



Tool 2.1a



Leadership in current practice

 <p>We place high priority on the development of our leadership talent.</p>	Evidence	Notes
 <p>We have a policy in place for identifying and managing talent.</p>	Evidence	Notes
 <p>We focus our leadership talent development resources on high-potential staff.</p>	Evidence	Notes
 <p>The assessment of leadership potential is based on multiple points of view.</p>	Evidence	Notes
 <p>Leadership potential is defined early in a teacher's career for development to have maximum impact.</p>	Evidence	Notes



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 <p>We routinely ask individuals to articulate their career aspirations.</p>	Evidence	Notes
 <p>Our professional development reviews result in clear action plans.</p>	Evidence	Notes
 <p>The execution of individual action plans is rigorously tracked.</p>	Evidence	Notes
 <p>Action plans are based on a thorough assessment of performance and development needs.</p>	Evidence	Notes
 <p>We identify essential leadership behaviours and competencies for different roles.</p>	Evidence	Notes

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	Evidence	Notes
 <p>We provide opportunities for staff to receive objective feedback on these competencies.</p>		
 <p>We send clear signals to our team leaders that developing talent is a priority.</p>		
 <p>We are clear with individuals regarding our view of their potential.</p>		
 <p>We actively manage the careers of talented individuals within the school.</p>		
 <p>We offer talented staff stretching assignments to challenge them and maintain their interest.</p>		

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 <p>We ensure appropriate rewards and recognition for our high-potential staff.</p>	<p>Evidence</p>	<p>Notes</p>
 <p>Talented staff are offered ongoing support in their development, eg coaching, mentoring, action learning sets to supplement any formal leadership development programmes.</p>	<p>Evidence</p>	<p>Notes</p>