

## Checklist – Leadership of learning audit

This audit outlines some of the key areas of leadership that support outstanding learning and progress in any school. What evidence could you provide to show the extent to which these are established in your school?

Features of good leadership	Extent to which evidenced + Fully evidenced = Inconsistent evidence – Not able to evidence	Next steps
<b>Motivating</b> , encouraging, trusting and valuing colleagues to do well		
<b>Modelling</b> , leading by example, especially in teaching		
<b>Providing an opportunity</b> to undertake greater responsibility and undergo development programmes from the second year of teaching		
<b>Promoting professional development</b> focused on teaching, learning and leadership, and keeping abreast of change; coaching is much in evidence		
<b>Encouraging initiative</b> and allowing people – students and staff – to experiment, confident that they will be supported		
<b>Showing interest</b> and being generous with praise, encouragement and help in moving forward		
<b>Knowing the names</b> of a very high proportion of learners; valuing and respecting them		
<b>Being community-minded</b> , involving, consulting and being engaged within the local community		



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<b>Building teams</b> and empowering them		
<b>Being approachable, and able and ready to listen.</b> Closeness to the core work of the school means that the headteacher is aware of people's needs and what colleagues are already doing		
<b>Being innovative,</b> looking out for new ideas and being entrepreneurial		
<b>Being enthusiastic,</b> which is associated with commitment, passion, hard work and energy. This is also motivational, especially when accompanied by a sense of humour		
<b>Showing determination and decisiveness;</b> without denying the importance of consultation and distributed leadership, having high expectations, setting high standards and being very demanding		
<b>Having effective communication skills</b> to imbue staff with confidence, relate to learners and manage day-to-day transactions, consultation and corporate decision making		
<b>Focusing on quality,</b> which applies most to learning and teaching but is reflected through analysis and observation, high expectations, moral purpose and a striving for excellence, on the basis that learners deserve nothing less		