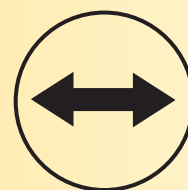


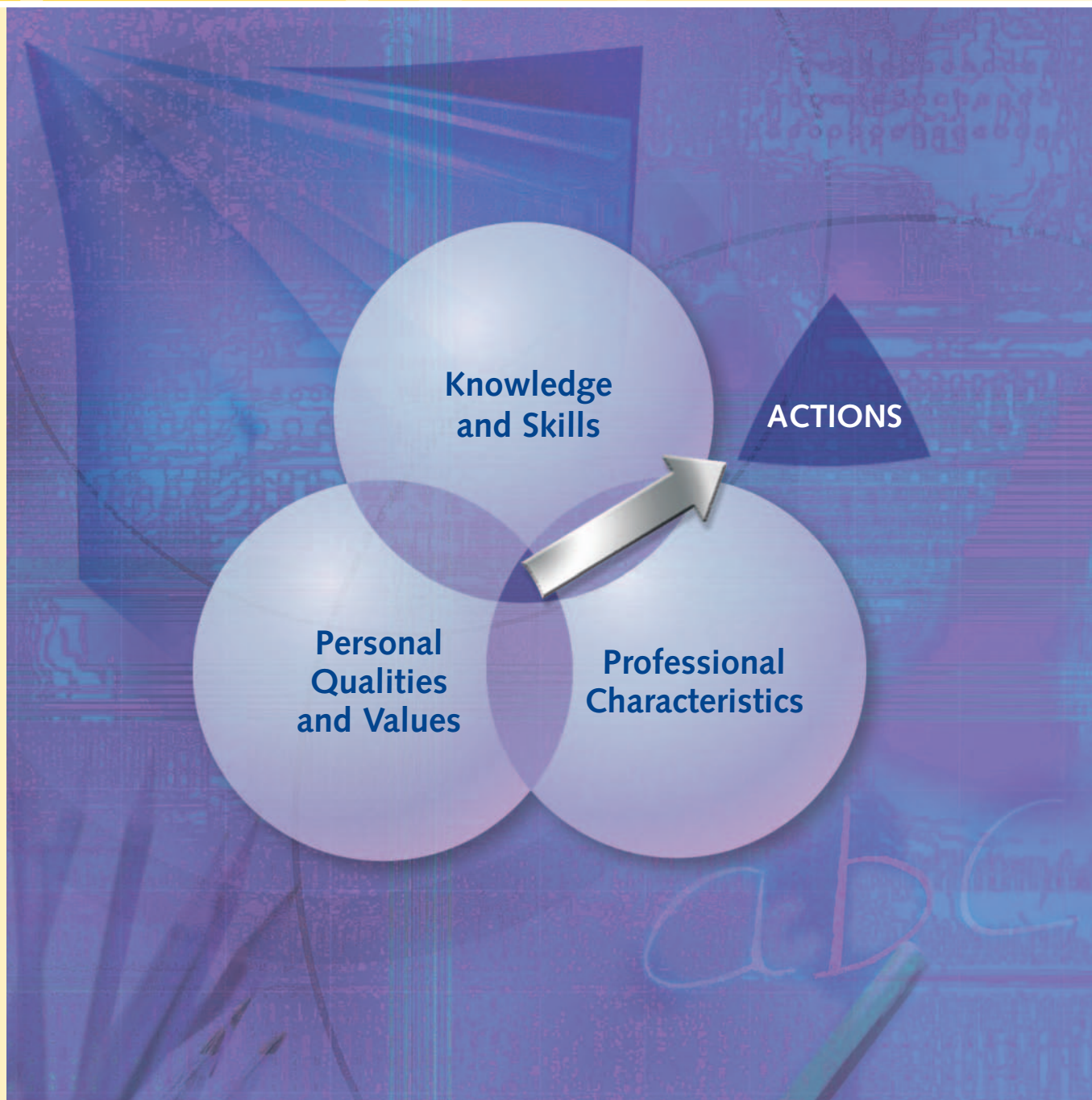
National Standards for Headteachers in Wales

Consultation
Document



School
Leadership

Date of Issue: 20 September 2004
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Adran Hyfforddiant ac Addysg
Department for Training and Education



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Title of document: Consultation on the National Standards for Headteachers in Wales.

Audience: 10% of schools - teachers, deputy headteachers, headteachers, governing bodies; professional associations; HEI's; FE Institutions; church diocesan organisations; LEAs; Estyn; GTCW; Wales NPQH Centre; NPQH Candidates; NPQH graduates; NPQH trainers; Education Departments; NCSL.

Overview: This consultation document outlines revisions to the National Standards for Headteachers in Wales. The new headship standards will be launched in January 2006.

Action Required: The deadline for the submission of responses to this consultation is November 15, 2004. You may respond by completing the response proforma contained in the consultation document or by completing the electronic response form accessible via the Assembly Government's Learning Wales website www.Learning.Wales.gov.uk.

Further Information: Additional copies of this consultation document are available from:

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Further copies may be obtained from: As above

Related documents: National Standards for Headteachers
Welsh Assembly Government
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Copies of this document are available via the Welsh Assembly Government website at : www.Learning.Wales.gov.uk.

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National Standards for Headteachers in Wales

Summary

This consultation document outlines proposals to revise the National Standards for Headteachers in Wales. The revised standards have been developed in partnership with a representative sample of headteachers across Wales, together with the professional associations and members of the NPQH Project Board.

The revised standards take account of the review of the headship standards in Scotland and the recent consultation on the standards in England, conducted by the National College for School Leadership earlier this year.

The new headship standards will be launched in January 2006, to coincide with the proposed introduction of a revised National Professional Qualification for Headship and Professional Headship Induction Programme in Wales.

The consultation period ends on November 15, 2004.

You may respond by:

- Completing the response form included with this consultation document and returning it to:

Susan Cattell
Teaching & Leadership Division 3
Welsh Assembly Government
Cathays Park
Cardiff CF10 3NQ

- Completing the electronic response form on the Welsh Assembly Government's website at www.Learning.Wales.gov.uk.

It should be noted that the responses to the consultation will be made public. Normally, the name and address (or part of the address) of the author are published along with the response. If you do not wish to be identified as the author of your response, please state this expressly in your response.

Introduction to the National Standards for Headteachers in Wales

This revision to the 1998 National Standards for Headteachers has been prepared by the Welsh Assembly Government to reflect the current education and school leadership contexts in Wales. It takes account of proposals for a similar revision to the National Standards for Headteachers by the National College for School Leadership (NCSL) in England and of a review of the Standards for School Leadership (Headship) in Scotland.

The Standards recognise the key role that headteachers play in ensuring the delivery of education policy in Wales, set out in the Welsh Assembly Government Paving Document *The Learning Country*¹.

“Wales should become internationally renowned as a learning country: a place, which puts learners’ interests first, offers wider access and opportunities and aspires to excellence for all.”

The Standards are set out in three parts:

- 1. The Core Purpose of the Headteacher**
- 2. The Core Attributes of Headship**
- 3. The Six Key Areas of Headship**

The standards embody three underlying principles, namely that the work of headteachers in Wales should be:

- **learning centred;**
- **focused on leadership; and**
- **professionally oriented.**

These principles have guided the revised National Standards and underpin the knowledge and skills, personal qualities and values, professional characteristics and actions described in the six key areas of headship.

The main purpose of the National Standards for Headteachers in Wales is to provide a framework for professional development and action and to inform, challenge and enthuse new, aspiring and serving headteachers. The Standards underpin the award of the National Professional Qualification for Headship (NPQH) in Wales and are reflected in the other programmes that make up the National Headship Development Programme (NHDP).

The Standards will also assist in the processes of selection, recruitment and performance management of headteachers and clearly define what should be expected from the role of a headteacher.

¹ *The Learning Country*. ISBN 0 7504 2735 3. August 2001

The standards cover six inter-related key areas of headship:

- 1. Strategic Direction and Future of the School**
- 2. Leading Learning and Teaching**
- 3. Personal Development and Working with Others**
- 4. Managing the School**
- 5. Securing Accountability**
- 6. Strengthening the Community Focus**

These six areas, when taken together, represent the role of the headteacher.

Within each of these key areas, the Standards make explicit what headteachers need to know, what they need to be committed to and what they need to be able to do, which taken together, enable them to fulfil the core purpose of the headteacher. Each of the six key areas also identify a range of actions that are appropriate to the role of the headteacher.

Whilst particular knowledge and skills, personal qualities and values and professional characteristics are assigned to each of the key areas, it is important to emphasise that these can, and should transfer readily across the six areas as they are interdependent and build on the core attributes set out in the second part of the standards.



1. The Core Purpose of the Headteacher.

HEADTEACHERS PLAY AN ESSENTIAL ROLE IN SHAPING THE FUTURE OF LEARNING IN WALES THROUGH PROMOTING THEIR LEADERSHIP, THEIR SCHOOL, THE TEACHING PROFESSION, THE DIVERSE LANGUAGES AND CULTURES OF WALES, AND BY CONTRIBUTING TO THE FUTURE DEVELOPMENT OF THEIR COMMUNITIES.

The core purpose of the headteacher is to provide professional leadership and management for their school. The headteacher will ensure high quality teaching and learning opportunities for all its pupils and high standards of achievement in all areas of the school's work, with the aim of securing improvement and success for the school.

The headteacher is responsible for creating an exciting, stimulating, productive learning environment for pupils and staff. The headteacher is the **lead professional** and **lead learner** in the school and, together with the governing body and whole school community, is responsible for:

- securing the mission, creating vision and establishing the strategic direction of the school;
- managing change and shaping and planning for the future of the school;
- securing success and improvement for the school through school self-evaluation, to ensure high quality teaching; high quality individual learning opportunities for all pupils and high standards of achievement;
- providing equality of opportunity for all;
- developing, implementing, monitoring and continually improving policies and practices;
- operating within a regulatory framework and interpreting and applying relevant legislation;
- day to day management, organisation and administration of the school in ensuring that resources, including the school environment, are efficiently and effectively used to achieve the school's aims and objectives;
- securing the commitment of the wider community to the school by developing and maintaining effective networks; and
- his/her own professional development and for the professional development of all staff in the school.

2. The Core Attributes of Headship

The following attributes identify the core knowledge and skills, personal qualities and values and professional characteristics, attributable to the six key areas of the headship standards. Additional attributes relating to each of the key areas are also set out in the standards. The core attributes are not exhaustive and should not be used as a checklist.

2.1 Knowledge & Skills

This element identifies the essential knowledge and skills headteachers require to lead and manage a school effectively. Headteachers should actively engage in reflective learning to gain a greater understanding of the core headship functions including:-

- The Professional Role of the Headteacher
- Leadership and Management Principles
- School Self Evaluation and Improvement

2.2 Personal Qualities and Values

This element focuses upon the personal characteristics which individuals bring to the headship role. They may be innate qualities and values and/or traits developed through personal experience.

- Commitment
- Confidence
- Consistency
- Courage
- Creativity
- Diversity
- Empathy
- Honesty
- Humour
- Impartiality
- Inspiration
- Integrity
- Motivation
- Perseverance
- Problem solving
- Reliability
- Resilience
- Respect
- Self Awareness
- Valuing others

2.3 Professional Characteristics

This element clarifies the diverse professional capabilities headteachers draw upon to effectively undertake the core headship functions. Through their professional interactions, headteachers should:

- apply and understand frameworks of accountability;
- celebrate diversity and promote social inclusion and equal opportunities;
- challenge and support;
- communicate clear purpose and direction;
- deal with ambiguity and change;
- develop self and others;
- focus on learning
- value teams & work collaboratively.

3. The Six Key Areas of Headship

3.1 Key Area 1 - Strategic Direction and Future of the School

Engaging in constructive thinking about the future is essential to effective headship. Headteachers should create a shared and corporate strategic vision and plan which inspires and motivates all members of the school community. This vision should encapsulate the educational values and the moral purpose of the headteacher and governing body to secure the improvement and development of the school.

Within this Key Area, the specific attributes and actions are:

Knowledge and Skills:

- schools of the future;
- distributed leadership;
- ways to establish, implement and sustain a shared vision;
- strategic planning, monitoring and reporting processes;
- new technologies, their use and impact;
- contemporary developments in education at local, national and global levels;
- the Welsh Assembly Government's Learning Country agenda.

Personal Qualities and Values:

- develops self belief in all pupils and adults involved in the school;
- promotes the schools vision of excellence and equality of opportunity that set high standards for every child;
- inspires, challenges, motivates and empowers others to carry the vision forward;
- commits to the social inclusion agenda and the ability and right of all to be the best they can be.

Professional Characteristics:

- manages change by working with and through other people;
- sets and achieves ambitious, challenging goals and targets (for pupils and staff);
- effectively uses appropriate technologies;
- thinks analytically and strategically, builds and sustains a coherent vision in a range of compelling ways;
- addresses barriers to learning;

- understands and responds to the national education policy context in Wales;
- forges effective linkages between and understands the inter-dependency of the six key areas of the National Standards for Headteachers in Wales.

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 achieve sustained school improvement;
- oversees the roll-out of the vision and plans;
- embodies the vision and values through daily practice and continual advocacy;
- motivates and works with others to create an effective school climate and shared culture;
- ensures creativity and innovation and the effective use of new technologies to achieve excellence;
- ensures that strategic planning takes account of the diversity, values, experience and context of the school and community at large;
- develops the 'future of the school' based on a commitment to continuous improvement and sustainable development.

3.2 Key Areas 2 - Leading Learning and Teaching

Securing effective learning and teaching is at the heart of the school. The headteacher, working with the staff and governors, creates the conditions and structures to support effective learning and teaching for all.

Headteachers have a direct responsibility for the quality of learning and teaching and for pupils' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. The climate and learning culture created in the school should enable pupils to become effective, enthusiastic, independent learners, committed to and equipped for life-long learning.

Within this Key Area, the specific attributes and actions are:

Knowledge and Skills

- effective transition and a continuum of learning;
- strategies for raising achievement and achieving excellence;
- creating a learning culture within the school;
- models of learning and pupil development;
- the effective use of new technologies to support learning and teaching;
- principles of quality learning, teaching and assessment;
- models of behaviour management;
- strategies for ensuring social inclusion, diversity and access;
- curriculum design and management.

Personal Qualities and Values

- raises standards for all pupils;
- establishes a learning community which supports effective learning and teaching;
- demonstrates personal enthusiasm and commitment to the learning process;
- models principles of effective learning in their own practice as headteacher;
- promotes and sustains positive relationships and behaviour;
- promotes achievement and high expectations.

Professional Characteristics

- ensures entitlement to effective learning and teaching for all pupils;
- takes account of changes/reviews to the curriculum, assessment, examinations and qualifications;

- identifies and addresses pastoral needs;
- demonstrates and shares professional knowledge of the principles and practice of effective learning and teaching;
- engages in professional conversation and debate about curriculum, learning, teaching and assessment issues;
- initiates and supports action based research and debate about effective learning and teaching and develops relevant strategies for managing performance;
- conducts an honest self-evaluation of the school's strengths and weaknesses in learning and teaching;
- acknowledges excellence and challenges poor performance.

Actions

- ensures a consistent and continual school-wide focus on pupils' achievement;
- ensures that both school and classroom climates promote effective learning and teaching for all;
- ensures the equity of academic, vocational and experiential learning routes;
- ensures that learning is at the centre of strategic planning and resource management;
- actively engages in the securing of social inclusion for all pupils with a view to meeting their individual learning needs;
- establishes creative, responsive and effective approaches to learning and teaching in every subject to meet and support the aims of the school;
- uses data and benchmarks to monitor progress in every child's learning and focus teaching;
- ensures an ethos of challenge and support where all pupils can achieve success and become engaged in their own learning;
- demonstrates and articulates consistently 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 the curriculum and its assessment;
- takes a strategic role in the development of new technologies to enhance and extend the learning experiences of pupils and teaching capabilities of teachers;

- monitors and evaluates the curriculum and its assessment and identifies and acts on areas for improvement;
- maintains a high visibility around the school and devotes considerable time to interact with pupils, staff and parents.

3.3 Key Area 3 - Personal Development & Working with Others

Effective relationships are particularly important in headship as headteachers work with the whole school community. Headship involves building a professional learning community that enables all to achieve. Through performance management and effective continuous professional development, the headteacher enables all staff to achieve high standards. Headteachers should also be committed to their own continuous professional development in order to equip themselves with the capacity to deal with the complexity of their role and the range of leadership skills and actions required of them.

Within this Key Area, the specific attributes and actions are:

Knowledge and Skills

- significance of interpersonal relationships, adult learning and models of continuous professional development (CPD);
- strategies to promote self and team development;
- the needs and aspirations of all members of staff;
- the relationship between CPD and sustained school improvement.

Personal Qualities and Values

- promotes collegiality;
- distributes leadership responsibilities;
- develops the trust and support of staff;
- manages emotions and performance well under pressure;
- reflects upon their own leadership and the leadership and professional practice of others in the school.

Professional Characteristics

- recognises and celebrates good practice;
- undertakes the role of mentor and coach when appropriate;
- fosters an open, fair and equitable culture in the school;
- develops, empowers and sustains effective teams;
- collaborates and networks with others, within and beyond the school;
- gives and receives effective feedback to improve personal performance;
- makes decisions with confidence and balances collegiality against the need to make decisions on times.

Actions

- treats people fairly, equitably and with dignity and respect to create and maintain a positive school climate;
- shares and distributes leadership, builds teams and works co-operatively within and outside the school to achieve school goals and objectives;
- develops and nurtures leadership potential in others to build the leadership capacity of the school;
- builds a collaborative learning culture within the school and actively engages with other educational establishments to build effective learning communities;
- develops and maintains effective strategies and procedures for staff induction, early and continuous 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 and celebrates the responsibilities and achievements of individuals and teams;
- develops and maintains a climate of high expectations for self and others and takes appropriate action when performance is unsatisfactory;
- regularly reviews and reflects on own practice, sets personal targets and takes responsibility for personal development;
- has regard for own workload and that of others to ensure a work/life balance.

3.4 Key Area 4 - Managing the School

Headteachers need to provide effective organisation and management within the school they lead. 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. The headteacher should implement effective processes to develop and review policies and plans and ensure the effective and efficient use of available resources and finance.

Within this Key Area, the specific attributes and actions are:

Knowledge and Skills

- legal issues relating to managing a school including Child Protection; Health and Safety, Equal Opportunities, Race Relations, Disability and Human Rights legislation, Employment Law;
- models of organisations and principles of organisational development;
- principles of school improvement;
- project management techniques;
- strategic financial planning, budgetary management and principles of best value;
- human resource management, governance, security and access issues relating to the diverse use of school facilities to create a safe, secure environment for all;
- use of new technologies to enhance organisational effectiveness;
- future development of school buildings and facilities.

Personal Qualities and Values

- thinks creatively to anticipate and solves problems;
- creates a safe and attractive school environment;
- demonstrates principles of best value.

Professional Characteristics

- develops and sustains a healthy school environment;
- analyses risks effectively;
- establishes and sustains appropriate management structures and systems;
- manages the school efficiently and effectively on a day-to-day basis;
- prioritises, plans and organises themselves and others;
- uses informed professional judgement to make management and organisational decisions.

Actions

- ensures that the professional duties and conditions of employment as set out in the School Teachers' Pay and Conditions Document, including those for the headteacher, are fulfilled;
- produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities;
- ensures that policies and practices take account of national and local circumstances, policies and initiatives;
- builds, remodels and maintains organisational structures and systems which distribute leadership and enable the school to run efficiently and effectively on a day-to-day basis;
- monitors, evaluates and reviews the effects of school policies, priorities and targets in practice;
- acts upon the outcomes of school self-evaluation and external inspection by Estyn to target school improvement efforts;
- uses information and analyses data from within and outside the school to inform decision making;
- manages the school's financial and human resources effectively and efficiently to achieve the school's education priorities and goals;
- recruits, retains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school;
- manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;
- develops and enhances the school fabric and environment to better meet the needs of learners
- 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 to secure value for money.

3.5 Key Area 5 - Securing Accountability

Headteachers are accountable to the governing body for the management of the school, its environment and all its work. The headteacher is accountable to the governing body, pupils, parents, governors and the LEA for the quality of education achieved by the school and has a professional responsibility to the whole community. Additionally, headteachers are responsible for ensuring collective responsibility in order that all members of the school community accept that they are accountable for the contribution they make to the school's outcomes.

Within this Key Area, the specific attributes and actions are:

Knowledge and Skills

- statutory educational frameworks, including school governance;
- public service policy and accountability frameworks including School LEA relations and multi-agency working;
- the use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspect of school life, including challenging poor performance;
- the principles and practices of quality assurance systems including school review, self-evaluation, external inspection by Estyn, performance management and LEA initiatives;
- stakeholder and community engagement in, and accountability for, the success and celebration of the school's performance, including the role of the governors and the school council.

Personal Qualities and Values

- ensures individual, team and whole-school accountability for pupil learning outcomes;
- develops a culture that supports the role of the governing body and school council.

Professional Characteristics

- works with the Governing Body to manage the school's finances and resources;
- secures the trust of stakeholders, particularly governors, parents and pupils;
- demonstrates awareness of national and local developments;
- engages the school community in the systematic and rigorous self-evaluation of the work of the school;
- collects and acts upon a rich set of data to understand the strengths and weaknesses of the school;
- combines the outcomes of regular school self-review and self-evaluation with external evaluations in order to develop the school.

Actions

- ensures individual staff accountability is clearly defined, understood and agreed and are subject to rigorous internal and external review and self evaluation;
- works with the governing body so that it is able to meet its responsibilities for securing effective learning and teaching and improved standards of achievement;
- develops and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including parents and governors.

3.6 Key Area 6 - Strengthening the Community Focus

Headteachers should be aware that the school and community improvement are interdependent and rely upon effective collaboration between all interested parties. Headteachers should encourage and engage in collaboration with other schools and organisations to bring positive benefits to the school and share its expertise.

Within this Key Area, the specific attributes and actions are:

Knowledge and Skills

- rich and diverse resources within the local community – both human and physical;
- the wider curriculum beyond school and opportunities it provides for pupils and the school community;
- models of school, home, community and business partnerships;
- importance of creating internal and external networks through collaboration;
- cross phase working and transition issues;
- strategies which encourage parents and/or carers to support their children's learning;
- micro and macro political influences in school, community, local and national contexts.

Personal Qualities and Values

- works with other agencies for the wellbeing of pupils and their families;
- involves parents and the community in supporting the learning of children and in defining and realising the school vision;
- ensures that the school plays its full part in community life and contributes to lifelong learning;
- gains knowledge and understanding of how to ensure networking and collaboration between schools, other learning providers and other services.

Professional Characteristics

- recognises and takes account of the richness and diversity of the school's communities;
- builds and maintains effective relationships with parents, partners and the community to enhance the education for all pupils;
- maintains good external relations.

Actions

- establishes and builds partnerships with other schools on issues such as transition, staff development and school improvement networks and shares best practice with other schools;
- builds a school climate and learning culture which takes account of the richness and diversity of the school's community;
- creates and promotes positive strategies for developing good race relations and dealing with racial harassment;
- promotes appropriate attitudes towards disability;
- ensures that the school plays a central role in the community;
- collaborates with other agencies in providing for the intellectual, spiritual, moral, social and cultural wellbeing of pupils and their families;
- creates and maintains an effective partnership with parents, guardians and carers to support and improve pupils' achievement and personal development.