The Standards for Leadership and Management – Middle Leaders
Guidelines for Self-Evaluation

The Standards for Leadership and Management include both the Standard for Middle Leadership and the Standard for Headship. The Standards are part of the suite of GTC Scotland’s Professional Standards which also include the Standards for Registration and the Standards for Career-Long Professional Learning.

The Standards for Leadership and Management have been developed to support the self-evaluation and professional learning of those in, or aspiring to, formal leadership roles in schools.

The Professional Actions of Middle Leaders: The Key Purpose of Middle Leaders

Middle leaders, within their areas of responsibility, lead and collaborate with team(s) to establish, enhance and ensure high quality learning experiences and outcomes for all learners. In the context of middle leadership, ‘team’ is used widely and refers to colleagues for whom middle leaders have line management responsibility, as well as those with whom they may work, in and across departments or project teams.

In line with the visions and values of the school, and within the school and departmental improvement agendas, middle leaders:

- develop a range of strategies for individual and collective self-evaluation which contribute to the school’s improvement;
- develop coherent approaches to professional learning which build and sustain teachers’ practice;
- lead and work collaboratively to enhance teaching which leads to high quality learning experiences;
- build and sustain partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners;
- manage allocated resources proactively and effectively to meet learning and development priorities.

The purpose of Professional Review and Development (PRD) is to reflect on your current practice, strengths and development needs, and to plan appropriate Professional Learning – previously referred to as Continuing Professional Development or CPD - based on strong self-evaluation that will lead to: impact on yourself as a professional, impact on the staff for whom you have leadership responsibility, and impact on the outcomes for the young people of South Ayrshire. You are required to assess yourself against the Standard for Leadership and Management but may also use information gained from 360 degree evaluations. The development priorities in your Professional Learning Plan will be finalised in discussion with your line manager during the process of professional review and development.
Professional Learning is a cyclical process that allows teachers to reflect on what they have learned and then consider what skills or qualities they want or need to develop next. It’s not ad-hoc, rather something that is thoughtful and planned from a career long perspective. A Professional Learning activity should focus on developing the qualities and capabilities that define what it is to be a teacher and, for some staff, a leader. As well as enhancing these qualities and capabilities, as professionals it’s also important for all within the teaching profession to maintain their knowledge of policy developments at a local and national level. -Professional Learning shouldn’t be seen as a box-ticking exercise that shows that a set of requirements have been met. To be effective it should be about refreshing and enhancing your professional practice.

**Types of Professional Learning experience**

Please refer to Education Scotland guidelines Career-long Professional Learning which can be downloaded from www.educationscotland.gov.uk/clpl This booklet was issued at the training.

Professional Learning is more than 'going on a course'. There are many innovative and exciting approaches, both formal and informal, that can contribute to your professional development. It is important that there is a purpose to every Professional Learning activity you undertake, and you should identify in advance what it is you want to gain from the experience. Some examples given by the GTCS include:

- **Learning from others.** Learning from others can be as simple as working together with another leader who has more experience, or who has particular expertise in an area you want to develop. Have you thought about team teaching or observing a colleague then getting together afterwards to discuss what you've learned? This could even be done in another school or centre. More lengthy experiences could include going on a teacher exchange (international or other) or carrying out a placement or study visit in another school or work setting. Within South Ayrshire you may have several opportunities for Professional Learning. Some examples are: taking part in Learning Rounds; visiting schools in the same sector or another sector; peer observation; in-house training; opportunities to lead working groups or initiatives; shadowing of promoted members of staff.

- **Additional reading, scholarly activity, or study.** You can choose to study a particular aspect of teaching more thoroughly by yourself to:
  - enhance your subject expertise;
  - deepen your understanding of a particular learning theory;
  - learn more about different teaching methodologies.
• **Research.** What about identifying an issue that you’d like to know more about and carrying out a piece of research? This could involve extending your own reflective process by asking your pupils or colleagues about their responses to a particular approach you are trying as a leader. Or you could analyse the changes in pupil attainment after introducing a new teaching resource or method to evaluate what impact it has made.

• **Taking on an additional role or duty.** Another way of obtaining valuable Professional Learning is to initiate or become involved in specific project or groups, whether at school, local authority or national level. This could involve you in curriculum development or policy development, or taking forward a particular issue such as literacy or the Eco School initiative. In South Ayrshire we encourage all staff to take on a role to further develop their skills and expertise in a particular area.

### Evaluating the Impact of Your Professional Learning

An essential element of the process is evaluating the impact of professional learning on the experiences and achievements of learners. Reflect on every Professional Learning experience, immediately upon its completion and also after a period of time. Record conclusions about impact. When assessing the impact of Professional Learning you could:

- look for improvements in measures of attainment;
- look for improvements in feedback from observed lessons;
- look at pupil feedback in the form of questionnaires and focus groups;
- look at feedback from discussions with staff, pupils, parents and other stakeholders;
- look at evidence from self-evaluation data;
- look at evidence from self-evaluation against the Standard for Leadership and Management.

Be aware what constitutes effective and excellent practice and be proactive in identifying this and in sharing practice with others. Consult the Education Scotland website regularly and consider joining the PRDShare community on GLOW to share developments, issues, ideas and solutions with colleagues across Scotland.

### EIS Learning Reps

We are also looking to develop our partnership with EIS Learning Reps who can offer advice to members about professional learning. You can read about the role of Learning Reps here [http://www.eis.org.uk/LR_Handbook/What_is_an_LR.htm](http://www.eis.org.uk/LR_Handbook/What_is_an_LR.htm)
A Model of Professional Learning

Go here to read about this model of professional learning
http://www.educationscotland.gov.uk/learningteachingandassessment/professionallearning/clpl/modelforclpl.asp

Preparing for your Professional Review and Development Meeting and Developing your Professional Learning Plan

As preparation for your annual Professional Review and Development Meeting, consider the impact of your professional learning over the past year (examples above), and take some time to assess your skills and knowledge against the Standard for Leadership and Management.

On the separate form (Self-Evaluation Template - Standards for Middle Leaders) note down any evidence of strength under the standards and identify relevant development needs. Focus on two or three areas for development for this session and identify appropriate Professional Learning activities that will be undertaken over this session as a focus.

At your Professional Review and Development meeting with your line manager, you will also be asked about areas of your work and professional learning which have given the greatest professional satisfaction, and the impact of your professional learning throughout the previous year. Priorities for your Professional Learning Plan will be discussed, and your line manager may identify Professional Learning activities. You may wish to use the coaching process ‘GROW’ to explore one or more priorities. Your Professional Learning Plan will then be finalised. It is important you have ownership of the Professional Learning Plan and evaluate progress throughout the year.
Extract from the Standards for Leadership and Management

3. The Professional Actions of Middle Leaders

3.1 Develop a range of strategies for individual and collective self-evaluation which contribute to school improvement.

<table>
<thead>
<tr>
<th>Professional Standard</th>
<th>Illustration of Professional Actions</th>
<th>Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1 Middle leaders foster an ethos to support self-evaluation and plan specific opportunities for this to take place.</td>
<td>• model good practice in personal self-evaluation against the relevant Professional Standard and appropriate benchmarks; • promote an open, honest and critical stance in examining practice, within their area of responsibility; • lead and influence others to critically analyse and evaluate their own practice in relation to relevant policies and procedures.</td>
<td>• Evidence of involvement in relevant recent Professional Learning. • Use Standard for Leadership and Management for self-evaluation. • Knowledge of own strengths, development needs and points for action. • Self-evaluation activities, pupil focus groups, questionnaires, 360 evals etc. • Lesson observations, feedback, target setting staff. • Use of using HGIOS/Child at Centre. • Experience of coaching and mentoring to influence others and evidence of impact. • Self-evaluation procedures are practice-based not just paper-based. • Involvement in self-evaluation, evidence of peer observations, learning rounds etc, and impact. • Staff in dept/school have knowledge of HGIOS/CatC and take an active role in self-evaluation evidenced through minutes or recorded activities, Standards and Quality Reports, improvement plan updates. • Self-evaluation calendar. • Evidence from monitoring and evaluating the work of the department or school. • Engagement with current national and local policy on Self-Evaluation including: o HGIOS and Child at the Centre, o Improving our Curriculum through Self-Evaluation, o Improving Outcomes for Learners through Self-Evaluation, o Learning Together Series, o Journey to Excellence. • HMIE briefing notes.</td>
</tr>
<tr>
<td>3.1.2 Middle leaders enable staff individually and collectively to engage in regular and rigorous self-evaluation.</td>
<td>• systematically use established self-evaluation practices, gathering information from appropriate stakeholders and apply the information gathered to the planning of next steps and actions; • develop colleagues’ skills and confidence in using the established self-evaluation processes and deriving a range of processes.</td>
<td></td>
</tr>
<tr>
<td>3.1.3 Middle leaders use established systems to monitor progress of the team’s improvement agenda.</td>
<td>• undertake regular and systematic review of progress towards the team’s priorities; • adopt a range of approaches to sustain and improve the work of the team.</td>
<td></td>
</tr>
<tr>
<td>3.1.4 Middle leaders critically engage with literature, research and policy, in relation to all of the above.</td>
<td>• develop and use knowledge from literature, research and policy sources to support the process of self-evaluation for the enhancement of professional practice and decision making, within their areas of responsibility.</td>
<td></td>
</tr>
</tbody>
</table>
### 3.2 Develop coherent approaches to professional learning which build and sustain teachers’ practice.

<table>
<thead>
<tr>
<th>Professional Standard</th>
<th>Illustration of Professional Actions</th>
<th>Examples of Evidence</th>
</tr>
</thead>
</table>
| **3.2.1 Middle leaders work within school policies with regard to staffing and personnel issues.** | • take due account of school policy and local authority guidelines in all aspects of human resource management. | • Recruitment and selection procedures.  
• Absence management procedures.  
• Professional learning of all staff within your team.  
• Health and safety at work.  
• ASN, Equalities and all other relevant legislation impacts on, and is reflected in practice. |
| **3.2.2 Middle leaders establish and use strategies to identify individual and team professional learning needs to support the school’s improvement agenda.** | • take responsibility for, and engage actively in, on-going professional learning to enhance their personal and professional skills and knowledge base;  
• promote ambition and set high expectations of continuing professional learning for the team and ensure opportunities which deliver this;  
• use coaching and mentoring skills to support the PRD process;  
• ensure that meaningful and rigorous PRD takes place regularly and that the outcomes of the process contribute to professional practice. | • Evidence of ongoing professional learning through PRD process and reflective self-evaluation.  
• Evidence of Professional Learning Plan that has impacted on practice and on learners.  
• Ability to create a culture and ethos of continued professional learning within the team/school.  
• Evidence of providing opportunities and funding where appropriate to support the team in their own professional learning.  
• Evidence of a coaching and mentoring approach to staff PRD.  
• Evidence that rigorous PRD takes place for all staff within the team.  
• Ensure that staff development opportunities are well planned within improvement targets and have impact on learners.  
• Evidence of distributive leadership and collegiate ethos within the team.  
• Evidence of planned opportunities for collaborative learning within the team including; Learning rounds peer observations, action research projects, co-op teaching, work shadowing, focused professional reading.  
• Development of coaching and mentoring skills in supporting colleagues. |
| **3.2.3 Middle leaders create coherent opportunities for collaborative development activities.** | • create opportunities for colleagues to take on leadership roles;  
• lead team participation in professional learning community processes;  
• build constructive relationships that foster commitment and collegiality;  
• use coaching and mentoring to support colleagues and build these skills to develop peer support. |  |

**3.2.4 and 3.2.5 - SEE NEXT PAGE**
3.2 Develop coherent approaches to professional learning which build and sustain teachers’ practice.

Continued

<table>
<thead>
<tr>
<th>Professional Standard</th>
<th>Illustration of Professional Actions</th>
<th>Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.2.4 Middle leaders evaluate the impact of professional learning on teachers’ practice and understanding, in relation to outcomes for learners.</strong></td>
<td>• work with the team to critically reflect on individual and collective professional learning; • plan and evaluate professional learning provision directly on its intended impact on learning, within their areas of responsibility.</td>
<td>• When evaluating impact of professional learning do you consider how effectively the participant uses new knowledge and skills and what impact the teacher’s learning has on the learning experience of young people? <strong>Evidence could be generated from:</strong> o Direct observation – your own lessons or others. o Written material – pupils work, reports, teachers planning, course materials, minutes. o Quantitative data – tracking data, value-added measures, AFE data and STACs, leaver destinations. o Stakeholder and partner views – discussions, focus groups, questionnaires, minutes.</td>
</tr>
<tr>
<td><strong>3.2.5 Middle leaders critically engage with literature, research and policy in relation to all of the above.</strong></td>
<td>• develop and use knowledge from literature, research and policy sources to support the processes of leading and developing staff and creating school cultures for the enhancement of practice and decision making, within their areas of responsibility.</td>
<td>• Evidence of professional reading. • Education Scotland publications. • GTCS - Professional Standards.</td>
</tr>
</tbody>
</table>
3.3 Lead and work collaboratively to enhance teaching which leads to high quality learning experiences.

<table>
<thead>
<tr>
<th>Professional Standard</th>
<th>Illustration of Professional Actions</th>
<th>Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1 Middle leaders support the improvement of teaching and learning and set consistent high expectations for all in the school community.</td>
<td>• work with the team to identify and articulate a shared vision, values, ethos and aims in relation to teaching and learning; • set clear standards in their practice, in relation to enacting the principles of inclusion, sustainability, equality and social justice; • model and develop, within and beyond their area of responsibility, a culture of mutual respect and accountability.</td>
<td>• School/Centre/Dept/Faculty values and vision. • Evidence gathered from self-evaluation lesson observations, and evaluations of learner experiences (e.g. HGIOS QI 2.1 and CatC QI 2.1). • Evidence of an inclusive ethos within school/department/faculty. • Evidence relating to the impact of Rights Respecting Schools or Dyslexia Friendly Schools. • Evaluation of trends in attendance, exclusions, behaviour referrals/incidents.</td>
</tr>
<tr>
<td>3.3.2 Middle leaders work with teams to design coherent and progressive programmes which address learning needs.</td>
<td>• develop and plan curricular, cross-curricular and pastoral programmes to ensure appropriate personalisation and choice; • ensure that learners are consulted in the development and planning of all learning programmes; • ensure the principles of good curriculum design underpin all learning programmes.</td>
<td>• Evidence of leading a coherent, planned curriculum within the department/school that meets the principles of curricular design. • Evidence of provision of stimulating learning experiences for all learners. • Evidence of range of learning opportunities and experiences for all learners. • Evidence that courses and programmes meet local and national guidelines. • Evidence of inclusion of pupil views when planning new courses and programmes.</td>
</tr>
</tbody>
</table>

3.3.3 to 3.3.6 – SEE NEXT PAGE
3.3 Lead and work collaboratively to enhance teaching which leads to high quality learning experiences.

Continued

<table>
<thead>
<tr>
<th>Professional Standard</th>
<th>Illustration of Professional Actions</th>
<th>Examples of Evidence</th>
</tr>
</thead>
</table>
| 3.3.3 Middle leaders establish and develop pedagogic practices to meet the learning and pastoral needs of all learners. | • model high quality teaching;  
• set high expectations of the quality of teaching and learning across the team;  
• provide systematic opportunities to enhance and refresh teachers’ pedagogic practices, including assessment practices. | • Evidence of high quality teaching within the dept/school.  
• Evidence of opportunities for regular professional dialogue on teaching and learning.  
• Evidence of setting and sharing consistently high expectations of all teaching and learning.  
• Evidence of interventions and strategies that have impact on underachievement.  
• Evidence of opportunities for all staff to refresh their skills through professional learning opportunities. |
| 3.3.4 Middle leaders use collaborative processes to monitor and review pedagogic practice, working across the team. | • implement a range of peer learning approaches which enable the team to work collaboratively;  
• work regularly with individual teachers to review teaching and learning approaches in the classroom;  
• draw upon self-evaluation activities to promote on-going review of pedagogy. | |
| 3.3.5 Middle leaders systematically gather and use assessment feedback and learners’ progress data to evaluate and plan future learning. | • establish processes for the systematic use of formative and summative assessment;  
• establish processes for the tracking and monitoring of individual learning and pastoral needs;  
• use assessment and progress data to inform and plan learning programmes. | • Evidence of a consistent approach to formative and summative assessment across the dept/school/centre.  
• Evidence of rigorous tracking procedures in place to monitor consistent practice and pupil progress.  
• Evidence of use of assessment data to inform future planning (AFE data, transition information). |
| 3.3.6 Middle leaders critically engage with literature, research and policy in relation to all of the above. | • engage with educational literature, research and policy sources in leading and developing the curriculum, pedagogy and assessment practices, including taking account of national and international benchmarking to support the enhancement practice and decision making, within their areas of responsibility. | Professional reading  
• Improving Our Curriculum Through Self-Evaluation (HMIE)  
• Building the Curriculum series  
• Education Scotland website and publications  
• National Assessment Resource (NAR)  
• Benchmarking information e.g. SSLN, PISA OECD etc. |
3.4 Build and sustain partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners.

<table>
<thead>
<tr>
<th>Professional Standard</th>
<th>Illustration of Professional Actions</th>
<th>Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4.1 Middle leaders set up processes for review and planning of learners in order to identify learners' needs.</td>
<td>• use appropriate diagnostic tools to review learners' progress; • communicate outcomes with all relevant partners; • ensure planning and provision for learning is underpinned by the principles of equality and social justice.</td>
<td>• Evidence of taking account of all information available for learners when planning for progression (AfE data – including from previous school(s), assessment data etc). • Evidence of opportunities for all learners taking into account additional support needs. • Evidence of robust and accurate reporting procedures. • Evidence of quality assurance in relation to reporting and communication with parents. • Evidence that high quality dialogue with learners is a strong feature within the department/school/centre.</td>
</tr>
<tr>
<td>3.4.2 Middle leaders establish and enhance opportunities for learners to contribute to planning and enhancement of their own learning programmes</td>
<td>• ensure opportunities for personalisation and choice; • provide opportunities for learners and teachers to plan and discuss learning strategies; • provide opportunities for learners to review their learning and progress.</td>
<td>• Evidence of effective pupil profiles and effective feedback which allows learners to reflect on their learning and plan next steps.</td>
</tr>
<tr>
<td>3.4.3 Middle leaders build partnerships with parents and carers to support the learner’s needs</td>
<td>• provide parents and carers with regular information about their child’s progress; • seek regular opportunities to keep parents and carers informed about developments in the curriculum and teaching and learning approaches.</td>
<td>• Sample progress reports for learners. • Evidence of engagement with parents regarding their own child’s progress and learning needs. • Evidence of engagement with parents regarding the curriculum. • Evidence of engagement with parents regarding learning and teaching approaches.</td>
</tr>
</tbody>
</table>

3.4.4 and 3.4.5 – SEE NEXT PAGE
3.4 Build and sustain partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners.

Continued

<table>
<thead>
<tr>
<th>Professional Standard</th>
<th>Illustration of Professional Actions</th>
<th>Examples of Evidence</th>
</tr>
</thead>
</table>
| 3.4.4 Middle leaders work collaboratively with other professions and agencies to support the learning, pastoral and emotional needs of learners | • adhere to and implement child protection policies and procedures to ensure the wellbeing of learners;  
• recognise and encourage the wide and diverse range of partnerships which contribute to the learning, pastoral and emotional needs of all learners;  
• ensure appropriate information is shared with partners to inform decision making;  
• draw upon knowledge and expertise from other professional partners to enhance programmes for learners. | • Evidence that the needs of all learners are addressed within the department/school/centre.  
• Evidence that you and your staff understand and work within the GIRFEC guidelines.  
• Evidence of links with partners to support learning  
• Evidence that learning with and from partners is planned in a coherent way to enhance programmes for learners. |
| 3.4.5 Middle leaders critically engage with literature, research and policy in relation to the above | • develop and use knowledge from literature, research and policy sources to support the processes of collaborative working for the enhancement of professional practice and decision making, within their area of responsibility. | Professional reading;  
• GIRFEC  
• HGIOS and Child at the Centre  
• Building the Curriculum series  
• Education Scotland website and publications |
3.5 Manage allocated resources proactively and effectively to meet learning and development priorities.

<table>
<thead>
<tr>
<th>Professional Standard</th>
<th>Illustration of Professional Actions</th>
<th>Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5.1 Middle leaders identify priorities within their area and allocate resources to achieve these.</td>
<td>• work with teams to agree and deliver appropriate resourcing decisions; • use data and evaluations of previous planning priorities and learning programmes to inform future resourcing decisions.</td>
<td>Evidence of the following: • Resourcing decisions are made in collaboration with the team • Resourcing decisions are prioritised by improvement planning priorities • The use of additional funding is effectively used to support learning and teaching. • Allocation of resources is fair and transparent • Monitor the use of resources and revise approaches accordingly • Resourcing supports the health and safety and inclusion of all learners.</td>
</tr>
<tr>
<td>3.5.2 Middle leaders set expectations and ensure resources are allocated and used in fair and effective ways.</td>
<td>• make best operational use of available resources to create, maintain and enhance an appropriate learning environment for effective teaching and learning and to support improvement; • demonstrate transparent and equitable allocation of resources which takes account of identified need, within their areas of responsibility; • foster collective responsibility across the team for the sustainable, transparent, fair and effective use of resources.</td>
<td></td>
</tr>
<tr>
<td>3.5.3 Middle leaders establish and use systems to monitor the use of resources within their areas of responsibility.</td>
<td>• ensure efficient and effective use of resources to support the learning needs of all learners; • give due regard to health and safety legislation to ensure safety and welfare of all.</td>
<td></td>
</tr>
<tr>
<td>3.5.4 Middle leaders critically engage with literature, research and policy texts.</td>
<td>• develop and use knowledge from literature, research and policy sources in the area of resource management to inform professional practice and decision making, within their areas of responsibility.</td>
<td></td>
</tr>
</tbody>
</table>
Self-Evaluation Template - Standards for Middle Leaders

Name: 
Date: 

- Using the GTCS Standard for Leadership and Management, consider and reflect on the Professional Standards to identify strengths and development needs in relation to your Professional Learning.
- Consider and reflect on the impact of your professional learning.
- Further information is available in South Ayrshire’s Professional Review and Development Support Pack, which includes extracts from the Standards, and examples of evidence which may be helpful when reflecting on Section 3.

1. Professional Values and Personal Commitment

Elements of development activity in this Section will be evidenced and described more fully in Section 2 Strategic Vision, Professional Knowledge and Understanding and Interpersonal Skills and Abilities and in Section 3, The Professional Actions of Middle Leaders.

<table>
<thead>
<tr>
<th>Reflective Comment, including strengths and development needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Strategic Vision, Professional Knowledge and Understanding and Interpersonal Skills and Abilities</td>
</tr>
<tr>
<td>2.1 Strategic Vision</td>
</tr>
<tr>
<td>2.2 Professional Knowledge and Understanding</td>
</tr>
<tr>
<td>2.3 Interpersonal Skills and Abilities</td>
</tr>
</tbody>
</table>
Reflective Comment, including strengths and development needs

3. The Professional Actions of Middle Leaders

<table>
<thead>
<tr>
<th>3.1 I develop a range of strategies for individual and collective self-evaluation which contribute to school improvement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 I develop coherent approaches to professional learning which build and sustain teachers’ practice.</td>
</tr>
<tr>
<td>3.3 I lead and work collaboratively to enhance teaching which leads to high quality learning experiences.</td>
</tr>
<tr>
<td>3.4 I build and sustain partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners.</td>
</tr>
<tr>
<td>3.5 I manage allocated resources proactively and effectively to meet learning and development priorities.</td>
</tr>
</tbody>
</table>

Main Points for Discussion at PRD Meeting