



# *Contents*

Leadership at Ainslie Wood	2
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## ***Part 1: Leadership Qualities***

A Positive Attitude and Sense of Humour	3
Commitment	4
Seeking First to Understand Before Being Understood	5
Confidence	6
Honesty & Integrity	7
Involving Others in the Journey	8
Making Decisions & Taking Risks	9
Ability to Inspire	10

## ***Part 2: Systems at Ainslie Wood***

Action Planning	12
Meetings	13
Monitoring	14
Book Looks	15
Data Scrutiny	16
Learning Walks	17
Moderation	17
Planning Checks	18
PIP	19
PPMs	20
Subject/Area Finance	21
<b>Glossary</b>	<b>22</b>



# Part 1

## Leadership at Ainslie Wood

However you see yourself, whatever your age may be, as soon as you make that first step into working with children, you have made the decision to become a leader. At Ainslie Wood, we nurture the leadership journey through shared responsibility, reflection and support in order to create an environment of positive, confident, supportive leaders who work together to contribute to the constant progress of the school.



While we all know that having a good working knowledge of your area of leadership, being organised and resourcing it well will help you and others to know about your mission, at Ainslie Wood we know that leadership is the next step beyond these management capabilities and we all work hard to help everyone develop and demonstrate the traits we believe make a true leader.

As we continue to build capacity in our distributed leadership structure, where **the interactions of many rather than the actions of one create change**, our aim is for all Ainslie Wood leaders to demonstrate the key qualities that we believe every great leader should possess.

# *A Positive Attitude and Sense of Humour*



At Ainslie Wood, we believe that a positive attitude is one of the most valuable assets a person can have in life and, as a leader, this is especially true. Sometimes we can become discouraged by how difficult the issues we face are. What we should be considering is that **it is not really the issues that are difficult to deal with, but our attitude towards them.** When we **view the issues as challenges** that need to be solved, our journey becomes exponentially more interesting. Ainslie Wood team leaders look beyond problems and see the big picture. A positive leader will not dwell on a difficult situation and be

discouraged by it, but will research, discuss and problem solve until a solution is been found and then find the personal development opportunity within it. Believing that you can make something happen is not at all a small thing. **What the mind says, the body will follow.**

We know that morale is linked to success and part of your role as the team leader is to instill a positive energy. That's where your sense of humour will finally pay off. If you are constantly learning to find the humour in the struggles, your work environment will become a happy and healthy space, where your team are more likely to look forward to work. Make it a point to **enjoy time with your team** and encourage discussions of life outside of school, etc. It's these short breaks from the task at hand that will help to **keep the atmosphere light and maintain a high morale.**



## **Developing:**

- Approaches each day with a consistently cheerful disposition
- Deals with all interactions with positive messages and a positive frame of mind
- Is able to see issues as challenges to be solved
- Does not dwell on or become discouraged by difficult situations

## **Developed:**

- Demonstrates a belief that anything is possible and encourages this in others
- Researches, discusses and problem solves until a solution has been found
- Is able to competently tackle difficult conversations from a positive standpoint while still achieving the desired outcome

# *Part 2*

## *Systems at Ainslie Wood*

Wherever you go, whatever you do, you'll find the same things done differently. All workplaces develop their own ways of working and we are no different in that regard.

The following section is designed to share the approaches we take to a range of leadership activities and tasks so that new leaders have a base to work from and established leaders have a consistent language and approach.

While we have laid out ideas and procedure for ease of reference, these systems (like all systems at Ainslie Wood) are never set in stone, but are simply the best way of working at this present time. All systems and procedures are subject to evaluation and development and suggestions for improvement are always considered .



# ***Action Planning***

## ***What is it?***

The process of setting a detailed plan which outlines the actions and resources needed to reach that year's goals. All goals are decided by working out the steps towards meeting the subject/area vision which fits within the whole school vision.

## ***Why do we do it?***

Our work is designed to consistently move the school forward – this will happen when all areas are focused on in order to make continuous progress. Setting a clear action plan helps us to break down the big plan into small manageable chunks which can be focused on, monitored and evaluated to show us how far we have come.

## ***How do we do it?***

In order to set a good action plan, we need to know what we want to achieve by the end of the year – this comes through having a clear vision. When we are clear about this, we can ask ourselves the following questions:

- What do we want to achieve? (Targets)
- What do I need to do to make this happen? (Actions/Activities)
- What resources will I need in order to complete these actions? (Resources)
- What will I look for and when will I check in to make sure things are going to plan? (Check Ins)
- How will I know when its achieved? (Completion)

Once agreed with the relevant members of SLT, our action plan becomes a working document to support our thinking and monitor our progress.

# *Glossary*

<b>Attainment</b>	The raw results which tell you where exactly a child is learning e.g 2b or 4w+
<b>Budget Holder</b>	The person responsible for the effective use of any budget allocated to their area
<b>CPD</b>	Continuing Professional Development
<b>ELG</b>	Early Learning Goals. The targets for children on the Early Years curriculum
<b>Environment</b>	This includes physical surroundings; displays, arrangement of furniture, access to resources, etc. as well as culture and climate
<b>EYFS</b>	Early Years Foundation Stage. Nursery and Reception
<b>GLD</b>	Good Level of Development. The measure for children being on track at the end of EYFS
<b>Impact</b>	The intended or unintended outcome which has happened as a result of actions taken
<b>Iris</b>	The camera system used by the school to support CPD and children's development
<b>PIP</b>	Professional Improvement Plan
<b>PIP Leader</b>	The person responsible for supporting the Pippee
<b>Pippee</b>	The person engaged in constantly developing towards the agreed targets
<b>PPM</b>	Pupil Progress Meeting
<b>Progress</b>	The measure of movement a child makes in a given period of learning e.g. 4-5 steps in a year
<b>SEF</b>	Self Evaluation Form. The annual evaluation, completed by subject leaders and the school, showing the position subjects and the school is in
<b>SIP</b>	School Improvement Plan. Plan developed to address any issues arisen through the SEF while continuously moving the school on
<b>Tapestry</b>	The online system used by the school to journal individual children's learning in EYFS and Year 1
<b>Target Tracker</b>	The online data system used by the school to track and monitor progress and attainment of individual children, groups and cohorts