



**Pre Application
Guide for**

**Applicants
Cohort 18**

Professional Qualification for Headship in Northern Ireland

PQH (NI)

Application Pack (Guide for Applicants)

Cohort 18

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FOREWORD

There is no more important role than headship. We know that the quality of school leadership has a significant impact on the progress pupils make, their achievements and their life chances. Effective headteachers have high expectations and a clear vision for the school, developed and shared with its whole community. They set high standards for themselves and others as they implement this vision and seek to learn and improve continuously.

It is clear also that the context in which headteachers undertake their role is changing. Headteachers now lead and manage within complex, multi-agency partnership environments with increased autonomy and clear accountability frameworks. Headteachers need the capability and capacity to lead the personalisation of learning to improve outcomes, to engage parents and the community and to respond to future policy initiatives.

To enable aspiring headteachers to prepare effectively for this diverse and challenging role, RTU, on behalf of the Department and the Employing Authorities, offers the Professional Qualification for Headship (PQH (NI)). PQH (NI) prepares aspiring headteachers for 21st century strategic leadership and management challenges. Through personalised provision designed to meet your individual needs, PQH (NI) will give you the confidence, skills and professional knowledge you need to deliver the best for pupils and all members of the school community in your first headship post. Employers can be assured that in gaining the qualification you have demonstrated, in relation to the National Standards for Headteachers (NI Edition), that you are ready for headship.

Our recently designed PQH (NI) provides a flexible structure which takes account of your leadership and management expertise, your current context and your headship aspirations. With your line manager's and coach's support you will be able to create a personalised development pathway, access a range of development opportunities, undertake a placement and learn alongside your peers. As our schooling system's expected qualification for headship, PQH (NI) is underpinned by the National Standards for Headteachers (NI Edition) so you will have to demonstrate your capability in relation to these standards.

As someone who will be ready to take up a headship within the next 18 months, we are pleased that you are interested in applying for PQH (NI). We look forward to receiving your application and to supporting you in your journey to headship.

Dr T Hesketh
Director
RTU

ABOUT PQH (NI)

PQH (NI) is designed to reflect the changing role of headship and of school leadership in general. Principals today have redefined responsibilities and there are radical changes to the way schools interact with each other and other services.

PQH (NI) prepares aspiring headteachers for 21st century strategic leadership and management challenges. Through personalised provision designed to meet your individual needs, PQH (NI) will give you the confidence, skills and professional knowledge you need to deliver the best for pupils and all members of the school community in your first headship post. Employers can be assured that in gaining the qualification you have demonstrated, in relation to the National Standards for Headteachers (NI Edition), that you are ready for headship.

PQH (NI) puts you in the driving seat. You create your own flexible, personalised , leadership learning pathway that:

- Takes account of your professional development needs, prior learning and achievements.
- Improves and develops further your strategic leadership expertise.
- Develops key leadership and management skills.
- Provides opportunities to work in different educational contexts.
- Gives you the confidence and competence to take up your first headship so you will make a positive impact on your school, the lives of children, young people and their families.

What are the National Standards for Headteachers (NI Edition)?

PQH (NI) is underpinned by the National Standards for Headteachers (NI Edition). The National Standards define, within six key areas, the associated knowledge and professional qualities that principals require. They provide the framework for assessment and development throughout PQH (NI).

The National Standards describe the six key areas of headship:

- Shaping the Future.
- Leading Learning and Teaching.
- Developing Self and Working with Others.
- Managing the Organisation.
- Securing Accountability.
- Strengthening Community.

The National Standards were developed in consultation with teachers, principals, professional and subject associations, higher education institutions and the Department of Education. The National Standards for Headteachers (NI Edition) can be found in the [Are you ready for Headship?](#) section within the PQH (NI) area of the RTU website www.rtuni.org You should read this document in preparation for completing your application.

HOW IS PQH (NI) STRUCTURED?

Pre-entry

Applicants visit the [pre-entry section](#) on the RTU website to access a range of resources designed to determine their readiness for PQH (NI) and for headship.

Entry

This consists of two stages:

Written Application [Stage I]: completion of an online application with evidence of expertise and experience across the six key areas of the National Standards for Headteachers (Northern Ireland Edition). The Applicant's principal or line manager will also contribute to the online application. Upon successful completion of the Entry Stage, the applicant proceeds to the second stage.

Interview [Stage II]: Candidates at this stage are asked to answer questions from an agreed pool of questions which will be used by all employers' selection panels. If successful at this stage candidates achieve the status of a PQH (NI) trainee headteacher and proceed to the Development Stage.

Development

At the beginning of their 8 –12 month pathway, individuals attend an **Introductory Session** to meet other trainee headteachers. Here, they find out more about what PQH (NI) offers and consider what actions they will take to meet their individual development needs.

Each trainee headteacher will then determine their own personalised pathway, including:

- **A placement** in another context.
- **Peer learning** with other trainee headteachers.
- **Work-based learning** in their current school or organisation.
- A range of regional and local development events, such as **conferences, seminars and master classes**.

Trainee headteachers will be supported by:

- Entitlement of one-to-one **coaching**.
- PQH (NI) **facilitators**.
- RTU **learning materials, research and online activities**.
- Access to RTU's **online communities**, where they can engage in professional dialogue.

As they progress through PQH (NI), they will build up a **portfolio of evidence** to demonstrate their learning in relation to their identified development needs.

Graduation

When they think they are ready, trainee headteachers present a summary of their evidence to a **Graduation Board**. The board takes the form of a panel interview, with assessors including serving principals. If successful at Graduation Board, trainee headteachers will be awarded the **Professional Qualification for Headship (NI)**.

WHO CAN APPLY FOR PQH (NI)?

PQH (NI) is the final stage on your pathway to a first headship. It is not for those just seeking really good professional development. You should be highly motivated to acquire a headship position, and be ready to apply for headship posts after graduation. In other words, when you apply for PQH (NI):

- **You should be no more than 12-18 months from a headship.**
- **Your aspiration for your next post should be one of headship.**

You do not have to be currently working in a school to apply for PQH (NI), however, you must hold a Northern Ireland Teacher's Reference number and have completed your EPD. Applications from those working in other organisations will be assessed in exactly the same way as others, and if you are in this situation you should provide evidence of your capabilities that you consider to be transferable to the school context. In various places in this guide, the terms 'whole-school' and 'organisation-wide' reflect these different contexts.

How do I know whether I am ready to apply for PQH (NI)?

If you are already working in a school leadership role, as part of your ongoing performance management you will be discussing your career aspirations with your current principal or line manager. Whatever your circumstances, seeking feedback from others and reviewing evidence associated with your performance management will help you to think about your achievements, strengths and areas for development in relation to the National Standards for Headteachers (NI Edition).

As well as talking to your principal or line manager, you should look at the resources and activities available on the [Are you ready for Headship?](#) section within the PQH (NI) area of the RTU website.

A self-assessment diagnostic based on the National Standards for Headteachers (NI Edition) is also available in the above section, to help you to decide on your readiness for PQH (NI).

PQH (NI) Application Process

This consists of two stages: a written application and an interview by a panel representative of respective employing authorities.

Written Application [Stage I]

To apply for PQH (NI) you will need to submit an application which has been verified and supported by your principal/line manager.

- **If you work in a leadership position in school**, the form should be completed by your principal.
- **If you are a principal or acting principal**, your Chair of Governors might be the most appropriate person to complete the form.
- **If you or your principal have been recently (within 6 months) appointed to the school**, please contact PQH (NI) for further guidance.
- **If you work in an organisation other than a school**, please ask your line manager or employer to complete the form.

The joint application is submitted using an online process, further details of which are provided in this Application Pack.

Interview [Stage II]

Candidates at this stage are asked to answer questions from an agreed pool of questions which will be used by all employers' selection panels. If successful at this stage candidates achieve the status of a PQH (NI) trainee headteacher and proceed to Development.

MAKING YOUR APPLICATION

The application for PQH (NI) is designed to enable you to demonstrate you have the capabilities to begin your first headship within 12-18 months.

You are asked to provide evidence of your **capability for headship in relation to each Key Area of the National Standards**, in no more than 400 words for each example. You should demonstrate your capabilities by providing an example of a **whole-school (or organisation-wide) initiative/activity you had led** which is relevant to the Key Area. You are asked to give your **best example for the Key Area** and to **evaluate the difference you made**.

In the Application Form (see pages 11-13 as an exemplar), you will see a short statement describing each Key Area. For a fuller understanding, you should refer to the National Standards for Headteachers (NI Edition). For example, for Key Area 1, Shaping the Future, the statement is, "*Headteachers are able to create a shared vision focused upon significant goals for improving learning, inspire stakeholders and plan effectively for the achievement of those goals*". Each statement is designed not only to provide an overview of the Key Area, but also to indicate the areas that will be assessed from the evidence in your example. For your further information, **Appendix 1** lists the core capabilities that you will need to demonstrate throughout your PQH (NI) journey. Only 3 out of the 4 core capabilities in each Key Area are reported and given as feedback to the applicant (these are shown in *italics*). You will receive a Decision and Feedback form (DF) after Stage I of the entry process (Appendix 2).

The role of a principal differs from that of any other member of staff in that it concerns all aspects of the whole school. Until you become a principal, the scope of your responsibility and influence will inevitably be limited. However, in this application, you should **select examples that have a whole-school or organisation-wide, strategic dimension, or that have contributed to a whole-school or organisation-wide outcome**. If you are using experience gained from middle management roles such as subject/department leader or Key Stage leader, ensure that you make clear what the significance was in whole-school terms. Please spell out any acronyms on first use, to be sure that the assessors are clear about what you are describing.

For each of your best examples, give the strongest evidence of your actions to address the core capabilities for the Key Area. In general, the most recent evidence will be the most relevant and you are encouraged to use examples drawn from your experience in the last three years. However, you will not be disadvantaged for using an older example **providing** you explain why it is your best example. For example, you may have taken a career break, or worked in a different role or context on which it would be appropriate to draw.

For each example you need to include:

- 1. A brief summary of the initiative or activity and why it was necessary.** (This would outline what problem/change/need for improvement, relevant to the Key Area/Core Capabilities, had prompted action being taken).
- 2. Your personal leadership role.** (Choose an example in which you had a central leadership role. It is important that you make clear how your personal contribution affected the outcome of the activity. Please do not use 'we' when describing the achievement. The assessment will be on what you did).

3. What difference your work made, and how you know. (There should be evidence that your action made a positive difference, backed up by information about how standards were raised and improvements made. The information should give specific, quantified data where possible, e.g. percentage increase in pupil results, budget savings, time savings, reduced or increased incidence against key indicators, the number of staff impacted by the initiative, or evidence of improvement recorded by inspection judgements).

Applicants from institutions other than schools, should show how their experiences have contributed to their preparation for transition to school leadership, and give examples of activities in the alternative context which would be transferable to headship.

There are two further sections of the form:

a) **Readiness for trainee headship** – where you are asked to show how your leadership demonstrates that you have reached the right point in your career to be a trainee headteacher and how your ambitions are supported by valid evidence of your capability and potential. You should draw on your experience of strategic leadership and successful school improvement and achievement in raising standards to show that you are ready to take on the challenge of leading a whole school. You should also show how you have already prepared for headship.

In addition, specify **two development needs** you have identified that you would wish to pursue whilst undertaking PQH (NI). Assessors should be able to discern how relevant these needs are, and will evaluate the evidence you have presented.

b) **Brief background details** of current and previous posts of relevance to the examples you have given in your application.

After completion you should print a pdf version of your sections before giving access to your principal/line manager.

A final pdf version may be printed after submission.

HELP WITH YOUR APPLICATION

Pre-applicant support

As well as the background information referred to previously, the PQH (NI) publishes lessons learnt from previous application rounds to support applicants in making this application.

This document entitled '[Lessons Learned](#)' can be found on the [Make an Online Application](#) section within the PQH (NI) area of the RTU website.

PQH (NI) also offers applicants the opportunity to attend an information session. Sessions are at a variety of centres throughout Northern Ireland. Please see the [Timetable](#) section within the PQH (NI) area of the RTU website.

Tips for completing your application

(i) Look at the resources provided to help you prepare

Visit the PQH (NI) web pages (www.rtuni.org) and access resources and activities to help you confirm your readiness to apply. You should also read through this document carefully to fully understand the detail that you will be expected to provide in each section of the Application Form.

(ii) Set time aside

Application for PQH (NI) is a thorough and rigorous process, requiring you to provide a substantial amount of evidence about your readiness for headship. Completion of the form is also a key part of the self-assessment and development planning process for PQH (NI). As a result, the process requires a significant time commitment. We would encourage you to set aside at least two days to think about, discuss and complete the Application Form.

(iii) Talk to your principal/line manager

You should discuss your application with your principal or line manager. It is important that the dialogue is open and honest. You should download the Statement of Verification and Support document from the [Pre Application Guide Principals/Line Managers](#) section and pass it immediately to your principal or line manager. All school principals will have already received background information on the revised PQH (NI) model.

(iv) Identify recent, appropriate examples of your experience and expertise

Think about your achievements, strengths and areas for development. Review feedback you have received and evidence from your ongoing performance management. You may draw on the same experience to provide examples for more than one section, but you will need to take care to show how it is relevant in each case.

Given the rapidly changing nature of schools and the wider educational context over recent times, where possible your evidence should be from within the last three years.

(v) Think about the context of any activity

When you describe your examples please ensure you (briefly) include any relevant contextual information regarding the activity or your role which will aid the assessors' understanding of your experiences.

If you do not work in a school, you should try to provide examples that are transferable to the school context. You need to demonstrate that you have appropriate and sufficient experience and expertise to be ready for headship within the next 18 months. Your responses should include contextual information which will enable the assessors to understand your background and how your career experiences have prepared you for school leadership.

(vi) Have your personal information to hand

When you begin the application you should have the following information to hand:

- your email address;
- your home address, as we would prefer to use this address to maintain confidentiality when advising you of the outcomes of any assessments;
- your contact telephone number(s);
- your Teacher's Reference Number;
- your school name, address & postcode, telephone and fax number;
- your school DE number (this is a 7 digit number); and
- if you are not based in a school, you will need your organisation's address, telephone and fax number, plus the name and job title of your line manager.

(vii) Draft your responses off-line

You may find it helpful to draft your answers in a word processor e.g. *MS Word* before you complete the form, then copy and paste them into the online form when you are satisfied. You should keep the text formatting simple. Bullet points may be used, however spacing may look different. You should also keep in mind the space restrictions imposed by the form.

Please **spell out any acronyms on first use**, to be sure that the assessors are clear about what you are describing.

(viii) Take note of character limits

In each section, character limits are given. You will not be able to continue writing once this limit has been reached.

Please note that the character limit indicated in each section is an upper limit and you will not be penalised if your answer is shorter, provided there is sufficient evidence to fulfil the assessment criteria.

(ix) Complete your application in stages

If you write notes or draft responses in the online answer boxes, you can go back later and change them as long as you use the **Save** facility at the bottom of each page. You can do this as many times as you like before submitting the form (up to the closing deadline). You may therefore find it helpful to complete the form in stages, giving you time to consider your responses as you go along. You can also print off the pages of each section at any point if you find it helpful to review your answers on paper.

(x) Refer to the National Standards for Headteachers (NI Edition)

Remember that the assessors will be looking for examples that are directly relevant to the extracts from the National Standards for Headteachers. It is essential that you are familiar with these standards. To give you additional guidance in completing the **Six Key Areas** element of the Application Form, we have contextualised the standards with reference to the criteria and included them in the final section of this document. (Appendix 1)

APPLICANT SECTIONS

Applicant Details

You will need the information outlined in paragraph (vi) on page 10 to complete this section.

Six Key Areas – see [Appendix 1](#) for an indication of the core capabilities assessed

Key Area 1 Shaping the Future

Headteachers are able to create a shared vision focused upon significant goals for improving learning, inspire stakeholders and plan effectively for the achievement of those goals.

Using your best example of leading in this Key Area at whole school/organisation level, demonstrate you have the capabilities to become a principal within 18 months. **The evidence of your capabilities should address the three aspects (numbers 1-3 on page 7).** In all Key Areas there will be prompts for 1, 2, 3 on page 7.

Word limit: 400 words

Key Area 2 Leading Learning and Teaching

Headteachers are successful in raising the quality of learning, teaching and achievement through setting high expectations, monitoring and evaluating progress, establishing improvement strategies and addressing underachievement of learners.

Using your best example of leading in this Key Area at whole school/organisation level, demonstrate you have the capabilities to become a principal within 18 months. **The evidence of your capabilities should address the three aspects (numbers 1-3 on page 7).**

Word limit: 400 words

Key Area 3 Developing Self and Working with Others

Headteachers are able to lead a collaborative learning culture by showing self-awareness, with a readiness to learn and help others learn.

Using your best example of leading in this Key Area at whole school/organisation level, demonstrate you have the capabilities to become a principal within 18 months. **The evidence of your capabilities should address the three aspects (numbers 1-3 on page 7).**

Word limit: 400 words

Key Area 4 Managing the Organisation

Headteachers manage effectively, use resources efficiently, make appropriate decisions and show good judgement.

Using your best example of leading in this Key Area at whole school/organisation level, demonstrate you have the capabilities to become a principal within 18 months. **The evidence of your capabilities should address the three aspects (numbers 1-3 on page 7).**

Word limit: 400 words

Key Area 5 Securing Accountability

Headteachers hold themselves and others accountable for high standards of performance and behaviour and take effective action for sustainable school improvement.

Using your best example of leading in this Key Area at whole school/organisation level, demonstrate you have the capabilities to become a principal within 18 months. **The evidence of your capabilities should address the three aspects (numbers 1-3 on page 7).**

Word limit: 400 words

Key Area 6 Strengthening Community

Headteachers engage effectively with the community, supporting individual pupils and families, reducing barriers to learning and securing improved outcomes for children and young people.

Using your best example of leading in this Key Area at whole school/organisation level, demonstrate you have the capabilities to become a principal within 18 months. **The evidence of your capabilities should address the three aspects (numbers 1-3 on page 7).**

Word limit: 400 words

READINESS

Show how your leadership demonstrates that you have reached the right point in your career to be a trainee headteacher and how your ambitions are supported by valid evidence of your capability and potential. You should draw on your experience of strategic leadership and successful school improvement and achievement in raising standards to show that you are ready to take on the challenge of leading a whole school. **You should also show how you have already prepared for headship.** In addition, you should **specify two development needs you have identified to pursue whilst undertaking PQH (NI)**

Word limit: 400 words

Current Post

Give a brief outline of your current post and experience of strategic leadership at whole-school/organisation-wide level in the past three years.

As background to the best examples of your leadership that you have provided for the 6 Key Areas please give a brief description of any posts you have referred to when describing your role.

Post held	Date	Strategic leadership responsibilities
		<p>Word limit: 150 words</p>

PRINCIPAL/LINE MANAGER SECTIONS

Principal/Line Manager Details

The Statement of Verification and Support

Your application needs the sections of verification and support to be completed by your principal or line manager. This will be used to validate the information provided in your application and establish your principal/line manager's support and confirmation of your readiness for headship. The statement is provided as an integral part of your application and forms the second part of the Application Form.

Who should I nominate to complete the Statement of Verification and Support?

The purpose of the sections which comprise the Statement of Verification and Support is two-fold:

1. To verify that in your principal/line manager's judgement, your evidence is accurate and that you will be ready to take up a headship within 12-18 months. So the form should be completed by someone who knows you well and has a good knowledge of your recent leadership experience and expertise.
2. To verify that your principal/line manager is willing to provide you with the support you need to complete PQH (NI), including time, development opportunities and, if applicable, substitute cover. So the form should be completed by someone who is in a position to provide this support.

To ensure that the verification and support sections of the Application Form can provide the above verification, please note the following:

- **If you work in a leadership position in school**, the form should be completed by your principal.
- **If you are an acting principal**, your Chair of Governors might be the most appropriate person to complete the form.
- **If you or your principal have been recently (within 6 months) appointed to the school**, please contact PQH (NI) for further guidance.
- **If you work in an organisation other than a school**, please ask your line manager or employer to complete the form.

What evidence needs to be provided?

Your principal/line manager is asked to:

- verify the evidence you present in the Application Form and provide any further evidence relevant to the examples given;
- state that, in their professional opinion, you will be ready to take up a headship post within 18 months; and
- commit to supporting you through PQH (NI), providing you with the necessary time to undertake the relevant development activities.

Additional evidence provided by the principal/line manager will be assessed as part of the application process. You should note, however, that even though evidence is verified, it may not meet the rigorous assessment criteria.

The process will identify your strengths as a potential headteacher and also highlight areas that you need to develop. It is important that everyone is clear about the learning opportunities that you will need in your preparation for headship and is also committed to enabling you to fulfil them. If you are deemed ready, you will be working with your principal/line manager to prepare and implement your PQH (NI) personal development plan.

It is therefore very important that you:

- ensure that your principal/line manager reads the '[Pre Application Guide for Principals/Line Managers](#)' document available to download from the PQH (NI) area of the RTU website; and
- discuss your application and sections of the Application Form which comprise the Statement of Verification and Support with your principal/line manager. It is important that the dialogue is open and honest. The integrated Statement of Verification and Support should not be treated as a confidential reference.

How does my principal/line manager access the application to complete the sections of verification and support?

You will be prompted whilst in your application to provide the name and email address of your principal/line manager. An email will be sent to your principal/line manager with details of how to access the form and login credentials to enable him/her to complete their sections entitled **Statement of Verification and Support**.



Complete and Notify Supporter

Your principal/line manager will only be able to start completing their Supporting Statement when you have completed your sections and clicked the "Complete and Notify Supporter" Button.

Once your principal/line manager has completed their application a "Complete and Notify Supporter" button will be presented. Clicking this button will finalise their application and notification will be sent to your email address informing you that your fully completed application is now ready to be submitted before the deadline.

You should ensure that your principal/line manager is aware of the functionality of the electronic Application Form.

How and when is the completed Application Form submitted?

Once you and your principal/line manager have completed the combined Application Form, you will be presented with a Submit Application Button which you will need to submit. Clicking this button will submit your application to us.

Once submitted, a confirmation email and a copy of your application form will be sent to **your** email address. **If you don't receive your email you may then log in and resend a copy to your inbox or click on the view PDF button and print a pdf version of the completed form.**

Please make sure you submit the form by the deadline (**stated on the online application form**).

You should note that your application will not be considered without the Application Form being complete, including the principal/line manager sections that comprise the Statement of Verification and Support. Late submissions cannot be accepted. You are therefore advised to talk to your principal/line manager as early as possible and ensure that they are fully aware of what is required of them.

What happens if my principal or line manager does not support my application?

It is not possible for applicants to complete the PQH (NI) programme, and gain the experience that they need without their principal or line manager's support. Occasionally an applicant is judged to be ready from the evidence on the Application Form but the principal/line manager, on the integrated Statement of Verification and Support, indicates that he/she does not support the application.

In such a case, the application will be marked and then discussed with the principal/line manager. The PQH (NI) Advisor will discuss the situation with the principal/line manager and encourage him/her to talk to the applicant about it. If that support is not forthcoming, the applicant will be informed that, whilst the evidence led the readiness assessment process to judge them ready, they cannot commence the programme without the appropriate support.

Key Areas and Core Capabilities

Key Area 1 Shaping the Future

Headteachers are able to create a shared vision focused upon significant goals for improving learning, inspire stakeholders and plan effectively for the achievement of those goals.

- *Shows vision and conviction focused on improving learning*
- Understands and responds to the local and national context
- *Thinks, plans and acts strategically to achieve that vision*
- *Involves and inspires stakeholders*

Key Area 2 Leading Learning and Teaching

Headteachers are successful in raising the quality of learning, teaching and achievement through setting high expectations, monitoring and evaluating progress, establishing improvement strategies and addressing underachievement of learners.

- *Sets high expectations which focus on improvement of learning and teaching*
- *Evaluates effectively, identifies actions and secures improvement*
- Works with others to raise levels of progress and achievement
- *Challenges and addresses underachievement of learners*

Key Area 3 Developing Self and Working with Others

Headteachers are able to lead a collaborative learning culture by showing self-awareness, with a readiness to learn and help others learn.

- *Builds a collaborative learning culture within the school*
- Sets high expectations and gives clear feedback, identifying strengths and areas for improvement
- *Recognises and uses opportunities for learning and development, for self and others*
- Uses effective coaching and feedback skills

Key Area 4 Managing the Organisation

Headteachers manage effectively, use resources efficiently, make appropriate decisions and show good judgement.

- Takes and shares responsibility, creating an effective organisation
- *Shows good judgement, makes appropriate decisions and gets things done*
- *Ensures strategic plans are implemented effectively*
- *Manages resources efficiently*

Key Area 5 Securing Accountability

Headteachers hold themselves and others accountable for high standards of performance and behaviour and take effective action for sustainable school improvement.

- *Makes clear own and staff accountabilities to secure high standards of performance and behaviour*
- *Routinely analyses and evaluates school performance rigorously*
- Provides clear and ongoing feedback to others, recognising good practice and addressing unacceptable levels of performance
- *Gives an accurate and comprehensible account of school performance to a range of stakeholders*

Key Area 6 Strengthening Community

Headteachers engage effectively with the community, supporting individual pupils and families, reducing barriers to learning and securing improved outcomes for children and young people.

- *Creates and maintains effective partnerships with a range of stakeholders*
- *Works to achieve pupil wellbeing*
- *Recognises and takes account of diversity*
- Contributes to community cohesion

Applicant's Name:.....

Applicant's ID:

On the basis of the evidence you demonstrated in your Application Form **you have been deemed READY/NOT READY to proceed to the next stage**, The Employing Authority Selection Panel. The following feedback highlights your main strengths and areas for development against Core Capabilities of the National Standards based on the evidence from your Application Form.

(4 = Strong evidence; 3 = satisfactory evidence; 2 = partial evidence; 1 = slight or no evidence)

Key Area 1		Key Area 4	
	The ability to develop a vision focused on learning		The ability to demonstrate good judgement and get things done
	The ability to plan strategically to achieve vision or goals		The ability to implement strategic plans
	The ability to involve and inspire stakeholders		The capacity to manage resources effectively
Key Area 2		Key Area 5	
	Setting high expectations for improvement of learning and teaching		The ability to rigorously analyse and evaluate school/organisational performance
	Providing evidence of monitoring and evaluating effectively and taking action for improvement		The ability to report both accurately and comprehensively on school/organisational performance
	The ability to address underachievement of learners		The ability to make clear staff accountabilities to secure and enforce high standards of performance and behaviour
Key Area 3		Key Area 6	
	Creating a climate of learning and development in the school/organisation		The ability to create and maintain effective partnerships with a range of stakeholders
	Using opportunities for self development		The capacity to work with other agencies to achieve pupil well-being
	The ability to use opportunities for learning and development of others		The ability to recognise and take account of diversity

Signed :

Date:

Chair of Application Panel

