**Skills audit template for headteachers**

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| **Standard** | **Key characteristics** | **Expertise and/or experience**  **(Place a C:\Users\Home\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q9RBT1DH\Check_mark_23x20_02.svg[1].png in the most relevant box)** | | | | **Provide examples of when you have demonstrated this (in the past 12 months) using the following prompts**  (Examples provided below for illustrative purposes only) | **Measurable outcomes for the school as a result of your work/ contribution**  (Examples provided below for illustrative purposes only) | **Any other comments** |
| **Experienced in this area** | **An area for self-development** | **Support needed to develop** | **An area to foster in the leadership team** |
| **Qualities and knowledge** | Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils you serve |  |  |  |  | * [School development plan](https://my.optimus-education.com/writing-whole-school-improvement-plan) * [Headteacher’s report](https://my.optimus-education.com/writing-headteachers-report-governors-example-templates) to the governing body * [School website content](https://my.optimus-education.com/schools-and-academies-website-checklists) and redesign * Open day and evening presentations * School newsletters/blogs * Prospectus | * Oversubscribed and popular school * High parental and other stakeholder satisfaction rates * [Ofsted outstanding](https://my.optimus-education.com/headteacher-ofsted-inspection-checklist) |  |
| Demonstrate optimistic personal behaviour, positive relationships and attitudes towards your pupils and staff, and towards parents, governors and members of the local community |  |  |  |  | * Assemblies * [Staff meetings/briefings](https://my.optimus-education.com/running-effective-senior-leadership-team-meetings) * Senior prize-giving address * School newsletters/blogs | * [360° review findings](https://my.optimus-education.com/how-use-360-reviews-performance-management) * Kirkland Rowell survey results * [Low turnover of staff](https://my.optimus-education.com/how-can-staff-retention-be-improved-your-school) * Stable student numbers * Good working relationships with governors/trustees |  |
| Lead by example – with integrity, creativity, resilience, and clarity – drawing on your own scholarship, expertise and skills, and that of those around you |  |  |  |  | * [Headteacher reports to governors](https://my.optimus-education.com/managing-statutory-reporting-governors) * [Staff briefings](https://my.optimus-education.com/chairing-meetings-guide) * Open evening presentations * Annual prize-giving * [Contribution at trust level](https://my.optimus-education.com/10-ways-headteachers-collaborate-across-mat) or to other local school leadership groups and organisations * CPD delivery and participation | [360° review findings](https://my.optimus-education.com/how-use-360-reviews-performance-management) |  |
| Sustain wide, current knowledge and understanding of education and school systems  locally, nationally and globally, and pursue continuous professional development |  |  |  |  | * Clearly articulated [whole-school curriculum intent](https://my.optimus-education.com/review-your-subject-curriculum-seven-steps) * Leadership of [curriculum implementation](https://my.optimus-education.com/bridging-gap-between-curriculum-intent-and-impact-getting-implementation-right) * [Membership of teaching school alliance](https://my.optimus-education.com/case-study-cpd-teaching-school-alliance) * Participation in establishment of local consortium group * Member of strategic teaching school board * [Take ownership of own CPD](https://my.optimus-education.com/webinar-cpd-headteachers-4-dimensions-growth) | ‘Quality of education’ Ofsted outstanding judgement |  |
| Work with political and financial astuteness, within a clear set of principles centred on the school’s vision, ably translating local and national policy into the school’s context |  |  |  |  | * Examples of [strategic financial planning](https://my.optimus-education.com/school-budget-management-headteachers) decisions * Use of [benchmarking data and tools](https://my.optimus-education.com/benchmarking-practical-guide) to [assess own school’s financial effectiveness](https://my.optimus-education.com/auditing-school-finances-checklist-template) * School development plan * Partnerships with ….. | * A balanced school budget or realistic and deliverable budget recovery plan * Pupil/teacher ratios and staff contact ratios in line with recommended levels |  |
| Communicate compellingly the school’s vision and drive the strategic leadership, empowering all pupils and staff to excel |  |  |  |  | * Staff and governors meetings * Assemblies * [School newsletter/headteacher blogs](https://my.optimus-education.com/how-build-reputation-your-school) * SLT minutes |  |  |
| **Pupils and staff** | Ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils’ outcomes |  |  |  |  | * Clear whole school [curriculum intent statement](https://my.optimus-education.com/example-curriculum-statement) * [Strategic whole school curriculum implementation](https://my.optimus-education.com/bridging-gap-between-curriculum-intent-and-impact-getting-implementation-right) * [Tracking and target setting systems](https://my.optimus-education.com/training/assessment-without-levels) * [Policy revisions](https://my.optimus-education.com/school-model-policy-templates-meet-your-legal-requirements) * [Pupil premium website information](https://my.optimus-education.com/schools-and-academies-website-checklists) * [QA programmes and feedback to staff](https://my.optimus-education.com/quality-assurance-10-step-guide-making-improvements) based on [deep dive](https://my.optimus-education.com/preparing-deep-dive) or alternative models * [Appraisal process](https://my.optimus-education.com/staff-appraisal-and-capability-policy) * [Closing the gap initiatives](https://my.optimus-education.com/what-works-raising-achievement-disadvantaged-pupils) | * Tracking data * QA reports on quality assurance of teaching and learning * [Accessibility](https://my.optimus-education.com/accessibility-plan) and Equality Plans in place * Pay progression recommendations to governors * PP/SEND data against other national data |  |
| Secure excellent teaching through an analytical understanding of how pupils learn, and of the core features of successful classroom practice and curriculum design, leading to  rich curriculum opportunities and pupils’ wellbeing |  |  |  |  | * [Curriculum review](https://my.optimus-education.com/building-creative-curriculum-inspire-your-pupils) to ensure clear intent, implementation, and impact * New curriculum pathways * [CPD programme](https://my.optimus-education.com/cpd-leadership-toolkit) for classroom teachers in place | * QA/deep dive reports * [Student voice survey results](https://my.optimus-education.com/pupil-exit-surveys) * Ebacc % data * Exam results |  |
| Establish an educational culture of ‘open classrooms’ as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis |  |  |  |  | * [CPPD programme](https://my.optimus-education.com/training/cpd-leadership-strategy) * [Staff coaching programme](https://my.optimus-education.com/coach-and-keep-improve-retention-coaching-culture) * QA schedule * [Collaboration with other schools](https://my.optimus-education.com/headteachers-approach-supporting-other-schools) | * Staff surveys * Coaching pair feedback * Practitioner enquiry reports |  |
| Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other |  |  |  |  | * [CPD programme](https://my.optimus-education.com/cpd-resources-personal-development-plan-and-professional-growth-timeline) * [Audit of staff strengths](https://my.optimus-education.com/knowledge-centre/search?search=skills+audit) * Twilight programme * ITT/[NQT induction programme](https://my.optimus-education.com/inductions-preparing-nqts) * Regular 1:1 meetings * Wellbeing programme for staff as well as students | * Succession planning for staff at all levels in place * [‘Wellbeing Award’](https://www.awardplace.co.uk/award/was) achieved |  |
| Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning |  |  |  |  | * [Middle leader programme](https://my.optimus-education.com/training/teacher-leader-middle-leadership-essentials) * [Leadership development provision](https://my.optimus-education.com/4-ways-develop-leadership-and-retain-staff) * NQT/RQT/UPS programmes * ITT provision | * Succession planning for staff at all levels in place * % of internal promotion posts * Successful SCITT programmes |  |
| Hold all staff to account for their professional conduct and practice |  |  |  |  | * [Appraisal documentation](https://my.optimus-education.com/training/performance-management) * Minutes of meetings held between staff and managers * Transparent [capability and disciplinary policies](https://my.optimus-education.com/school-model-policy-templates-meet-your-legal-requirements) |  |  |
| **Systems and processes** | Ensure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity |  |  |  |  | * Staff review of whole school communications * [Governors’ minutes](https://my.optimus-education.com/access-minutes-governing-body-meetings) * [Education and Skills Funding Agency returns](https://my.optimus-education.com/eight-top-tips-support-your-trusts-financial-compliance) | * [Complaints logs](https://my.optimus-education.com/complaints-procedure-template) * Auditors’ reports * [School policies](https://my.optimus-education.com/school-model-policy-templates-meet-your-legal-requirements) |  |
| Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in wider society |  |  |  |  | * [Policy revisions](https://my.optimus-education.com/school-model-policy-templates-meet-your-legal-requirements) * [Management of staff workload](https://my.optimus-education.com/workload-impact-assessment-form) * Annual [safeguarding training](https://my.optimus-education.com/staff-safeguarding-training) update register * [Safer recruitment](https://my.optimus-education.com/recruitment-checklist-keeping-children-safe) training certificates * [Health and safety reports to governors](https://my.optimus-education.com/health-and-safety-meeting-agenda) | * Safeguarding logs * Bullying logs and behaviour logging systems * Use of [DFE workload reduction toolkit](https://my.optimus-education.com/how-can-dfe-workload-reduction-toolkit-be-used) * SEF judgement and detail in report on behaviour and safety |  |
| Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice |  |  |  |  | * [Appraisal system](https://my.optimus-education.com/staff-appraisal-and-capability-policy) * [QA activities](https://my.optimus-education.com/challenging-your-team-10-questions-ask-and-10-ways-offer-feedback) * Staff working party agendas * Pupil progress meeting schedule | * [Appraisal documentation](https://my.optimus-education.com/performance-management-and-appraisal-strategies-and-guidance) * QA reports * Pupil progress meeting minutes |  |
| Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance |  |  |  |  | * [Headteacher report to governors](https://my.optimus-education.com/writing-headteachers-report-governors-example-templates) * [Governors training](https://my.optimus-education.com/governor-skills-audit) programme and resources led by staff * NGA training accessed * School visits by governors * [New governor training](https://my.optimus-education.com/new-governor-induction-resources-and-responsibilities) | * Challenge from governors as reported in minutes * Governors’ school visit records * Governor assurances sought and documented |  |
| Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils’ achievements and the school’s sustainability |  |  |  |  | * [Capitation formula introduction](https://my.optimus-education.com/school-budgets-capitation-template) * [Review of school site](https://my.optimus-education.com/schools-and-academies-website-checklists) along with finance director and review of curriculum offer * [Revenue stream considerations](https://my.optimus-education.com/school-budget-management-headteachers) * [Curriculum review](https://my.optimus-education.com/review-your-subject-curriculum-seven-steps) including partnership curriculum * [Support staff review](https://my.optimus-education.com/support-staff-review-and-restructure) | * School financial reports * ESFA Budget Recovery Plan in place * Curriculum review proposals * Projected savings of £x in 2021–22 * Projected revenue streams of £x in 2021–22 |  |
| Distribute leadership throughout the school, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making |  |  |  |  | * Staffing structure review planned for year ahead * [Middle leadership skills](https://my.optimus-education.com/growing-your-own-middle-leadership-toolkit) focus on training days * Senior team secondments * Staff coaching programme | * [360° review findings](https://my.optimus-education.com/how-use-360-reviews-performance-management) * Staff surveys * Coaching logs |  |
| **The self- improving school system** | Create outward-facing schools which work with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils |  |  |  |  | * Peer review process (e.g. as part of triad of schools) * [Teaching school partner](https://my.optimus-education.com/case-study-cpd-teaching-school-alliance) for local application * Lead school for School Direct programme * EEF research project participation * Membership of local strategy groups |  |  |
| Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils |  |  |  |  | * [Teaching School partnership](https://my.optimus-education.com/cpd-alliance-success-collaborative-training) * Work with ([mental) health organisations](https://blog.optimus-education.com/mental-health-curriculum-tips-teachers) * Drugs awareness programme |  |  |
| Challenge educational orthodoxies in the interest of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools |  |  |  |  | * EEF research project involvement e.g. looking at [teaching assistant effectiveness](https://www.optimus-education.com/services/awards/best-practice-teaching-assistants-award?utm_source=my-oe-kc&utm_medium=KCBanner&utm_campaign=Cross-Sell-Awards) or curriculum design * Involvement with charities/organisations |  |  |
| Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff |  |  |  |  | * [CPD strategic plan](https://my.optimus-education.com/sharing-learning-external-cpd-template) * Staffing appointments * Lead school for School Direct/SCITT membership | * Staff evaluations of CPD * Staff recruitment through SCITT |  |
| Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability |  |  |  |  | * Peer review participation * Learning Partnership membership * [Joint appointments to senior team](https://my.optimus-education.com/middle-leaders-mats-what-it-means-you) made across MAT schools * [Appointment of trustees](https://blog.optimus-education.com/content/lgb-mat-and-beyond-building-trustee-board) with primary experience on board * Pupil recruitment strategies including ‘taster days’ or local admissions ‘roadshows’ |  |  |
| Inspire and influence others – within and beyond school – to believe in the fundamental importance of education in young people’s lives and to promote the value of education |  |  |  |  | * Strong IAG and careers programme which meets the Gatsby Benchmarks * [Alumni networking](https://my.optimus-education.com/alumni-fundraising) * Pupil participation in community events |  |  |