

360 APPRAISAL/PROFESSIONAL DEVELOPMENT REVIEW FOR HEADS

Cost: £2500

The following aspects of the Head's work will be explored:

- Leadership and relationships, administration, management
- Strategic development of the school; how the Head supports the school's aims; vision
- Quality-assuring the full educational package including extra- curricular aspects of school
- Planning and policies, including accountability and financial awareness
- Deployment of staff and management of resources
- Maintaining and developing academic standards
- Marketing, communication and consultation
- Professional and personal development

More detail on the points above can be found in Appendix A below, which sets out the key competencies required of successful Heads.

METHODOLOGY

- This is a supportive but systematic 360-degree appraisal/review which seeks to understand how a Head is performing through careful consultation with all the key stakeholders in the school.
- The consultant will need a day (possibly two) at the school for meetings with the Head, the Chair of Governors and various key members of staff. Most of the rest of the work would be done remotely with online questionnaires, as well as telephone and/or virtual meetings.
- In consultation with the school, the consultant will typically invite around 12-18 staff members, a few governors and usually about 15-20 sets of parents (chosen from across the year groups), to complete online questionnaires.
- Documentation from the school will be read carefully to help prepare for the appraisal/review (e.g. School development plan, inspection reports, Head's reports to the Board, external research, previous appraisals).
- Meetings with the pupils can take place when visiting the school and often a meeting with the School Council serves this purpose well.
- Depending on the exact brief, the consultant may attend such things as assemblies, staff meetings, etc.

- The Head will be asked to complete a detailed self-evaluation.
- A week will be designated for questionnaires to be completed, during which the visit to the school could take place if convenient.
- The report will be written with the aim of a draft being sent to the school as soon as possible after the survey closing date.
- The analysis of the surveys is qualitative but has a quantitative element and the final report will cover all areas of the Head's performance, together with the collective, anonymised views of all the stakeholders.
- Up to five professional/personal development targets are agreed and a system put in place to monitor progress and then evaluate success on completion.

The Report

The main headings will be:

- Background
Reference to the school's context, values and the Head's tenure
Description of the evidence base
- The views of Parents
Qualitative analysis of views
Verbatim anonymised quotes used to illustrate themes
Graphs/charts depicting quantitative performance data
- The views of Staff
Qualitative analysis of views
Verbatim anonymised quotes used to illustrate themes
Graphs/charts depicting quantitative performance data
- The views of Governors
Qualitative analysis of views
Verbatim anonymised quotes used to illustrate themes
Graphs/charts depicting quantitative performance data
- The views of Pupils
Qualitative analysis of views
Verbatim anonymised quotes used to illustrate themes
- The view of the Head
Summary of key elements of self-evaluation
Reference to meetings with Head

- Conclusion
Overall summary of Head's performance
- Recommendations for future development
Between 2-5 agreed objectives using the SMART target approach

An anonymised example of a final report is available should a school wish to see one.

APPENDIX A: KEY ATTRIBUTES, COMPETENCIES AND SKILLS

Vision & Personal Qualities

- **Vision:** Create a shared vision of success
- **Ethos:** Articulate a clear ethos, lead by example and model the school's values ^[L]_[SEP]
- **Openness:** Create climate of openness and life-long learning; lead a school culture that secures co-operation and commitment ^[L]_[SEP]
- **Emotional Intelligence:** High level of interpersonal skills and emotional intelligence ^[L]_[SEP]
- **Teamwork:** Develop effective distributed leadership ^[L]_[SEP]
- **Integrity:** Build mutual trust; inspire and reciprocate loyalty ^[L]_[SEP]
- **Values:** Demonstrate moral courage ^[L]_[SEP]
- **Influence:** Be a calming, authoritative figure in crisis situations
- **Sense of Proportion** – Able to maintain a balanced perspective under pressure ^[L]_[SEP]
- **Drive:** Confront poor performance by staff and take timely and decisive action to help them to recover their position ^[L]_[SEP]
- **Humility:** Value others, appreciate own fallibilities, respect contribution, show humour
- **Individuality:** Effective use of the characteristics and attributes of the individual leader

Strategy, Finance, Decision Taking & Communication

- **Strategy:** With the governors, developing clear, strategic plans to realise the vision and achieve the aims
- **Finance:** Strategic financial skills to build a strong school to ensure its continuing success; increase pupil numbers where appropriate and work in harmony with the Bursar
- **People:** Recruit, retain and develop an excellent team ^[L]_[SEP]
- **Communication:** High level of communication, public speaking and presentational skills ^[L]_[SEP]
- **Organisation/Group:** Support and enable the group to achieve and develop its mission
- **Value:** Ensure the school gives value for money ^[L]_[SEP]
- **Budgeting:** Effective budgeting including monitoring management accounts ^[L]_[SEP]
- **Marketing:** Recognise and anticipate shifts in the market-place and develop positive responses to these changes ^[L]_[SEP]
- **Profile & Networking:** Raise the profile of the school in the community; establish close links with senior schools and network with external organisations

Developing People

- **Personal Development:** Develop the highest standards of pastoral care, spiritual, moral, social and cultural development of all the school's people [L][SEP]
- **Leadership:** Continually develop their own leadership and that of all staff and pupils; develop future leaders [L][SEP]
- **Openness:** Develop an 'open' culture among staff, parents & pupils that encourages the free exchange of ideas, skills, knowledge & expertise [L][SEP]
- **Technology:** Ensure the effective use of technology and other resources to develop people [L][SEP]
- **Coaching & Mentoring:** Have high level coaching skills; set challenging targets for people and support them to achieve them [L][SEP]
- **Relationships** – Model, develop and maintain excellent relationships, attitudes and behaviour among all members of the school community
- **HR:** High level of understanding of safer recruitment

Provision, Improvement & Innovation

- **Planning:** Develop and implement excellent school improvement planning [L][SEP]
- **Innovation:** Lead change and develop a 'change' culture of reflection, evaluation and improvement [L][SEP]
- **Culture:** Develop a culture that is not risk averse, but encourages creative thinking, open-mindedness, out-performance, raising the bar [L][SEP]
- **Decision Taking:** Have good analytical skills, clarity of thought, good judgement, manage creativity and be decisive
- **Provision:** Lead the development of excellent co-curricular / enhancement provision [L][SEP]
- **Inspiration:** Lead a culture in which pupils are inspired and motivated to develop skills, talents and attributes beyond the classroom [L][SEP]
- **Risk:** Weigh and manage risk effectively
- **Eco/Environmental:** Ensure the school develops responsible ecological and environmental procedures and practices
- **Compliance:** High level of understanding and experience as an ISI inspector desirable
- **Boarding:** Understanding and experience of boarding (where relevant)

Learning, Teaching and Achievement

- **Commitment:** To the school's intake, inclusive approach and focus on excellence in all areas of the curriculum
- **Learning:** Actively pursue excellence; devise and establish processes for ensuring that improvements in pupil learning are constantly monitored and maintained [L][SEP]
- **Targets:** Set and monitor school/team goals/objectives to improve pupil learning and achievement [L][SEP]
- **Inclusiveness:** Ensure that the school provides effectively for all its people
- **Love of Learning:** Show enthusiasm for learning and initiate a love of learning
- **Monitoring:** Develop and implement effective tracking and measuring of pupil performance and progress, leading to clear and effective plans for improvement

- **Teaching:** Analyse and articulate the teaching process and set clear expectations
- **Extra-Curricular:** Strong supporter of the creative, performing arts and sport
- **Technology:** Develop best use of technology and other tools to enhance learning and teaching
- **Achievement:** Implement systems to measure the effectiveness of teaching and learning with regard to less tangible aspects such as personal development as well as academic performance^[1]_[SEP]