

Tool  
2.2a

We know which of our colleagues are most effective at developing team members. Colleagues feel accountable for leadership development. Their own performance is judged, at least partly, on their effectiveness to develop others.

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All members of staff agree that the school is committed to leadership development. There is evidence to demonstrate this commitment.

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We know which members of the community are currently strong leaders and who have the potential to become so. We know how much development and support these people need to receive compared to the norm.

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We know which development practices are most effective and who is making the most progress in their own development as a leader.

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The leadership team gives time and effort to developing other leaders. We know how much time and how many resources we devote to leadership development.

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We know which leadership roles have the greatest impact on our short/medium goals. Members of staff know this.

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Members of staff perceive the opportunity for steady and continuous career progression.

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It is widely known and agreed what specific impact effective leadership can have on results and goals of the school.