

## PART 2: Generic Expectations of Extended Leadership Team Members

### Knowledge, Skills and Attributes Expected of Members of the Extended Leadership Team (ELT) across the Key Areas of Leadership.

To carry out their responsibilities effectively, members of the ELT need specific professional knowledge and understanding and a range of leadership, decision-making, communication and personal skills and attributes which are applied across all key areas of leadership. Whilst this document is not exhaustive, it provides important information which helps to shape the work of ELT members at The Lakes School and supplements Part 1 of the job description for all ELT posts.

#### A. Professional knowledge and understanding

The knowledge and understanding required of school leaders draws on sources both inside and outside education. The specific knowledge and understanding required will change over time, and therefore will need to be reviewed on a regular basis.

Members of the ELT should have knowledge and understanding of:

1. what constitutes high quality in educational provision, the characteristics of effective schools, and strategies for raising students' achievement and promoting their spiritual, moral, social and cultural development and their good behaviour
2. strategies to achieve effective teaching and learning including literacy and numeracy
3. the application of information and communications technology to teaching and learning, and management
4. how to use comparative data, together with information about students' prior attainment, to establish benchmarks and set targets for improvement
5. requirements and models for the curriculum and its assessment
6. effective teaching and assessment methods, including the use of information and communications technology
7. political, economic, social, religious and technological influences which have an impact on strategic and operational planning and delivery
8. the statutory framework for education now in place, and its importance to the key tasks of school leadership
9. the implications of information and guidance documents from LAs, the DfE and national bodies and associations
10. governance at national, local and school levels
11. the contribution that evidence from inspection and research can make to professional and school development
12. strategies for teaching students about the duties, opportunities, responsibilities and rights of citizens
13. strategies for teaching students about ethnic and cultural diversity

#### B. Leadership Skills - the ability to lead and manage people to work towards common goals

1. initiate and manage change and improvement in pursuit of strategic objectives
2. prioritise, plan and organise
3. direct and co-ordinate the work of others
4. build, support and work with high-performing teams
5. work as part of a team
6. devolve responsibilities, delegate tasks and monitor practice to see that they are being carried out
7. motivate and inspire students staff, parents, governors and the wider community
8. set the highest standards and provide a role model for students and staff
9. seek advice and support when necessary
10. deal sensitively with people and resolve conflicts

#### C. Decision-Making Skills - the ability to investigate, solve problems and make decisions

1. make decisions based upon analysis, interpretation and understanding of relevant data and information
2. think creatively and imaginatively to anticipate and solve problems and identify opportunities
3. demonstrate good judgement

#### D. Communication Skills - the ability to make points clearly and understand the views of others

1. communicate effectively orally and in writing to a range of audiences
2. negotiate and consult effectively
3. manage good communication systems
4. chair meetings effectively

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5. develop, maintain and use an effective network of contacts

**E. Self-Management - the ability to plan time effectively and to organise oneself well**

1. prioritise and manage time effectively
2. work under pressure and to deadlines
3. achieve challenging professional goals
4. take responsibility for own professional development

**F. Attributes**

ELT members draw upon the attributes possessed and displayed by all successful and effective teachers in the context of their leadership and management roles, including:

1. personal impact and presence
2. adaptability to changing circumstances and new ideas
3. energy, vigour and perseverance
4. self - confidence
5. enthusiasm
6. reliability and integrity
7. commitment

Please sign below to indicate that you have read, understood and embrace the requirements of this post as set out in Part 2 of this job description

Staff Name	
Signed	
Date	

Title:  
Author:  
Date:

Path:

