



# Professional Behaviours Development Guide

[www.maltbylearningtrust.com](http://www.maltbylearningtrust.com)

**The Maltby Learning Trust values statements and Professional Behavioural Framework are also known as the code of ethics.**

The values statements and Professional Behavioural Framework define what the Trust believes in and how people in the organisation are expected to behave - with students, with each other, with parents and carers, and with other stakeholders. They provide a moral direction for the Trust that guides decision making and establish a standard for assessing actions. They also provide a standard for employees to judge their adherence to the expectations of the Trust.

The values and Professional Behaviours support the vision, shape the culture, and reflect what the organisation values and stands for. They are the Trust's principles, beliefs, and philosophy.

**This guide contains ideas that you may wish to use when planning the development of your professional behaviours. It should be used in conjunction with the 'MLT Professional Behaviours Framework'.**

The guide contains prompts and suggestions about tasks or actions you may need to take to strengthen your delivery of each professional behaviour, as well as outlining the possible next steps you may wish to take.

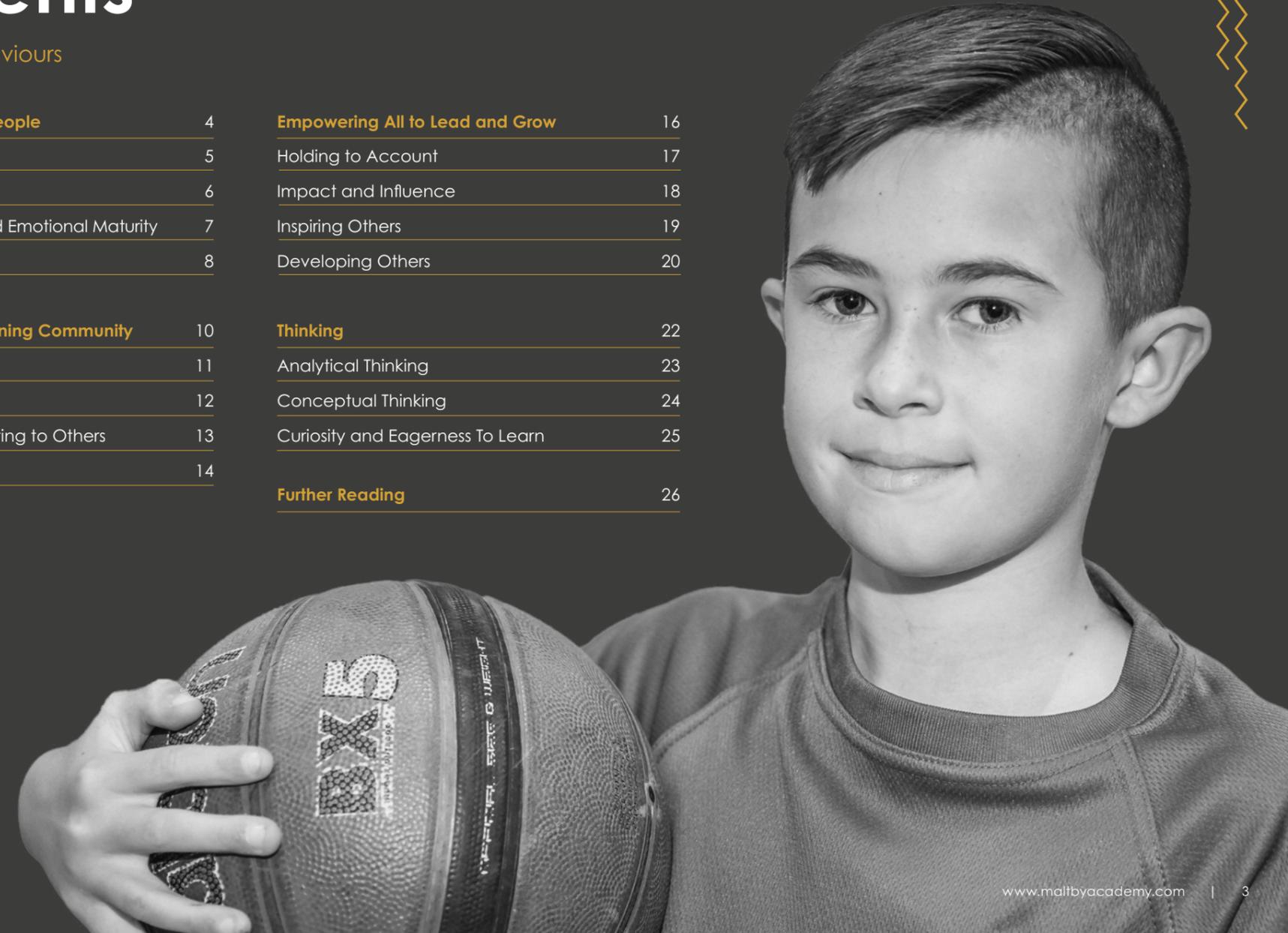
**How the model works in conjunction with the MLT Professional Behaviours Framework**

- ✓ You should use the MLT Professional Behaviours Framework as a guide to inform your line management conversations and to support the development of your professional behaviours.
- ✓ We encourage you to strive for level 4 in all behaviours, but we don't expect you to reach this immediately.
- ✓ Rather, you should focus on the areas you feel you can develop within your current context.
- ✓ Reflect on each professional behaviour to identify where you feel you display each behaviour in your day-to-day practice and also the level to which you display each behaviour. Discuss this with your line manager.
- ✓ In agreement with your line manager, you should select three Professional Behaviours which you will specifically focus on over the academic year.
- ✓ Use the Professional Behaviour Development Guide to identify the strategies you will use over the year ahead to develop the two chosen professional behaviours.
- ✓ The development of your selected professional behaviours should be discussed regularly throughout the year in line management (in line with appraisal objective 3).

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# 01

## Investing in the Right People



## Self Awareness

### Development Tips

- ✓ Complete this personality type survey: [www.16personalities.com/free-personality-test](http://www.16personalities.com/free-personality-test)  
Once you have completed the test have a good read through all the content around your own personality type. Consider the following questions and discuss them with your line manager.
  - What are the strengths of this personality?
  - What are the weaknesses of this personality?
- ✓ Ask for feedback regularly (and take it well). Pick a friend or colleague who you can trust and who will be honest with you. Ask them for feedback on your strengths and weaknesses and compare their views with your own list.
- ✓ Complete a 360 survey/questionnaire and compare your personal scores against those scores from your line manager, peers and appraisees.
- ✓ Make a list of your strengths and relative weaknesses across all aspects of your life. Think of examples of behaviour that provide evidence to show that your list is a realistic assessment.
- ✓ Find someone you trust who can actively and confidentially reflect back to you some of the patterns of your own behaviour or indications of your beliefs and attitudes.

- ✓ IRIS yourself doing the following and then critique what you see or get a peer or your line manager to provide critique:

- Delivering an assembly
- A line management meeting
- Delivering a lesson
- Deliver a speech at a school event
- A meeting which you are part of

### Recommended Reading

Principle-Centred Leadership, ISBN 068485841X (1999)

The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change ISBN 067170863635 (1990)

# Integrity

## Development Tips

- ✓ Keep a log of instances where you felt under pressure to accept mediocrity. Explore what you were thinking, feeling and saying in order to understand why you experienced that pressure. If you were in that situation again, how could you deal with it.
  - Do you make expectations crystal clear to the staff you lead?
  - Do you effectively hold staff to account against these expectations?
  - Do you deliver these expectations in your own performance?
  - Do you deliver on promises and deadlines?
  - Do you walk the talk?
- ✓ Prioritise (for action) the factors within the school and its environment which may be preventing the school being the best that it could be in terms of student achievement. Challenge these whenever possible in order to achieve the best educational outcomes for students.
- ✓ Review the processes in place in your school to provide you with information on individual student performance, including behavioural or family problems. If it should do so, how quickly does this information reach you?
- ✓ Consider the following questions:
  - List the things you care about in life.
  - From the list, which things link to your day to day leadership role?
  - How do these things impact your day to day leadership?
  - Why do you want to lead?
  - Who is the leader you want to be?

## Recommended Reading

Goleman, Daniel; Boyatzis, Richard; McKee, Annie  
**'Primal Leadership - The Hidden Driver of Great Performance'**

Harvard Business Review (Dec 2001) o Lynn, Adele B.  
**The Emotional Intelligence Activity Book: 50 Activities for Promoting EQ**  
at work, Amacom, ISBN 0814471234 (2001)

Heifetz, R., A., & Linsky, M. 2002.  
**Leadership on the line: staying alive through the dangers of leading.**  
Harvard Business School.

Covey, Stephen  
**Principle-Centered Leadership: Strategies for Personal  
& Professional Effectiveness**

# Positivity, Resilience and Emotional Maturity

## Development Tips

- ✓ Think about times when you have faced an adversity.
  - What have you said to yourself internally?
  - What has been your inner dialogue about the cause of the adversity and the implications?
  - Is your thinking about the difficulty accurate or are you focusing on only one aspect of the perceived problem?
- ✓ For one week, keep a thoughts journal or diary. Make a note of every time you are aware of yourself thinking negatively about yourself or your abilities to accomplish the task. For example "I can't do this" or "it's no use, I don't know the answer". At the end of the week reflect and see if there is a pattern emerging about how you view your ability to overcome difficulties.
  - Are you being accurate in how you view your ability to solve problems or the real cause of your worries and stresses?
- ✓ Look at people you know or work with who in spite of difficult circumstances have risen above to do well.
  - What do they have in common with each other?
  - What is it about these people that although they face constraints similar to others, they are the ones that succeed in spite of them?
- ✓ Revisit your vision sentences, Vision Level Goals and vivid descriptions of the future. Share these with your team. At least once per year re-do the core purpose and '5 whys' tasks and explore the findings.
- ✓ Go back through your to do lists to identify the progress you have made on previous projects/tasks and consider how you achieved a successful outcome and use this experience to influence future ways of working.

## Recommended Reading

Reivich, Karen & Shatte, Andrew  
**The Resilience Factor: 7 Keys to Finding Your Inner Strength  
and Overcoming Life's Hurdles**  
Broadway Books, ISBN 076791 1911 (2003)

# Personal Drive

## Development Tips

- ✓ When setting targets, for yourself and your staff, ensure that you have the systems and processes in place to track progress against the target and to obtain a measure of the improvement delivered as a result of reaching it.
- ✓ Ensure that everyone involved in the running of the school has a clear vision of what excellence looks like for the school. Take opportunities with staff, students and Governors to give feedback on where the school is in relation to its targets.
- ✓ Focus on the 'What does exceptional look like?' in the ADP and Department Audits. RAG the descriptors and identify the areas which need further focus.
- ✓ Regularly review your progress on areas you lead. Seek help and advice from your line manager or from a colleague who you know is doing well in similar areas within their role.
- ✓ Constantly seek critique on the areas you lead and on your day-to-day performance. Seek critique from a range of colleagues and stake holders.
- ✓ At the end of each week think about how well you anticipate obstacles, take risks or progressed towards your personal or professional goals.
- ✓ When setting goals, ask yourself if they will challenge and stretch you and help you reach your full potential.

**Are you aiming high enough? If not, re-think your goals.**

## Recommended Reading

Gray, J., Hopkins, D., Reynolds, D., Wilcox, B., Fareell, S., & Jesson, D. 1999. **Improving Schools Performance & Potential**. Open University Press: Berkshire.

Gladwell, M. 2000.

**The Tipping Point: How Little Things Can Make A Big Difference**. Abacus

MacBeath, J., & Mortimore, P. 2001.

**Improving School Effectiveness**. Open University Press: Berkshire.

“Ensure that everyone involved in the running of the school has a clear vision of what excellence looks like for the school.”



# 02

## Committing to the Learning Community



## Alignment

### Development Tips

- ✓ Undertake the necessary due diligence around the vision, values and Professional Behaviours of the organisation and test against your philosophy and principles before you make a long term commitment to the leadership.
- ✓ Revisit your vision sentences, Vision Level Goals and vivid descriptions of the future. Share these with your team. At least once per year re-do the core purpose and '5 whys' tasks and explore the findings.
- ✓ Rehearse and apply your team working skills in a variety of situations asking for feedback from colleagues as appropriate.
- ✓ Ask a trusted leader to review and evaluate your interactions with them in a professional capacity.
- ✓ Practice your communication skills with a range of audiences in different settings.
- ✓ Find opportunities to observe successful leaders in operation across the Trust and see how they live and breathe the vision in the workplace and build positive relationships with the workforce.

“Undertake the necessary due diligence around the vision, values and Professional Behaviours of the organisation and test against your philosophy and principles before you make a long term commitment to the leadership.”

### Recommended Reading

Allen E. Fishman  
**The Aligned Workplace**

Amy C. Edmondson  
**The Fearless Organisation**

Jonathan Trevor  
**Align**

Shawn Murphy  
**The Optimistic Workplace**



# Responsibility

## Development Tips

- ✓ Take responsibility for a specific project or piece of work which will make a difference to your school, driving the organisation forward. Make sure you have planned for how you will deliver this project and what your success criteria are - it is your responsibility to ensure these are delivered and that any team members who will contribute to its delivery are clear on their role.
- ✓ Keep a reflective journal outlining the steps you take and outlining your professional learning from delivering the project. Using your defined success criteria, outline in your journal:
  - How your actions are enabling progress to be made towards the success criteria
  - Any areas where you feel further progress is needed
  - How you will change your approach to address these areas?
  - At the end of your project, outline what has worked well and what has not been as effective
- ✓ Reserve 10 or 15 minutes in a Senior Leadership Team meeting or Local Governance Committee to feed back on your area of responsibility. Outline to the team what you have achieved and what has not worked as well. Explain what you are going to do to address these areas of remaining improvement - take feedback on whether any of your decisions have consequences you have not foreseen and how these can be overcome. Take questions from your Senior Leadership Team and show how you will deliver on the area, including the solutions to the issues identified.

- ✓ Using your reflective journal, think about what it felt like to have to be agile in your thinking and explanation of what you have achieved and your solutions. Have you considered the implications in all areas of the actions you have planned?
- ✓ Consider how you can use your areas of strength to influence others in the organisation. Actively seek out opportunities to influence others positively.

## Recommended Reading

Covey, Stephen  
**The 8th Habit ISBN: 9780743206839**



# Relationships and Relating to Others

## Development Tips

- ✓ Think about colleagues you work closely with;
  - How would you describe their 3 key strengths, the things they do really well?
  - How would you describe their 3 key development areas, the things they could improve upon?
  - How would you communicate this information to them in a way that is constructive and motivating?
- ✓ Observe a group meeting and note how the group works together;
  - Who are the natural leaders?
  - How do others contribute to the meeting?
  - Which Professional Behaviours support or inhibit the dynamics of the group?
  - What situations create stress and tension?
- ✓ Be aware of your own preferences in terms of the behaviour and attributes of others. Consider whether any of your personal values and preferences affects the way you view others objectively.
- ✓ Learn about group dynamics and interpersonal skills. Try to apply the principles to group situations within your school.
- ✓ Reflect on relationships that are working well for you. What can you learn from them and apply to new relationships?

- ✓ Take part in professional associations or social events to build your network and strengthen professional relationships.
- ✓ Think about how you structure your day. Do you need to build in some time to maintain contact with others? If relationship building is a key strategy in your role, think of it as being as important as other aspects of your work.

## Recommended Reading

Goleman, **Daniel. Emotional Intelligence**, ISBN 0553104624, Bantam Books, (1995) Working with Emotional Intelligence, ISBN 0553378589, Bantam Books (2000)

Gudykunst, W.B. 1994. **Bridging Differences: Effective Inter-Group Communication**. Sage Publications: London.

Gilmour, Mike. **The Power of Rapport: A Practical Guide To Build Trust, Increase Productivity And Develop Authentic Connections**. ISBN: 1543752446 (2019)

# Collaboration

## Development Tips

- ✓ Talk less and listen more. Get to know your team/colleagues.
- ✓ Think about colleagues with similar challenges or problems. Bring the group together and facilitate joint problem-solving sessions.
- ✓ When you are given a project or initiative to lead, think about how you can gain the input and opinions from colleagues in terms of how to plan the project and the approach to use.
- ✓ Identify potential points of conflict within the workplace and use conflict resolution techniques to enhance team effectiveness.
- ✓ Focus on others and enjoy building the capability of the team and each others. Gain access to community groups and look for an opportunity to initiate partnerships and collaborations.
- ✓ Lead or become a member of a working party where members are drawn from a variety of contexts member.
- ✓ Take the opportunity to share good practice with colleagues undertaking similar roles in other schools in the Trust.

## Recommended Reading

Belbin, Meredith. **Team Roles At Work**, ISBN 0750626755 (1995) Senge, Peter **The Fifth Discipline Fieldbook**, ISBN 857880609 (1994)

Haeusler, M. 2003. **Pulling together: transforming schools through a collaborative learning network**. NCSL Research Associate Report.

Schwarz, R.M. 2002. **The skilled facilitator: a comprehensive resource for consultants, facilitators, managers, trainers and coaches**. Jossey-Bass: San Francisco.

Straus, David. 2002. **How to make collaboration work: Powerful ways to build consensus, solve problems and make decisions**. Berrett-Koehler.

“Focus on others and enjoy building the capability of the team and each others. Gain access to community groups and look for an opportunity to initiate partnerships and collaborations.”



# 03

## Empowering All to Lead and Grow



## Holding to Account

### Development Tips

- ✓ Keep a log of specific interactions you have had recently with others, focusing on those in which you gave specific direction and feedback related to current performance. Analyse the incidents you described to determine whether or not you can clearly summarise how well you:
  - Communicated the purpose of the meeting.
  - Outlined the objectives and key steps involved in the work (or outlined details of the performance problem).
  - Clearly set out the consequences of succeeding or failing in the work give a clear target or objective for follow-up action.
- ✓ Consider if there is anyone you know who is particularly good at communicating their performance expectations and observe how they accomplish this. Practice two or three of these new behaviours with which you feel comfortable with gradually incorporating these new skills into your leadership style.
- ✓ Publish your agreed expectations and performance standards so that everyone knows them. Use them as a reference point when delegating work or monitoring progress for agreed targets.
- ✓ Reserve 10 or 15 minutes in your staff meetings to allow you or other staff members to recognise and praise individuals who have achieved milestones or demonstrated positive team behaviours that benefited the overall targets of the school.
- ✓ When you recognise underperformance of staff, log a critical path with targets for improvement and consequences for not meeting those targets. Discuss and agree this plan with the member of staff, provide appropriate support and regularly monitor progress. Be prepared both to praise improvement and implement consequences if agreed targets are not met.
- ✓ Review some of the line management minutes you have written with (for others) with your own line manager. Use this as a starting point for your discussion about developing this professional behaviour.

### Recommended Reading

Crane, M. 2002. **Winning Hearts and Minds: Leadership and performance management.** NCSL Research Associate Report.

Reeves, J., Forde, C., O'Brien, J., Smith, P., & Tomlinson, H. 2002. **Performance management in education improving practice.** Chapman Publications: London.

Rouillard, Larrie. 2002. **Goals and Goal setting: Achieving measured objectives.** Crisp Publications Inc.

West-Burnham, J., Bradbury, I., & O'Neill, J. (Eds.) 2001. **Performance management in school: how to lead and manage staff for school improvement.** Pearson Education



# Impact and Influence

## Development Tips

- ✓ Identify a role model who inspires you.
  - Identify the particular behaviours that you find inspiring and try to use similar behaviours yourself.
- ✓ Think about someone who had a significant positive impact on you.
  - What influence strategies did you experience them using?
- ✓ Try new behaviours in low-risk situations until you are comfortable using them.
- ✓ Look at groups both within and outside your school whose support you will need for your objectives and who could block your efforts. Consider how to appeal to their interests and objectives.
- ✓ Ask a friend. Let someone you trust know that you are trying a particular strategy to influence.
  - Seek their feedback on how well you are doing and how you can improve.
- ✓ Take time to prepare your data and facts, anticipating the likely reactions of others. Ensure that you relate the facts to the benefits for the audience, include addressing the concerns and interests of different elements in the group.
- ✓ Reflect on how your style and approach has impacted positively and/or negatively on others. Consider how you can learn from past interactions to influence future situations.

## Recommended Reading

Harris, T. **I'm Ok, You're OK**, ISBN 00995524418 (1995)

Mortensen, K. **Maximum Influence: The 12 universal laws of power persuasion**.

“Look at groups both within and outside your school whose support you will need for your objectives and who could block your efforts.”

# Inspiring Others

## Development Tips

- ✓ Look for an opportunity to be accountable for and to lead on a whole school/team project from their beginnings through to completion.
- ✓ Talk less and listen more. Get to know your team/colleagues.
- ✓ Show a positive belief in your team's ability, for example talk to other groups about what you are achieving together as a team.
- ✓ Focus on others and enjoy building the capability of the team and each team member.
- ✓ Think about the contributions you need from others. Make sure each person is aware of the part they are playing in achieving the end result.
- ✓ Step back from the details of what you are doing. Think about the 'big picture';
  - How can you make people feel like part of a team contributing to a bigger goal?
  - How can you communicate this?
- ✓ Get feedback through a 360 degree questionnaire on your leadership styles. Review the results with your team and evaluate where you can improve your impact.
- ✓ Find an opportunity to communicate the aspiration of the school/Trust with other staff/students/community members.

## Recommended Reading

**Beyond the Team**, Butterworth-Heinemann, ISBN 0750646411 (2000)

Senge, Peter. **The Fifth Discipline Fieldbook**, ISBN 857880609 (1994)

Slone, P. 2003. **The Leaders Guide to Lateral Thinking Skills: Powerful Problem Solving Techniques to Ignite your Team's Potential**. Kogan Page: London.

Hamel, G. 2002. **Leading the Revolution**. New American Library Books.

Leigh, Andrew, Maynard, Michael. 2002. **Leading your team: How to involve and inspire teams (people skills for professionals)**. Nicholas Brealey Publishing.

“Show a positive belief in your team's ability, for example talk to other groups about what you are achieving together as a team.”



# Developing Others

## Development Tips

- ✓ Work with your line manager - someone who can actively and confidentially push you to take on new challenges or find creative ways to overcome current challenges. Coaching, as opposed to mentoring, should be incumbent upon the person being coached, and so acts as an excellent tool to develop oneself in ways not previously considered.
- ✓ Take time to talk to others about their aspirations, the things they want to do better, the things they would like to try out, and the things they want feedback on.
- ✓ Look for formal and informal opportunities to coach staff at different levels within the school.
- ✓ Observe and ask line managers about their approach to giving feedback through observation of feedback sessions.
- ✓ Make the most of your relationship with your In-School Mentor or trusted colleague.
  - Explore how they go about helping others to realise their potential.
  - Are there processes or techniques that you could adopt?
- ✓ When giving feedback help others to think through.
  - What they could do differently, how to improve the quality of their work and what strengths they have that could help them do things better or more easily?

- ✓ Observe your colleagues in action and note aspects of their team working skills. Identify some do's and don'ts for yourself based on what you see.
- ✓ Ask a colleague about the best approach to effective team working and look for ideas and suggestions that you can incorporate into your approach.
- ✓ Focus on the behaviours involved in developing others rather than on the formal role of being a coach or line manager.
- ✓ Get those you line manage to complete a 360 survey/questionnaire and compare and discuss their scores against the scores you gave then and the scores from their peer, appraisees etc.

### Recommended Reading

Goleman, Daniel. **Emotional Intelligence**, ISBN 0553104624, Bantam Books, (1995) **Working with Emotional Intelligence**, ISBN 0553378589, Bantam Books (2000)



# 04 Thinking



## Analytical Thinking

### Development Tips

- ✓ Identify a problem you are currently facing.
- ✓ Assess the possibilities and probabilities of different scenarios using whatever information you have. Draw flow diagrams outlining sequences of events and talk these through with your colleagues and line manager. Try to decide on the most likely outcome from the chain of events and the contingencies which would be put in place accordingly.
- ✓ Look for opportunities for creating processes and monitoring/evaluating progress towards a school/team vision and mission.
- ✓ Use flow charts, process mapping techniques, etc. to break down complex problems systematically and to help you to analyse inter-relationships in situations.
- ✓ Ask a colleague or other person who supports your work as a Future Leader, to share with you the analytical tools that they use in thinking through issues (e.g. cost benefit analysis, force field analysis).
- ✓ Learn from case studies of complex problem solving or games like chess or bridge which demand analytical thinking.
- ✓ Study the performance data of your area e.g. extracts from ASP, IDSR, student evaluation data, and use several analytical techniques and processes to generate ideas for improvement.

- ✓ Review a recent problem which required you to use analytical thinking.
  - What worked well and what did not?
  - Try to identify what happened?
  - Examine what you could have done differently?
  - Write down 3 positive actions you can take to improve your analytical thinking skills and discuss with your mentor or manager.
- ✓ Use the '5 whys' method to get to the crux of a problem. State the problem. Then ask, 'Why is this happening?' and write the answer. Then ask again to the answer you have written, 'Why is this happening?' and write down the answer. Do this at least 5 times and explore the content of the answers. The information you now have should start to give you the main cruxes, concepts and issues which are fundamentally underpinning the problem. Explore what can be done about these issues.
- ✓ When undertaking tasks, consider 'how can this be done more effectively and efficiently'? Regularly look at ways to improve systems, process and ways of working.

### Training Courses

Principles of Project Management; Time Management

### Recommended Reading

**Managing with Systems Thinking** by M Balle, McGraw Hill

Bossidy, Larry. Ram, Charan. Buck, Charles. 2002.

**Execution: The discipline of getting things done.** Random House.

De Bono, E. 1992. **Serious creativity: using the power of lateral thinking to create new ideas.** Harper Collins: London.

# Conceptual Thinking

## Development Tips

- ✓ Use the '5 whys' method to get to the crux of a problem. State the problem. Then ask, 'Why is this happening?' and write the answer. Then ask again to the answer you have written, 'Why is this happening?' and write down the answer. Do this at least 5 times and explore the content of the answers. The information you now have, should start to give you the main cruxes, concepts and issues which are fundamentally underpinning the problem. Explore what can be done about these issues.
- ✓ SWOT analysis - Using the grid below complete a SWOT analysis on the areas you are responsible for:

Strengths:	Weaknesses:
Opportunities:	Threats:

- ✓ Buy and play a computer game called "Rome: Total War". Since it involves both long term strategic planning and short term, real-time battlefield tactics it might be more appropriate to school leadership than you would initially think.
- ✓ Study innovations of other schools or businesses within the community or further afield. Think about whether, and how, some of those ideas can be applied in your school and how this may be achieved.
- ✓ Reflect on how the school/Trust operates and consider how all of the various staff, teams and areas work together to ensure the efficient operation and management of the organisation.

## Recommended Reading

Masifern Esteban, Vila, Joaquim. 2002. **Strategic thinking: Strategy as a shared framework in the mind of managers.** 2002. IESE Business School

Preedy, M., Glatter, R., & Wise, C. 2003. **Strategic leadership and educational improvement.** Sage Publications Ltd: London.

Wooton Simon, 2000. **Strategic thinking: The 9 step approach to strategic planning.** Kogan-Page.



# Curiosity and Eagerness to Learn

## Development Tips

- ✓ Take on challenges when there is a risk or the outcome is not certain.
- ✓ Consider the wider issues affecting schools and learning, and use the internet to find conferences or exhibitions at which might help you learn more about issues such as urban school leadership.
- ✓ Simply schedule a half hour each week to visit a variety of web sites which focus on key issues around education, in particular in an urban context.
- ✓ Arrange to present to a group of people (either within your school, cluster of schools, the local children's trust, or a part of the Local Authority) on a topic related to urban education. The thoroughness with which you will need to conduct your research should help broaden and deepen your knowledge on current thinking and practice.
- ✓ Sign up to receive weekly email updates from Education website, e.g. CST, DfE website (gov.uk), School's Week etc.
- ✓ Study innovations of other schools or businesses within the community or further afield e.g. outside of the education sector. Think about whether, and how, some of those ideas can be applied in your school and how this may be achieved.
- ✓ Look for opportunities to work productively with a range of agencies including social services and health authorities.
- ✓ Shadow a colleague who does your role in one of the other Trust schools.
- ✓ Engage in the 'Wider Reading' at the end of this development guide. Listen to these books on audible on your commute to work (this potentially saves time and maximises the use of your commute).

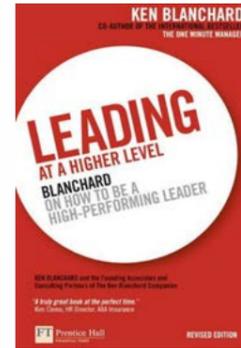
## Recommended Reading

See the 'Further reading section of the back of this guide.

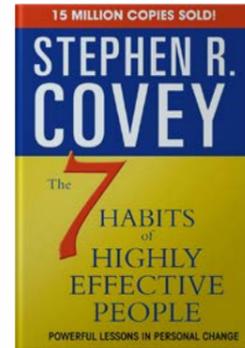
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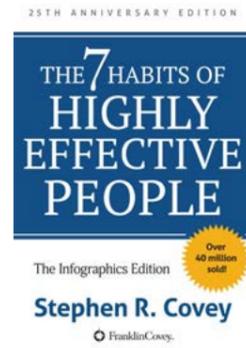
## Further Reading



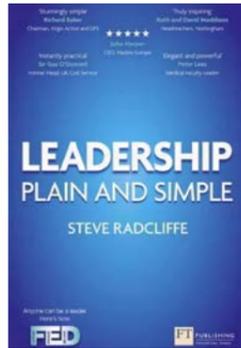
Leading at a Higher Level  
Ken Blanchard



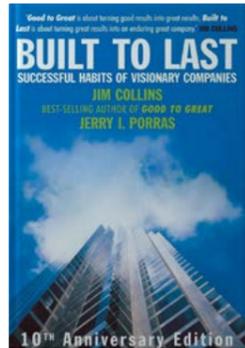
The 7 Habits of Highly Effective People  
Stephen R. Covey



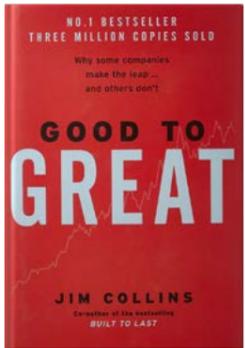
7 Habits of highly effective people  
Personal workbook  
Stephen R. Covey



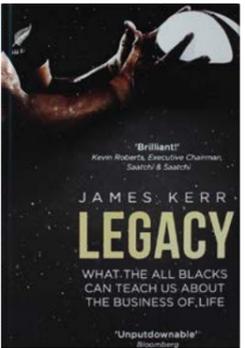
Leadership Plain and Simple  
Steve Radcliffe



Built to Last  
Jim Collins



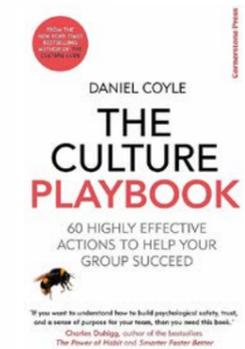
Good to Great  
Jim Collins



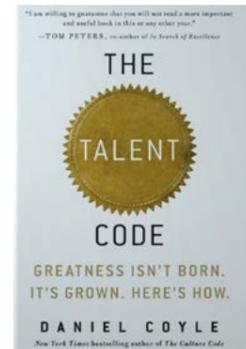
Legacy  
James Kerr



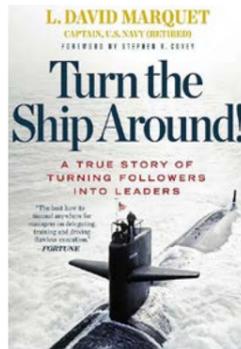
The Culture Code  
Daniel Coyle



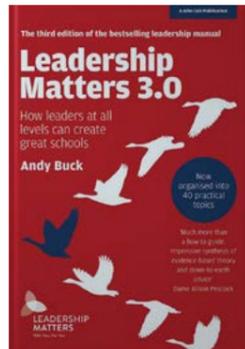
The Culture Playbook  
Daniel Coyle



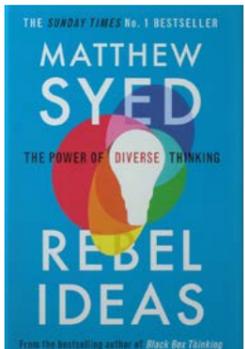
The Talent Code  
Daniel Coyle



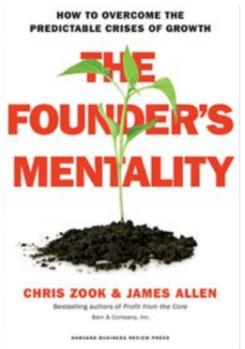
Turn the ship around  
David Marquet



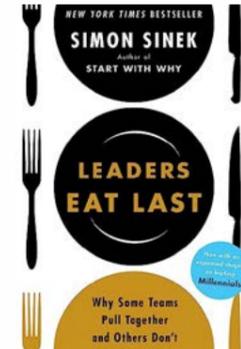
Leadership Matters 3.0  
Andy Buck



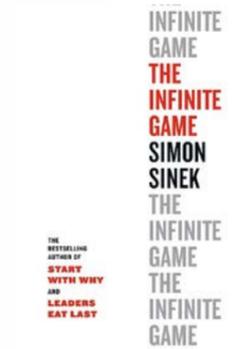
Rebel Ideas  
Matthew Syed



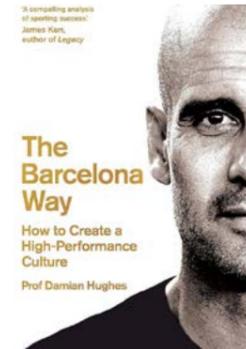
The Founder's Mentality  
Chris Zook



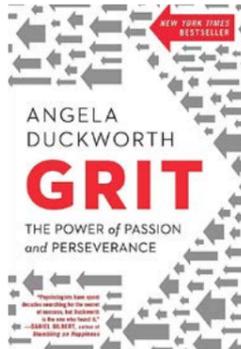
Leaders Eat Last  
Simon Sinek



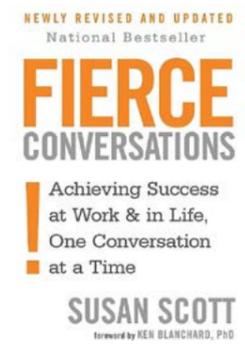
The infinite game  
Simon Sinek



The Barcelona Way  
Damian Hughes



Grit  
Angela Duckworth



Fierce Conversations  
Susan Scott



High Performance  
Lessons from the Best  
on Becoming  
Your Best  
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