



Leadership Qualities Framework





Introduction by Peter Elliott

At the Bridgwater College Trust we know that an excellent education has the potential to transform the lives of young people and the communities that they live in. It can help individuals realise independence, exercise meaningful choice and control over their future and enable them to identify, create and maximise their opportunities. High quality leadership is fundamental to the delivery of a high quality education that ensures that Every Child Achieves. We know that this only happens where leaders are:

- Aspirational about performance
- Relentless and creative in their capacity to improve
- Passionate about continuous improvement of Teaching, Learning and Assessment
- Effective in collaboration and networks to meet the needs of children
- Inclusive and promote all forms of equality and diversity.

All Ofsted frameworks emphasise the importance of leadership when assessing the quality of a school. Leaders at the Bridgwater College Trust are required to evidence high skill levels, demonstrating the capacity to drive continued improvement by identifying areas of weakness followed up with robust planning for rapid and sustained improvement. The Trust will continue to need leaders who are visionary, ambitious and capable of inspiring staff to succeed.

Our Leadership Qualities Framework describes what good leadership looks like in different departments and situations across our Trust. It is designed for everyone that works in our organisation and is an essential tool in recognising the positive behaviours that great leaders subscribe to and is intrinsic to our vision and mission.





The Leadership Qualities Framework

The Leadership Qualities Framework has a vital role to play in placing effective leadership at the heart of sustaining the Trust for the students. The Framework describes, in one place, the attitudes and behaviours needed for high quality leadership at every level of the Trust. It focuses on the leadership attributes and behaviours that provide the foundations of highly effective leadership and includes seven key areas where all staff need to demonstrate leadership. These seven key areas are called leadership dimensions. These are:

- Demonstrating personal qualities
- Working with others
- Management
- Continuous improvement
- Setting direction
- Creating a vision
- Developing the strategy

The Leadership Qualities Framework therefore starts by setting out, in a clear and accessible way, the building blocks of leadership. It describes the qualities exhibited by successful leaders and explains their specific relevance to life within the Trust. Taken as a whole, the Leadership Qualities Framework provides individuals and the Trust with a benchmark against which to measure their current leadership capability and opportunity to work together to create targeted development plans.



How you should use this Framework

The Framework is designed as a comprehensive guide, allowing users to come back and reference as required. The first step is to identify which level of leadership best applies to you and your role. If you are unsure check with your manager. It is not intended to be digested in one go, instead you should use the Framework to:

- Enable you to cross reference your own performance against the expected behaviours at the relevant leadership level for you as a good way to prepare for the next career step.
- Enable you to share a common language of leadership
- Inform job descriptions and underpin our recruitment campaigns
- Inform the annual cycle of appraisal and underpin our professional development strategy
- Identify where individuals have done well against the Framework and celebrate their successes.
- Allow us to spot future leadership talent which will inform our succession plans

Within each element you will find a short description of what high quality leadership looks like for all of us in relation to identified characteristics. Below this are descriptions of how these behaviours might be exhibited more specifically at three different levels of leadership whilst recognising that some individuals within our Trust operate at different levels of leadership simultaneously. The levels are defined, but not limited to, the following levels of leadership:

- **Team members**—business support and curriculum staff
- **Middle managers and supervisors**— Heads of phase, subject or pastoral leaders as well as team leaders within the support staff
- **Senior Leaders**—Assistant Headteachers upwards as well as Trust wide colleagues.

Demonstrating Personal Qualities

GOOD LEADERS

- Recognise and articulate their own values and principles, understanding how these may differ from those of individuals and groups
- Identify their own strengths and limitations, the impact of their behaviour on others and the effect of stress on their own behaviour.
- Identify their own emotions and prejudices and understand how these can affect their judgement and behaviour
- Obtain, analyse and act on feedback from a variety of sources

WHAT GOOD LEADERSHIP LOOKS LIKE

Team members— demonstrate self-awareness in everyday practice including being aware of responses of others to their actions and behaviours

Middle managers— Show a well-developed sense of their own behaviour and through their presentation help shape the way staff impact on others

Senior Leaders— Demonstrate and champion empathetic leadership. Use appropriate leadership behaviours to shape impact for different individuals, groups and systems

GOOD LEADERS

- Manage the impact of their emotions on their behaviours with consideration of the impact on others
- Are reliable in meeting their responsibilities and commitments to consistently high standards
- Ensure that their plans and actions are flexible, and take account of the needs and work patterns of others
- Plan their workload and activities to fulfill work requirements and commitments, without compromising their own health

WHAT GOOD LEADERSHIP LOOKS LIKE

Team members— are prepared to challenge themselves to try new things and are able to work successfully on their own as well as being integral to the work of their team and wider Trust

Middle managers— are prepared to challenge themselves to try new things to become a more effective leader whilst supporting others to innovate. They show authority by personally intervening when appropriate and they take responsibility for their actions.

Senior Leaders— are prepared to challenge themselves to try new things to become a more effective leader whilst supporting others to innovate. They take wider responsibility for creating a culture which enables others to thrive.

Developing self-awareness

In order to develop self-awareness leaders must be willing to examine their own values, principles and assumptions, whilst learning from their experiences.

Managing yourself

Managing yourself means being able to organise yourself to perform your own role effectively, whilst also taking account of the needs and priorities of others.

Demonstrating Personal Qualities

GOOD LEADERS

- Actively seek opportunities and challenges for personal learning and development
- Acknowledge their mistakes and treat them as opportunities to learn
- Participate in continuous professional development opportunities
- Change their behavior in the light of feedback and reflection
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WHAT GOOD LEADERSHIP LOOKS LIKE

Team members– are open to learning from others and are willing to share knowledge and experience. Reflect on their own work and seek feedback as appropriate

Middle managers– maintain a pace in their own learning and development. They ensure that the learning needs of others are met. Reflect on their own work and receive constructive feedback to enable team development. Through reflection and two-way feedback, continuously develop standards and practice

Senior Leaders– In addition to maintaining their own learning they develop, establish and support a learning and improvement culture. They champion reflection and learning from experience, sharing of best practice and actively learn from other organisations

GOOD LEADERS

- Uphold personal and professional ethics and values, taking into account the values of the Trust whilst respecting the culture, beliefs and abilities of individuals
- Communicate effectively with individuals, appreciating their social, cultural, religious and ethnic backgrounds and their age, gender and abilities
- Value, respect and promote equality, diversity and British Values
- Take appropriate action if safeguarding, ethics and values are at risk of being compromised

Continuing personal development

Continuing personal development is achieved through a combination of formal professional development, personal experience and feedback from others

Acting with integrity

Acting with integrity means behaving in an open, honest and ethical manner. Of equal importance is a willingness to take appropriate action when ethics are breached by others

Demonstrating Personal Qualities

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WHAT GOOD LEADERSHIP LOOKS LIKE

Team members— Demonstrate a high standard of personal and professional behavior and consistently put the values of the Trust into practice. Are authentic, genuine, trustworthy, honest, reliable and consistent in all their actions. Personally promote equality and diversity by being sensitive to individuals' culture, age, gender, race, sexual orientation and disability. Treat everyone with sensitivity and respect.

Middle managers— Demonstrate and set high standards of personal and professional behaviour and lead a culture of professionalism. Consistently put the values of the Trust into practice and promote them in others. Are authentically warm, genuine, trustworthy, honest, reliable, consistent and caring in all of their actions and support this culture within the organisation. Personally promote equality and diversity and ensure that their team is sensitive to individuals' culture, age, gender, race, sexual orientation and disability. Treat everyone with sensitivity and respect using a convincing and authentic leadership style.

Senior Leaders— Embody a very high standard of personal and professional behaviour and create a culture that reinforces the highest possible personal and professional standards. Consistently puts the values of the Trust into practice and establish and champion core ethics and values. Are authentically warm, genuine, trustworthy, honest, reliable, consistent and caring in all of their actions and support this culture across their Academy and the wider Trust. Personally promote equality and diversity and ensure that their team is sensitive to individuals' culture, age, gender, race, sexual orientation and disability. Treat everyone with sensitivity and respect using a convincing and authentic leadership style.



Working with others

GOOD LEADERS

- Identify opportunities where working in collaboration with others within and across networks can bring added benefits
- Create opportunities to bring individuals and groups together to achieve goals
- Promote the sharing of information and resources
- Actively seek the views of others

WHAT GOOD LEADERSHIP LOOKS LIKE

Team members– Actively make and maintain effective and positive connections externally where appropriate, seeking out links with relevant networks and signposting the key Trust colleague to those groups effectively

Middle managers– identify and engage with other organisations and networks to share views and approaches. Appropriately challenge, share expertise and have an on-going dialogue with internal and external stakeholders to ensure that they meet the requirements of the Trust and our students

Senior Leaders– Promote relationships at the highest level with other business and educational organisations and networks within and beyond the Academy sector. Effectively share views and approaches with integrity.

Developing networks

Effective leaders work collaboratively in partnership with students across the Trust, their parents/carers and colleagues to deliver and improves outcomes

GOOD LEADERS

- Listen to others and recognise different perspectives
- Empathise and take into account the needs and feelings of others
- Communicate effectively with individuals and groups, and act as a positive role model
- Gain and maintain the trust and support of colleagues

WHAT GOOD LEADERSHIP LOOKS LIKE

Team members– invest time in and actively build and maintain effective and respectful relationships, adapting their approach according to the individual, situation and context. Confidently communicate in an open, accurate and straightforward way using appropriate language, both verbal and non-verbal. Demonstrate effective communication skills (listening deeply, feedback, record keeping, sharing) to promote the needs of students across the Trust and to ensure that they, and their families/carers, understand what is happening.

Building and maintaining relationships

In order to build and maintain successful relationships leaders must be willing to listen, support others, gain trust and show understanding

Working with others

WHAT GOOD LEADERSHIP LOOKS LIKE

Building and maintaining relationships

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Middle managers— work in a way that values and promotes effective and respectful relationships between people. Intervene personally to establish good relationships to support people to achieve their goals. Retain a connection to, and understanding of, what happens at the front line of curriculum provision and services. Confidently communicate in an appropriate, open, accurate and straightforward way about their area of responsibility. Demonstrate effective communication skills —(listening deeply, feedback, record keeping, sharing). Have the ability to wield influence appropriately, using suitable language, both verbal and non-verbal, and respond effectively to cues. Translate policy and guidance into understandable information according to the needs of students and their families/carers.

Senior Leaders— establish and promote an effective and respectful relationship-based culture. Intervene personally to ensure that practice, culture and performance are based on quality relationships to enable people to achieve their goals. Create the best climate for effective communication within and outside the organisation. Demonstrate the highest level of communication skills to lead and promote the needs of others beyond the immediate organisation. Can engage any audience in a compelling narrative, borne out of active listening and sound political judgement. Demonstrate a mature understanding of how to set the Trust's linguistic culture and use skills to influence at the highest level. Demonstrate how to relay complex and technical information simply and appropriately to a range of audiences.



Working with others

GOOD LEADERS

- Provide encouragement and opportunity for people to engage in decision-making and to challenge constructively
- Respect, value and acknowledge the roles, contributions and expertise of others
- Employ strategies to manage conflicts of interest and differences of opinion
- Keep the focus of contribution on delivering high quality teaching and learning and improving outcomes for young people

WHAT GOOD LEADERSHIP LOOKS LIKE

Team members— encourage and support students across the Trust to express their views and contribute to student voice activities, enabling them to participate in joint decision making where appropriate. Enable individuals to play an active role in life at our Academies using their unique talents, skills and gifts as participants not only as recipients of education and training. Ensure that support takes into account the students' whole life, including physical, mental, cultural, social, emotional and spiritual needs.

Middle managers— encourage and enable both staff and students across our Trust to be involved in the co-production of the quality of the education and training at our Academies. Identify strengths, challenges and issues for students and staff and use this understanding to engage positively with them. Create an ethos which takes into account the students' whole life, including physical, mental, cultural, social, emotional and spiritual needs.

Senior Leaders— Actively create a culture of collaboration, joint responsibility, joint decision-making, support and Trust wide participation. Model behaviour that identifies strengths, challenges and issues for others and engage positively with them. Champion and model rights and entitlements creating a culture which takes into account the students' whole life, including physical, mental, cultural, social, emotional and spiritual needs.

Encouraging Contribution

Leaders encourage contribution, creating an environment in which others have the confidence and opportunity to contribute.



Working with others

Working within teams

Effective leaders work within teams to ensure effective delivery and to bring about improvement.

GOOD LEADERS

- Have a clear sense of their role, responsibilities and purpose within the team
- Adopt a team approach, acknowledging and appreciating efforts, contributions and compromises
- Recognise the common purpose of the team and respect team decisions
- Are willing to lead a team, involving the right people at the right time

WHAT GOOD LEADERSHIP LOOKS LIKE

Team members— work proactively with individual differences and preferences to achieve team outcomes

Middle managers— maintain a personal style that gets the best out of teams across the Trust. Build a team culture that is based on the combined contributions of different people. Recognise and rally individual behaviours, strengths and attitudes into an effective team.

Senior Leaders— maintain a personal style that gets the best out of teams across the Trust. They champion a culture of difference, mutuality and collaboration.

Management

GOOD LEADERS

- Support plans for teams and school improvement that are part of the wider strategy of the whole Trust
- Gather feedback from colleagues and students to help develop plans
- Contribute their own experience and expertise to the planning process
- Appraise options in terms of benefits and risks as part of the planning process

WHAT GOOD LEADERSHIP LOOKS LIKE

Team members— actively contribute to discussion about education, teaching, learning and the wider Trust to consistently improve performance, using appropriate feedback

Middle managers— consistently seek to shape delivery and provision around the needs and desires of students, learning from experience and with appropriate assessment of opportunity and risk

Senior Leaders— Create a culture of shaping provision and service delivery around the needs and desires of students within appropriate governance and risk management frameworks

GOOD LEADERS

- Accurately identify the appropriate type and level of resources required to deliver safe and effective provision and service
- Ensure that services and provision are delivered within the allocated resources
- Minimise waste and unnecessary duplication
- Take action when resources are not being used efficiently and effectively

WHAT GOOD LEADERSHIP LOOKS LIKE

Team members— understand what resources are available and use the appropriate type and level of resource to deliver safe, efficient, high quality education, training and support

Middle managers— identify resource requirements associated with delivering provision and services. Manage resources and take action to ensure their effective and efficient use. Forecast resource requirements and manage resources effectively taking into account the impact on the academies/wider Trust.

Senior leaders— strategically manage resources across the organisation. Provide staff with the support and resources needed to effectively fulfil their roles. Have a strategic overview of available provision which informs decision-making and sets organisational direction.

Planning

Leaders engage in planning, actively contributing to plans with the aim of achieving organisational goals and resilience.

Managing resources

Effective leaders know what resources are available and use their influence to ensure they are used efficiently, safely and in a manner reflecting the diversity of need

Management

GOOD LEADERS

- Provide guidance and direction for others using the skills of the team effectively
- Review the performance of the team and members to ensure that planned outcomes are met
- Support team members to develop their roles and responsibilities
- Support others to provide outstanding education and training and better services

WHAT GOOD LEADERSHIP LOOKS LIKE

Team members— Support colleagues, students and their families/carers to enable delivery of high quality education and training. Are approachable, engender trust and quickly build rapport with others

Middle managers— Maintain a personal style that gets the best out of others. Guide, direct and support colleagues and students to ensure that high quality outcomes are achieved. Maintain a personal style which engenders trust and which shapes and builds delivery. Develops supervision and review processes that consistently reinforce a continuous improvement ethos

Senior Leaders— model exemplary behaviour that gets the best out of others. Are prepared to actively lead a cultural change needed to support partnership working. Display a personal style which engenders trust, and which shapes a culture of continuous improvement. Lead a culture of collectively focused individuals

GOOD LEADERS

- Analyse information from a range of sources about performance
- Celebrate success and take action to improve performance
- Take responsibility for tackling difficult issues
- Build learning from experience into future plans

WHAT GOOD LEADERSHIP LOOKS LIKE

Team members— takes personal charge of key issues to ensure that high quality education, training and support is provided

Middle managers— take personal charge of key issues to ensure that high quality education, training and support is provided and foster a culture in which individuals are confident to take responsibility. Work across the organisation to recognise good performance and to take action where performance can be improved.

Senior leaders— take personal charge of key issues to ensure that high quality education, training and support is provided and maintain personal integrity which promotes excellence. Work to recognise good performance and to take action where performance can be improved, ensuring that lessons are learned and used to inform future plans

Managing People

When managing people, leaders are expected to provide direction, review performance, motivate others and promote equality and diversity

Managing performance

In order to effectively manage performance, leaders must be willing to hold themselves and others accountable for outcomes

Continuous improvement

GOOD LEADERS

- Identify and quantify the risk using a range of sources
- Use evidence, both positive and negative, to identify options
- Use systematic ways of assessing and minimising risk
- Monitor the effects and outcomes of change

WHAT GOOD LEADERSHIP LOOKS LIKE

Team members— Challenge appropriately and are prepared to raise concerns about quality, safety and performance

Middle managers— Demonstrate that they are prepared to raise concerns about quality, safety and performance and instill a 'safe to challenge' culture within the organisation

Senior Leaders— create a culture where people are prepared to challenge about quality, safety and performance

Ensuring we are all safe

In order to ensure that we are all safe, leaders must assess risk and manage the risks associated with improvement and change, balancing economic considerations with the need for safety

GOOD LEADERS

- Obtain and act on feedback on the student experience
- Assess and analyse processes using up-to-date improvement methodologies
- Identify improvements and create solutions through collaborative working
- Appraise options, plan and take action to implement and evaluate improvements

WHAT GOOD LEADERSHIP LOOKS LIKE

Team members— actively seek ongoing dialogue with students and their families/carers to ensure that the education, support and training provided is continuously improving. Take personal responsibility to enable people they support to study and live the lives they want, taking action on concerns where necessary.

Middle managers— Actively shape and support improvements which adapt and respond to need. Acting on feedback, fulfil commitments to students and colleagues.

Senior leaders— create the organisational conditions that support change by enabling developments and encouraging innovations and ideas for improvements to flourish. Build a corporate culture of continuous review, quality and service improvement, putting students at the centre of strategic planning and development. Model and create an expectation that commitments are maintained.

Critical evaluation

Leaders must think analytically and conceptually in order to identify where provision and outcomes can be improved

Continuous improvement

GOOD LEADERS

- Question the status quo
- Act as a positive role model for innovation
- Encourage dialogue and debate with a wide range of people
- Develop creative solutions to transform outcomes

WHAT GOOD LEADERSHIP LOOKS LIKE

Team members— Actively engaged with improving the lives of students engaged with education and training. Learn from their own experience and seek to continuously improve their performance and the overall performance of the Trust

Middle managers— Ensure that education is designed around student needs ensuring local, regional and national priorities are met. Model and create a culture of improvement and systematically work across systems to improve outcomes. Demonstrate a culture of continuous quality improvement within their department or team. Actively contribute to and create discussions about educational improvement.

Senior Leaders— Create an ethos that values people at every level of the organisation, modelling distributed leadership and empowering others. Lead a development and improvement cycle based on the needs of students. Demonstrate and champion a culture of continuous quality improvement and excellence. Champion debate about high quality education, training and support.

GOOD LEADERS

- Model the change expected
- Articulate the need for change and its impact on students
- Promote changes leading to systems redesigns
- Motivate and focus a group to accomplish sustained change

WHAT GOOD LEADERSHIP LOOKS LIKE

Team members— create a positive connection with people that supports change. Work as ambassadors for excellent education. Influence others, with sensitivity, to uphold the rights and entitlements of our students.

Middle managers— Actively listen and respond to create positive connections with students and staff to gain support for development and change. Create a team/department that champions and promotes excellence in education and training. Influence and support staff in their work and with other organisations and significant others to uphold the rights and entitlements of students.

Senior leaders— Engender positive responses from others across the sector and engage people in development and change. Create an organisation that is leading by example of excellent practice. Demonstrate high levels of influencing skills.

Encouraging improvement and innovation

Leaders should encourage improvement and innovation in order to create a climate of continuous quality improvement.

Facilitating transformation

Facilitating transformation means contributing to change processes that lead to improved outcomes for young people

Setting Direction

GOOD LEADERS

- Demonstrate awareness of the political, social, technical, economic, organisational and professional environment
- Understand and interpret relevant legislation and accountability frameworks
- Anticipate and prepare for the future by scanning for ideas, best practice and emerging trends that will have an impact on high quality education and training outcomes
- Readily develop and communicate aspirations

WHAT GOOD LEADERSHIP LOOKS LIKE

Team members– Actively seek to understand the range of factors that determine why change is made. Actively and appropriately contribute to the change process and work to enable themselves and others to succeed

Middle managers– Actively seek to understand the potential impact of the external education environment on their school. Translate the implications of change into strategies and actions. Actively and appropriately contribute to the change process and work to enable themselves and others to succeed.

Senior Leaders– synthesise knowledge from a broad range of sources. Identify future challenges and imperatives that will create the need for change and move the Trust in new directions. Influence the context of change in the best interests of students.

Identifying the context for change

Identifying the context for change means taking a variety of factors into account in order to fully understand the environment in which change is taking place.

GOOD LEADERS

- Use appropriate methods to gather data and information
- Carry out analysis against an evidence-based criteria set
- Use information to challenge existing practices and processes
- Influence others to use knowledge and evidence to achieve best practice

WHAT GOOD LEADERSHIP LOOKS LIKE

Team members– contribute to improving inefficient, unnecessary, or unworkable practices.

Middle managers– Support and encourage the Trust to improve inefficient, unnecessary, or unworkable practices. Use knowledge and evidence to improve management of risk.

Senior leaders– use knowledge, experience and evidence to improve risk management framework and develop more effective strategies.

Applying knowledge and experience

Leaders must gather information that enables them to make evidence-based challenges.

Setting Direction

GOOD LEADERS

- Participate in and contribute to organisational decision-making processes
- Act in a manner consistent with the values and priorities of the Trust and their profession
- Educate and inform key people who influence and make decisions
- Contribute their unique perspective to team, department, system and organisational decisions

WHAT GOOD LEADERSHIP LOOKS LIKE

Team members— consult with others and contribute to decisions about the future direction/vision of an organisation. Demonstrate that they can influence others in the interests of students.

Middle managers— provide advocacy for as required. Build decision-making processes that set clear roles and responsibilities to facilitate effective performance improvement.

Senior Leaders— challenge vested interests to ensure high quality educational experience and support for students. Build decision-making processes that set clear roles and responsibilities to facilitate effective performance improvement.

GOOD LEADERS

- Test and evaluate new provision and outcomes
- Standardise and promote new approaches
- Overcome barriers to implementation
- Formally and informally disseminate good practice

WHAT GOOD LEADERSHIP LOOKS LIKE

Team members— assess the effects of change on outcomes for students and make recommendations for future improvements. Find ways to enable students to gain real control over their education, training and support.

Middle managers— identify gains which can be applied elsewhere across the Academy or Trust and incorporate these into operational/business planning. Disseminate learning from changes which have been introduced. Model and encourage staff teams to find ways to enable students to gain real control over their education, training and support.

Senior leaders— Synthesise learning arising from changes that have been introduced and incorporate these into strategic planning. Share learning with the wider education community. Foster and lead a culture of enablement.

Making Decisions

When leaders make decision they do so basing their judgements on both available evidence and their own values.

Evaluating Impact

Leaders measure and evaluate outcomes, taking corrective action where necessary and are accountable for their decisions

Creating a Vision

Developing the vision for the Trust

Good leaders:

- Actively engage with colleagues and key influencers, including students about the future of the organisation
- Broadly scan and analyse a full range of factors that will impact upon the Trust and create likely scenarios for its future
- Create a vision which is bold, innovative and reflects the values of the Trust.
- Continuously ensure that the vision is compatible with future developments within the wider education landscape

WHAT LEADERSHIP LOOKS LIKE WITHIN THE WHOLE TRUST

Led by Strategic Leaders, all staff are participants in creating a bold, innovative, shared vision which reflects the future needs and aspirations of the staff and student population and future direction of the Trust.

Communicating the vision for the Trust

Good leaders:

- Communicate their ideas and enthusiasm about the future of the Trust confidently and in a way which engages and inspires others.
- Express the vision clearly, unambiguously and vigorously
- Ensure that key stakeholders within and beyond the immediate organisation are aware of the vision and any likely impact it may have on them
- Take time to build critical support for the vision and ensure it is shared and owned by those who will be communicating it

WHAT LEADERSHIP LOOKS LIKE WITHIN THE WHOLE TRUST

All leaders subscribe to the vision and can clearly communicate that vision in a way that engages and empowers others. Leaders use enthusiasm and energy to inspire others and encourage joint ownership of the vision whilst anticipating and constructively addressing challenges.

All leaders act as role models, behaving in a manner that reflects the values and principles inherent in the vision. They demonstrate confidence, self-belief, tenacity and integrity in pursuing the vision. They challenge those behaviours which are not consistent with the vision.

All leaders consistently display passion for the vision and demonstrate their commitment to it through their day-to-day actions. Leaders use personal credibility to act as convincing advocates for the vision.

Creating a Vision

Together as leaders we create a compelling vision for the future and communicate this within and across the Trust. This requires staff to participate in actively developing, sharing, communicating and representing the vision

Developing the strategy

All leaders have a role to play in delivering the Trust mission by developing and shaping the Trust strategic plan that places students at the heart of what we do, ensuring that the strategic plan is translated into achievable Academy Development Plans and departmental operating plans. This requires leaders to demonstrate effectiveness in framing the strategy, developing the strategy and embedding the strategy

Framing the strategy

Good leaders take account of the culture, history and long term underlying issues for the Trust. They use sound organisational theory to inform the development of strategy and identify best practice which can be applied to the Academies. They identify strategic options which will deliver the Trust's vision.

Leaders critically review relevant thinking, ideas and best-practice and apply whole-systems thinking in order to conceptualise a strategy in line with the vision.

Developing the strategy

Good leaders engage with key individuals and groups to formulate strategic plans to meet the vision. They strive to understand others' agendas, motivations and drivers in order to develop a strategy which is sustainable. They create strategic plans which are demanding, yet realistic and achievable. They identify and mitigate uncertainties and risks associated with strategic choices.

Leaders integrate the views of a broad range of stakeholders to develop a coherent, joined up and sustainable strategy. Leaders assess the Trust's readiness for change. Leaders manage the risks, political sensitivities and environmental uncertainties involved.

Implementing the strategy

Good leaders ensure that strategic plans are translated into workable operational plans and identify risks, critical success factors and evaluation measures. They identify and strengthen organisational capabilities required to deliver the strategic plan and establish clear accountability for delivery. They hold people to account and expect to be held to account themselves. They respond quickly and decisively to developments which require a change in strategy.



“Every Child Achieves”

The overarching strategic intent of the Bridgwater College Trust is to ensure that *every* child in *every* Academy it operates achieves by attending an Academy that:

- Positively impacts on their life chances as a result of making *out-standing* progress academically.
- Provides rich and diverse opportunities which stretch individuals, raise their aspirations and broaden their horizons.
- Prepares young people well for the next stage in their learning and personal development.
- Has an unconditional positive regard for children and young adults making them feel valued and included.
- Nurtures their personal development in a safe environment where students develop an advanced understanding of their responsibilities to themselves and others.

