

## Study Support Quality Standard: Leadership and Management

Aspects of Standard		Bronze	Silver	Gold	Possible Range of Evidence
<b>1</b>	<b>Clarity of definition and strategic purpose</b>	<b>1b</b> Clearly agreed definition linked to raising achievement and inclusion with an entitlement for all.	<b>1s</b> Effective communication of definition and purpose to all stakeholders.	<b>1g</b> Keep purposes under critical review with links to other ECM strategic plans demonstrated.	<b>1b, 3b</b> , Vision/mission statements. School charter, notice boards. <b>1s</b> , Web based and other forms of communication (school handbook, magazine).
<b>2</b>	<b>Managing study support</b>	<b>2b</b> Clear responsibilities, management structures and systems that reflect the study support vision.	<b>2s</b> Embed study support in whole school development plan.	<b>2g</b> Take study support forward through review and respond to future needs.	<b>1g</b> , Policy links to ECM agenda and other strategic plans. <b>2b</b> , Roles and responsibilities clearly defined. <b>2b</b> , Job descriptions.
<b>3</b>	<b>Building the ethos</b>	<b>3b</b> Agree and communicate a vision.	<b>3s</b> Commitment to vision by all stakeholders.	<b>3g</b> Embed the ethos throughout all study support activities, wherever they take place.	<b>2s, 5g</b> , Whole school development plans. <b>2g, 4g</b> , Reviews and evaluations of activities.
<b>4</b>	<b>Getting the best from resources</b>	<b>4b</b> Identify existing resources and their potential use. Identify any gaps.	<b>4s</b> Effective matching of resources to need.	<b>4g</b> Review and manage resources to ensure best use and sustainability.	<b>3s</b> , Partnership agreements. <b>3s</b> , Home/school agreements. <b>3s</b> , Code of conduct. <b>3s</b> , Aims and objectives.
<b>5</b>	<b>Finding out what's happening and what's needed</b>	<b>5b</b> A process in place for finding out what's currently going on what's needed using a range of approaches.	<b>5s</b> There is an effective needs analysis for prioritising and potential targeting. Key findings communicated.	<b>5g</b> Needs analysis is integral to development planning and ongoing review.	<b>3g</b> , Minutes of partner review meetings. <b>4b, 6b</b> , Offers of tutor expertise. <b>4b, 6b</b> , Audit of software/hardware.
<b>6</b>	<b>Ensure a strategic approach to training and development</b>	<b>6b</b> Identify training needs of stakeholders and plan for delivery.	<b>6s</b> Relevant stakeholders are involved in the planning process and engaged in appropriate training and development.	<b>6g</b> Training and development programme is reviewed, impact measured and adapted according to need.	<b>4s, 5s</b> , Audit and analysis of needs/current provision. <b>4s</b> , Surveys of staffing resources. <b>5b</b> , Surveys and questionnaires. <b>5g</b> , Evidence of changes made in response to consultation with users.
<b>7</b>	<b>Measuring the impact of study support on strategic developments</b>	<b>7b</b> Recognise and establish systems to monitor the impact of study support against strategic purpose and entitlement.	<b>7s</b> Systems provide information to inform future whole school development and include feedback to all stakeholders.	<b>7g</b> There is a systematic approach to the ongoing review of the evaluation findings. This approach informs future strategic planning.	<b>6s</b> , In-service training programme. <b>6g</b> , Training evaluations. <b>7b</b> , Range of evaluation strategies. <b>7s</b> , Performance indicators. <b>7g</b> , Evidence of innovation over time.
<b>8</b>	<b>Getting a return on investment</b>	<b>8b</b> Establish systems to monitor and evaluate value for money.	<b>8s</b> Use systems to analyse costs to achieve best value and effective planning for sustainability.	<b>8g</b> Return on investment demonstrated and kept under regular review with response to findings.	<b>7g, 8g</b> , Minutes of SMT meetings. <b>8b</b> , Business plans & costing. <b>8s</b> , Cost benefits analysis.