

Use this book as your guide for reflection, your toolkit for action,
and your map for long-term growth.



everyone succeeds

54 LEADERSHIP BEHAVIOURS
TO TRANSFORM YOUR SCHOOL

workbook



STEVE MARGETTS
SARAH PAPPIN

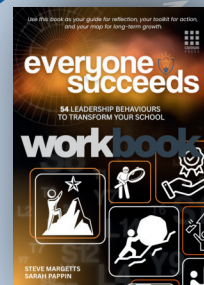
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INTRODUCTION

The Everyone Succeeds Workbook is a practical companion to
Everyone Succeeds: 54 Leadership Behaviours to Transform Your School.



Website

+

Book

+

Workbook

While the book explores each behaviour in depth, explaining the research, rationale, and examples behind exceptional leadership, this workbook helps you bring those behaviours to life in your own context. It bridges the gap between understanding leadership and practising it.

The workbook sits within a wider set of resources designed to help you grow as a leader. The book gives you the full insight, the website provides tools and diagnostics that support reflection and planning, and this workbook guides you through the daily practice that turns ideas into habits. Together, the book, website, and workbook create a simple system that supports improvement over time.

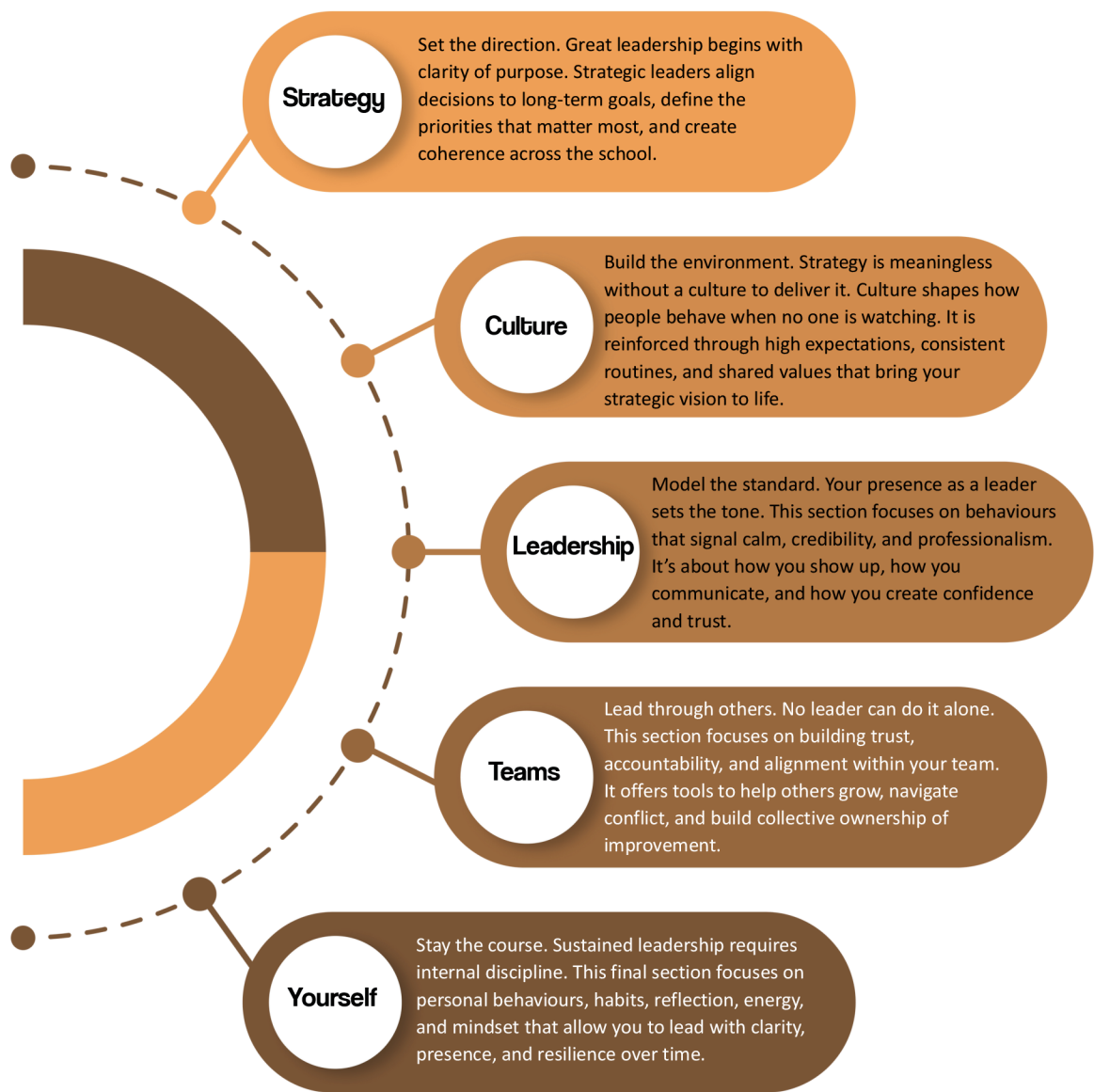
Everyone Succeeds is built on the belief that great leadership can be learned, practised, and refined. This workbook helps you do exactly that: to think deeply about your leadership, plan deliberate action, and build habits that lead to lasting impact.

How to use this book

Navigating This Book

This workbook groups the 54 leadership behaviours into five domains that reflect how effective leadership works in practice. The domains are not steps but connected areas of practice that reinforce one another. Together, they help you understand where a behaviour sits within the wider picture of school leadership.

Each domain captures a different strand of what leaders do every day: setting direction, shaping culture, influencing others, building teams, and sustaining themselves. As you move through the workbook, these domains will help you see how individual behaviours combine to create coherent, powerful leadership.



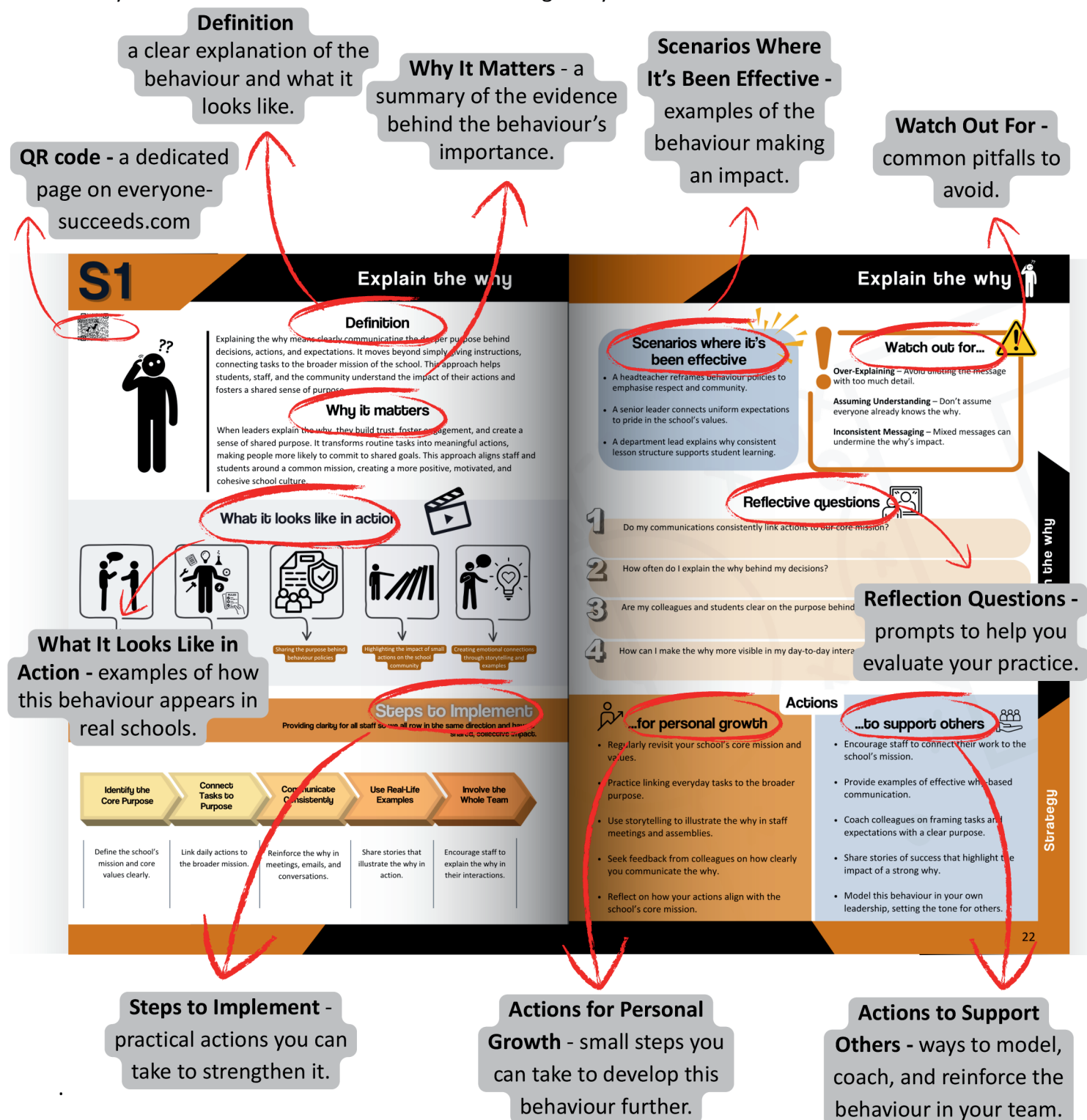
You can explore the domains in any order, although most leaders find that understanding the flow between them helps bring coherence to their development. Strategy shapes culture, culture enables strong leadership, leadership strengthens teams, and effective teams rely on leaders who manage themselves well.

Each section of the workbook begins with a short introduction to the domain, followed by the behaviours grouped into logical clusters. This makes it easier to see how related behaviours work together and where to focus your attention as you develop your leadership.

How to use this workbook



Each section of the workbook mirrors one of the 54 leadership behaviours from the main book. Every behaviour follows a consistent structure to guide you from reflection to action:

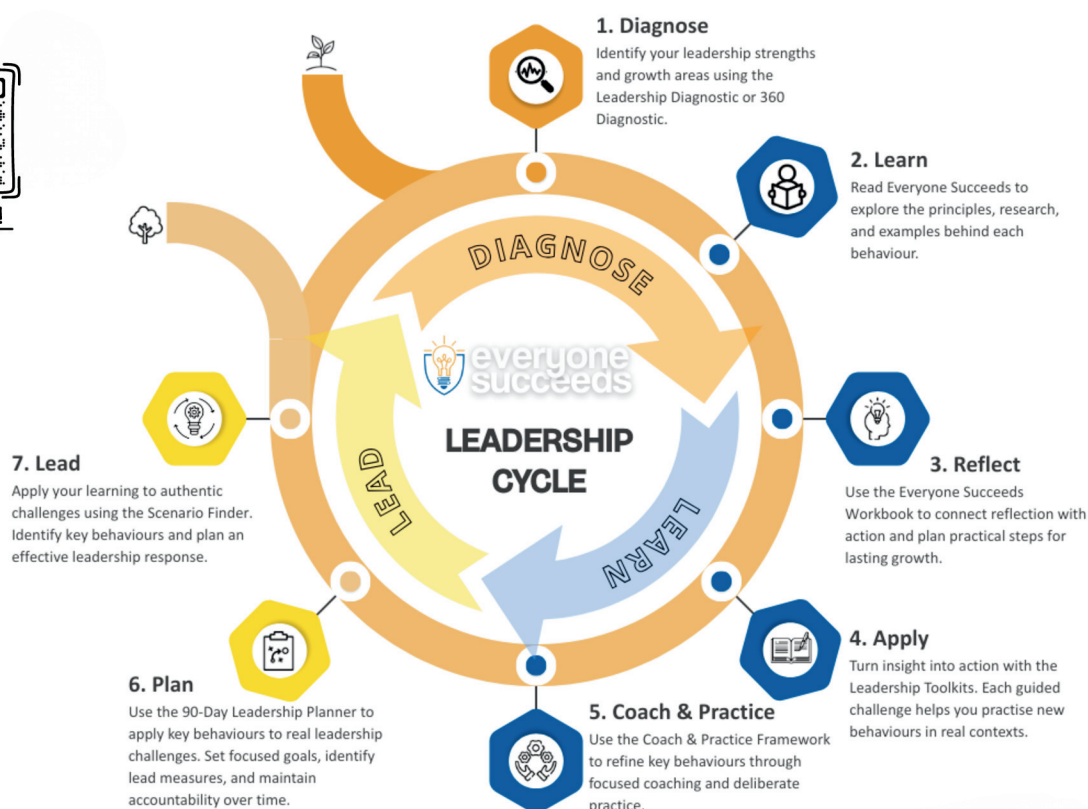


Alongside each section, you'll find dedicated spaces for your own reflections, notes, and action planning. These pages are designed to help you think deeply, plan practically, and turn insight into improvement.

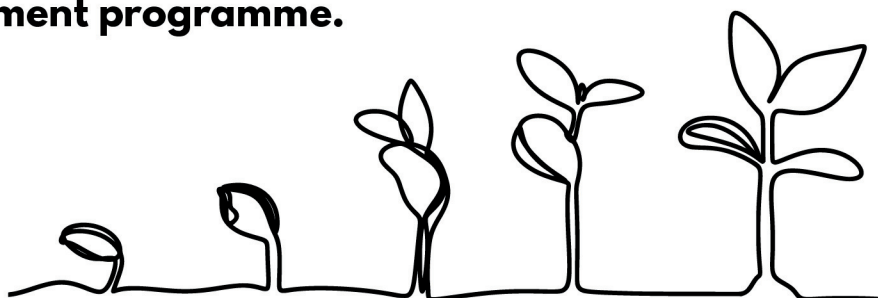


The Everyone Succeeds Leadership Cycle

The Everyone Succeeds Leadership Cycle gives you a clear pathway for developing your leadership through a rhythm of diagnosing, learning, and leading. Each stage connects reflection with action so the book, website tools, and workbook work together to help you turn insight into lasting improvement.



You can use the workbook individually as a reflective journal, in coaching or mentoring sessions, or as part of a leadership team's development programme.



It provides structure, accountability, and space for growth, ensuring that learning doesn't stop at awareness but leads to action.



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EXPLORE THE 54 LEADERSHIP BEHAVIOURS

USE GUIDED STEPS TO APPLY LEARNING

IDENTIFY STRENGTHS AND PRIORITIES

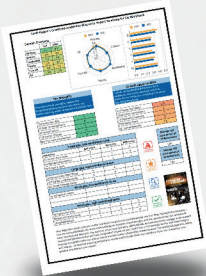
TURN INSIGHT INTO CONTEXT-SPECIFIC REFLECTION



Goal: Understand your leadership starting point.



Resources: Self-Diagnostic, 360 Diagnostic



Goal: Build understanding of the behaviours you want to develop.



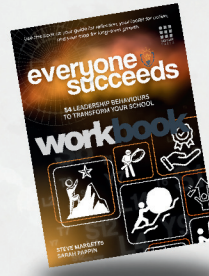
Resources: Everyone Succeeds Book



Goal: Understand your leadership starting point.



Resources: Everyone Succeeds Workbook



Goal: Put your chosen behaviour into practice.



Resources: Behaviour Toolkits, Toolkit Exemplars





ROADMAP



FOCUS ON MEASURABLE LEADERSHIP PROGRESS

BUILD HABITS WITH ACTION STEPS,
KEY QUESTIONS AND
TARGETED PRACTICE

MATCH BEHAVIOURS TO
REAL SITUATIONS



05

COACH & PRACTICE



Goal: Strengthen consistency through supported practice.



Resources: Coach & Practice Sheets



06

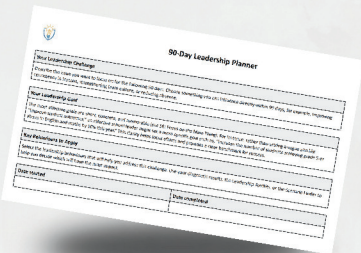
PLAN



Goal: Structure improvement with focused action steps.



Resources: 90-Day Leadership Planner, Planner Exemplars



07

LEAD



Goal: Apply behaviours to authentic challenges.



Resources: Scenario Finder



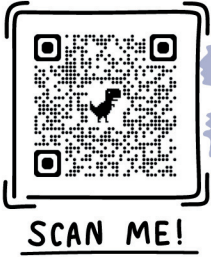
Website



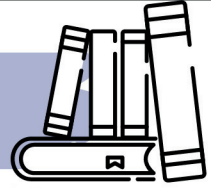
Book



Workbook



Bookshelf



The Bookshelf section on the website introduces a set of inspirational leadership books and shows how the ideas in each one can strengthen your practice.



Each book includes:



A short summary of its core ideas.

Links to the leadership behaviours it supports.



Practical action points you can apply in your school.



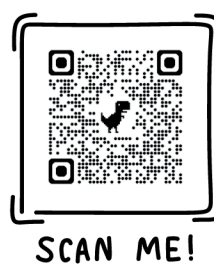
The Scenario Finder: Where Learning Meets Leadership



This final stage turns learning into action. It helps you identify the right behaviours for real situations, apply them with confidence, and use your leadership to solve the problems that matter most in your school.

The Scenario Finder (pages 169 - 197) is organised into seven key areas of school leadership, each representing the types of challenges leaders face every day:

1. Building and Sustaining School Culture
2. Leading and Developing People
3. Strategic Direction and Implementation
4. Personal Growth and Self-Leadership
5. Navigating Difficult Conversations and Emotions
6. Preparing for Progression
7. Leading Through Complexity and Challenge



*to go directly to the
scenarios on the
website*

Each scenario links directly to the behaviours that will have the greatest impact, helping you identify practical, behaviour-based solutions to complex issues. On the Everyone Succeeds website there are more scenarios for each of the seven key areas of school leadership. The scenarios are also organised by role, from classroom teacher to executive leader, allowing every leader to explore challenges most relevant to their context and responsibilities.

Many leaders describe this section as one of the most useful parts of the framework because it bridges theory and practice, showing exactly how the 54 behaviours can be applied to the real-world situations that school leaders encounter every day.



From Learning to Leading



Where the main book helps you understand what great leadership looks like, the workbook helps you do it.

It bridges the gap between theory and practice, between knowing and leading.

Use this workbook as your guide, your mirror, and your planning space. As you move through it, you'll turn the 54 leadership behaviours from ideas into habits that strengthen your leadership, your team, and your school.

Combined Leadership Diagnostic Report Summary for the Workbook

Domain Overview

	Self	360.0
Strategy	4.7	4.3
Culture	3.5	3.4
Leadership	3.9	3.9
Teams	3.3	3.7
Yourself	3.6	3.3
All	3.9	3.8



Attach your leadership diagnosis report summary

HERE

Top Strengths

To build on these strengths, explore the Leadership Behaviours book, workbook, and online coaching toolkit at everyone-succeeds.com.

workbook, kit at the ar everyone-succ identified for growth.

S1 Explain the Why	5
S3 Seek the Brutal Facts	5
S4 Uphold Values	5

Y1 Protect Your Sleep	1.5
C4 Maintain Consistency	2
C5 Celebrate Successes	2
C6 Coach Your Team	2
C7 Lead by Example	2.5

Not completed yours yet?
Scan this code to go straight to the diagnosis section of everyone succeeds.



SCAN ME!

Behaviour	Score	Difference
S1 Explain the Why	5	1
S3 Seek the Brutal Facts	5	2
S4 Uphold Values	5	-2
Small gap, low combined score		
No behaviours match		
Small gap, high combined score		
S1 Explain the Why	5	5
S3 Seek the Brutal Facts	5	5
S4 Uphold Values	5	0

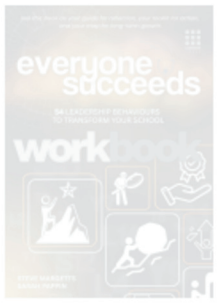


Average self score across all 54 behaviours

3.89

Average 360 score across all 54 behaviours

3.81



Your diagnostic results give you a clear and balanced picture of your leadership practice. They highlight the behaviours that are well established, the areas where colleagues experience real strength, and the opportunities that will benefit most from focused attention. The patterns across your self view, 360 feedback, domain overviews, and gap analysis point towards the behaviours that will have the greatest impact on your leadership in the coming months. Use these insights to guide thoughtful reflection and to choose a small number of priorities to take forward. The workbook page that follow will help you explore the meaning behind your results and translate them into specific actions that strengthen your practice and deepen your impact.

Reflecting on Your Diagnostic: Identifying Your Focus Areas



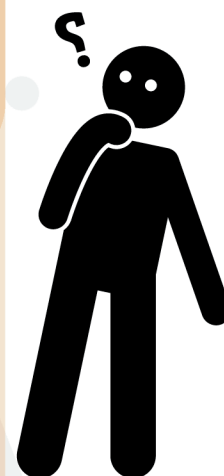
To help you understand your diagnostic results, identify meaningful priorities, and decide where to begin your development work. Return to this page whenever you complete another behaviour cycle or receive updated feedback.

1

What patterns do you notice across your five domains?

- Which domains appear strongest?
- Which domains appear less developed?
- Are there any surprises?

Notes:

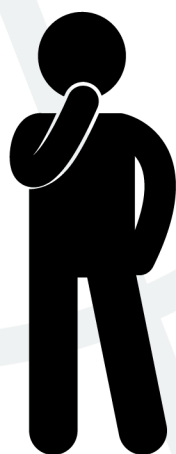


2

Which individual behaviours stand out as clear strengths?

- Why do these behaviours matter in your role?
- How do they help your team or your school?

Notes:



3

Which behaviours offer the greatest opportunity for improvement?

- Identify two or three behaviours that would have the biggest positive impact if strengthened.
- Why these? What possibilities would they unlock?

Notes:



What will you focus on first?

- Choose one behaviour to begin working on.
- What makes this the right starting point?
- What difference do you hope to see?

Notes:

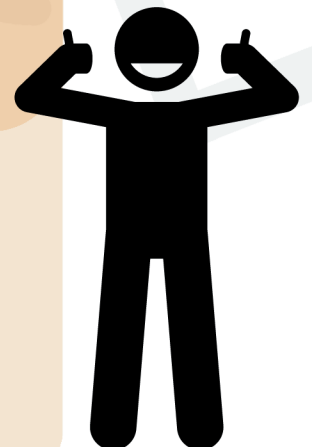
4

5

What does progress look like?

- How will you know you are developing this behaviour?
- What will you be doing differently?
- What would colleagues or students notice?

Notes:



NEXT

Next Steps

- Read the relevant behaviour chapter in the book.



- Complete the matching section in the workbook.



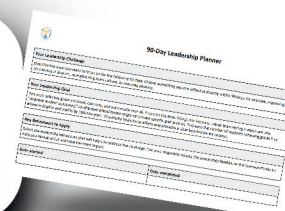
- Visit everyone-succeeds.com to apply each behaviour using the Leadership Toolkits, then refine your practice through the Coach and Practice Frameworks.



- Repeat this process for one or more additional behaviours if helpful.



When you feel ready to bring these developments together, complete a 90-day leadership plan to focus your actions, set measurable goals, and track progress.



Further reading





Moving forward...



Reflection to Action

The pages that follow invite you to move from reflection to action. Each behaviour provides an opportunity to examine your leadership in detail, to identify what is working well, and to plan how to grow further.

Use the prompts, questions, and actions as a guide to think, act, and review with purpose.

Every note you make and every step you take will bring the principles of Everyone Succeeds to life in your daily leadership, one behaviour at a time.





STRATEGY

The behaviours in this section capture the practical actions that strategic leaders use to give their school purpose, focus, and direction. They are rooted in observation of the most effective school leaders and aligned with research on what drives long-term improvement.

S1 Explain the why



Help staff understand the purpose behind decisions. When people know why something matters, they're more likely to support it and take ownership.

S2 Tell the story



Share your strategy in a way that engages hearts and minds. Stories connect people to purpose and bring strategic goals to life.

S3 Seek the brutal facts



Face reality head-on. Great leaders confront uncomfortable truths and use them to guide better decisions.

S4 Uphold values



Keep the school's core principles front and centre. When values guide decisions, consistency and trust follow.

S5 Establish collective goals



Set clear, shared priorities that focus effort and unify the team. These goals provide alignment and motivation.

S6 Focus on the main thing



Cut through the noise and prioritise what will make the biggest difference. Strategy is as much about what you say no to as what you pursue.

S7 Communicate often



Keep the strategy visible and alive. Frequent, clear communication helps people stay aligned, motivated, and confident.

S8 Find the lead measures



Focus on the inputs that drive your outcomes. Identify the actions that make the biggest difference and track them closely.

STRATEGY

S9 Leverage marginal gains



Drive improvement through small, consistent changes. Over time, these add up to a significant impact.

S10 Sustain change



Don't just launch initiatives—embed them. True improvement becomes part of the culture, not a one-off effort.

S11 Break through limits



Challenge assumptions about what's possible. Help your team push past perceived ceilings and unlock new potential.

S12 Lead for lasting excellence



Know when to adapt and when to double down. Long-term success depends on evolving as needs and challenges change.

S13 Aspire to greatness



Set bold ambitions that lift people's sights and drive improvement. Aim high—for students, staff, and the school community.

S14 Anticipate unintended consequences



Look ahead. Every decision creates ripples, and strategic leaders consider the potential risks and side effects.

S15 Plan with premortem



Instead of asking "what went wrong?" after a failure, anticipate problems before they arise. Use this thinking to improve planning.

Introduction

Strategy

Strategy gives purpose and coherence to a leader's work. Without it, schools risk becoming reactive, chasing one initiative after another without sustained impact. Effective school leaders don't just respond to the pressures of the moment; they make deliberate choices about where to focus their time, energy, and resources to achieve long-term improvement.

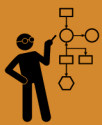
In a school context, strategy must be practical, not abstract. It's not a document that sits on a shelf, but a daily way of thinking and acting that connects decisions to purpose. Strategic leaders ask: What are we trying to achieve? Why does it matter? How will we know we're making progress?

Jim Collins (2001) describes the "Hedgehog Concept" as the intersection of what you're deeply passionate about, what you can be the best at, and what drives your engine. In schools, this means identifying what matters most, communicating it clearly and returning to it relentlessly.

Strategic leadership also demands honesty. As Collins notes, leaders must "confront the brutal facts" while retaining faith that they will prevail. Great school leaders use this mindset to diagnose issues, involve others in identifying solutions, and build collective momentum.

Strategy is not just about vision, it's about sustained alignment. It's about helping your team stay focused on the 'main thing' even as new distractions emerge. This means reinforcing priorities through language, routines, and systems. It means telling the story often enough that everyone understands it and believes in it.

The behaviours in this section capture the practical actions that strategic leaders use to give their school purpose, focus, and direction. They are rooted in observation of the most effective school leaders and aligned with research on what drives long-term improvement.



A structured approach to effective behaviours in Strategy

Strategic leaders provide clarity, coherence, and a sense of direction. They help schools avoid the trap of reacting to every new initiative by identifying what matters most, aligning teams around shared goals, and relentlessly focusing on long-term improvement. The behaviours in this section are not about writing plans, they are about daily habits that keep everyone pulling in the same direction.

Strategy: a structured approach

While each behaviour can stand alone, they are most powerful when developed together. The following clusters reflect how these behaviours work in combination to shape strategy that is clear, focused, adaptive, and ambitious:

1

Clarify Purpose and Build Buy-In

Strategic leadership starts with clarity. This cluster focuses on helping others understand the “why,” aligning people around shared beliefs, and grounding decisions in reality. Leaders who clarify purpose and communicate it powerfully create the emotional and intellectual buy-in needed for change to succeed.



Explain the why

Help staff understand the purpose behind decisions. When people know why something matters, they're more likely to support it and take ownership.



Tell the story

Share your strategy in a way that engages hearts and minds. Stories connect people to purpose and bring strategic goals to life.



Seek the brutal facts

Face reality head-on. Great leaders confront uncomfortable truths and use them to guide better decisions.



Uphold values

Keep the school's core principles front and centre. When values guide decisions, consistency and trust follow.

2

Focus Energy and Align Effort

Once purpose is clear, leaders must focus effort. This cluster is about choosing what matters most and aligning the team around it. It's where strategic vision becomes day-to-day practice through clear goals, consistent messaging, and actionable metrics that guide improvement.



Establish collective goals

Set clear, shared priorities that focus effort and unify the team. These goals provide alignment and motivation.



Focus on the main thing

Cut through the noise and prioritise what will make the biggest difference. Strategy is as much about what you say no to as what you pursue.



Communicate often

Keep the strategy visible and alive. Frequent, clear communication helps people stay aligned, motivated, and confident.



Find the lead measures

Focus on the inputs that drive your outcomes. Identify the actions that make the biggest difference and track them closely.

3

Deliver and Embed Improvement

Strategy is only as good as its implementation. This cluster is about turning plans into progress and ensuring improvement sticks. Great leaders build momentum through small wins, overcome plateaus, and maintain a long-term focus on lasting success.



Leverage marginal gains

Drive improvement through small, consistent changes. Over time, these add up to a significant impact.



Sustain change

Don't just launch initiatives—embed them. True improvement becomes part of the culture, not a one-off effort.



Break through limits

Challenge assumptions about what's possible. Help your team push past perceived ceilings and unlock new potential.



Lead for lasting excellence

Know when to adapt and when to double down. Long-term success depends on evolving as needs and challenges change.

4

Plan for Complexity and Think Ahead

Strategic thinking requires foresight and boldness. This cluster equips leaders to stretch their thinking, anticipate risks, and build plans that can withstand complexity. By thinking deeply and planning rigorously, leaders ensure their ambitions lead to sustainable success.



Aspire to greatness

Set bold ambitions that lift people's sights and drive improvement. Aim high—for students, staff, and the school community.



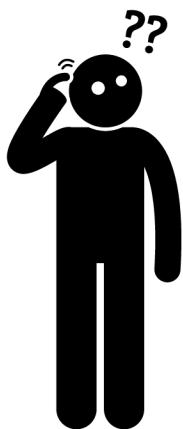
Anticipate unintended consequences

Look ahead. Every decision creates ripples, and strategic leaders consider the potential risks and side effects.



Plan with premortem

Instead of asking “what went wrong?” after a failure, anticipate problems before they arise. Use this thinking to improve planning.



Definition

Explaining the why means clearly communicating the deeper purpose behind decisions, actions, and expectations. It moves beyond simply giving instructions, connecting tasks to the broader mission of the school. This approach helps students, staff, and the community understand the impact of their actions and fosters a shared sense of purpose.

Why it matters

When leaders explain the why, they build trust, foster engagement, and create a sense of shared purpose. It transforms routine tasks into meaningful actions, making people more likely to commit to shared goals. This approach aligns staff and students around a common mission, creating a more positive, motivated, and cohesive school culture.

What it looks like in action



Reinforcing school values in everyday conversations



Linking classroom rules to broader life skills



Sharing the purpose behind behaviour policies



Highlighting the impact of small actions on the school community



Creating emotional connections through storytelling and examples

How



Steps to Implement

Providing clarity for all staff so we all row in the same direction and have a shared, collective impact.

Identify the Core Purpose

Connect Tasks to Purpose

Communicate Consistently

Use Real-Life Examples

Involve the Whole Team

Define the school’s mission and core values clearly.

Link daily actions to the broader mission.

Reinforce the why in meetings, emails, and conversations.

Share stories that illustrate the why in action.

Encourage staff to explain the why in their interactions.



Scenarios where it's been effective

- A headteacher reframes behaviour policies to emphasise respect and community.
- A senior leader connects uniform expectations to pride in the school's values.
- A department lead explains why consistent lesson structure supports student learning.

Watch out for...



Over-Explaining – Avoid diluting the message with too much detail.

Assuming Understanding – Don't assume everyone already knows the why.

Inconsistent Messaging – Mixed messages can undermine the why's impact.

Reflective questions



1

Do my communications consistently link actions to our core mission?

2

How often do I explain the why behind my decisions?

3

Are my colleagues and students clear on the purpose behind our expectations?

4

How can I make the why more visible in my day-to-day interactions?

S1 Explain the why



...for personal growth

- Regularly revisit your school's core mission and values.
- Practice linking everyday tasks to the broader purpose.
- Use storytelling to illustrate the why in staff meetings and assemblies.
- Seek feedback from colleagues on how clearly you communicate the why.
- Reflect on how your actions align with the school's core mission.

Actions

...to support others



- Encourage staff to connect their work to the school's mission.
- Provide examples of effective why-based communication.
- Coach colleagues on framing tasks and expectations with a clear purpose.
- Share stories of success that highlight the impact of a strong why.
- Model this behaviour in your own leadership, setting the tone for others.

Strategy



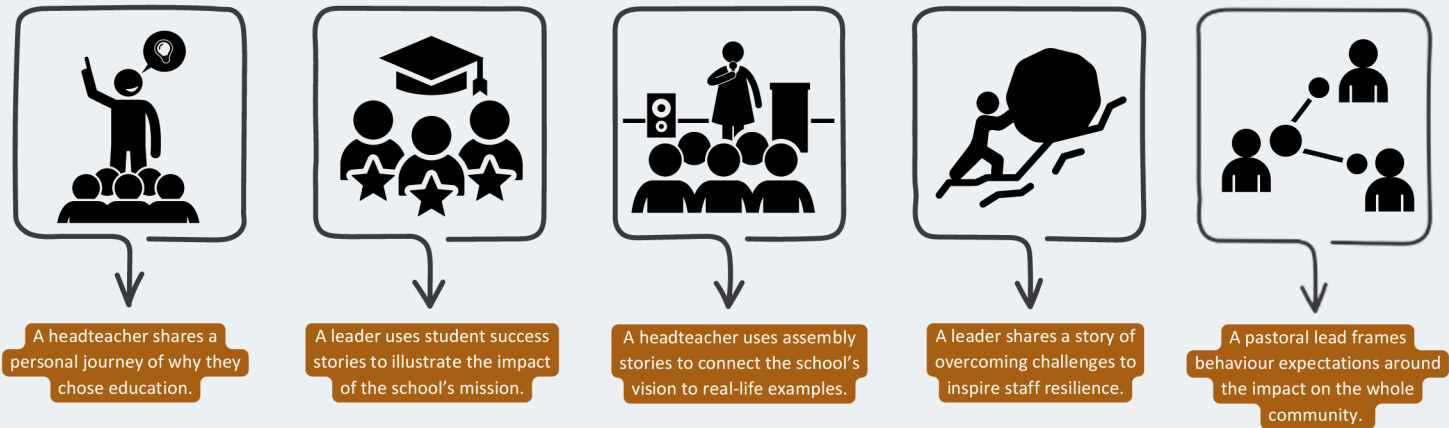
Definition

Telling the story means sharing the vision of the school in a way that connects personally with staff, students, and the broader community. It involves using personal experiences, shared values, and urgent calls to action to inspire commitment and drive meaningful change. Effective leaders use storytelling to build trust, foster emotional connections, and create a shared sense of purpose.

Why it matters

A compelling story is essential for building trust, motivating action, and creating a sense of shared purpose. When leaders articulate their vision through storytelling, they move beyond mere instruction, connecting with people on an emotional level. This approach fosters commitment, aligns effort, and drives lasting cultural change, ensuring the vision isn't just understood, but genuinely embraced.

What it looks like in action

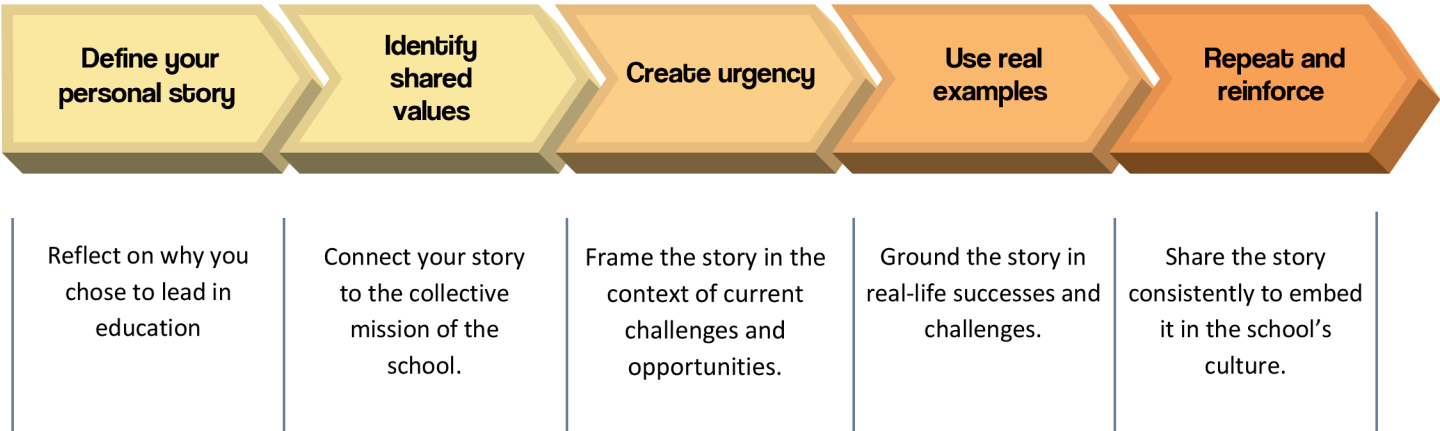


How



Steps to Implement

Providing clarity for all staff so we all row in the same direction and have a shared, collective impact.





Scenarios where it's been effective

- A headteacher uses their personal journey to inspire staff at the start of term.
- A leader shares a story of past school challenges to motivate the team through a tough period.
- A headteacher introduces a new behaviour policy with a story of student transformation, reinforcing the impact on the school community.

Watch out for...



Lack of authenticity – Stories that feel forced or insincere undermine trust.

Overuse of data – Too much data can overshadow the emotional connection.

Ignoring the present – Focusing too much on past achievements without addressing current challenges.

Reflective questions



1 Does my story connect my personal motivation with the school's mission?

2 Am I consistently sharing the story in different contexts?

3 Have I created a sense of urgency for why action is needed now?

4 Are my stories grounded in real, relatable examples?



...for personal growth

- Reflect on your personal "why" in education and how it connects to your school's mission.
- Practice storytelling in small settings before sharing with larger groups.
- Seek feedback on your storytelling to refine your approach.
- Create a bank of real-life examples to draw from when telling the school's story.
- Read widely on effective storytelling techniques to enhance your communication skills.

Actions

...to support others



- Encourage colleagues to share their own stories of impact and purpose.
- Model storytelling in meetings and assemblies to set the tone for the team.
- Provide training on storytelling for middle leaders, helping them connect emotionally with their teams.
- Celebrate staff who effectively share their stories with students, parents, and colleagues.
- Create platforms for staff to share success stories, building a collective narrative of the school's mission.



Definition

Seeking the brutal facts means confronting the reality of a school’s situation, no matter how difficult or uncomfortable it may be. It involves recognising problems without sugarcoating or avoiding them, using data and honest feedback to drive meaningful change and continuous improvement. Effective leaders balance optimism with a clear-eyed view of current challenges.

Why it matters

Facing the brutal facts is essential for sustainable school improvement. It builds trust, promotes accountability, and creates a culture where challenges are addressed rather than ignored. Without this honesty, leaders risk making decisions based on wishful thinking, leading to ineffective strategies and missed opportunities for growth.

What it looks like in action



Regularly reviewing attendance and identifying persistent patterns



Using honest feedback from staff to address workload concerns



Asking deep, probing questions to uncover root causes



Using data to identify achievement gaps and target interventions



Holding open forums where staff can speak freely about challenges

How



Steps to Implement

Providing clarity for all staff so we all row in the same direction and have a shared, collective impact.

Create a culture of transparency

Share both successes and setbacks openly.

Use data to inform decisions

Make decisions based on evidence, not assumptions.

Ask tough questions

Challenge assumptions to get to the root of problems.

Take ownership

Accept responsibility for outcomes, good and bad.

Build psychological safety

Create an environment where staff feel safe to speak the truth.

Scenarios where it's been effective

- A headteacher uses student voice surveys to identify disengagement issues and targets support accordingly.
- A leadership team reviews exit interviews to address staff retention challenges.
- A primary head introduces regular data reviews, leading to a significant improvement in reading scores.

Watch out for...



Avoiding uncomfortable truths – This leads to complacency and missed opportunities.

Shifting blame – This undermines accountability and demoralises staff.

Cherry-picking data – This creates a false sense of progress and weakens credibility.

Reflective questions

1

Am I willing to confront uncomfortable truths about my school's performance?

2

Do I create an environment where staff feel safe to share difficult feedback?

3

How often do I dig deeper into data rather than accepting surface-level explanations?

S3 Seek the brutal facts



...for personal growth

- Seek honest feedback from peers and staff.
- Regularly review data with an open mind.
- Challenge your assumptions about what is and isn't possible in your school.
- Reflect on failures as learning opportunities, not just setbacks.
- Build resilience by accepting setbacks as part of the journey to improvement.

Actions

...to support others

- Encourage colleagues to share concerns without fear of judgment.
- Model transparency by openly discussing both successes and failures.
- Provide training on data analysis and problem-solving.
- Create regular forums for open dialogue about challenges.
- Support colleagues in taking ownership of their areas of responsibility.

Strategy



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1.1 Behaviour around the school has become inconsistent across departments

> Description

You’ve noticed that expectations for behaviour are being applied differently across subjects or areas of the school. Some teachers consistently reinforce routines, while others are inconsistent or permissive. The result is that students receive mixed messages, and behaviour is deteriorating during transitions, lessons, or in corridors.

> Leadership Behaviours to Support This Challenge

Code	Symbol	Behaviour	Why it matters
C1		Hold High Standards	Reinforces a consistent foundation. If leaders accept variation, inconsistency becomes the norm.
C3		Establish Routines	Shared routines create predictability across the school, making it easier for students to meet expectations.
C4		Maintain Consistency	Embedding routines requires repetition and reinforcement as this behaviour ensures they stick.
C5		Celebrate Successes	Spotting and celebrating when behaviour improves helps reinforce the cultural shift you want to see.
L4		Make it Happen	Leaders must follow up relentlessly. This signals that consistency isn’t optional, it’s core.
T10		Embrace Accountability	When some staff don’t uphold standards, leaders must have courageous conversations and follow through.

> Suggested Approach

- Start by gathering clear evidence of inconsistency (learning walks, student voice, behaviour data).
- Use a leadership meeting to review agreed routines and expectations. Do they still reflect your standard?
- Make consistency a shared goal. Agree on what needs tightening, then support staff with walkthroughs, modelling, and feedback.
- Recognise departments or staff who are already getting it right. Use them as examples.
- Provide coaching or accountability where follow-through is weak.



1.2 Positive culture is in place, but needs deepening and sustaining

> Description

The school has made progress with routines, standards, and relationships. Staff and students understand the expectations, and the tone is calm. The challenge is to avoid complacency and build on this foundation to deepen pride, belonging, and ambition.

> Leadership Behaviours to Support This Challenge

Code	Symbol	Behaviour	Why it matters
C5		Celebrate Successes	Sustains momentum by recognising what’s going well and reinforcing shared values.
C6		Seek Inspiration	Prevents stagnation, learning from others keeps improvement energised.
C8		Create Moments	Builds identity and belonging through shared experiences and symbolic acts.
L2		Be Positive	Helps leaders focus on growth and energise the team to reach the next level.
S12		Lead for Lasting Excellence	Sustained culture requires intentional effort, not autopilot.

> Suggested Approach

- Use a leadership meeting to reflect on cultural gains; what’s embedded, what needs refreshing.
- Gather staff and student voice to understand how they experience the culture.
- Look outward to find fresh ideas or practices to inspire the next stage of development.
- Plan termly “cultural moments” that reinforce values and create shared pride.
- Make celebration and appreciation part of everyday leadership.



1.3 New staff are not aligning with school routines or expectations

> Description

Several new staff members are not consistently following school routines, such as corridor supervision, uniform expectations, or behaviour systems. This causes friction with existing staff and confusion for students.

> Leadership Behaviours to Support This Challenge

Code	Symbol	Behaviour	Why it matters
C1		Hold High Standards	Reinforces a consistent foundation. If leaders accept variation, inconsistency becomes the norm.
C3		Establish Routines	Shared routines create predictability across the school, making it easier for students to meet expectations.
C4		Maintain Consistency	Embedding routines requires repetition and reinforcement as this behaviour ensures they stick.
T1		Know your team	Helps leaders understand gaps in clarity, confidence, or capability.
T10		Embrace Accountability	When some staff don't uphold standards, leaders must have courageous conversations and follow through.

> Suggested Approach

- Ensure induction processes include clear teaching of routines and the ‘why’ behind them.
- Pair new staff with strong cultural mentors who model expectations.
- Conduct supportive observations and feedback early in term.
- Reinforce non-negotiables in staff briefings or meetings.
- Have courageous conversations if misalignment continues as clarity is kindness.



1.4 Staff are tired of ‘new initiatives’ and need renewed belief

> Description

You sense initiative fatigue. Staff are weary of repeated changes or “big pushes” that feel short-lived or poorly embedded. While the strategic intent may be sound, trust and motivation are waning, therefore cynicism is beginning to grow.

> Leadership Behaviours to Support This Challenge

Code	Symbol	Behaviour	Why it matters
S6		Focus on the Main Thing	Helps reduce overload and gives clarity about what matters most to rebuild focus.
S10		Sustain Change	Prevents change from becoming fads and visible follow-through builds credibility.
S13		Aspire to Greatness	Reminds people why the work matters and lifts morale by focusing on purpose.
L7		Co-Create What Matters	When people help shape the work, they’re more likely to commit to it.
L8		Don’t Drop the Ball	Following through on what’s started signals professionalism and respect.
C6		Seek Inspiration	Bringing in success stories from similar schools can reignite belief.

> Suggested Approach

- Pause and evaluate what’s currently on staff plates and cut what’s not essential.
- Recommunicate the strategy with clarity, including why current work matters.
- Involve staff in reviewing what’s working and what needs refining.
- Celebrate the progress already made to rebuild belief in the direction.
- Move from launch to embed. Celebrate small wins, consistent messages, and follow-up build momentum.