

HIGH QUALITY LEADERSHIP IN PHYSICAL EDUCATION AND SCHOOL SPORT

Seven desired outcomes for pupils as a result of high quality leadership:

1. Pupils' achievement and the extent to which they enjoy their learning
2. The extent to which pupils feel safe
3. Pupils' behaviour
4. The extent to which pupils adopt healthy lifestyles
5. The extent to which pupils contribute to the school and wider community
6. The extent to which pupils develop workplace and other skills that will contribute to their future economic wellbeing, taking into account: pupils' attendance
7. The extent of pupils' spiritual, moral, social and cultural development.

High quality leaders embed **ambition** and drive **improvement** by:

Realising an ambitious vision • Having high expectations of pupils • Securing and using support from others • Using challenging targets to raise standards • Eliminating low attainment • Driving and securing improvement • Ensuring high quality teaching and learning • Achieving value for money • Using relevant information to devise, implement, monitor and adjust plans and policies.

High quality leaders of PESS have **knowledge, understanding and experience** in the following core leadership areas:

TDA Professional Standards
www.tda.gov.uk

NCSL www.nscl.org.uk

Creating the future: Successful leadership is about embedding ambition and driving sustained improvement. Successful leaders promote a shared vision of the future, underpinned by common purpose and values, which will secure the commitment of a wide range of stakeholders. Leaders are able to capture hearts and minds in order to lead the strategic direction, aims and policy to successfully implement the vision for sustained improvement and quality outcomes for all pupils.

Leading people, developing self: Successful leadership is about getting the best out of people. Relationships and behaviours underpin all interactions and good relationships create the climate that motivates staff, pupils and other people involved in the learning environment. Leaders must try to understand themselves and the impact their leadership behaviours have on others to secure support, challenge and improvement to motivate self and staff in order to improve the quality of learning.

Leading learning and teaching: Successful leadership is about influencing what happens in the classroom by focusing on pupil learning in order to secure and sustain effective learning and teaching to improve the quality of provision. Leaders need to have a deep, current and critical understanding of the learning process and what this means for enhancing learning and teaching within the curriculum area and ensuring learning is personalised.

Leading the organisation and its accountability: Successful leaders need to build effective and efficient organisation systems and processes in order to realise the ambition and sustain the capacity to improve. Successful organisational management complements leadership in that it ensures things get done. Leaders need to evaluate impact, progress and identify improvement steps needed – this professional accountability is linked to the assurance that everyone and all resources are engaged in the provision of the highest quality of learning and that there is value for money.

Leading wider community collaboration: Successful leaders, in order to improve pupil learning and wellbeing, need to also focus on the quality of networks and partnerships within the wider community of the school. These partner relationships can contribute and strengthen sustaining the improvement capacity of the curriculum area and school. To improve learning within the curriculum area/school, leaders should not depend solely on the knowledge that is internal to the curriculum area/school, but also form productive and collaborative external networks.

Professional attributes

Relationships with pupils, developing frameworks, communicating and working with others, and undertaking personal professional development.

Professional knowledge and understanding

Teaching and learning, assessment and monitoring, subjects and the curriculum, literacy, numeracy and ICT, achievement and diversity, and health and wellbeing.

Professional skills

Planning, teaching, assessing, monitoring and giving feedback, reviewing teaching and learning, creating a learning environment, and team working and collaboration.

Successful leaders should **develop skills, professional qualities and attributes** which encompass:

Leadership skills, decision-making skills, communication skills and self-management skills. Use criteria in NCSL and TDA standards to ascertain your strengths and areas for development. Also determine at what level you are before you decide which CPD you should access in order to progress on the pathway to high quality leadership.

Successful leaders are **visionary** and are very clear where the future of physical education and school sport lies within their school; they must also be able to make a difference and have an impact through promoting PESS and engendering enthusiasm by being a role model that demonstrates integrity, creativity and imagination. By applying their accumulated knowledge, experience and understanding of physical education and school sport, they plan its delivery in a strategic, systematic, progressive and dynamic way. To achieve the above the leader must have good interpersonal skills and attributes to ensure effective communication, within and outside the subject, to inspire others to follow.

To undertake an **effective evaluation and audit of leadership professional development needs**, it is important to reflect on the extent to which:

- ➔ Impact has been made on the seven pupil outcomes
- ➔ Ambition and improvement have been embedded within the **PESS** leadership areas
- ➔ Strengths and weaknesses of the leader's professional knowledge, understanding, skills and attributes are made explicit against leadership roles, experience and impact
- ➔ Leaders are able to articulate and make explicit how they lead and which leadership characteristics they display when leading within the core areas of leadership.
- ➔ Key professional standards and documents for use in the leader's evaluation and review process could include:
 - ➔ The National Standards for Headteachers (www.nscl.org.uk)
 - ➔ Professional Standards for Teachers (www.tda.gov.uk)
 - ➔ National occupational standards for supporting teaching and learning (TDA)
 - ➔ Strategy for the professional development of children's workforce in schools 2009 – 2012 (TDA).

Where can **PESS leaders** go to gain **high quality professional development opportunities and guidance**?

Association for Physical Education (afPE)

Professional regional networks
CPD opportunities through the National College for CPD PESS
Leadership specialism support and conferencing

Courses

Crucial role of Leadership
Assessment for Learning

Resources

Professional Development Record
Crucial Role of Leadership
Self Review in PE
Achieving Excellence

National College for School Leadership (NCSL)

Leading from the middle
Leadership Pathways
National Professional Qualification for Headship

Youth Sport Trust (YST)

Subject leader networking opportunities
Specialist Sports Colleges Conference
Specialist Sports Colleges practitioner events



High quality leadership underpins high quality physical education and school sport