



MOSAIC
SCHOOLS LEARNING TRUST

Our Leadership Aspirations & Dispositions

*Our commitment to the values, behaviours and professional ethics
that drive our organisational culture to optimise organisational effectiveness*

“Achieving Excellence for Every Child, Every Day”

Part 1: Our Model of Excellence in Leadership

Introduction

Leadership in schools and within the wider education system, has never been more demanding or has required more resilience and tenacity. “Keeping the end in mind” and “putting first things first” (S Covey) i.e. the aims of education and putting pupils at the centre – remain essential but challenging against a backdrop of issues such as staff recruitment and workload; reduced funding; political change and increasingly complex cohorts of children entering our schools. That requires of leaders, objectivity, incisiveness and courage. Most of all, within the context of a Trust, it requires collaboration and at times, compromise and a gracious and generous spirit to achieve together what we cannot achieve alone. Resilience, respect and resourcefulness are core values that frame our thinking so that we can aim to “achieve excellence for every child every day”.

What follows is our model of leadership that describes the behaviours and actions that we **aspire** to – the ‘gold standard’ of leadership that we aim for and that we encourage and coach each other to attain. In setting these high standards to aim for we also understand the need to take time to recognise and celebrate in each other when we see these standards in action. We know that relationships are at the heart of all that we do and that strong relationships are the bedrock of good organisational health.

In all that we do we commit ourselves to holding ourselves jointly accountable to strive to be the best that we can be to pursue the path of excellence and to exemplify our Core Values of being *Respectful, Resilient & Resourceful*.

Leaders are Individuals who build cultural capital

Excellent leaders act at the pivotal point of the Mosaic Schools Learning Trust’s shared mission ensuring that our vision, purpose, values and principles are realised – minute by minute, day by day, week in and week out – through working effectively with people in their teams and beyond. They lead others and being accurately self-aware, conduct themselves, at a personal and professional level, as role models of our agreed ethos, values and approaches. They have high levels of intrinsic motivation and a vocational calling.

They recognise and believe in the importance of an equitable and inclusive education for all ensuring, that those pupils who have the greatest needs or disadvantaged are given every opportunity to overcome those barriers to achievement and life. This also demonstrates our strong commitment to equality, diversity and inclusion.

Leaders robust management of budgets and resources ensure that the right decisions at the right time enable children to excel in an environment that meets their needs. Leaders fully understand and believe in the moral purpose that drives the Trust vision and values and work as a joint entity to ensure that every child receives an equitable offer in terms of the education they receive as a Mosaic child.

In short, excellent leaders are dedicated wholeheartedly to our mission and to being builders of curriculum, community and culture. Acting as a narrator of their school and the Trust, they 'create the weather' locally and more widely within the Trust and recognise that creating cultural capital is the leadership function that trumps all others. In short, it is about 'head', 'hand' and 'heart'.

Assertive Collaboration

Seeing the big picture, leaders engage with complex whole school issues and understand that our strength as a school lies in our connectedness with the other schools in our Trust and being one learning community across several sites. They can bring a school or pastoral perspective to discussions and decision making, where relevant, whilst seeing well beyond their individual team or school goals and aspirations. Their words and actions show that they understand the whole is important and will be beneficial to the individual parts. We are interdependent, connected and no team or school is an island. We work together intentionally and assertively to develop a shared language of our organisation which we continuously communicate and model through our actions.

Leaders accurately evaluate and build the future together

Operating with a holistic viewpoint to support and build the future success of our schools together, our leaders through effective self-evaluation and financial management of their organisation/team and a clear understanding of the political, socio-economic landscape, plan and act intentionally to fulfil the Trust's overall vision.

Excellent leaders are an inspiring source of innovation and organisation and act as standard bearers within the school and for the Trust as a whole. They think creatively, proactively manage a range of organisational risks and are open to innovative ideas or solutions. They enjoy solving a problem before other people even realise there is one!

Leaders work for the highest standards, take responsibility and hold others to account

Leaders' no-excuses approach starts with themselves and extends to holding their teams and individuals accountable for highest standards of safeguarding (including health and safety); the curriculum; teaching, learning and achievement; the learning environment; effective professional relationships; personal development; the well-being of all and meaningful connections with the wider community. They are determined that high standards are achieved due to high aspirations fuelled by hope, coupled with focused quality assurance processes being in place (including working with Local Governing Bodies) to ensure such standards are delivered.

Leaders focus on a brilliant, holistic curriculum

Our leaders believe that very high academic achievement, facilitated through deep and profound learning, outstanding pastoral care and strong personal development, jointly prepare our pupils for their next steps in their learning and their lives. They promote meaningful 'pupil voice', respecting and carefully

considering children's views and opinions. At Mosaic Schools Learning Trust, we have developed a vision for our curriculum that is ambitious and relevant for the world in which we live, with clear Curriculum Drivers that are relevant to the context of the communities that they serve.

Leaders have authority through personal credibility and integrity

Leaders' personal and professional standards, passion and work ethic and their demonstrable ability to build enriching relationships, act as an example to others within their team and beyond. They inspire trust and respect from the staff they work with on a day-to-day basis proactively building effective professional relationships within and beyond their team. Leaders are highly visible and take time to specifically recognise staff and pupils' efforts and achievement, whilst not being afraid to tackle constructively, shortcomings with humility and humanity.

Their significant influence is due to a personal and professional credibility with staff who value their input and appreciate that when a difficult situation arises, they are the first to take responsibility and assume control of the situation. They manage administration effectively, ensuring things run smoothly and the job gets done. Put simply, they lead by example, can teach well, and have and communicate continually the highest aspirations for pupils and staff.

Leaders demonstrate life-long learning and make this a priority for all

Our leaders have a curiosity for their own learning, supporting and using evidence-based research and innovation as a source of learning in addition to other effective forms of continual professional development. They challenge themselves beyond their comfort zone, read widely and engage in ongoing academic and applied study, including that at a post-graduate level.

They encourage others within their team and beyond to do the same and have a clear pedagogical and pastoral understanding. As powerful people-developers, the induction of staff new to the school, continuous professional development of colleagues and the generation of new leaders are all matters of the key importance and intentionality. Leaders invest time in mentoring and coaching, knowing that it is a time investment that will be paid back many times over and appreciated by colleagues and the pupils who will benefit from it.

Leaders have highly developed interpersonal and leadership skills

Highly emotionally intelligent, literate and resilient, our leaders can perform effectively in difficult, pressurised situations, taking their team with them through the challenging times. They achieve this by explaining and emphasising the vision, goals and immediate priorities, coaching colleagues to help develop their skills – to achieve wide-ranging distributed leadership; involving staff in **decision** making, leading by example; putting an 'arm around someone's shoulder' or, on occasion, doing some straight talking. They are adept at choosing the right leadership style for the context they find themselves in, often using a combination of these approaches. At difficult times, they will continue to maintain high morale, positive relationships and a sense of togetherness in the team, school and more widely in the Trust as a whole. They keep a focus on the goals to be achieved and ensuring a sense of well-proportioned perspective by individuals.

Leaders will work within a supportive Trust network

We acknowledge that the 'high standard' we aspire to requires support, understanding and belief in our leaders as well as an on-going commitment to their professional development. We will ensure that Leaders have a voice in the strategic direction of the Trust and that their workload and well being is carefully considered as we navigate our path through the challenges of an ever changing landscape. We acknowledge leaders as a priceless resource without which, future aspirations for our children become limited.

In Conclusion

Being an excellent leader within Mosaic Schools Learning Trust is a complex and challenging role and is not for the faint-hearted! It requires a full commitment to our Mission and demonstration of our Core Values & Principles. Our leaders must be team players, valuing and working for the good of the whole rather than just their own team or school so that all children can flourish. They recognise that the value of being a multi-academy trust is to work collaboratively, in partnership to achieve more than we can do individually.

Part 2: Our Core Principles:

➤ **Excellence**

- *The Trust is one of **life-long learning**; all are committed to continual development*
- *Learning should be **inspirational and encouraging***
- *We test for the **impact** of our interventions; never afraid to suggest a better way of proceeding*
- *We are always looking for **opportunities** to leave things better than we found them*
- ***Sustainability** forms an important part of our assessments*

➤ **Assertive Collaboration**

- *All members of our Trust should seek the opportunities for **working closely together** and the increased impact we can have when we pool our talents and resources*
- *We are **outward looking** and like to work with other Trusts and organisations; we are accountable for making sure our learning of good practice is spread through the Trust*

➤ **Whole Child**

- *We believe children should be aspirational and **enjoy** their educational experience as well as achieve academically*
- *Whilst educational targets must be met, a broad and rich curriculum should **encourage the interests** of all children*
- *We will empower children to learn a variety of **skills for life** in a changing world*

➤ **Momentum**

- *We do things with a sense of **timeliness** recognising more impact can be achieved if we move quicker*
- *We are **scanning the horizon** and anticipating the opportunities as well as the risk of change*
- *We guard against herd mentality and base our decisions on **evidence***
- *Research will ensure our learning is always **ahead of the curve***

➤ **Community-Centred**

- *We believe in strong engagement with and **involving parents/carers** in the learning of the children can have profound benefits*
- *Our academies and pre-schools are the heart of our communities; each should be an **inclusive** place for everyone*
- *We have a commitment to ensuring everyone's **wellbeing***

Part 3: Leadership Dispositions

Our model of Excellence in Leadership sets out the 'gold standard' of performance. This section provides a summary of the key dispositions that we expect all leaders to do their best to live up to and live out in their daily work and interactions with others.

What is a leadership disposition? It can be defined as follows in the context of educational leadership:

Leadership dispositions are the values, commitment and professional ethics that influence behaviours towards other stakeholders (especially pupils, parents, and staff) and which then affect, directly or indirectly, pupil learning outcomes, motivation and development as well as the leader's own professional growth. Dispositions are guided by beliefs and attitudes driven by person and organisational values and principles.

Within Mosaic Schools Learning Trust, it is expected that all leaders at all levels will:

- Embody and promote the *Mission, Principles, Core Values* and ethos of the Trust through positive, respectful, resourceful and resilient leadership demonstrated in their words, body language and consistent actions.
- Put children and the delivery of a high-quality curriculum at the heart of everything they do, modelling life-long learning to pupils, staff and wider stakeholders.
- Commit to, demonstrate and promote partnership working across the Trust, taking collective responsibility through intentional collaboration as we seek to be one learning community across our school sites.
- Command earned respect and trust through authoritative, visible and tenacious leadership that ensures that all facets of our *Mission* are fulfilled to the highest standards, ensuring that our Trust-wide expectations and aspirations are realised.
- Examine and make appropriate professional decisions that are based both on clear evidence and an understanding of ethics, so that decisions are made objectively and can stand up to scrutiny.
- Epitomise highly effective relationships with pupils, colleagues and other stakeholders

- Demonstrate a commitment to equity, equality and diversity and strive to overcome such issues within the school community
- Intentionally work to provide a human and physical environment that promotes effective safety, learning, wellbeing and community
- Be active researchers and use this to inform own professional practice and to influence that of others so that we are constantly evaluating for impact, innovating, improving, and creating.
- See and demonstrate through planned development and investment, belief in the potential of others and commitment to supporting them be outstanding in their service to others
- Strive to be the person they want others to be....

Part 4: Core Values – Application and Expected Outcomes of Leadership Dispositions/Actions

The Core Values at Mosaic Schools Learning Trust are designed as overarching values to those values selected at school level. It is our belief that these three values are essential for the Trust to fulfil our vision and purpose and to equip our pupils with the knowledge, skills and attitudes for their lives.

<i>Core Value</i>	<i>Leadership behaviours/actions that give rise to:</i> →	<i>Wider staff behaviours and actions:</i> →	<i>That impact on pupils (and parents/carers) who:</i>
<i>RESPECTFUL</i>	<ul style="list-style-type: none"> • Are role models in demonstrating inclusivity and celebrating diversity, positively promoting British Values and their application. • Actively listen to staff, children and parents. Give quality time, show empathy, understanding and commitment to staff, pupils and parents. • Proactively, support pupils' and colleagues' wellbeing and the building of positive self-esteem • Show humility and humanity in discussions and decisions. • Are honest when decisions have not worked out to be the best decisions for individuals or the organisation. • Respect confidentiality. • Are honest with feedback but do so in a way that is constructive and maintains individual's personal dignity. • Recognise the positive impact of at least a 3:1 ratio of affirmation to criticism and its effect on 	<ul style="list-style-type: none"> • Treat pupils as individuals; know pupils and their families well; recognise our role as public servants and value all those we serve. • Proactively, support pupils' and colleagues' wellbeing and the building of positive self-esteem • Promote/teach Core Values and wider British Values and their application in school and beyond • Meet and greet all pupils individually when they enter the classroom or in communication around school. • Show and communicate appreciation for children's good manners and/or courteousness. • Receive feedback and act upon it understanding how improvement will impact on pupil outcomes. Know and communicate that leaders believe in them and are committed to their development. • Feel able to contribute openly and honestly in forums that support evaluation and improvement. 	<ul style="list-style-type: none"> • Develop a strong sense of self-worth and value others, celebrating both commonality and understanding difference. • Demonstrate tolerance of difference and recognising when behaviours/actions are unacceptable. • Recognise and understand our Core Values and wider British Values as they apply in schools and the wider world. • Always demonstrate courtesy and good manners • Listen and consider others' views carefully and contribute to discussion. • Uphold school expectations for behaviour and the learning environment including shared areas. • Give a positive welcome to visitors and show an interest in them • Show care for the school site, learning displays and resources

	<p>organisational/personal effectiveness.</p> <ul style="list-style-type: none"> • Provide forums for dialogue and debate, where individual views are values and professional knowledge and skill celebrated and used to further innovative practice. 	<ul style="list-style-type: none"> • Are able to separate out the action/behaviour from the person and use this to support strategies for conflict resolution • Uphold school expectations for behaviour and the learning environment including shared areas. 	
RESILIENT	<ul style="list-style-type: none"> • Take complete ownership & responsibility of everything within the realm of their delegated authority • Are relentless in the ambitions for the team/school/Trust despite interim setbacks, holding fast to the core vision, values and purpose. • Are precise and intentional in strategic actions whilst recognising that building a sustainable outstanding team/school/Trust takes significant amount of time, stamina and determination. • Exemplify a 'growth mindset' particular at times of significant challenge when they will be the 'reservoir of hope and optimism' for others, enabling all to maintain perspective and focus. • Exercise personal drive and passion to lead and embed changes so that the team/school/Trust can be the best it can be at any time. 	<ul style="list-style-type: none"> • Take complete ownership & responsibility of everything within the realm of their delegated authority • Consistently demonstrates a determination and 'growth mindset' and encourage pupils and colleagues to do likewise. Shows own humanity and shares relevant and appropriate aspects of own learning journey. • Are patient with themselves and recognise that being an outstanding practitioner takes intentional development, reflection and time • Have open and honest conversations with pupils, parents and colleagues, even where this is challenging. • Remain faithful to the Trust's values, purpose and ethos and agreed school approaches, even in the face of personal criticism. 	<ul style="list-style-type: none"> • Take responsibility for the quality of their own learning and behaviour, persevere and develop a growth mindset, with high aspirations • Relish new challenges and push themselves to meet them. • Develop a growth mindset and understand demonstrating a positive and sustained approach to learning. • Can communicate their feelings and seek help to find strategies to overcome negative emotions and find the positivity and determination to succeed • Are ambitious and strive to achieve their personal best, knowing that mastery takes significant effort, careful practise and time • Show integrity and commitment to the schools/Trust's values even when there a temptation/pressure do otherwise

	<ul style="list-style-type: none"> • Are prepared to make hard decisions and face unpopularity when the decision is for the good of the team/school/Trust and its delivery of outcomes for children • Hold staff to account for pupils' academic and holistic outcomes and their professional conduct, challenging underperformance when required and providing necessary support/action 		
RESOURCEFUL	<ul style="list-style-type: none"> • Are prepared to take calculated risks and to think 'out of the box' to solve complex problems creatively. • Seek to be proactive rather than reactive in strategic planning and actions • Proactively manages risk with a range of mitigation strategies or controls. • Seek support from colleagues/seniors when they lack expertise; or to quality assure decision making/judgements. • Are prepared to push themselves outside their own comfort zones to develop more fully as leaders. • Promote and engage action/other research and innovation to develop creative solutions to support the delivery of the best pupil outcomes • Where needed, being prepared to get 'stuck in' (e.g. covering teaching) 	<ul style="list-style-type: none"> • Can prioritise, manage their time well and keep a sense of perspective and self-manage emotions and maintain positive physical and mental health • Are reflective and seek out alternative strategies to secure outcomes if others are not working • Are creative in their approaches (e.g. to curriculum planning or behaviour management) to ensure the best engagement and outcomes for children • Show creativity and care in ensuring that children's work is beautifully displayed and celebrated. • Adapt and reshape lessons to ensure high engagement with pupils' interests and to secure effective learning and progress. • Ensure that pupils have good metacognitive understanding to develop a mastery approach to learning • Are honest when they have made mistakes and proactively seek support 	<ul style="list-style-type: none"> • Children show independence in carrying out learning tasks and can access and select appropriate resources/tools to help themselves and others. • Display effective problem-solving skills that they can apply in a range of situations and in life • Take managed risks in their learning and are prepared to push themselves outside their comfort zone • Use metacognitive (learning to learn) strategies to support developing greater confidence, overcoming fear and building stronger resilience. • Show that they are confident talking to a variety of audiences about themselves and their learning, their strengths, challenges and areas for improvement.

	<p>to demonstrate support to wider staff</p> <ul style="list-style-type: none"> • Signposts support for individual staff where personal issues threaten to have a detrimental impact on the delivery of quality education. 	<p>where they know they need to improve knowledge or skills.</p> <ul style="list-style-type: none"> • Takes ownership of achieving the wider priorities of the school and work collaboratively with colleagues to achieve this, despite any challenges personally or professionally. • Are prepared to push themselves outside their own comfort zones to develop more fully – both personally and professionally. 	<ul style="list-style-type: none"> • Know and practice the strategies to keep a sense of perspective and physical and mental wellbeing
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Part 5: Quality Assurance & Quality Control

How do we Quality Assure Leadership Dispositions?

- Clear expectations and modelling of leadership behaviours
- Clear succession planning management programme
- High quality bespoke training and development (including nationally recognised leadership and other post graduate qualifications)
- Defined leadership mentor/coaches and access to supervision

How do we Quality Control Leadership Dispositions?

- Ongoing observation and evaluation of performance against given criteria
- Ongoing mentoring/coaching and supervision
- Performance appraisal including the evaluation of the impact of continued professional learning
- 360-degree feedback from a range of staff and stakeholders for executive and senior leaders.