# Current Teacher Standards

This document has been produced by Tameside Human Resources and aims to bring together all the published standards that apply to teachers, effective from 1 September 2012. It can be used in performance management when setting and assessing appraisal objectives, and also in conduct matters. The standards detailed below apply to teachers employed in a school, academy or where unattached (centrally employed) within a Local Authority.

<table>
<thead>
<tr>
<th>Document name</th>
<th>Issued by:</th>
<th>Applicable to:</th>
<th>Effective from:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Standards</td>
<td>Department for Education</td>
<td>All Teachers regardless of their career stage.</td>
<td>September 2012</td>
</tr>
<tr>
<td>Professional Standards for Teachers</td>
<td>Training &amp; Development Agency</td>
<td>Upper Threshold, Advanced Skills and Excellent Teachers only.</td>
<td>September 2007</td>
</tr>
<tr>
<td>National Standards for Special Educational Needs Coordinators</td>
<td>Teacher Training Agency</td>
<td>SENCO’s only</td>
<td>1998</td>
</tr>
<tr>
<td>National Standards for Headteachers</td>
<td>Department for Education &amp; Skills</td>
<td>Headteachers only</td>
<td>October 2004</td>
</tr>
</tbody>
</table>

**NOTE:** The information above was collated for use from 1st September 2012 and the documents referred to below were applicable at that time. These standards and documents may change and you should contact your HR provider to ensure you have the most up to date information.
**Teachers’ Standards**

Issued by Department for Education

Effective from 1 September 2012 (Appraisal)

*This is an extract from the original document.*

**Preamble**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**Part One: Teaching**

A teacher must:

1. **Set high expectations which inspire, motivate and challenge pupils**
   - establish a safe and stimulating environment for pupils, rooted in mutual respect
   - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
   - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. **Promote good progress and outcomes by pupils**
   - be accountable for pupils’ attainment, progress and outcomes
   - be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
   - guide pupils to reflect on the progress they have made and their emerging needs
   - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
   - encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. **Demonstrate good subject and curriculum knowledge**
   - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
   - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
   - demonstrate an understanding of, and take a responsibility for, promoting the high standards of literacy, articulacy and the correct use of standard English, whatever the teachers specialist subject
   - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
   - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4. **Plan and teach well structured lessons**
   - impart knowledge and develop understanding through effective use of lesson time
   - promote a love of learning and children’s intellectual curiosity
   - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
   - reflect systematically on the effectiveness of lessons and approaches to teaching
   - contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. **Adapt teaching to respond to the strengths and needs of all pupils**
   - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
   - have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
   - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
   - have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
6 Make accurate and productive use of assessment
   - know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
   - make use of formative and summative assessment to secure pupils’ progress
   - use relevant data to monitor progress, set targets, and plan subsequent lessons
   - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment
   - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
   - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
   - manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
   - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities
   - make a positive contribution to the wider life and ethos of the school
   - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
   - deploy support staff effectively
   - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
   - communicate effectively with parents with regard to pupils’ achievements and well-being.

Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
  - having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
# Professional Standards for Teachers

**Issued by Training and Development Agency**

**Effective from September 2007**

*This is an extract from the original document*

<table>
<thead>
<tr>
<th><strong>Post Threshold Teacher (P)</strong></th>
<th><strong>Excellent Teacher (E)</strong></th>
<th><strong>Advanced Skills Teacher (A)</strong></th>
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<tbody>
<tr>
<td>Post Threshold Teachers should meet the following post-threshold standards (P) in addition to the Teacher's Standards</td>
<td>Excellent Teachers (E) should meet the following standards, the Teacher Standards and meet the Post-Threshold standards.</td>
<td>Advanced Skills Teachers (A) should meet the following standards and should also meet the Teacher Standards, Post-Threshold and Excellent Teacher standards.</td>
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## Professional Attributes

**Teachers should:**

<table>
<thead>
<tr>
<th><strong>Frameworks</strong></th>
<th><strong>E1</strong></th>
<th><strong>A1</strong></th>
</tr>
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<tbody>
<tr>
<td>P2</td>
<td>Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.</td>
<td>Be willing to take a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation.</td>
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</tbody>
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<tr>
<th><strong>Personal Professional Development</strong></th>
<th><strong>E2</strong></th>
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<tbody>
<tr>
<td></td>
<td>Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues.</td>
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</table>

## Professional knowledge and understanding:

**Teachers should:**

<table>
<thead>
<tr>
<th><strong>Teaching and Learning</strong></th>
<th><strong>E3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P2</td>
<td>Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.</td>
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<table>
<thead>
<tr>
<th><strong>Assessment &amp; Monitoring</strong></th>
<th><strong>E4</strong></th>
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<tbody>
<tr>
<td>P3</td>
<td>Have an extensive knowledge and well-informed understanding of the</td>
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<tr>
<td>Subjects and curriculum</td>
<td>P4</td>
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<td>------------------------</td>
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<td></td>
<td>E5</td>
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<tr>
<td>Health and well-being</td>
<td>P6</td>
</tr>
<tr>
<td>Achievement and diversity</td>
<td>E6</td>
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<tr>
<td>Professional Skills Teachers should:</td>
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<tr>
<td>Planning</td>
<td>P7</td>
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<tr>
<td></td>
<td>E7</td>
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<tr>
<td>Teaching</td>
<td>P8</td>
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<tr>
<td></td>
<td>E8</td>
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<td></td>
<td>E9</td>
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<tr>
<td>Assessing, monitoring and giving feedback</td>
<td>E10</td>
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<td></td>
<td>E11</td>
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<tr>
<td>Reviewing teaching and learning</td>
<td>E12</td>
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<tr>
<td>Team working and collaboration</td>
<td>P9</td>
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<tr>
<td></td>
<td>E13</td>
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<td>A2</td>
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<td>P10</td>
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<td>E14</td>
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<td>A3</td>
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<td>E15</td>
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The standards are in five parts:
1. Core purpose of the SENCO
2. Key outcomes of SEN co-ordination
3. Professional knowledge and understanding
4. Skills and attributes
5. Key areas of SEN co-ordination

1. Core Purpose of the SENCO

The SENCO, with the support of the headteacher and governing body, takes responsibility for the day-to-day operation of provision made by the school for pupils with SEN and provides professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

The SENCO’s fundamental task is to support the headteacher in ensuring that all staff recognise the importance of planning their lessons in ways that will encourage the participation and learning of all pupils. The SENCO should seek to ensure, through active collaboration with subject leaders, that the learning of all pupils is given equal priority, and that available resources are used efficiently in support of this purpose. The SENCO plays a key role in supporting, guiding and motivating colleagues, particularly in disseminating examples of effective practice in relation to pupils with SEN.

Working with the headteacher, staff, parents, the governing body and other agencies, the SENCO co-ordinates the day-to-day operation of the SEN policy, ensuring that the name of any pupil identified as a cause for concern, including those with behavioural problems, is entered on the SEN register and then is appropriately followed through in terms of the Code of Practice suggested procedures. The SENCO keeps the headteacher informed of the operation of the policy and develops effective working relationships with parents.

2. Key Outcomes of SEN Co-ordination

Effective co-ordination of SEN results in:

a. Pupils on the SEN register who
make progress towards targets set in their individual education plans; show improvement in their literacy, numeracy and information technology skills; are helped to access the wider curriculum; are motivated to learn and develop self-esteem and confidence in their ability as learners;

b. Teachers who
are familiar with and implement the school’s SEN policy and approaches to meeting the needs of pupils with SEN; identify pupils who may require special provision e.g. those with EBD, and help to prepare individual education plans as appropriate; communicate effectively with the parents, the SENCO and all other staff with responsibilities for SEN, including those from external agencies; have high expectations of pupils’ progress, set realistic but challenging targets which they monitor and review, and provide appropriate support;

c. Learning support assistants who
whether employed by the school or LEA, understand their role in the school in relation to pupils with SEN; work collaboratively with the SENCO, teaching staff and staff from external agencies; through opportunities to develop their skills, become increasingly knowledgeable in ways of supporting pupils and help them to maximise their levels of achievement and independence;

d. Parents who
understand the targets set for their children and their contribution to helping their children achieve them; feel fully involved as partners in the education process;

e. Headteachers and other senior managers who
recognise that the curriculum must be relevant to all pupils by taking SEN into account in the formulation and implementation of policies throughout the school; understand how best to support those with responsibility for SEN co-ordination;

f. Governors who
understand their role in relation to pupils with SEN (and their parents) through the discharge of their statutory responsibilities; develop mechanisms for liaison with the headteacher and the SENCO to ensure that they receive regular updates on the implementation of the school’s SEN policy and the outcomes from the regular reviews, monitoring and evaluation of the provision made for pupils with SEN;

g. LEAs and other responsible bodies who
receive timely information about the progress made by pupils with SEN, including those with statements; ensure that time spent in the school by external staff is effectively used in support of pupils with SEN.

3. Professional Knowledge and Understanding

SENCOs will need to develop the particular aspects of knowledge and understanding required for co-ordinating SEN in a school. The depth of knowledge required in any aspect will vary according to the range of needs of the pupils in a specific school. It is important that the SENCO remains up to date with developments in special education in particular and with education generally.

The following areas of knowledge and understanding are relevant to SENCOs in all schools although some aspects will need to be interpreted differently according to the phase, size and type of school. The SENCO’s expertise is demonstrated by the ability to apply this knowledge and understanding in each of the key areas of SEN co-ordination.

SENCOs should have knowledge and understanding of:

a. the characteristics of effective teaching and learning styles, including the main strategies for improving and sustaining high standards of pupil achievement, and promoting their spiritual, moral, social and cultural development and their good behaviour, and how those strategies can be used to support pupils with SEN;

b. how to devise, implement and evaluate systems for identifying, assessing and reviewing pupils’ SEN in relation to the school’s SEN policy;

c. the purpose of individual education plans and how they are formulated, implemented and reviewed;

d. the resources which can help pupils with SEN and how they can be used to best effect;

e. in collaboration with the IT co-ordinator, how information and communications technology can be used to help pupils gain access to the curriculum, as an aid to teaching and learning and as a means of communication between those teaching pupils with SEN;

f. relevant legislation, including the SEN Code of Practice and equal opportunities legislation and how these apply to pupils with statements as well as those without;

g. relevant research and national inspection evidence and the implications for SEN;

h. the requirements to communicate information effectively to LEAs, external agencies, parents and other schools or colleges on transfer;

i. the scope and role of external agencies in support of work with pupils with SEN and how to interpret specialist information in support of teaching programmes;

j. the implications of information and guidance documents from LEAs, the DfEE, WOED, and other national and specialist bodies/associations;

k. how to contribute to the professional development of other staff in relation to pupils with SEN.

4. Skills and Attributes

SENCOs will be skilled teachers in their own subject or phase. The skills and attributes which follow are essential, but not exclusive, to the SENCO’s role. The headteacher should ensure that the SENCO has access to specific training related to the development of these necessary skills.
The SENCO’s expertise is demonstrated by the ability to apply these skills and attributes to each of the key areas of SEN co-ordination.

a. Leadership skills, attributes and professional competence

SENCOs should be able to:

i. create and foster commitment and confidence among staff to meeting the needs of pupils with SEN;
ii. set standards and provide examples of best practice for other teachers in identifying, assessing and meeting pupils’ SEN.

SENCOs should have the professional competence and expertise to:

iii command credibility through the discharge of their duties and use their SEN expertise to influence others;
iv. provide professional direction to the work of others;
v. make informed use of specialist resources;
vi. disseminate and encourage the effective application of good practice in other areas of work in the school to the provision for pupils with SEN;
vii develop record systems which support the work of school staff;
viii. make appropriate judgements over issues of confidentiality.

b. Decision-making skills – the ability to solve problems and make decisions

SENCOs should be able to:

i. contribute to senior management team decision-making in respect of issues involving pupils with SEN;
ii. make decisions based on analysis, understanding and interpretation of relevant data and information;
iii. judge when to make decisions, and when to consult with others, including external agencies.

c. Communication skills – the ability to make points clearly and to listen to and understand the views of others

SENCOs should be able to:

i. communicate effectively, orally and in writing, to the headteacher, other staff, parents, governors and external agencies, including the LEA;
ii. negotiate and consult with parents and external agencies;
iii. explain to pupils the objectives of any interventions;
iv. chair reviews, case conferences and meetings effectively;
v. assist in the development of the use of information and communications technology as a means of gathering and disseminating information about pupils with SEN.

d. Self-management – the ability to plan time effectively and to organise oneself well

SENCOs should be able to:

i. prioritise and manage their own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching, and acting as a resource for colleagues;
ii. take responsibility for their own professional development.

e. Attributes

SENCOs draw upon the attributes possessed and displayed by all successful and effective teachers in the context of their leadership and management roles, including:

i. personal impact and presence;
ii. adaptability to changing circumstances and new ideas;
iii. energy, vigour and perseverance;
iv. self-confidence;
v. enthusiasm;
vi. intellectual ability;
vii. reliability and integrity;
viii. commitment.

5. Key areas of SEN Co-ordination
A range of tasks is set out below for each of the four key areas of SEN co-ordination:

**A. Strategic direction and development of SEN provision in the school**

**B. Teaching and learning**

**C. Leading and managing staff**

**D. Efficient and effective deployment of staff and resources**

Expertise in SEN co-ordination is demonstrated by the ability to apply professional knowledge, understanding, skills and attributes to the identified tasks to bring about the desired outcomes.

The effectiveness of the SENCO role will also depend on:
- the acknowledgement by the headteacher and governing body of their responsibility to meet the needs of all pupils which is reflected in the school’s policies and practices;
- the way in which decisions, policies and practices, particularly in relation to pupils with SEN, are communicated and implemented throughout the school, including to parents;
- an understanding by all staff that their part in the effective provision for pupils with SEN extends beyond having regard to the procedures of the Code of Practice;
- the assessment procedures and systems for monitoring and recording progress, for example, how SENCOs contribute to the whole-school assessment, recording and reporting arrangements;
- their expertise and knowledge of the range of SEN.

It is essential that the SENCO has the support of the headteacher, senior management team and other colleagues in the management and delivery of support in all four key areas of SEN co-ordination.

SENCOs should also understand the roles of others in the school, including newly qualified teachers, subject leaders and the headteacher, as set out in the national standards for those roles, and should support them as appropriate in fulfilling these roles. The tasks described are necessary for effective SEN co-ordination. There will, however, be variation in how schools of different phases, sizes and types discharge those tasks.

**A. Strategic Direction and Development of SEN Provision in the School**

SENCOs co-ordinate, with the support of the headteacher and within the context of the school’s aims and policies, the development and implementation of the SEN policy in order to raise achievement and improve the quality of education provided.

They:
- contribute effectively to the development of a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum and which contributes to pupils’ spiritual, moral, cultural, mental and physical development and in preparing pupils for the opportunities, responsibilities and experiences of adult life;
- support staff in understanding the learning needs of pupils with SEN and the importance of raising their achievement;
- ensure that the objectives of the SEN policy are reflected in the school development plan, that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated and reviewed;
- monitor the progress made in setting objectives and targets for pupils with SEN, assist in the evaluation of the effectiveness of teaching and learning, and use the analysis to guide further improvement;
- advise the headteacher and governing body on the level of resources required to maximise the achievements of pupils with SEN;
- liaise with and co-ordinate the contribution of external agencies;
- analyse and interpret relevant national, local and school data plus research and inspection evidence to inform the SEN policy, practices, expectations, targets and teaching methods.

**B. Teaching and Learning**

SENCOs seek to develop, with the support of the headteacher and colleagues, effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupils’ needs, by monitoring the quality of teaching and standards of pupils’ achievements, and by setting targets for improvement.
They:

i. support the identification of, and disseminate the most effective teaching approaches for pupils with SEN;

ii. collect and interpret specialist assessment data gathered on pupils and use it to inform practice;

iii. work with pupils, subject leaders and class teachers with tutorial/pastoral responsibilities to ensure that realistic expectations of behaviour and achievements are set for pupils with SEN;

iv. monitor the effective use of resources, appropriate teaching and learning activities and target-setting to meet the needs of pupils with SEN;

v. develop systems for monitoring and recording progress made by pupils with SEN towards the achievement of targets set;

vi. support the development of improvements in literacy, numeracy and information technology skills, as well as access to the wider curriculum;

vii. identify and develop study skills to support pupils in their ability to work independently and learn more effectively;

viii. support other staff in developing pupils’ understanding of the duties, opportunities, responsibilities and rights of citizens;

ix. know how to recognise and deal with stereotyping in relation to disability or race;

x. maintain effective partnerships between parents and the school’s staff so as to promote pupils’ learning; provide information to parents about targets, achievements and progress;

xi. develop effective liaison between schools to ensure that there is good continuity in terms of support and progression in learning when pupils with SEN transfer;

xii. develop effective liaison with external agencies in order to provide maximum support for pupils with SEN.

C. Leading and Managing Staff

SENCOs support staff involved in working with pupils with SEN by ensuring all those involved have the information necessary to secure improvements in teaching and learning and sustain staff motivation.

They:

i. help staff to achieve constructive working relationships with pupils with SEN;

ii. encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN;

iii. ensure the establishment of opportunities for the SENCO, learning support assistants and other teachers to review the needs, progress and targets of pupils with SEN;

iv. provide regular information to the headteacher and governing body on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision-making and policy review;

v. advise, contribute to and, where appropriate, co-ordinate the professional development of staff to increase their effectiveness in responding to pupils with SEN, and provide support and training to trainee and newly qualified teachers in relation to the standards for the award of Qualified Teacher Status, Career Entry Profiles and standards for induction.

D. Efficient and Effective Deployment of Staff and Resources

SENCOs identify, with the support of the headteacher and governing body, appropriate resources to support the teaching of pupils with SEN and monitor their use in terms of efficiency, effectiveness, and safety.

They:

i. establish staff and resource requirements to meet the needs of pupils with SEN, advise the headteacher, senior management team and governing body of likely priorities for expenditure, and allocate resources made available with maximum efficiency to meet the objectives of the school and SEN policies, and to achieve value for money;

ii. deploy, or advise the headteacher on the deployment of staff involved in working with pupils with SEN to ensure the most efficient use of teaching and other expertise;

iii. organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness;

iv. maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.
1. Shaping the Future
Critical to the role of headship is working with the governing body and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and moral purpose and be inclusive of stakeholders’ values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

Knowledge

Knows about:
- Local, national and global trends
- Ways to build, communicate and implement a shared vision
- Strategic planning processes
- Strategies for communication both within and beyond the school
- New technologies, their use and impact
- Leading change, creativity and innovation

Professional Qualities

Is committed to:
- A collaborative school vision of excellence and equity that sets high standards for every pupil
- The setting and achieving of ambitious, challenging goals and targets
- The use of appropriate new technologies
- Inclusion and the ability and right of all to be the best they can be

Is able to:
- Think strategically, build and communicate a coherent vision in a range of compelling ways
- Inspire, challenge, motivate and empower others to carry the vision forward
- Model the values and vision of the school

Actions
- Ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- Works within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement
- Demonstrates the vision and values in everyday work and practice
- Motivates and works with others to create a shared culture and positive climate
- Ensures creativity, innovation and the use of appropriate new technologies to achieve excellence
- Ensures that strategic planning takes account of the diversity, values and experience of the school and community at large

2. Leading Learning & Teaching
Headteachers have a central responsibility for raising the quality of teaching and learning and for pupils’ achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

Knowledge

Knows about:
- Strategies for raising achievement and achieving excellence
- The development of a personalised learning culture within the school
• Models of learning and teaching
• The use of new and emerging technologies to support learning and teaching
• Principles of effective teaching and assessment for learning
• Models of behaviour and attendance management
• Strategies for ensuring inclusion, diversity and access
• Curriculum design and management
• Tools for data collection and analysis
• Using research evidence to inform teaching and learning
• Monitoring and evaluating performance
• School self evaluation
• Strategies for developing effective teachers

Professional Qualities

Is committed to:
• The raising standards for all in the pursuit of excellence
• The continuing learning of all members of the school community
• The entitlement of all pupils to effective teaching and learning
• Choice and flexibility in learning to meet the personalised learning needs of every child

Is able to:
• Demonstrate personal enthusiasm for and commitment to the learning process
• Demonstrate the principles and practice of effective teaching and learning
• Access, analyse and interpret information
• Initiate and support research and debate about effective learning and teaching
• and develop relevant strategies for performance improvement
• Acknowledge excellence and challenge poor performance across the school

Actions

☐ Ensures a consistent and continuous school-wide focus on pupils’ achievement, using data and benchmarks to monitor progress in every child’s learning
☐ Ensures that learning is at the centre of strategic planning and resource management
☐ Establishes creative, responsive and effective approaches to learning and teaching
☐ Ensures a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
☐ Demonstrates and articulates high expectations and sets stretching targets for the whole school community
☐ Implements strategies which secure high standards of behaviour and attendance
☐ Determines, organises and implements a diverse, flexible curriculum and implements an effective assessment framework
☐ Takes a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils
☐ Monitors, evaluates and reviews classroom practice and promotes improvement strategies
☐ Challenges underperformance at all levels and ensures effective corrective action and follow-up

3. Developing Self and Working with Others

Effective relationships and communication are important in headship as headteachers work with and through others. Effective headteachers manage themselves and their relationships well. Headship is about building a professional learning community which enables others to achieve. Through performance management and effective continuing professional development practice, the headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, headteachers should be committed to their own continuing professional development.

Knowledge

Knows about:
The significance of interpersonal relationships, adult learning and models of continuing professional development (CPD)
Strategies to promote individual and team development
Building and sustaining a learning community
The relationship between managing performance, CPD and sustained school improvement
The impact of change on organisations and individuals

Professional Qualities

Is committed to:

- Effective working relationships
- Shared leadership
- Effective team working
- Continuing professional development for self and all others within the school

Is able to:

- Foster an open, fair, equitable culture and manage conflict
- Develop, empower and sustain individuals and teams
- Collaborate and network with others within and beyond the school
- Challenge, influence and motivate others to attain high goals
- Give and receive effective feedback and act to improve personal performance
- Accept support from others including colleagues, governors and the LEA

Actions

☐ Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture
☐ Builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities
☐ Develops and maintains effective strategies and procedures for staff induction, professional development and performance review
☐ Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
☐ Acknowledges the responsibilities and celebrates the achievements of individuals and teams
☐ Develops and maintains a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory
☐ Regularly reviews own practice, sets personal targets and takes responsibility for own personal development
☐ Manages own workload and that of others to allow an appropriate work/life balance

4. Managing the Organisation

Headteachers need to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. Headteachers should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money. Headteachers should also seek to build successful organisations through effective collaborations with others.

Knowledge

Knows about:

- Models of organisations and principles of organisational development
- Principles and models of self-evaluation
- Principles and practice of earned autonomy
- Principles and strategies of school improvement
- Project management for planning and implementing change
- Policy creation, through consultation and review
• Informed decision-making
• Strategic financial planning, budgetary management and principles of best value
• Performance management
• Personnel, governance, security and access issues relating to the diverse use of school facilities
• Legal issues relating to managing a school including Equal Opportunities, Race Relations, Disability, Human Rights and Employment legislation
• The use of new and emerging technologies to enhance organisational effectiveness

Professional Qualities

Is committed to:
• Distributed leadership and management
• The equitable management of staff and resources
• The sustaining of personal motivation and that of all staff
• The developing and sustaining of a safe, secure and healthy school environment
• Collaborating with others in order to strengthen the school’s organisational capacity and contribute to the development of capacity in other schools

Is able to:
• Establish and sustain appropriate structures and systems
• Manage the school efficiently and effectively on a day-to-day basis
• Delegate management tasks and monitor their implementation
• Prioritise, plan and organise themselves and others
• Make professional, managerial and organisational decisions based on informed judgements
• Think creatively to anticipate and solve problems

Actions
□ Creates an organisational structure which reflects the school’s values, and enables the management systems, structures and processes to work effectively in line with legal requirements
□ Produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities
□ Ensures that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives
□ Manages the school’s financial and human resources effectively and efficiently to achieve the school’s educational goals and priorities
□ Recruits, retains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school
□ Implements successful performance management processes with all staff
□ Manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
□ Ensures that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money
□ Uses and integrates a range of technologies effectively and efficiently to manage the school

5. Securing Accountability

With values at the heart of their leadership, headteachers have a responsibility to the whole school community. In carrying out this responsibility, headteachers are accountable to a wide range of groups, particularly pupils, parents, carers, governors and the LEA. They are accountable for ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. Headteachers are legally and contractually accountable to the governing body for the school, its environment and all its work.

Knowledge
Knows about:
• Statutory educational frameworks, including governance
• Public services policy and accountability frameworks, including self evaluation and multi-agency working
• The contribution that education makes to developing, promoting and sustaining a fair and equitable society
• The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance
• The principles and practice of quality assurance systems, including school review, self evaluation and performance management
• Stakeholder and community engagement in, and accountability for, the success and celebration of the school’s performance

Professional Qualities

Is committed to:
• Principles and practice of school self evaluation
• The school working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all its pupils
• Individual, team and whole-school accountability for pupil learning outcomes

Is able to:
• Demonstrate political insight and anticipate trends
• Engage the school community in the systematic and rigorous self-evaluation of the work of the school
• Collect and use a rich set of data to understand the strengths and weaknesses of the school
• Combine the outcomes of regular school self-review with external evaluations in order to develop the school

Actions
□ Fulfils commitments arising from contractual accountability to the governing body
□ Develops a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
□ Ensures individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
□ Works with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities
□ Develops and presents a coherent, understandable and accurate account of the school’s performance to a range of audiences including governors, parents and carers
□ Reflects on personal contribution to school achievements and takes account of feedback from others

6. Strengthening Community

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement. Headteachers should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children. Headteachers share responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

Knowledge
Knows about:
• Current issues and future trends that impact on the school community
• The rich and diverse resources within local communities – both human and physical
• The wider curriculum beyond school and the opportunities it provides for pupils and the school community
• Models of school, home, community and business partnerships
• The work of other agencies and opportunities for collaboration
• Strategies which encourage parents and carers to support their children’s learning
• The strengths, capabilities and objectives of other schools

Professional Qualities

Is committed to:
• Effective team work within the school and with external partners
• Work with other agencies for the well-being of all pupils and their families
• Involvement of parents and the community in supporting the learning of children and in defining and realising the school vision
• Collaboration and networking with other schools to improve outcomes

Is able to:
• Recognise and take account of the richness and diversity of the school’s communities
• Engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities
• Listen to, reflect and act on community feedback
• Build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils

Actions

□ Builds a school culture and curriculum which takes account of the richness and diversity of the school’s communities
□ Creates and promotes positive strategies for challenging racial and other prejudice and dealing with racial harassment
□ Ensures learning experiences for pupils are linked into and integrated with the wider community
□ Ensures a range of community-based learning experiences
□ Collaborates with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
□ Creates and maintains an effective partnership with parents and carers to support and improve pupils’ achievement and personal development
□ Seeks opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community
□ Contributes to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives
□ Co-operates and works with relevant agencies to protect children