



Adaptive Leadership

P1	Reflective, collaborative for the benefit of all	Leadership seeks out what is best for all Anglian Learning pupils and staff, driving Trust-wide improvement through proactive, distributed and constructive leadership. Leadership is reflective and analytical of itself, of the provision it is responsible for, and of local and national contexts and developments. Leadership takes opportunities to share, collaborate, lead or endorse developments to achieve the Anglian Learning vision.
P2	Ethical, informed decisiveness	Leadership seeks to understand evidence from a range of different sources, exercising judgement ethically and without discrimination or bias. Leadership takes calculated, informed and well-thought-out risks, and make timely decisions whilst recognising the complexity. Leadership focuses upon the benefits and consequences of any actions and strategies.
P3	Blueprint-led school improvement	Co-constructed Blueprints drive Trust and academy improvement planning, setting out a clear target position, and Frameworks guide the realisation of the Blueprints. Progress towards these target positions is evaluated through an honest, accurate and evidence-based analysis of strengths and areas for development. Executive summaries are embedded throughout the leadership team, providing a clear, concise improvement plan supported by a targeted evidence base. Peer reviews, link governor visits, questionnaires and the risk register all coherently add to the Academy Improvement process
P4	Authentic, calm, empathetic	People are authentic and treat each other with respect regardless of their situation. They maintain calm and productive environments and approaches in stressful situations. Leadership listens well, instead of reacting quickly, values people and proactively cares for them.
P5	Truthful, open and supportive	Leadership is truthful, open and direct. Leadership is quick to admit mistakes and sees the value of exploring different points of view. Leadership reviews and re-conceptualises issues to create practical solutions. When necessary leadership challenges assumptions regarding current practice and thinking, and suggests improved approaches.
P6	Rigour and simplicity	Leadership aims to minimise institutional complexity, finds time to simplify processes to ensure they are rigorous and accurate, reasonable and practicable. Leadership seeks to minimise unnecessary workload, stress and the unintended consequences of change.
P7	Governance: critical friendship	Executive/Academy Leadership seeks out the views of governors and trustees as critical friends. Leadership is truthful in its interactions. Leadership helps those charged with governance to evaluate their impact on academy and Trust performance and to focus on the strategic elements of their work, including their oversight of workload and holistic wellbeing. Governors seek a good balance of support and challenge, creating positive working relationships with senior leadership which facilitates school improvement.

Impactful Networks

P8	Inclusive and connected	Leadership develop an inclusive, diverse, positive and connected ethos and culture, where all colleagues feel they belong, which is driven by shared beliefs, values and attitudes. People experience and contribute to a safe and respectful environment where all individuals are committed to high aspirations for themselves, pupils and colleagues. Working practices enable flexibility and inclusion.
P9	Relationships and dialogue	Building strong relationships and effective teams is central to academy improvement work. Stakeholder feedback is welcomed, valued and used systematically to inform evaluation and development. People feel well connected to their academy and with the Trust, actively participating in academy processes, Trust Strategic Groups and Improvement Networks, and external opportunities.
P10	Community engagement	Leadership works in partnership with other civic actors, taking the lead where appropriate and at other times supporting initiatives led by others. Leadership consults with the community with a particular focus on those more disadvantaged and marginalised who may find it hard to articulate their needs. Parents and visitors feel welcomed and valued.

Professional Growth

P11	Professional learning for all	Leadership creates a culture of professional learning, which is central to the ethos of the Academy. Leadership recognises the importance of driving professional learning for all staff; everyone is a learner. Professional learning requires diverse opportunities for staff to practise and refine new learning and skills. Staff are actively encouraged to engage in a variety of 'communities of practice' both within the Trust and across the sector. Leadership seeks opportunities for staff to both participate in and deliver professional learning.
P12	Empowered people	People have a sense of agency, self-efficacy, hope, resilience and confidence. They feel they can contribute to the development of their team and academy. They feel supported and challenged by leadership, and are empowered to share their views in the knowledge that their opinions and feelings are both valued and recognised. A strong coaching culture develops and empowers all staff so that leadership is confident to distribute elements of academy leadership to others they have supported to develop.