

bdot-people

Investing in our school workforce



BDAT Leadership Competency Framework



Introduction

At BDAT we believe that it is important we have common expectations of what makes an effective Trust and School leader, supported by a consistent set of definitions and standards for leadership at different levels.

The BDAT Leadership Competency Framework sets out our Trust-wide expectations of what makes a good leader. They inform how we expect our leaders to act and behave and explain what skills and attributes leaders are expected to demonstrate whilst they work in our schools. They also support the Trust ICARE values on how we work together as colleagues within BDAT, as set out on page 17.

The framework is applicable to both teaching and support staff working across all roles within our Trust and Academies because at BDAT we believe everyone can be a leader in their role and can continue to develop leadership skills and expertise at each step of their career.

The Leadership Competency Framework is not designed to replace the professional standards to which we must adhere (such as the Headteacher Standards, ISBL Professional Standards and The Nolan Principles of Public Life), but is designed to complement them by setting out those skills and attributes which make a leader in BDAT unique and special.

Why have a common set of standards?

BDAT supports a large family of schools. It is important that we have consistency of expectations across our family of schools when we look to recruit, retain and develop staff. This will support our ambition to be an Employer of Choice.

Moving forward the Trust will look to embed these standards in our recruitment and professional tools. For example:

- They will be used to inform our personal specifications within our recruitment material, influencing and shaping the future leaders we recruit and promote.
- They will be an important tool to be used in our performance management and career discussions, to inform how we develop and retain our current and aspiring leaders at all levels.
- They will be used to recognise leadership at all levels within the BDAT family and to inform talent management and succession planning.

Our ambition is that the BDAT Leadership Competency Framework is more than a piece of paper and expectations, but the creation of a culture of ethical leadership and a set of live aspirations and targets for all staff who want to develop their leadership potential within our Trust.

How to use this framework?

The framework has been designed to be accessed in two ways:

You can either look at one of the five competency strands across the different levels of leadership, seeing how that strand is developed and how you can develop your skills and knowledge to progress and enhance your competencies.

Or you may wish to look at all the competency strands for the level of leadership you feel you are working at or want to progress to. This will help you see where you are on your leadership journey and where you may wish to develop further through training and Continuous Professional Development (CPD).

The BDAT Leadership Competency Framework:

Competencies are the skills, knowledge and behaviours that lead to successful performance. The BDAT Leadership Competency Framework outlines five competency strands and for each competency there is a description of what it means in practice with examples of effective behaviours at all levels.

These examples are indicators of behaviour and are not designed to be comprehensive. They should provide a clear and consistent sense of what is expected.

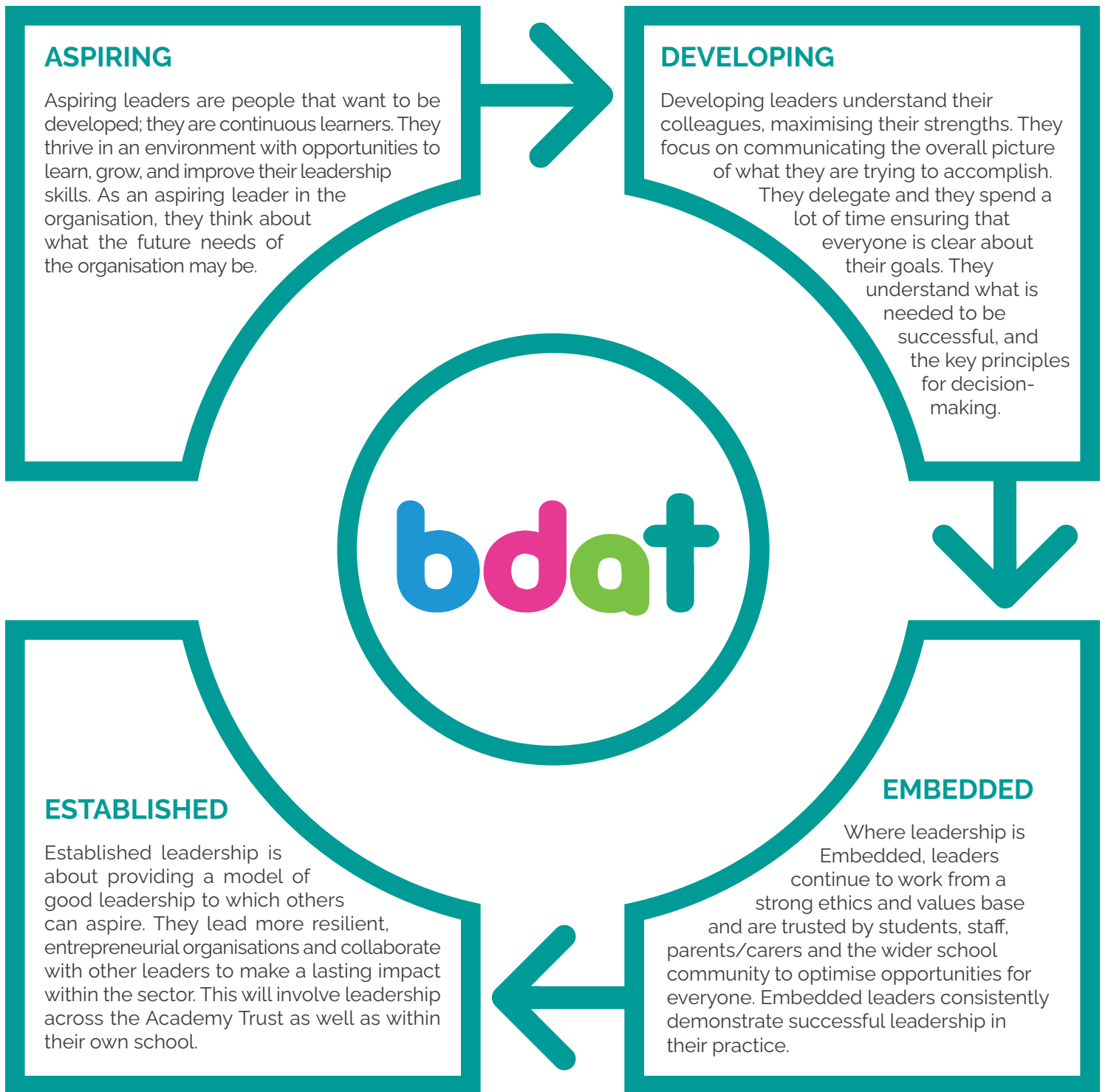
What are the BDAT competency strands?



What are the levels of BDAT leadership?

For each strand, BDAT has broken down the Leadership Competency Framework into four levels of leadership. It does not matter what your job role is as at BDAT we believe everyone can be a leader at any level regardless of your seniority in the organisation.

To identify which level of leadership you are operating at, you can read the sentences within that competency strand and identify your best fit. This can be done alone or by working with a colleague or manager. Once you have identified your leadership level, this should help you see where you are on your leadership journey and where you may wish to develop further through training and CPD.





Part One: Using the framework to explore an area of competence

Part One sets out each of the five areas of Leadership (competencies) and the indicators of expected behaviour, skill or knowledge for each level. It is assumed that you will carry forward the indicators from the previous level(s) as you work your way through the stages of Leadership.

SELF-LEADERSHIP

Developing your own leadership skills and competencies

The skills and behaviours to lead and develop yourself to be the best leader you can be, ascertaining what you can do and where you are going. To lead oneself within the BDAT values of ICARE (see page 17). The ability to manage one's own communication, emotions and behaviours.

FEATURES OF THIS COMPETENCY INCLUDE:

- Leading oneself and others to make a difference and deliver results in a responsible, authentic, resilient, inclusive and passionate manner, adhering to the BDAT ICARE values.
- Being self-aware, to objectively evaluate yourself, manage your emotions, align your behaviour with your values, and understand correctly how others perceive you.
- Having a desire and drive to develop and learn through every opportunity.
- Quickly comprehending complexity and possess intellectual curiosity.
- Having a positive, objective mindset, which is agile and open to change and flex.
- Remaining steady under pressure.
- Having confidence in one's ability to succeed and able to overcome obstacles to achieve the best outcomes for school improvement.
- Having a growth mindset grounded and guided by BDAT's ICARE vision and values.

ASPIRING

- I invite and provide evidence-based feedback in a timely and constructive manner.
- I take ownership of my personal development, showing a willingness to learn.
- I consistently deliver on multiple commitments, even when under pressure.
- I ensure my own area and team activities are aligned to school priorities.
- I take opportunities to learn and be coached.
- I prioritise personal growth, self-reflection and well-being to develop into an authentic and effective leader.
- I act as an ambassador for BDAT at all times.

DEVELOPING

- I use feedback and reflection to develop my self awareness, personal strengths and address development areas.
- I maintain positive energy in the face of obstacles or when dealing with complexity.
- I rise to and relish a range of challenges.
- I prioritise personal growth, engage in self-reflection, and maintain overall well-being to cultivate authenticity and enhance my effectiveness in leadership.

EMBEDDED

- I pursue opportunities to learn and develop existing and new skills which are outside of my comfort zone.
- I promote BDAT's ICARE values, ethics and policies so that they are recognised as central to success.
- I initiate action to quickly resolve or escalate issues.
- I feel able to succeed and I am prepared to stand up and be counted.
- I show confidence to involve others in support of a particular goal.
- I accept challenge and seek feedback from various sources, including those I would not typically use.
- I establish the root causes of issues and tackle them, rather than just the symptoms.
- I navigate situations so that it's easier for people to get things done.
- I engage in regular reflection and seek opportunities for personal renewal. By leading by example, I inspire others and nurture a school community deeply shaped by the Christian vision and Christian values.

ESTABLISHED

- I set and demonstrate high standards of integrity, even in the face of ethical challenges.
- I attract and secure the best talent to BDAT.
- I take proactive steps to make sure that BDAT's reputation and brand are not put at risk.
- I create and embrace opportunities which influence how external parties and communities view and engage with BDAT.
- I reinforce the benefits of change to others and lead when opportunities arise.
- I do what is right, and act as a role model for others, as a necessary part of BDAT's and my own success.
- I model integrity, humility, and continuous personal growth. I prioritise my own spiritual well-being, engaging in regular reflection, seeking mentorship, and embracing opportunities for spiritual nourishment. By embodying Christian values, I inspire and guide others to deepen their own spiritual journey.

STRATEGY AND LEADERSHIP

Driving and shaping the direction of BDAT

The skills and behaviours to plan, develop, manage, adapt and deliver a vision to meet the aims of the school and Trust over time.

FEATURES OF THIS COMPETENCY INCLUDE:

- Being prepared to take action now to shape and implement a vision for the future development of education, within the ICARE values.
- Making the most of current opportunities to bring about improvements that are of benefit to all in the school and community, ensuring equality.
- Interpreting the likely direction of changes.
- Using personal insights into the broad strategic direction of education and services to help shape and implement the approaches and culture in our organisation, and to influence developments across the whole Trust.
- Ensuring that vision and action, with a strong focus on need, underpins strategy.
- Being prepared to undertake transformational, rather than just incremental, change where this will achieve school improvement.

ASPIRING

- I react to current issues and problems and do so decisively.
- I act quickly and decisively in a crisis or other time-sensitive situation.
- I make the most of current opportunities to bring about transformational improvements that are of benefit to the wider organisation.
- I can develop a clear strategic plan that aligns with the school's mission and reflects its Christian ethos.

DEVELOPING

- I see how current developments fit into the bigger picture for educational or service improvement.
- I take action to realise improvements in the short term.
- I anticipate and take action to avoid an approaching problem that might interfere with effective education for all, or service delivery.
- I actively formulate and execute a well-defined strategic plan that aligns with the school's mission and embodies its Christian values.

EMBEDDED

- I think through and action decisions, goals and priorities that can further the stated strategy for improvement over the short-term.
- I identify the implications and risks of alternative courses of action and make these work by looking beyond existing organisational boundaries.
- I take action to improve education for all or service delivery, the benefit of which should be fully realised in the medium-term.
- I develop a comprehensive strategic plan that aligns seamlessly with the school's mission, vision, and the core principles of the Christian faith. It encompasses a holistic approach that integrates spiritual growth, academic excellence and community engagement.

ESTABLISHED

- I look to the future and I am able to see current opportunities and linkages that others may struggle to see and act on these.
- I generate, test and implement a range of innovative and inclusive approaches to move a situation on, understanding the broader trends in educational improvement for all and service delivery.
- I think and act with a long-term, futuristic perspective.
- I develop a clear strategic plan that aligns with the school's Christian vision and the values it upholds. It includes setting goals that reflect the school's commitment to spiritual growth, moral development and academic excellence.

LEADERSHIP OF PEOPLE

Leading and managing your team and colleagues

The skills and behaviours to lead, develop and motivate your team and colleagues to deliver the school or Trust vision.

FEATURES OF THIS COMPETENCY INCLUDE:

- Inspiring, developing and championing others to deliver effective results.
- Maximising energy and that of others.
- Knowing when and how to lead or be part of a team, to get things done, handle and drive transformational change.

ASPIRING

- I share and collaborate effectively with others, creating a positive team spirit.
- I am alert to emerging issues and solutions that might impact or benefit my own and my team's work.
- I focus on cultivating a positive school culture by fostering effective communication, collaboration and providing opportunities for professional development amongst staff.

DEVELOPING

- I delegate to others to provide stretch opportunities and coach to help develop practice.
- I proactively raise issues to improve effective team working.
- I go out of my way to support peers and team members, demonstrating I care passionately about them and their wellbeing.
- I proactively nurture a positive school culture by fostering effective communication, collaboration, and providing ample opportunities for staff professional growth.

EMBEDDED

- I coach others and encourage them to take ownership of their personal development.
- I act to resolve issues which prevent effective team working, even during times of change and uncertainty.
- I recognise others' strengths and visible improvements in performance, and help them to realise their full potential, encouraging them to engage in BDAT activities.
- I share and celebrate team successes.
- I initiate open and honest coaching conversations, at all levels.
- I take action to ensure everyone has a voice, inviting opinions from all, including quieter members of the team.
- I am resilient and lead others through times of uncertainty, and when under pressure I manage the impact I have and adapt my behaviour to bring out the best in others.

ESTABLISHED

- I am inclusive in my actions and make sure others feel considered and respected.
- I arrange appropriate opportunities and experiences to support others' learning and development.
- I deploy and release talent into different roles to strengthen BDAT for the long-term in preference to focusing on short-term implications.
- I focus on fostering a positive and nurturing school culture deeply rooted in Christian principles. It involves empowering and supporting colleagues, promoting a sense of belonging and inclusion, and providing opportunities for spiritual formation and professional development.

COMMUNITY AND CIVIC LEADERSHIP

Influencing beyond your own school and BDAT

The skills and behaviours to build, develop and drive community and family engagement to support the delivery of the school's or Trust 's vision as the heart of its local community.

FEATURES OF THIS COMPETENCY INCLUDE:

- Gaining the support of others in the community.
- Demonstrating a highly visible and compassionate leadership style which is underpinned by ICARE values of BDAT.
- Taking a collaborative or facilitative approach in working in partnership with diverse groups.
- Demonstrating that you enable teams within the organisation, across partnership organisations and in the community, to work effectively together.

ASPIRING

- I express positive expectations of our community, to both internal and external stakeholders.
- I acknowledge and respect others' diverse perspectives.
- I set up regular communications within the community (e.g., through team meetings or a newsletter) and make sure everyone is kept informed on what is happening.
- I explain the reasons behind key decisions.
- I build relationships with stakeholders, actively engage in partnerships, and represent the school within the wider community.

DEVELOPING

- I share information with the community and partners where appropriate.
- I summarise progress, taking account of differing viewpoints, so as to clarify understanding and to establish common ground and shared values/vision.
- I show visibility as the leader within the community.
- I secure support or development for the benefit of both individuals and the community as a whole.
- I facilitate the effectiveness of our community by obtaining and providing them with the right resource or information.
- I actively forge robust relationships with stakeholders, establish partnerships and effectively represent the school and Trust within the wider community.

EMBEDDED

- I maintain positive expectations of our community, even when there is strain and I strive to create the conditions for successful partnership working in the long term.
- I keep informed on the current priorities of the community and our partners and respond appropriately to changes in their status or circumstances.
- I create the conditions that enable our community to perform at its best. I provide the right structure and get the right people to do the right things.
- I get input from others with the intent of promoting the effectiveness of our community.
- I act to build team spirit to promote community effectiveness.

ESTABLISHED

- I communicate the vision for our community and bring it alive – describing what the future needs to look like in terms of education and service improvements.
- I give people a sense that community development is achievable and that their contribution matters.
- I explain the rationale for changes and key priorities for our community.
- I empower and inspire teachers, fostering an environment that promotes professional growth, innovation and a shared commitment to the school's Christian vision.
- I actively engage with stakeholders, forging strong partnerships with parents, local churches, other faiths and the wider community. I act as an ambassador of the school's Christian ethos, participating in interfaith dialogue, community service initiatives and fostering positive relationships with external organisations and faith leaders.

RESOURCE LEADERSHIP

Maximising the benefit of the financial and operational resources you have available

The skills and behaviours to lead, develop and deploy your financial and operational resources effectively to deliver the school or Trust vision.

FEATURES OF THIS COMPETENCY INCLUDE:

- Ensuring value for money by managing and monitoring budgets and making the best use of resources, within Trust regulations.
- Allocating resources flexibly and efficiently.

ASPIRING

- I actively engage in resource and budget planning.
- I provide timely information to aid planning for others.
- I demonstrate responsible stewardship by transparently managing financial, human and physical resources to maximise their impact.

DEVELOPING

- I manage resources/budgets, demonstrating that maximum value is delivered from resources deployed.
- I explore ways of improving efficiency and effectiveness of resource allocation.
- I demonstrate responsible stewardship by transparently managing financial, human and physical resources, ensuring their optimal utilisation and maximising their impact on the school community.

EMBEDDED

- I actively contribute to resource and budget planning, emphasising value for money and taking into account the impact of actions on other areas.
- I ensure delivery of targets/objectives within budget, making best use of diverse talents, technology and resources to deliver results.
- I identify opportunities to procure and develop additional resources in areas of responsibility.
- I anticipate and I am vigilant to changing circumstances and redirect resources to achieve goals, informing stakeholders of changes.
- I demonstrate responsible stewardship of resources, including financial, human and physical assets. I ensure that resources are allocated in a manner that supports the school's Christian vision, enhances spiritual growth, and provides high-quality education and services.

ESTABLISHED

- I create strong flexible resource allocation structures and processes which deliver transparency, accountability and consistent management information, which result in the best use of resources across BDAT.
- I ensure our teams are appropriately skilled, managed and resourced and that everything operates effectively within budget to fulfil Trust goals.
- I anticipate future resource needs and investigate potential strategic investments.
- I influence and negotiate to secure physical, financial and people resources, when appropriate.
- I anticipate changing circumstances and redirects.
- I acquire new resources as necessary, communicating the need for changes with stakeholders.
- I demonstrate exemplary stewardship of resources. I optimise financial, human and physical resources to ensure the highest quality of education, spiritual development, and overall well-being of students. My strategic allocation of resources reflects a deep commitment to the school's Christian vision and values.



Part Two: Using the framework to explore your leadership level

Part Two sets out all of the indicators for each of the five areas of Leadership (competencies) for each level. It is assumed that you will carry these forward and build upon them as you progress through the levels, as well as acquiring the new ones.



ASPIRING LEADERSHIP

Aspiring leaders are people that want to be developed; they are continuous learners. They thrive in an environment with opportunities to learn, grow and improve their leadership skills. As an aspiring leader in the organisation, they think about what the future needs of the organisation may be.

SELF-LEADERSHIP

- I invite and provide evidence-based feedback in a timely and constructive manner.
- I take ownership of my personal development, showing a willingness to learn.
- I consistently deliver on multiple commitments, even when under pressure.
- I ensure my own area and team activities are aligned to school priorities.
- I take opportunities to learn and be coached.
- I prioritise personal growth, self-reflection and well-being to develop into an authentic and effective leader.
- I act as an ambassador for BDAT at all times.

STRATEGY AND LEADERSHIP

- I react to current issues and problems and do so decisively.
- I act quickly and decisively in a crisis or other time-sensitive situation.
- I make the most of current opportunities to bring about transformational improvements that are of benefit to the wider organisation.
- I can develop a clear strategic plan that aligns with the school's mission and reflects its Christian ethos.

LEADERSHIP OF PEOPLE

- I share and collaborate effectively with others, creating a positive team spirit.
- I am alert to emerging issues and solutions that might impact or benefit my own and my team's work.
- I focus on cultivating a positive school culture by fostering effective communication, collaboration, and providing opportunities for professional development amongst staff.

COMMUNITY AND CIVIC LEADERSHIP

- I express positive expectations of our community, to both internal and external stakeholders.
- I acknowledge and respect others' diverse perspectives.
- I set up regular communications within the community (e.g., through team meetings or a newsletter) and make sure everyone is kept informed on what is happening.
- I explain the reasons behind key decisions.
- I build relationships with stakeholders, actively engage in partnerships and represent the school within the wider community.

RESOURCE LEADERSHIP

- I actively engage in resource and budget planning.
- I provide timely information to aid planning for others.
- I demonstrate responsible stewardship by transparently managing financial, human and physical resources to maximise their impact.

DEVELOPING LEADERSHIP

**Developing leaders understand their colleagues, maximising their strengths.
They focus on communicating the overall picture of what they are trying to accomplish.
They delegate and they spend a lot of time ensuring that everyone is clear about their goals.
They understand what is needed to be successful and the key principles for decision-making.**

SELF-LEADERSHIP

- I use feedback and reflection to develop my self-awareness, personal strengths and address development areas.
- I maintain positive energy in the face of obstacles or when dealing with complexity.
- I rise to and relish a range of challenges.
- I prioritise personal growth, engage in self-reflection and maintain overall well-being to cultivate authenticity and enhance my effectiveness in leadership.

STRATEGY AND LEADERSHIP

- I see how current developments fit into the bigger picture for educational or service improvement.
- I take action to realise improvements in the short term.
- I anticipate and take action to avoid an approaching problem that might interfere with effective education or service delivery.
- I actively formulate and execute a well-defined strategic plan that aligns with the school's mission and embodies its Christian values.

LEADERSHIP OF PEOPLE

- I delegate to others to provide stretch opportunities and coach to help develop practice.
- I proactively raise issues to improve effective team working.
- I go out of my way to support peers and team members, demonstrating I care passionately about them and their wellbeing.
- I build relationships with stakeholders, actively engage in partnerships and represent the school within the wider community.

COMMUNITY AND CIVIC LEADERSHIP

- I share information with the community and partners, where appropriate.
- I summarise progress, taking account of differing viewpoints, so as to clarify understanding and to establish common ground and shared values/vision.
- I show visibility as a leader within the community.
- I secure support or development for the benefit of both individuals and the community as a whole.
- I facilitate the effectiveness of our community by obtaining and providing them with the right resource or information.
- I actively forge robust relationships with stakeholders, establish partnerships and effectively represent the school within the wider community.

RESOURCE LEADERSHIP

- I manage resources/budgets, demonstrating that maximum value is delivered from resources deployed.
- I explore ways of improving efficiency and effectiveness of resource allocation.
- I demonstrate responsible stewardship by transparently managing financial, human and physical resources, ensuring their optimal utilisation and maximising their impact on the school community.

EMBEDDED LEADERSHIP

Where leadership is Embedded, leaders continue to work from a strong ethics and values base and are trusted by students, staff, parents/carers and the wider school community to optimise opportunities for everyone in their schools. Embedded leaders consistently demonstrate successful leadership in their practice.

SELF-LEADERSHIP

- I pursue opportunities to learn and develop existing and new skills which are outside of my comfort zone.
- I promote BDAT's ICARE values, ethics and policies so that they are recognised as central to success.
- I initiate action to quickly resolve or escalate issues.
- I feel able to succeed and I am prepared to stand up and be counted.
- I show the confidence to involve others in support of a particular goal.
- I accept challenge and seek feedback from various sources, including those I would not typically use.
- I establish the root causes of issues and tackle them, rather than just the symptoms.
- I navigate situations so that it's easier for people to get things done.
- I engage in regular reflection and seek opportunities for personal renewal. By leading by example, I inspire others and nurture a school community deeply shaped by the Christian vision and Christian values.

STRATEGY AND LEADERSHIP

- I think through and action decisions, goals and priorities that can further the stated strategy for improvement over the short-term.
- I identify the implications and risks of alternative courses of action and make these work by looking beyond existing organisational boundaries.
- I take action to improve education or service delivery, the benefit of which should be fully realised in the medium-term.
- I am resilient and lead others through times of uncertainty, and when under pressure I manage the impact I have and adapt my behaviour to bring out the best in others.
- I develop a clear strategic plan that aligns with the school's Christian vision and the values it upholds. It includes setting goals that reflect the school's commitment to spiritual growth, moral development and academic excellence.

LEADERSHIP OF PEOPLE

- I coach others and encourage them to take ownership of their personal development.
- I act to resolve issues which prevent effective team working, even during times of change and uncertainty.
- I recognise others' strengths and visible improvements in performance, and help them to realise their full potential, encouraging them to engage in BDAT activities.
- I share and celebrate team successes.
- I initiate open and honest coaching conversations at all levels.
- I take action to ensure everyone has a voice, inviting opinion from all, including quieter members of the team.
- I am resilient and lead others through times of uncertainty, and when under pressure I manage the impact I have and adapt my behaviour to bring out the best in others.

COMMUNITY AND CIVIC LEADERSHIP

- I maintain positive expectations of our community even when there is strain and I strive to create the conditions for successful partnership working in the long term.
- I keep informed on the current priorities of the community and our partners and respond appropriately to changes in their status or circumstances.
- I create the conditions that enable our community to perform at its best. I provide the right structure and get the right people doing the right things.
- I get input from others with the intent of promoting the effectiveness of our community.
- I act to build team spirit to promote community effectiveness.

RESOURCE LEADERSHIP

- I actively contribute to resource and budget planning, emphasising value for money and taking into account the impact of actions on other areas.
- I ensure delivery of targets/objectives within budget, making best use of diverse talents, technology and resources to deliver results.
- I identify opportunities to procure and develop additional resources in areas of responsibility.
- I anticipate and I am vigilant to changing circumstances and redirect resources to achieve goals, informing stakeholders of changes.
- I show responsible stewardship of resources, including financial, human and physical assets. I ensure that resources are allocated in a manner that supports the school's Christian vision, enhances spiritual growth and provides high-quality education and services.

ESTABLISHED LEADERSHIP

Established leadership is about providing a model of good leadership to which others can aspire. They lead more resilient, entrepreneurial organisations and collaborate with other leaders to make a lasting impact within the sector. This will involve leadership across the Academy Trust as well as within their own school.

SELF-LEADERSHIP

- I set and demonstrate high standards of integrity, even in the face of ethical challenges.
- I attract and secure the best talent to BDAT.
- I take proactive steps to make sure that BDAT's reputation and brand are not put at risk.
- I create and embrace opportunities which influence how external parties and communities view and engage with BDAT.
- I reinforce the benefits of change to others and lead when opportunities arise.
- I do what is right and act as a role model for others, as a necessary part of BDAT's and my own success.
- I model integrity, humility and continuous personal growth. I prioritise my own spiritual well-being, engaging in regular reflection, seeking mentorship and embracing opportunities for spiritual nourishment. By embodying Christian values, I inspire and guide others to deepen their own spiritual journey.

STRATEGY AND LEADERSHIP

- I look to the future and I am able to see current opportunities and linkages that others may struggle to see and act on these.
- I generate, test and implement a range of innovative approaches to move a situation on, understanding the broader trends in educational improvement and service delivery.
- I think and act with a long-term, futuristic perspective.
- I develop a clear strategic plan that aligns with the school's Christian vision and the values it upholds. It includes setting goals that reflect the school's commitment to spiritual growth, moral development and academic excellence.

LEADERSHIP OF PEOPLE

- I am inclusive in my actions and make sure others feel considered and respected.
- I arrange appropriate opportunities and experiences to support others' learning and development.
- I deploy and release talent into different roles to strengthen BDAT for the long-term in preference to focusing on short-term implications.
- I focus on fostering a positive and nurturing school culture deeply rooted in Christian principles. It involves empowering and supporting teachers, promoting a sense of belonging and inclusion, and providing opportunities for spiritual formation and professional development.

COMMUNITY AND CIVIC LEADERSHIP

- I communicate the vision for our community and bring it alive – describing what the future needs to look like in terms of education and service improvements.
- I give people a sense that community development is achievable and that their contribution matters.
- I explain the rationale for changes and key priorities for our community.
- I actively engage with stakeholders, forging strong partnerships with parents, local churches, other faiths and the wider community. I act as an ambassador of the school's Christian ethos, participating in interfaith dialogue, community service initiatives and fostering positive relationships with external organisations and faith leaders.

RESOURCE LEADERSHIP

- I create strong flexible resource allocation structures and processes which deliver transparency, accountability and consistent management information, which result in the best use of resources across BDAT.
- I ensure our teams are appropriately skilled, managed and resourced and that everything operates effectively within budget to fulfil Trust goals.
- I anticipate future resource needs and investigate potential strategic investments.
- I influence and negotiate to secure physical, financial and people resources when appropriate.
- I anticipate changing circumstances and redirects.
- I acquire new resources as necessary, communicating the need for changes with stakeholders.
- I demonstrate exemplary stewardship of resources.
- I optimise financial, human and physical resources to ensure the highest quality of education, spiritual development, and overall well-being of students. My strategic allocation of resources reflects a deep commitment to the school's Christian vision and values.

ADDITIONAL READING AND RESOURCES:

Church of England Resources:

The Framework can also be considered alongside the Church of England vision for education:

<https://www.churchofengland.org/about/education-and-schools/vision-education>

and associated leadership resources:

<https://www.cefel.org.uk/visionresources/>

Head Teacher Standards:

The standards and practices for headteacher and aspiring headteachers: Headteachers' standards 2020 - GOV.UK (www.gov.uk)

UK Teacher Standards:

These standards set the minimum requirements for teachers' practice and conduct: Teachers' standards - GOV.UK (www.gov.uk)

Institute of School Business Leadership Standards:

[ISBL Professional Standards](#)

The Nolan Principles of Public Life:

[The Seven Principles of Public Life](#)



INCLUSION MATTERS

'We are not all the same but we all want the same chances'
Bradford Student Summit 2021

WHAT ARE
THE BDAT
VALUES?

WHAT DOES THIS MEAN
FOR OUR APPROACH TO
INCLUSION AND EQUITY?

We understand everyone is equal, without exception.
We value and encourage diversity and difference.
We proactively seek to learn from others.

I
INCLUSION

We will strive to ensure all BDAT staff and students are treated equitably and fairly

We care for each other.
We respect each other and treat our friends and colleagues how they would expect to be treated.
We make sure we are safe, feel loved and are actively supported at all times.

C
COMPASSION

We will work hard to ensure that all of our staff and students feel safe and secure within the BDAT family and are valued for who they are and what they bring.

We set high expectation for ourselves, our children and our staff so that each of us is supported to achieve our own potential.
We expect nothing but the best from ourselves and from others.

A
ASPIRATION

We will do everything we can to make sure every individual student and staff member realises what can be possible if they reach for the stars.

We are ambitious and reflective.
We are determined and brave in making decisions and when facing challenges.
We expect our schools to provide us with the skills and knowledge to guide through our future as life-long learners.

R
RESILIENCE

We will seek to acknowledge and understand the barriers within BDAT and our communities that lead to inequity.
We commit to working together to overcome them.

We provide rigorous support and challenge to our schools and our students.
We strive for excellence in all we do.

E
EXCELLENCE

We will individually and collectively be a role model of exemplary inclusive practice in all we do.