

Purpose for me

To develop my leadership skills:

Balancing supporting staff, overall responsibility for department results and allowing staff to develop as leaders themselves.

Providing direction and vision, which allows others to build a successful environment and culture.

Develop delegation skills, as identified in the 360 review as well as being raised in my appraisal.



Planned Project

To develop additional capacity within the department leadership structure to promote the continued improvement of teaching and learning through a stronger department team.



Subject X

She has successfully led the functional skills course to improve pupil self-confidence and consequently the attainment of low ability students. She has become more aware of the different requirements of the staff she leads, has become efficient in using data for the benefit of pupils and has been supported in leading developments across the MAT. More development is required surrounding staff working habits, for example anticipating time required by staff to perform their own planning.

Subject Y

This year has enabled this member of staff to engage well with the department culture and ethos. Through coaching he has also developed the ability to model behaviour to strengthen the culture of the department. He has started to gain the required skills to provide feedback to staff to support their growth, however this is still an area for development.

Subject Z

Coaching has not been successful with this member of staff. A mentoring model was required and much of the TLR had to be removed due to concerns over his teaching. Additional support was arranged for his teaching, from two mentors, due to possible conflicts in my role as line manager and supporting mentor. He has now sought employment elsewhere.

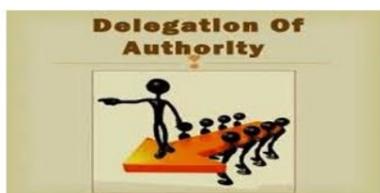


Outcomes



During this year this project has allowed me to develop my understanding of how important culture is, especially incorporating new staff into that culture. It has given me the opportunity to reflect on my visions for the department and work to both bring new staff into that vision and develop leadership skill to strengthen it.

This project has also highlighted that as with any situation, early identification of problems along with working with other staff is vital. I have developed a more balanced approach to supporting, overall responsibility and allowing staff to develop as leaders themselves. However this has been challenging where staff have failed to meet expectations and moreover, when they have failed to deliver for the team. The balance between allowing team members space and freedom to develop, while not allowing the team to become frustrated at mishaps and inefficiencies has been hard to find. This has been especially hard as one member of the subject leadership team has been 'using up' all the good will of staff, and I feel that others have not been given the opportunity to develop that they otherwise would have.



I still need to develop delegation of authority in addition to delegation of workload. It is easier to delegate work and actions than delegate authority. This is especially hard when someone has let the team down or where the team has lost faith in someone's ability to make sensible decisions and hence lead the team. The unresolved aspect of this project for me, is if I should have removed subject Z's TLR. This option was explored, but resolving concerns over his teaching became the more pressing matter. I feel the department has suffered due to him continuing the role, however the dangers in removing him were resentment and a decline in engagement; which ultimately would have been to the detriment of the department, especially his teaching groups.

Two of the three staff members made great progress in developing their roles, becoming part of the team and developing their leadership within the department. However, now it is time to start again. Two out of the three TLRs are leaving at the end of the year, we currently have one new memory of staff and two unoccupied TLR positions for next year.



Situation

I am a HOD of a large department; eighteen teaching staff, a PP tutor, a SKITT student and a cover supervisor. The department has significantly improved in the last three years in regard to results, perception and student experience. The department has a great deal of experienced staff, who either do not want leadership roles, or already have whole school roles.

This year we expanded the leadership of the department to include three new TLRs, two of which were new roles. The three new TLR holders (subjects x, y and z) are the focus of my project.

Subject X: Year 9 and 10 subject lead, RQT, just completed her NQT year having trained at the school as a SKITT student, experience of management and leadership outside of teaching.

Subject Y: Year 11 subject lead, new to the school having just completed his NQT year externally, management experience outside of teaching.

Subject Z: PP whole school including maths, new to the school with significant teaching experience.