disruption, low expectations for some or view that nothing can be done.
	ES4 - Supports well-being	Structured choices so children feel empowered. Tough love, empathy, care, consideration. Patience (no favouritism or over reaction), mutual respect.	Limited ability to differentiate serious concerns of young people from those aimed at attention seeking. Some children feel disempowered or frustrated. (ME)
Q Question deeply	QE1 - Opening mind	Works from the starting point of the child – listens to understand then puts alternate arguments (PO)	Accepts or promotes prejudice without questioning. Narrows arguments. Uses gender or other stereotypes
	QE2 - Explaining clearly	Good explaining: Children ask questions because they know the answers will help them understand. (FS)	Pupils do not tend to ask for explanations from the teacher. Explanations re-iterate rather than reframe.
	QE3 - Having pace and purpose	Clear passion and purpose for the subject and the success of children. No activity is filling in.	Some appear to be ‘holding’ activities. Teacher may be negative about their subject or excusing work.
	QE4 - Use of intervention	Effectively directs intervention to ensure all engaged Disadvantage is known and positively challenged.	Lack of knowledge of which pupils require or are in receipt of intervention. Some not engaged.
	QC1 - Use of Learning hooks	Resources and approach captures the imagination of learners and naturally lead to ideas and questions (I)	Process is pedestrian or does not lead to any questions from pupils or discussion on task
	QC2 - Making Connections	Uses links where they are helpful to give children context around their learning (ML)	Pupils would be unable to know why the work is needed or how it fits with the course or their life.
	QC3 - Developing higher order thinking	Open ended conceptual questioning. All pupils are challenged to utilise their full range of ‘learning styles’	Closed questioning. Use of VAK to limit or label. Rules rather than concepts. No experimentation (TCR)
	QC4 - Being adaptable and flexible	Growth mindset: Everything possible, questions assumptions, adapts approach and is flexible. (QA)	Teacher continues with ineffective strategies or fails to capitalise on unplanned opportunities for learning.
U Understand goals	UR1 - Next steps progress	Clearly defined ‘ladders’ of progress so learners set themselves next steps challenges instinctively	Pupils who need next steps are given repetition or task in an unrelated concept. (SYC)
	UR2 – Links all work to the objectives	There are clear differentiated objectives. Planning ensures all tasks focus on building these strategically	It is unclear what the central objective is or there are significant sections that don’t appear to assist. (PDR)
	UR3 - Response to feedback	Assessment is clear enough and regular enough for peers and learners to make effective informed responses to feedback and self- assessment. (IF)	There is limited response to feedback from pupils and this is rarely in relation to a next steps goal. Episodes of more than six hours of learning without feedback.
	UR4 - Uses exemplification	Exemplars and displays allow pupils to compare their work to others constructively and refer to examples.	Unclear to pupils what success looks like or which pieces of their work are most excellent and why. (SL)
I Inspire learning	IE1 - Role model learning	Professional curiosity to apply research and new ideas, sharing excitement of this with children (EAQ)	Teacher seems afraid to admit mistakes or learn from children. Rarely tries new approaches.
	IE2 - Evaluative	Ability to develop useful measures to evaluate what is working and involve children’s views in this. (EE)	Teacher may be negative about measuring before and after to see impact or reticent to ask pupil opinions.
	IE3 - Open to new ideas	Magpie! Draws on a wide range of methods and ideas. Encourages children to use multiple sources too (SO)	Over dependency on a single scheme. Pupils may be used to using the first web search or taught to a test
	IE4 - Uses Metacognition	Metacognition: Pupils and teacher can use reasoning to explain how and why learning was improved (RC)	Pupils are rarely asked to reflect on how they learn well so find it hard to show you examples
P Praise positive	PT1 - Establishes clear team roles	Maintains a positive pace (with a smile!) – reduces stress whilst maintaining the challenge and pace. (TR)	Either may lack pace so opportunities lost or may be stressful due to unsupported faster pace or indecision.
	PT2 - Manages time and resources well	Orchestrate the running of the lesson by directing students and staff to maximise learning time (MTT)	TAs or pupils who have finished tasks may ‘float’ or lack direction. Lesson management may seem weak.
	PT3 - Coaching to praise strength	Children aspire to improve and mirror coaching with peers. They know strengths of others as well as their own strengths. (BTS)	Very few references to individuals and apparent lack of understanding of their strengths. Peers may have this also as a result.
	PT4 - Evaluation class ethos	Systematically determine what is working and not to build relationships that make up a classroom dynamic that feels mutually supportive and productive (ETT)	There may be undercurrents in the class which have drained power from the teacher or mean that pupils are unlikely to volunteer or respond positively.

Teaching Assistants (TA) Classroom Practice: SMART (see UK standards)

EQUIP	Shorthand	Outstanding	Below minimum standards
E xpect the best	ES1 - Consistent approach	STL19/37- Applies the same approach as the teacher. Consistently and positively applies the teacher rules.	Does not follow the same rules. May talk during class exposition. May lack consistency.
	ES2 - Helps pupils self-direct	STL18 – Focuses on making the classroom routines used by the teacher into habits everyone uses.	Regularly not present for the start or end of the lesson. Does work 'FOR' the child rather than enabling 'BY'
	ES3 - Resilient belief in all children	STL45 – Affirms and values children. Relentlessly builds self-esteem and challenges and 'I can't' ideas	May put down pupil or own achievement or limit unintentionally through humour.
	ES4 - Supports well-being	STL46 – Finds opportunities to empower pupils, utilise their ideas and provide meaningful choices.	May speak for the child or act as an unintentional barrier to peers or teacher interaction.
Q uestion deeply	QE1 - Opening minds	STL47- Is able to draw out children's views and help them keep ownership and express their views	May be unaware of their own fixed views such as gender expectations
	QE2 - Explaining clearly	STL33- Makes notes regarding the way teachers explain key concepts so they can refer back to them	Just tell children answers without explanation
	QE3 - Having pace and purpose	STL48- Where possible maintains pace and purpose across whole class on behalf of the teacher	May add to distraction by starting or joining in with off-topic discussions.
	QE4 - Use of intervention	STL23- Is clear which pupils' intervention is focussed on at any time. Assists in supporting and monitoring these	When asked, may not know which children intervention is currently focussed on.
	QC1 - Use of learning hooks	STL24- Models the use of imagination, awe and fascination to find ways of engaging children's interest	Doesn't try to engage children's imagination, may appear bored or uninterested.
	QC2 - Making connections	STL32- Uses links where they are helpful to give children context around their learning (ML)	Boxes in learning – e.g. may be surprised to be asked to do 'maths' in geography or unable to make links
	QC3 - Developing higher order thinking	STL34- Is able to support all abilities including MABLE to enable the teacher to work more with less able	Tends to ask only closed questions and may press for 'correct' answers where HOT is more appropriate
	QC4 - Being adaptable and flexible	STL12- Uses own initiative so that if learning takes unexpected turns they can make use of this.	Unable to venture 'off piste' successfully. Regularly misses opportunities to pick up on learning.
U nderstand goals	UR1 - Next steps progress	STL6/9 – Uses guidance from the teacher to make sure all children who are unchallenged are given next steps	May be unaware that a child is doing work that contains no effective challenge for them.
	UR2 - Links all work to the objectives	STL30- Takes the learner back to 'what are you trying to achieve; and builds up so focus is understood	May not understand how activities fit together or how they should link them with children.
	UR3 - Response to feedback	STL25/26- Literacy and numeracy radar constantly on! Regularly checks feedback has been acted on.	May introduce literacy or numeracy problems. Makes limited reference to previous feedback given to pupils.
	UR4 - Uses exemplification	STL16- Makes full use of any exemplar work provided on posters and by the teachers like model answers	Unclear what success looks like or which pieces of their work are most excellent and why. (SL)
I nspire learning	IE1 - Role model learning	STL68 – Acts as a mentor and coach to learners they work with. Is inspired by their achievements.	TA may not be proactive in seeking to improve their own learning
	IE2 - Being Evaluative	STL55- Provides useful feedback for the teacher. Is able to identify what worked well.	May not develop a relationship with teachers that encourages them to ask for feedback
	IE3 - Open to new ideas	STL56- Brings useful ideas from their work with other teachers to the attention of the teacher.	May not help to create new resources or actively maintain existing ones
	IE4 - Uses metacognition	STL50- Can offer insight into how children in their care tend to learn best or how they can be supported.	May continue to use the conclusions of others even when their own experience of the child is different
P raise positive	PT1 - Establishes clear team roles	STL20- Maintains the teacher's presence in the room by proactively supporting throughout the lesson.	May not check regularly that the teacher is happy with how they have interpreted their role
	PT2 - Manages time and resources well	STL54/57- Proactively fills gaps such as covering for absent staff and stepping in when teacher engaged.	May not respond rapidly to direction. May be unclear how to help at times resulting in 'floating'
	PT3 - Coaching to praise strength	STL29- Most pupils in the class would be able to give examples of praise or encouragement from TA	Perhaps rarely or inconsistently uses praise. Praise given may lack specifics or enthusiasm.
	PT4 - Maintains a class ethos	STL31- Is attentive to detail regarding the learning environment and classroom ethos	May be unaware of bullying or low level disruption intended to undermine TA, teacher or peers.

A general set of standards adapted from the civil service for Support Staff.

This set is for staff who don't yet have a specific set of their own that has been developed in SMART. This set has been adapted from the set of standards used by the national civil service for all posts up to executive officer because this set has been used successfully for many years across a large range of roles. Key: L&C = Leading and Communicating, C&P = Collaborating and Partnering and BC4A = Building Capacity for All.

		Shorthand	Outstanding	Below minimum standards
Expect the best	Self-management	ES1 - Consistent protocols / Manage risk by following protocols	BC4A - Find ways to learn and personally improve in the completion of day-to-day tasks	Maintain a rigid view of daily tasks, missing opportunities to learn or to improve.
		ES2 - Help others self-direct / Be organised yourself		
		ES3 - Resilient belief in others / Resilient yourself		
		ES4 - Support well-being / Manage emotions yourself	C&P - Try to see issues from others' perspectives and check understanding	Look at issues from own viewpoint only
Question deeply	Effective participation	QE1 - Open minds of others / See both sides yourself / Persuade	C&P - Listen to the views of others and show sensitivity towards others	Not treat all colleagues fairly, equitably or with respect
		QE2 - Explain things clearly / Find solutions and explanations	L&C - Write clearly in plain simple language and check work for spelling and grammar, learning from previous inaccuracies	Make little effort to ensure they express themselves in an effective manner that others can easily understand
		QE3 - Have pace and purpose / Get involved yourself		
		QE4 - Use of intervention / Identify issues that need intervention		
	Creative Thinker	QC1 - Sparking ideas in others / Using your Imagination	L&C - Put forward their own views in a clear and constructive manner, choosing an appropriate communication method, e.g. email/ telephone/ face to face	Miss opportunities to contribute positively to discussions about the organisation or team
		QC2 - Making Connections for others / Making links yourself		
		QC3 - Engaging others in higher order thinking / Questioning your own assumptions	L&C - Ask open questions to appreciate others' point of view	Withhold work information or refuse to share knowledge that would help others do better
		QC4 - Being adaptable and flexible / Bold to take creative risks	C&P - open to taking on different roles	Assume specific, unvarying role responsibilities

		Shorthand	Outstanding	Below minimum standards
Understand goals	Reflective Learner	UR1 - Setting others next steps/ Setting yourself challenges	BC4A - Identify own skills, knowledge and behaviour gaps to inform own development plan and discuss these with the line manager	Take a passive approach to personal development, mostly relying on others to identify learning points or dismissing constructive feedback
		UR2 - Make objectives clear / Plan-do- and review to objectives	BC4A - Recognise and take time to achieve own learning and development objectives	Lack interest in personal development, decline all opportunities to learn e.g. through attending programmes or engaging in work-place learning
		UR3 - Provide feedback that needs a response / invite feedback	BC4A - React constructively to developmental feedback that result in changes	Do little to follow through on constructive developmental feedback, ignore or dismiss its value
		UR4 - Metacognition, using examples to show how people learned/ Share your own learning	BC4A - Share learning with team and colleagues; contribute to the team's shared learning and understanding	Keep knowledge and expertise to themselves rather than share for the benefit of the whole team
Inspire learning	Enquiry	IE1 - Role model learning / ask and explore questions	BC4A - Improve own performance by taking on board feedback from colleagues from different backgrounds	Ignore or undervalue the contributions and views of others from different backgrounds
		IE2 - Provide multiple sources / Evaluate sources of evidence	C&P - Seek help when needed in order to complete own work effectively	Miss opportunities to generate better outcomes for children and staff through collaboration with others
		IE3 - Present different viewpoints / Stay objective, show balance	L&C - Act in a fair and respectful way in dealing with others	Show bias or a lack of respect and treat some groups more favourably than others
		IE4- Requiring concise summaries / Synthesise conclusions		
Praise positive	Team Worker	PT1 - Require clear team roles / Take responsibility	C&P - -- Proactively contribute to the work of the whole team	Focus on own objectives at the expense of supporting colleagues
		PT2 - Provide appropriate time and resources / Manage time and resources well in the team		
		PT3 - Role model coaching the team / Build team strength, ethos	C&P - Get to know fellow team members/colleagues and understand their viewpoints and preferences	Is overly critical and blaming of people who have different working styles or development needs
		PT4 - Role model use of evidence based praise and feedback / Evaluate your team ethos	L&C - Focus on actions of those that are making a positive contribution and collaborates to find collective solutions to any raised concern	Focuses on the failings of others or problems for which they themselves cannot offer a useful solution

A blank version for your team to get together and create your own

		Shorthand	Outstanding	Below minimum standards
E xpect the best	S elf-management	ES1 - Consistent protocols / Manage risk by following protocols		
		ES2 - Help others self-direct / Be organised yourself		
		ES3 - Resilient belief in others / Resilient yourself		
		ES4 - Support well-being / Manage emotions yourself		
Q uestion deeply	E ffective participation	QE1 - Open minds of others / See both sides yourself / Persuade		
		QE2 - Explain things clearly / Find solutions and explanations		
		QE3 - Have pace and purpose / Get involved yourself		
		QE4 - Use of intervention / Identify issues that need intervention		
	C reative Thinker	QC1 - Sparking ideas in others / Using your Imagination		
		QC2 - Making Connections for others / Making links yourself		
		QC3 - Engaging others in higher order thinking / Questioning your own assumptions		
		QC4 - Being adaptable and flexible / Bold to take creative risks		
U nderstand goals	R eflective Learner	UR1 - Setting others next steps/ Setting yourself challenges		
		UR2 - Make objectives clear / Plan-do- and review to objectives		
		UR3 - Provide feedback that needs a response / invite feedback		
		UR4 - Metacognition, using examples to show how people learned/ Share your own learning		
I nspire learning	E nquiry	IE1 - Role model learning / ask and explore questions		
		IE2 - Provide multiple sources / Evaluate sources of evidence		
		IE3 - Present different viewpoints / Stay objective, show balance		
		IE4 - Requiring concise summaries / Synthesise conclusions		
P raise positive	T eam Worker	PT1 - Require clear team roles / Take responsibility		
		PT2 - Provide appropriate time and resources / Manage time and resources well in the team		
		PT3 - Role model coaching the team / Build team strength, ethos		
		PT4 - Role model use of evidence based praise and feedback / Evaluate your team ethos		

National Headteacher Standards

The following text has been taken from the National [Headteacher standards](#)

Headteachers occupy an influential position in society and shape the teaching profession.

They are lead professionals and significant role models within the communities they serve. The values and ambitions of headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the nation's classrooms. Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Headteachers, together with those responsible for governance, are guardians of the nation's schools.

The Four 'Excellence as Standard' Domains for Headteachers

Domain One: qualities and knowledge - Headteachers:

1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain Two: pupils and staff - Headteachers:

7. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
8. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.

9. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
10. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
11. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
12. Hold all staff to account for their professional conduct and practice.

Domain Three: systems and process - Headteachers:

13. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
14. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
15. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
16. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
17. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
18. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Domain Four: the self-improving school system - Headteachers:

19. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
20. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
21. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
22. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
23. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
24. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Summary of the Leadership Ladder for all staff in SMART.

Outstanding leadership is critical to schools, businesses, communities and governments. This is why the development of leadership is one of the three pillars upon which SMART is built.

All staff in SMART identify the leadership level they are currently working at and, during their appraisal, which level they would like to be at by the end of the year. Often these levels can be the same if a member of staff is already at a level of leadership which is on or above the level expected for their role and does not wish to develop this area. The chart below shows rough bands for level of challenge expected based broadly on pay grade and level of experience.

The ladder runs from level 1 to 10 and the expected minimum standards vary depending on the role. Further explanations of what each level means are included in ladders in the next section.

Level	Teaching →	TA	HL TA	N QT	M 1	M 2	M 3	M 4	M 5	M 6	UPS 1	UPS 2	UPS 3	LS
	Non-Teaching →	<D	D		E			F		G	H/I	J/K	L/M	N
	Governance →	Governor with no link duty						+Link		VC	Chair	V TB	TB Chair	
1. Self-led reliability														
2. Reliable team role														
3. Develops own ideas														
4. Develops others														
5. Leading change														
6. Professional Knowledge														
7. Whole school change														
8. MAT wide change														
9. Build strategic capacity														
10. System leadership														

Key: Green = beyond expectation, Brown = expectation, Light brown = minimum expectation, red = below the minimum expected standard. For example, a UPS1 teacher leading a whole school change would be outstanding but for Leadership spine this would be expected practice

Leadership training

Funding for training opportunities in leadership can be requested during appraisal meetings or by bidding for opportunities that are advertised. After such training, the member of staff will write up what they have learned and circulate to those involved as well as attaching a copy to their 'Staff Appraisal Report'

Governor Leadership Training

This mainly takes place through link meetings. A Trustee in charge of an area of responsibility is equivalent to a Chair of an LGC. VC = Vice Chair of LGC, VTB = Vice Chair of the Trust Board

Summary of levels in the SMART Leadership Ladder

Minimum criteria	Examples
Leadership level 1. Supporting the Team by Being Reliable and Keeping to Deadlines	
<p>Complete tasks reliably to a deadline and prior agreed standard.</p> <p>Actions always in line with the Code of Conduct</p> <ul style="list-style-type: none"> • Separate personal from professional • At or above min. expectations in all areas 	<p>All staff - Colleagues can rely on you to prioritise and manage your own workload so others are not having to chase and prompt. You take responsibility for your role and can separate personal from professional conduct.</p> <p>Students – You can achieve this level through consistent reliability / employability.</p> <p>Governors/Trustees – Regular attendance at meetings. Required preparation for meetings and responding in reasonable time to email requests. Sending in apologies without prompting. Confidentiality and ability to separate personal from professional especially around any possible conflict of interest.</p>
Leadership level 2. Being an Active Member of the Team	
<ul style="list-style-type: none"> • Work as a team (2 or more) including actively collaborating with others • Actively promotes Ethos • Respects cabinet principle 	<p>Staff – People rely on you for your positive professionalism including coaching others in the team to complete their own tasks on time so the whole team is successful. You know the Ethos of the school and actively protect and support it.</p> <p>Students – Bring together a team of qualified level 1 students to achieve goals.</p> <p>Governors/Trustees – Taking responsibilities in your role as governor/trustee so that the whole governance team is more effective. This includes representing your LGC at MAT level, for example, the Finance Link at the link meetings; asking challenging yet supportive questions about your area in LGC meetings, doing school visits and taking the responsibility of an area seriously such that the chair can rest assured you would ask for help when you need it and will challenge in ways that are consistent to the ethos of the MAT. Depending on the school this may also include faculty link roles, SDP monitoring roles or year links.</p>
Leadership level 3. Using Your Initiative to Develop good Solutions to Problems	
<p>Own Ideas and initiative Explain ideas by relating to core values and vision. Empowers others by helping convert their concerns to actionable proposals</p> <ul style="list-style-type: none"> • Understands the power of a Vision • Understands how core values work • Correctly focusses any negativity into ideas for improvements • Proposes workable solutions to problems • Identifies priorities and minimises the time spent on what can't be changed 	<p>Staff – You close down negativity by focussing on what can be changed and coming up with solutions based on passion and vision you can own. You are keen for your ideas to be used by others and keen to empower other staff to develop solutions of their own. Staff will tend to seek you out as a source of support or expertise.</p> <p>Students – Currently no students have been recognised to be working at this level of leadership. Students would be able to understand and actively support the vision of the school or MAT by challenging their peers for solutions and taking achievable proposals to senior leaders in the school.</p> <p>Governors/Trustees – As above, in the context of governance you would be known for active and positive involvement ranging from providing feedback to items sent for feedback through to bringing ideas from elsewhere to the table. You would be committed to the overarching vision of the MAT and the role of each Academy in it and would welcome the opportunity to support governors in other Academies.</p>

Minimum criteria	Examples
Leadership level 4. Taking a Leading Role and a Responsibility for Coaching Others	
<p>Developing the skills of people around you and Delegating to others with their agreement</p> <ul style="list-style-type: none"> Leads a PLC of 3 or more (including them) Collaborates in ways that build the capacity of all Ability to research intent and justify in relation to vision & evidence Plans for and achieves intended implementation goals Ability to analyse information to show impact of their work 	<p>Staff - Doing a job or project that needs reliance on a team. The team may be volunteers, people involved to the same level as you or people you have line management for. You manage to lead this team through to completion of work that could not be possible without the active engagement of all of you. Through this process you take every opportunity to build up the leadership skills of everyone in the team, knowing where they are on the ladder and matching your support and challenge to what will help them.</p> <p>Students – Currently no students have been recognised for work at this level. Such students could lead a team who reliably provided a service to others. Gaining agreement and checking with staff but in no way relying on them.</p> <p>Governors/Trustees – As above, in the context of governance you could have taken on the Vice Chair role of an LGC or chair a committee or become the Link Trustee for an area of work and a school in the MAT. You may have led something that required action by numerous governors which you had to instigate and co-ordinate. You may deliver induction sessions for new governors followed up by mentor support for example.</p>
Leadership level 5. Action Planning to Bring About Changes in the Practice of a Team	
<p>Bringing about impactful changes in practice with whole team collaboration improving the leadership skill of ALL team members</p> <ul style="list-style-type: none"> ‘Engine room’ for change in the teams they work in Main role is the development of others (capacity) Well researched and informed intent Efficient and effective team collaboration that engages others Alignment with school /MAT values & vision Implementation via agreed action plan Active monitoring including holding to account Balanced multi-source evaluation of impact 	<p>Staff – Bringing about effective, needed and sustainable change to the working of a team of people such that you can demonstrate the positive impact of the change. Such change is likely to be considerable enough to potentially cause conflict but you have the skills to retain the core purpose of the change and engage in negotiation and collaboration to ensure the whole team moves together as a whole. Your main role is to coach all members of the team to higher leadership levels so that future change is easier to achieve and people gain from the process of being involved. You accept accountability in the process.</p> <p>Students – We have not yet had a student trained and given the opportunity to demonstrate this level of voluntary accountability.</p> <p>Governors/Trustees – As above, in the context of governance this would be taking on the role of Chair of an LGC or working across the MAT on an initiative that will bring positive benefits to governance across the whole group. It may, in some cases involve taking on a significant piece of work that is of direct benefit to a school or the Trust, enabling the Trust board / CEO / Headteacher to see the impact and be supported directly by it.</p> <p><i>Qualifications at the level of NPQML can support this</i></p>

Minimum criteria	Examples
Leadership level 6. Professional Knowledge that you use Wisely and Check for Impact	
<p>Trusted professional knowledge based on balanced research</p> <ul style="list-style-type: none"> • Main role is development of leadership for all • Powerhouse of the organisation and able to mobilise teams of level 5 leaders into common action • Committed to service of others over self interest • Collaborative and Empowering • Rationale always related back to vision • Trusted accurate use of praise • Ability to detect 'snake oil' and counter it • Well versed and knowledgeable in their area of expertise which may be pedagogy or business management • Able to recommend reading, courses and material in support of others 	<p>Staff - You are a 'power house' within the organisation, regularly making changes happen which are based on sound research, promote the vision and direction of the organisation and are properly triangulated for impact. You have earned the trust of the organisation because you are unfailingly professional in your approach, praise accurately and are committed to developing the leadership skills and practice of everyone. Your wider reading and research mean that you seldom fall into a 'snake oil' trap.</p> <p>Students - Greta Thunberg has more than demonstrated such power house students exist but we don't yet have students who have mobilised others with such authority and mature balance.</p> <p>Governors/Trustees – As above, in the context of governance this would be a minimum requirement for the Vice Chair of the Trust Board as they are called to be informed across numerous aspects of governance to be able to provide effective and well placed challenge that supports the development of governance and the Trust as a whole.</p> <p><i>Qualifications at the level of NPQSL can support this</i></p> <p><i>For Governors - Regional support for Chairs of Governors</i></p>

Leadership level 7. Full and delegated complex, multi-faceted responsibility

Implement whole school change in practice based on sound research and impact

- Good matching of leadership type to the problem/need
- Accurate analysis of priorities for school/each team
- Policy and practice entirely aligned, as shown by QA
- Drives equity expecting the best for all staff and students
- Reflective, ability to use criticism from all sources
- Systematic leadership capacity building
- Intent based on sound research and gov. policy
- Systematic use of impact measures
- Stakeholder views followed by action
- Exploits chances of mutual support
- Aligns budget to vision and aims

Staff - Able to utilise the skills of a wide range of people to consult effectively and implement ideas that challenge current practice for most staff.

Ensuring credit is effectively shared and apportioned away from themselves to those they are developing. Equally ensuring blame is reduced through taking responsibility.

If not yet a Headteacher you will have demonstrated the ability to deputise in all of the leadership roles of the Headteacher with excellent communication via email and face to face to ensure a combined vision, direction and passion. Well-read and well informed foundations allowing you to accurately conduct whole school peer reviews.

Governors/Trustees – As above, in the context of governance this would be a minimum requirement for the Chair of the Trust Board.

Qualifications at the level of NPQH can support this for teacher leaders and qualifications such as the NLG (National Leader of Governance) for Governors and Trustees.

Leadership level 8,9 and 10. Responsible action across numerous schools and teams

Must involve members of staff **leading change across a number of teams**

Qualifications at the level of NPQEL can support this

Bringing about measurable improvements across two or more organisations in a MAT or in a way which informs others in the MAT and empowers them to make similar improvements within their own context. Systematically building the leadership capacity of all those you work with.

Engaging in five year strategic planning so that every change that is brought about contributes logically to a larger scale vision.

Must involve members of staff **building strategic leadership capacity in others**

- Providing decisive, honest and critically accurate feedback to leaders.
- Strategically uses opportunities to bring on leaders at every level.
- Role model for child centred ethos.
- Management of multiple internal businesses within budget.

Must involve members of staff being **credited with system change**

- Opportunities to speak regionally and nationally, or develop followings that bring about change based on sound research challenging bias or opinion.
- Spreads Ethical leadership.

How do the Levels in the Leadership Ladder link to EQUIP?

Please see 'Distributed Leadership Guidance' for further explanation of which column to apply to your role.

Please also see information about training routes for leaders for more detail about each particular level.

EQUIP	Level 8 +	Level 6-7 Expectations	Level 3-5 Expectations	Level 1-2 Expectations
E Expect the best	You feel entirely safe the job is in safe hands. Whatever issues arise, they have the resilience, emotional strength, and determination to make it work	Enough confidence to inspire trust, enough professionalism and resilience to be consistently reliable and enough humility to be fair	They have high expectations of themselves but always get the balance right of avoided stress by being organised, reliable and managing any risks	Completes tasks that have been set for them on time and to a good standard. No need for prompting. They often aim to go beyond.
Q Question deeply	Moral courage to identify the key issues of importance, develop strong persuasive arguments and take action to make a difference	They are up to date on current issues and are able to give advice based on how the collective passion of the team could be focussed to bring about changes	They are able to get everyone in the team involved through being persuasive and answering any questions people have with solutions.	They show initiative when they encounter problems.
	Make audiences believe in a new vision to enable them to question their own assumptions and find solutions that allow them to devise their own next steps	They are able to question assumptions of the team and use good communication to help them imagine changes in place so they felt less at risk trying them out.	They come up with good practical ideas and ways of using them. Not afraid of going first. Always have the courage to ask questions and put their ideas forward	If they stray from their brief it is only to make improvements on the original task. Where there is scope to be original or creative they generally are.
U Understand goals	Develops a shared vision believing everything is possible through focussed collaboration and collective reflection. Coherent planning and structures make this a reality.	They ensure that action plans are working documents and all targets are SMART. They evaluate outcomes to ensure areas of weakness are developed.	They use implementation plans for any changes so team members have time to give their opinions. They listen to feedback and respond well to it. They are aware of the school's goals	They stay focussed on the main goal. Planning is really good and foresees most problems before they happen. Checks their own work.
I Inspire learning	Inspires critical thinking and professional knowledge. Understands the importance of truthful, balanced arguments in building a professional learning ethos.	They base their advice on sound research, carefully evaluating new ideas in education and leadership to draw logical conclusions	They researches around any topic they are working on to make sure they have considered other ways of doing it and not repeating mistakes others have made.	Good at prioritising. Always appears to be interested in work around the task and keen to explore it (even if they are secretly not really!!)
P Praise positive	Strategically builds the capacity of all teams. Develops a team ethos in which criticism is taken in good faith based on sound evaluation and praise is highly valued.	Focus is 50% on getting the task done and 50% on building the capacity of the team through management, coaching, leadership and positive praise	They are a good team player. They ask for help from others and where appropriate delegate to others respectfully.	Friendly, positive and respectful of others

EQUIP Standards in Relation to Professional Meetings

EQUIP	Shorthand	Outstanding	Below minimum standards
E Expect the best	ES1 - Consistent approach	Regular meetings, agenda in advance, follow up actions completed before the meeting	Unprepared for the meeting, cancellations are not notified, actions from last meeting not followed up
	ES2 - Helps self-direction	Problems are pushed back where appropriate and questions used to help answer their own issue	There is a tendency to fill uncomfortable spaces with sound and respond with "I'll do that for you"
	ES3 - Resilient belief in ability	Rejects excuses and looks at how intransient problems can be addressed. Expects pre-reading and pre-prep	Accepts excuses, accepts poor preparation or that there is no option – has lost some agenda control
	ES4 - Supports well-being	Allows for a flexible third of the meeting to address concerns. Offers additional time or solutions if this begins to occupy more than a third regularly.	Over empathises so that there is a fear of challenging. Gives the impression there is complicit acceptance of the role being too hard without actions to address it.
Q Question deeply	QE1 - Opening minds	Uses reasoning and evidence to persuade and open up to new possibilities e.g. by breaking problems down.	Does not challenge stereotypes, negativity or "the way we have always done it" "don't broke don't fix it" (PO)
	QE2 - Explaining clearly	Use of strategic thinking. Listening carefully and framing problems with solutions	Restates the same problem without providing any clear way to progress. (FS)
	QE3 - Having pace and purpose	Fully engaged with the agenda in hand, does not allow distraction to take away from the key purpose	Personal anecdotes, slow start times, disorganisation or allowing non concise responses. (GI)
	QE4 - Use of intervention	Prioritises effectively so that the meeting checks where intervention is needed.	Only uses data and answers presented to them. Does not triangulate. Intervention is reactionary. (II)
	QC1 - Use of Learning hooks	Is able to think outside the box. Focused on outstanding learning as the main outcome	Pedestrian and lacking any opportunity for new thinking (I)
	QC2 - Making Connections	Ensures the work is aligned to the school and the MAT as well as the work of other projects/ departments	Some proposed actions may conflict with other areas or the priorities for this year. (ML)
	QC3 - Developing HOT	Ensures both sides of an argument are explored, Follow on questions and 3 whys to check purpose.	Discussion is very closed and surface with answers lacking depth being permitted without challenge. (TCR)
	QC4 - Being adaptable and flexible	Questions assumptions – takes the opposite side of the argument to test it has been considered,	Allows new ideas to be closed down because of untested or unproven reasons. (QA)
U Understand goals	UR1 - Next steps progress	Chair has a clear sense of where to go next and gets the level of challenge right	Limited sense of intentional challenge or strategy (SYC)
	UR2 - Links all work to the objectives	Focussed use of the action plan to ensure on track and re-evaluate priorities	Does not appear to know the priorities in the action plan and doesn't regularly revisit them (PDR)
	UR3 - Response to feedback	Relationship is trusting and open. Detailed challenge is expected and solutions given are followed up. Encourages two way feedback and honesty. (IF)	Reticent to tackle or challenge. Can be defensive, The Chair may even be intimidated and feel unable to follow up clear non-compliance
	UR4 - Uses exemplification	Use of strategic praise and specific examples that illustrate the desired direction of travel.	Some staff are rarely celebrated and peer learning appears to not be happening. (SL)
I Inspire learning	IE1 - Role model learning	Professional curiosity to apply research and new ideas, sharing excitement of this (EAQ)	Chair seems afraid to admit mistakes or learn from them. May say 'I'm no good at... or bluster
	IE2 - Evaluative	Ability to develop useful measures to evaluate what is working and involve children's views in this. (EE)	May be negative about measuring before and after to see impact or reticent to ask pupil opinions.
	IE3 - Open to new ideas	Maggie! Draws on a wide range of methods and ideas. Encourages staff to use multiple sources too (SO)	Over dependency on a single scheme. Pupils may be taught to a test or not challenged to develop skills
	IE4 - Uses Metacognition	Metacognition: They can use reasoning to explain how and why learning was improved (RC)	Rarely asked to reflect on how they learn well so find it hard to show you examples
P Praise positive	PT1 - Establishes clear team roles	Maintains a positive pace (with a smile!) – reduces stress whilst maintaining the challenge and pace. (TR)	Either may lack pace so opportunities lost or may be stressful due to unsupported faster pace or indecision.
	PT2 - Manages time and resources well	Good budget control and deployment of staff and TAs – closes down noncompliance systematically (MTT)	Has an inaccurate view of non-compliance in their team, Relatively few learning walks or book scrutiny .
	PT3 - Coaching to praise strength	Knows leadership level of each member of staff and has multiple plans to develop capacity of all of them. Uses praise and opportunities strategically. (BTS)	No clear plan of action for some members of staff. Limited understanding of the aspirations and skills base of staff they work with.
	PT4 - Evaluation class ethos	Positive ethos is given the importance it requires. Systematically determines what is working and not and where the ethos and vision for the school and/or MAT are being eroded. Challenges and coaches (ETT)	Allows 'us and them' mentality. Is unaware of the importance of every member of staff maintaining the ethos or what to do when it is challenged

EQUIP Professional Meeting Standards Feedback Form

EQUIP	Shorthand	Key indicators	Positive	Development
E xpect the best	ES1 - Consistent approach	Professional Prompt start, high professional standards including pre-reading, agendas, actions arising and follow up. Flexible 1/3 for wellbeing and space to listen		
	ES2 - Helps self-direction			
	ES3 - Resilient belief in ability			
	ES4 - Supports well-being			
Q uestion deeply	QE1 - Opening minds	Cabinet Principle Challenging questions and follow on questions to go deeper under the surface and challenge assumptions. Engaged with the vision and purpose to propose aligned suggestions		
	QE2 - Explaining			
	QE3 - pace & purpose			
	QE4 - intervention			
	QC1 - Learning			
	QC2 - Connections			
	QC3 - HOT			
	QC4 - Flexible			
U nderstand goals	UR1 - Next steps progress	Reflective Clear links to the action plan priorities and progressing these Good honest reflection and learning from mistakes Use of strategic praise		
	UR2 - Links all work to the objectives			
	UR3 - Response to feedback			
	UR4 - Uses exemplification			
I nspire learning	IE1 - Role model learning	Core Purpose Professional curiosity coupled with good evaluation skills to focus on what is working and why so this can be built on.		
	IE2 - Evaluative			
	IE3 - Open to new ideas			
	IE4 - Uses Metacognition			
P raise positive	PT1 - Establishes clear team roles	Positive Coaching Coaching the individual and their team to build capacity. Promoting the ethos and vision and closing down non compliance		
	PT2 - Manages time and resources well			
	PT3 - Coaching to praise strength			
	PT4 - Evaluation class ethos			