



CHAPTER ELEVEN

Checklists: Continuing development

T – When learning the team’s ambitions:

- Hold regular conversations about career goals and aspirations.
- Identify the strengths, interests and ambitions of each team member.
- Recognise that development is not always linked to promotion.
- Track ambitions over time and revisit them regularly.
- Look for opportunities that align with individual goals.
- Encourage staff to explore areas of interest through CPD, shadowing or volunteering.
- Listen carefully to what staff choose to engage with and talk about.
- Avoid making assumptions about career intentions.
- Be realistic about the opportunities available and avoid overpromising.
- Use knowledge of staff ambitions to guide delegation and development.
- Help staff prepare for their next step, whatever that may be.

T – When delegating to and developing the team:

- Identify tasks that can be delegated without compromising quality.
- Match responsibilities to staff strengths, interests and development goals.
- Explain the purpose and desired outcome of delegated work.
- Provide support, guidance and resources before handing over responsibility.
- Agree clear timelines, checkpoints and success criteria.
- Give staff ownership of meaningful areas of work rather than isolated tasks.
- Allow colleagues space to make decisions and learn from the experience.
- Review progress regularly and provide feedback where needed.
- Celebrate successes and recognise the impact of delegated work.
- Use delegation to build confidence, expertise and leadership capacity.
- Reflect on your own workload and identify areas that should no longer depend on you alone.

W – When planning and leading meetings:

- Decide the purpose of the meeting before planning the agenda.
- Prioritise discussion over information-sharing wherever possible.
- Share updates and key information before the meeting when appropriate.
- Structure meeting time around the department’s most important priorities.
- Balance agenda items between alignment and development.
- Clarify expectations, systems and next steps as a team.
- Build subject knowledge, pedagogy and curriculum expertise through discussion.
- Use a consistent meeting structure so staff know what to expect.
- Create opportunities for all staff to contribute and share ideas.
- Summarise actions, responsibilities and timescales before finishing.
- Review progress against previous actions at future meetings.
- Protect meeting time by keeping discussions purposeful and focused.



Five Steps Ahead

T – When improving team subject knowledge:

- Complete an audit to identify areas where subject knowledge may be limiting curriculum delivery.
- Treat subject expertise as a department responsibility, not an individual one.
- Use meeting time to develop knowledge of key curriculum content.
- Prioritise knowledge development that has the greatest impact on teaching.
- Share expertise across the team through discussion and collaboration.
- Use reading, articles and subject-specific resources to deepen understanding.
- Build opportunities for teachers to observe and learn from one another.
- Develop subject knowledge alongside curriculum and pedagogical discussions.
- Create a culture where improving expertise is normal and expected.
- Revisit key knowledge regularly rather than treating development as a one-off event.
- Support non-specialists and less experienced teachers with targeted development.
- Ensure subject knowledge development remains connected to classroom practice.

Y – When hiring new team members

- Recruit for values, culture and long-term fit, not just teaching performance.
- Consider how candidates will strengthen the department vision and team culture.
- Assess whether the school is the right fit for the candidate as well as vice versa.
- Use multiple opportunities throughout the interview day to gather evidence.
- Observe how candidates interact with staff and students outside formal interviews.
- Look for signs of professionalism, organisation and preparation.
- Ask questions that reveal subject expertise, values and decision-making.
- Explore how candidates uphold standards and respond to challenges.
- Consider how candidates evaluate student work and drive improvement.
- Involve the department in the process where appropriate.
- Make appointments based on potential contribution to the team, not a single lesson performance.

Y – When inducting new team members:

- Plan a structured induction process before the new colleague arrives.
- Provide key department documents, resources and curriculum materials early.
- Explain the department vision, routines, expectations and systems clearly.
- Introduce colleagues to how the department operates on a day-to-day basis.
- Check understanding regularly rather than assuming everything is clear.
- Encourage questions and create opportunities for discussion.
- Model key practices and explain the reasoning behind them.
- Gradually introduce new responsibilities rather than overwhelming staff.
- Prioritise the systems and routines that will have the greatest immediate impact.
- Provide regular support and check-ins during the first term.
- Help new colleagues feel part of the team both professionally and socially.
- Monitor how well department expectations are becoming embedded.



Five Steps Ahead

T – When structuring team leadership:

- Define leadership roles and responsibilities clearly.
- Provide leaders with written role descriptions and key priorities.
- Schedule regular meetings to support and develop department leaders.
- Give leaders ownership of meaningful areas of responsibility.
- Involve them in department decisions before wider team discussions.
- Be explicit about whether tasks are collaborative or independent.
- Offer support, guidance and feedback as they take on new responsibilities.
- Encourage leaders to shadow key aspects of your role.
- Develop leadership skills alongside operational knowledge.
- Gradually increase responsibility as confidence and competence grow.
- Discuss succession planning and long-term department sustainability.
- Build leadership capacity so the department can thrive beyond your tenure.