



CREATING THE CLIMATE

A self evaluation matrix

	Qualities
Outstanding	<p>Strong sense of “learning community” with whole school community heavily involved in workforce development</p> <p>Benefits of workforce development to school and individual widely understood</p> <p>Extensive understanding throughout the school of the roles, functions and contribution made by the wider workforce</p> <p>Workforce positive, enthusiastic, show initiative and take responsibility</p> <p>Equality of opportunity and transparency</p> <p>Strong support from the school leaders and governors who lead by example.</p> <p>Workforce development is widely understood to be a well-resourced and fully integrated aspect of school improvement</p>
Good	<p>Strong sense of “learning community” with most of the whole school community involved in workforce development</p> <p>Many recognise benefits of effective workforce development</p> <p>Many staff have a good understanding of the roles, functions and contribution made by the wider workforce</p> <p>Most of the workforce is positive and enthusiastic. A sizeable number show initiative and take responsibility</p> <p>Equality of opportunity for most members of the workforce and most understand the basis for priorities</p> <p>Support from the school leaders and governors</p> <p>Many understand the link with school improvement and the resources available</p>
Satisfactory	<p>Many engage in workforce development activities but commitment and involvement varies</p> <p>Some impetus from individuals from teams and individuals but much is top-down with only some taking a personal responsibility for their own development</p> <p>Reasonable knowledge through school of many of the roles, functions and contribution of the wider workforce</p> <p>Ethos focused much more on school or area issues rather than personal development</p> <p>Equality of opportunity but not always demonstrated in practice</p> <p>Reasonable support from the school leaders and governors</p> <p>Knowledge of resources available but only occasionally seen as linked to school improvement resources</p>
Inadequate	<p>Low priority in school. Dependent on initiative of individuals or the occasional team</p> <p>Little sense of continual learning and often cynicism with workforce development seen as a barrier to and in competition with school improvement</p> <p>Little understanding of roles, functions and contributions of others in school</p> <p>Relatively few individuals involved in meaningful development.</p> <p>Little or no support from senior leaders, areas and governors</p> <p>Resources very limited and rarely earmarked and viewed in isolation from school improvement</p>