CPD taster - Established heads of science: strategic leadership of your team

# Strategic leadership priorities – reflective audit

Use the following grid to identify priorities for you and your department.

On a scale of 1 to 5, tick the relevant box for each statement to indicate your current level of confidence in each strand of strategic leadership, where:

* 1 represents ‘not confident we have this sorted’ (need some support)
* 5 represents ‘very confident we have this sorted’ (no support needed)

This can help you identify priority areas for future development.

|  |  |  |
| --- | --- | --- |
| Strand | Possible areas to consider | Level of confidence |
| 1 | 2 | 3 | 4 | 5 |
|  |  |  |  |  |
| Raising attainment | Setting challenging targets |  |  |  |  |  |
| Improving exam technique |  |  |  |  |  |
| Revision and exam prep |  |  |  |  |  |
| Numeracy |  |  |  |  |  |
| Literacy |  |  |  |  |  |
| Leading and developing teams | Recruitment |  |  |  |  |  |
| Retention |  |  |  |  |  |
| Developing leadership skills |  |  |  |  |  |
| Team-building |  |  |  |  |  |
| Subject knowledge enhancement |  |  |  |  |  |
| Leading change | Identifying a vision |  |  |  |  |  |
| Setting goals |  |  |  |  |  |
| Department development plan |  |  |  |  |  |
| Raising the profile of science in school | [Science Mark](https://www.stem.org.uk/science-mark) |  |  |  |  |  |
| Getting more pupils interested in studying science |  |  |  |  |  |
| Working with Parents & families |  |  |  |  |  |
| Working with SLT |  |  |  |  |  |
| Working with Governors |  |  |  |  |  |
| Understanding and managing data effectively | National & local data sources |  |  |  |  |  |
| Analysing end-of-year and day-to-day data effectively |  |  |  |  |  |
| Using data to inform next steps |  |  |  |  |  |
| Target-setting and tracking pupil progress |  |  |  |  |  |
| Keeping up to date with changes | National curriculum changes |  |  |  |  |  |
| GCSE/A-Level changes |  |  |  |  |  |
| KS3 changes |  |  |  |  |  |
| OFSTED updates |  |  |  |  |  |
| Understanding changes to National Performance Tables |  |  |  |  |  |
| Coping with OFSTED | Understanding changes to the OFSTED Inspection Framework |  |  |  |  |  |
| Preparing for Section 5 inspections |  |  |  |  |  |
| Assessment without Levels | National picture |  |  |  |  |  |
| Effective assessment without levels in science |  |  |  |  |  |
| Improving Teaching & Learning | Effective ways of improving the quality of T&L across the dept |  |  |  |  |  |
| AfL |  |  |  |  |  |
| Questioning |  |  |  |  |  |
| Misconceptions and starting points |  |  |  |  |  |
| SOLO |  |  |  |  |  |
| STEM: Enhancement & Enrichment and working with partners | STEM Careers resources |  |  |  |  |  |
| Using local businesses, parents & STEM Ambassadors |  |  |  |  |  |
| Linking science learning to real-life contexts |  |  |  |  |  |
| Staging Science Fairs/ STEM days/ events |  |  |  |  |  |
| Managing the workload of a Head of Science | Effective means ofcommunication |  |  |  |  |  |
| Dept Development Plans |  |  |  |  |  |
| Time management |  |  |  |  |  |
| The art of delegation |  |  |  |  |  |
| Managing challenging relationships | Staff absence |  |  |  |  |  |
| Challenge v Support |  |  |  |  |  |
| Giving feedback |  |  |  |  |  |
| Coaching / mentoring |  |  |  |  |  |
| Curriculum models and schemes of learning | KS3 & KS4 curriculum models that meet the needs of all pupils |  |  |  |  |  |
| What makes an effective scheme of learning? |  |  |  |  |  |
| Ensuring progression in the key ideas across key stages |  |  |  |  |  |
| Using published SoLs effectively |  |  |  |  |  |
| Monitoring & Evaluating your department | How to collect evidence |  |  |  |  |  |
| Using evidence to inform interventions |  |  |  |  |  |
| Evaluating the impact of interventions |  |  |  |  |  |
| Health & Safety | Labs and equipment |  |  |  |  |  |
| Technicians |  |  |  |  |  |
| Hazards: Chemicals and radiation |  |  |  |  |  |
| Risk assessments |  |  |  |  |  |
| Managing the wider team: technicians/ TAs etc | Managing and developing technicians |  |  |  |  |  |
| Effective use of TAs |  |  |  |  |  |
| Non-science specialists |  |  |  |  |  |