

## Cambridge Leader Standards

### 1. Leadership knowledge and understanding

\* *Cambridge school leaders:*

- ✓ **1.1:** develop an understanding of the school and its community in order to inform their strategic leadership of the mission, vision and priorities of the school
- ✓ **1.2:** maintain a current knowledge of research into child development, curriculum development and teaching and learning as a basis for their on-going evaluation of the school's work
- ✓ **1.3:** understand the principles and practice of school improvement and of the leadership and management of change, in order to progress and refine the school's improvement programme
- ✓ **1.4:** demonstrate a knowledge and understanding of contemporary research into educational leadership and the practices of effective leaders to support the reflective evaluation of their own practice.

### 2. Skills and practices of leadership

\* *Cambridge school leaders:*

- ✓ **2.1:** use the range of leadership skills necessary to communicate the vision, mission and objectives of the school to staff, learners and the school community, and to create shared purpose and commitment to the vision and objectives
- ✓ **2.2:** apply decision-making skills, and promote decision-making processes within the school, based on the use of data and characterised by collegial and consultative practice

- ✓ **2.3:** distribute leadership responsibilities throughout the teaching staff and model professional support for others in leadership roles, including developing their own skills in mentoring and coaching
- ✓ **2.4:** model lifelong learning by reflecting actively on their own practice, seeking feedback from others and taking opportunities for their own professional development, including advanced certification in leadership.

### **3. Leadership values and attributes**

\* *Cambridge school leaders:*

- **3.1:** demonstrate a consistent commitment to the learning, personal growth and well-being of all students and value high standards of achievement and conduct for all learners
- **3.2:** demonstrate a consistent commitment to the well-being and professional development of all staff and to the development of their leadership potential
- **3.3:** promote the best interests of the school and the community it serves, and the continuing improvement and sustainability of the school's vision and mission
- **3.4:** model ethical conduct, marked by personal integrity, respect for others and fairness in their dealings with learners, staff, parents and the community

### **4. Professional relationships in leadership**

\* *Cambridge school leaders:*

- **4.1:** establish professional relationships with all members of the school community characterised by respect and effective communication, and based on the development of trust and common educational purposes

- **4.2:** demonstrate emotional intelligence and empathy, responding appropriately to the different values and perspectives within the school community, and seek positive outcomes to problems and challenges
- **4.3:** facilitate team-building for the senior leadership team and model effective teamwork and professional conduct for other teams within the school
- **4.4:** establish professional relationships with colleagues in other institutions, professional bodies and educational organisations, including Cambridge International, to contribute to the development of education and of leadership practice more widely.

## **5. Leading teaching and learning**

### *\* Cambridge school leaders:*

- **5.1:** create a positive culture that provides professional support and challenge for teachers, promote individual development and value the achievements of all learners
- **5.2:** lead, motivate and hold teachers accountable for developing effective teaching plans and activity programmes that take account of the developmental and learning needs of all their students, as well as developments in their subject and subject teaching
- **5.3:** promote and model collaboration between individual teachers and teams, to evaluate and share effective practice and to develop curriculum knowledge and teaching skills

## **6. Leading innovation and improvement**

### *\* Cambridge school leaders:*

- ✓ **6.1:** create a professional culture in which innovative practice is encouraged and where teachers are given opportunities to apply

new ideas in their own teaching and in collaboration with others within and beyond the school

- ✓ **6.2:** communicate information about and support for innovative programmes and practice to students, parents and other stakeholders, in order to create a receptive atmosphere for improvement
- ✓ **6.3:** make sure that the school curriculum and other programmes are evaluated cyclically, using input from teachers, learners and other stakeholders, as the starting point for school improvement planning
- ✓ **6.4:** lead the improvement planning process, based on the school's vision, mission and values, and use data about student progress and achievement as a key element in the plan
- ✓ **6.5:** establish staff responsibilities, structures and timescales for the implementation, monitoring and evaluation of the improvement plan, motivating staff and making sure that plan objectives and outcomes are achieved
- ✓ **6.6:** engage students, parents and the wider school community in support for the improvement programme, making sure that accountability requirements to the school governance and the community are met effectively.

## **7. Establishing management systems**

### **\* *Cambridge school leaders:***

- ✓ **7.1:** develop a leadership team of suitably qualified staff that is appropriate to the current and expected operational and developmental needs of the school
- ✓ **7.2:** review the school's management processes and procedures to make sure that they are appropriate for the needs of the school,

evaluating and making adjustments to achieve positive impacts on learner outcomes

- ✓ **7.3:** establish procedures and responsibilities for identifying and filling staffing needs with appropriately qualified individuals who have clear job descriptions and lines of accountability
- ✓ **7.4:** establish documented procedures to assess and develop the work of all staff, supported by adequately resourced professional development programmes, including for those aspiring to positions of leadership
- ✓ **7.5:** make sure that financial and other resources are properly and effectively developed and managed, in line with relevant governance requirements and the current and projected needs of the school and its programmes
- ✓ **7.6:** develop policies and procedures for the work of teachers and staff, ensuring that guidance is clear and consistent with school values and external requirements, and that it is communicated effectively within the school community

## **8. Community engagement**

### *\* Cambridge school leaders:*

- **8.1:** promote and facilitate the involvement of parents and other adults responsible for learners in the life of the school and support the development of home–school partnership in support of learning
- **8.2:** identify and engage other stakeholders and stakeholder groups, communicating the mission and objectives of the school to its community and encouraging contributions to the life of the school by community members

- **8.3:** encourage students' contribution to the wider community and support initiatives for community and service learning in the school programme
- **8.4:** establish effective working relationships with school governance and/or management, carrying out responsibilities in line with agreed governance policies and guidelines, and representing the school and the needs of learners and staff effectively within the governance or management structures
- **8.5:** develop and maintain professional relationships with leaders in other schools and educational institutions locally to support the needs of the school and to promote professional communities of practice for the benefit of the wider educational system
- **8.6:** take opportunities to engage with other educational bodies, including Cambridge International, to contribute to the improvement of educational provision and leadership practice nationally and internationally