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The National Standards for Headteachers in Wales are published by the National  
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## Foreword

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- 1 The key to unlocking the full potential of pupils in our schools lies in the expertise of teachers and headteachers. Research and inspection evidence demonstrate the close correlation between the quality of teaching and the achievement of pupils, and between the quality of leadership and the quality of teaching. It is these links which lie at the heart of the Government's drive for school improvement.
- 2 National standards have been developed for other roles in school. The main aims of the national standards are to:
  - a set out clear expectations for teachers at key points in the profession;
  - b help teachers at different points in the profession to plan and monitor their development, training and performance effectively, and to set clear, relevant targets for improving their effectiveness;
  - c ensure that the focus at every point is on improving the achievement of pupils and the quality of their education;
  - d provide a basis for the professional recognition of teachers' expertise and achievements; and
  - e help providers of professional development to plan and provide high quality, relevant training which meets the needs of individual teachers and headteachers, makes good use of their time and has the maximum benefit for pupils.
- 3 The national standards set out the professional knowledge, understanding, skills and attributes necessary to carry out effectively the key tasks of that role. It is the sum of these aspects which defines the expertise demanded of the role, in order to achieve the outcomes set out in the standards.
- 4 The standards emphasise national priorities, particularly in support of the Government's key educational targets in relation to literacy, numeracy and information and communications technology.
- 5 The standards are intended to aid development rather than being barriers to progression in the profession. They provide the basis for a more structured approach to appraisal, helping teachers and headteachers to set relevant targets, to assist in the evaluation of progress, to identify further development priorities, and to confirm success.

- 6 The standards were developed by the Teacher Training Agency in close conjunction with teachers, headteachers, governors, professional and subject associations, teacher trainers in schools, local education authorities and higher education institutions, with other agencies, including OFSTED and QCA, and with others both inside and outside the profession.
- 7 In 1999, the responsibility for school leadership policy transferred to the Department for Education and Employment. The standards have been updated following policy developments and have been reprinted by the Department. The standards will continue to be kept under review in the light both of their use by teachers and headteachers and of emerging national priorities including the establishment of the National College for School Leadership.

## **Introduction to the National Standards for Headteachers**

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These national standards set out the knowledge, understanding, skills and attributes which relate to the key areas of headship. They define expertise in headship and are designed to serve as the basis for planning the professional development of both aspiring and serving headteachers. While more experienced headteachers will have different needs from their newly appointed colleagues, all headteachers are expected to provide the leadership and management necessary to secure high quality teaching and learning and to raise standards of achievement.

The standards were published after consultation and revised following the development of standards for other roles in schools.

They also build on the considerable work already done in this area by schools, LEAs, higher education institutions, OFSTED and other agencies. The standards reflect the considerable work undertaken on management standards by those outside the education profession.

The standards are in five parts:

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## **1. Core purpose of the headteacher**

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To provide professional leadership for a school which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement.

The headteacher is the leading professional in the school. Working with the governing body, the headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. With the governing body, the headteacher is responsible for the continuous improvement in the quality of education; for raising standards; for ensuring equality of opportunity for all; for the development of policies and practices; and for ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives. The headteacher also secures the commitment of the wider community to the school by developing and maintaining effective networks with, for example, other local schools, the LEA, higher education institutions, employers, careers services and others. The headteacher is responsible for creating a productive, disciplined learning environment and for the day-to-day management, organisation and administration of the school, and is accountable to the governing body.

## 2. Key outcomes of headship

Effective headship results in:

### a schools where

- i there is a positive ethos, which reflects the school's commitment to high achievement, effective teaching and learning and good relationships; staff, governors and parents have confidence in the leadership and management of the school; staff and governors recognise their accountability for their tasks and the school's success and contribute fully to the development and successful implementation of school policies and practices; the life of the school and the curriculum effectively promote pupils' spiritual, moral, social and cultural development and prepare them for adult life; effectiveness is kept under rigorous review, and links with the wider community contribute to pupils' attainment and personal development;
- ii efficient and effective use is made of staff, accommodation and resources; financial control and administration are effective and the carefully costed development plan is focused on improving educational outcomes; good value for money is provided;

### b pupils who

make progress in relation to their prior attainment to expected or better than expected levels; show improvement in their literacy, numeracy, and information technology skills; know the purpose and sequence of activities; are well prepared for tests and examinations; are enthusiastic about the subjects they are studying and are highly motivated to learn more; through their attitudes and behaviour, contribute to the maintenance of a purposeful working environment;

**c teachers who**

have a secure knowledge and understanding of the subject(s) they teach; set high expectations for pupils; plan lessons which address the needs of all pupils within the class; employ the most effective approach(es) for any given content and group of pupils; pace lessons appropriately, using time and resources effectively; regularly mark and assess pupils' work and reinforce and extend pupils' learning and achievement through setting consistent and challenging homework; understand the importance of a regime of rules and discipline; are systematically monitored, evaluated and supported in their work;

**d parents who**

enjoy an effective partnership with the school, which contributes to their child's learning; understand and support the work of the school; are kept fully informed about their child's achievements and progress; know how they can support and assist their child's progress;

**e governors who**

fulfil their statutory responsibilities and hold the school to account for the quality of education it provides and the standards pupils achieve.

### 3. Professional knowledge and understanding

To carry out their responsibilities effectively, headteachers need specific professional knowledge and understanding and a range of leadership, management and personal skills and attributes which are applied across the five key areas of responsibility set out on pages 11-16. The knowledge and understanding required of headteachers draws on sources both inside and outside education. The specific knowledge and understanding required will change over time and will therefore need to be reviewed on a regular basis. The following areas of knowledge and understanding are relevant to all schools, although some aspects will need to be interpreted differently according to the phase, size and type of school. Headteachers' expertise is demonstrated by the ability to apply this knowledge and understanding in each of the key areas of headship.

#### Headteachers should have knowledge and understanding of:

- a what constitutes quality in educational provision, the characteristics of effective schools, and strategies for raising pupils' achievement and promoting their spiritual, moral, social and cultural development and their good behaviour;
- b strategies to achieve effective teaching and learning of literacy and numeracy;
- c the application of information and communications technology to teaching and learning, and management;
- d how to use comparative data, together with information about pupils' prior attainment, to establish benchmarks and set targets for improvement;
- e requirements and models for the curriculum and its assessment;
- f effective teaching and assessment methods, including the use of information and communications technology;
- g political, economic, social, religious and technological influences which have an impact on strategic and operational planning and delivery;



- h leadership styles and practices and their effects in different contexts within the school;
- i management, including employment law, equal opportunities legislation, personnel, external relations, finance and change;
- j the national policy framework and the complementary roles and functions of government and national bodies;
- k the statutory framework for education now in place, and its importance to the key tasks of headship;
- l the implications of information and guidance documents from LEAs, government, national bodies and associations;
- m governance at national, local and school levels;
- n the contribution that evidence from inspection and research can make to professional and school development;
- o strategies for teaching pupils about the duties, opportunities, responsibilities and rights of citizens;
- p strategies for teaching pupils about ethnic and cultural diversity.

## 4. Skills and attributes

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The skills and attributes which follow are essential, but are not all exclusive, to the headteacher's role. The headteacher is expected to apply them, singly and in combination, in relation to each of the key areas of headship set out on pages 11-16.

### a Leadership skills - the ability to lead and manage people to work towards common goals

Headteachers should be able to use appropriate leadership styles in different situations in order to:

- i create and secure commitment to a clear vision for an effective institution;
- ii initiate and manage change and improvement in pursuit of strategic objectives;
- iii prioritise, plan and organise;
- iv direct and co-ordinate the work of others;
- v build, support and work with high performing teams;
- vi work as part of a team;
- vii devolve responsibilities, delegate tasks and monitor practice to see that they are being carried out;
- viii motivate and inspire pupils, staff, parents, governors and the wider community;
- ix set standards and provide a role model for pupils and staff;
- x seek advice and support when necessary;
- xi deal sensitively with people and resolve conflicts.

Headteachers should have the professional competence and expertise to:

- xii command credibility through the discharge of their functions and to influence others;
- xiii provide professional direction to the work of others;
- xiv make informed use of inspection and research findings;
- xv apply good practice from other sectors and organisations.

**b Decision-making skills - the ability to investigate, solve problems and make decisions**

**Headteachers should be able to:**

- i make decisions based upon analysis, interpretation and understanding of relevant data and information;
- ii think creatively and imaginatively to anticipate and solve problems and identify opportunities;
- iii demonstrate good judgement.

**c Communication skills - the ability to make points clearly and understand the views of others**

**Headteachers should be able to:**

- i communicate effectively orally and in writing to a range of audiences;
- ii negotiate and consult effectively;
- iii manage good communication systems;
- iv chair meetings effectively;
- v develop, maintain and use an effective network of contacts.

**d Self-management skills - the ability to plan time effectively and to organise oneself well**

**Headteachers should be able to:**

- i prioritise and manage their own time effectively;
- ii work under pressure and to deadlines;
- iii achieve challenging professional goals;
- iv take responsibility for their own professional development.

**e Attributes**

**Headteachers 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 headship**

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School leadership and management tasks are set out on the following pages for each of the five key areas of headship:

- a Strategic direction and development of the school**
- b Teaching and learning**
- c Leading and managing staff**
- d Efficient and effective deployment of staff and resources**
- e Accountability**

Expertise in headship is demonstrated by the ability to apply professional knowledge, understanding, skills and attributes to bring about expected outcomes. It is assumed that the headteacher works with the governing body, the senior management team and other colleagues in relation to all five key areas.

The headteacher should also understand the roles of others in the school, as set out in the national standards, and should support them as appropriate in fulfilling those roles.

## **a Strategic direction and development of the school**

Headteachers, working with the governing body, develop a strategic view for the school in its community and analyse and plan for its future needs and further development within the local, national and international context.

### **They:**

- i** lead by example, provide inspiration and motivation, and embody for the pupils, staff, governors and parents the vision, purpose and leadership of the school;
- ii** create an ethos and provide educational vision and direction which secure effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical development, and prepare them for the opportunities, responsibilities and experiences of adult life; and secure the commitment of parents and the wider community to the vision and direction of the school;
- iii** create and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement;
- iv** ensure that all those involved in the school are committed to its aims, motivated to achieve them, and involved in meeting long, medium and short term objectives and targets which secure the educational success of the school;
- v** ensure that the management, finance, organisation and administration of the school support its vision and aims;
- vi** ensure that policies and practices take account of national, local and school data, and inspection and research findings;
- vii** monitor, evaluate and review the effects of policies, priorities and targets of the school in practice, and take action if necessary.

## **b Teaching and learning**

Headteachers, working with the governing body, secure and sustain effective teaching and learning throughout the school, monitor and evaluate the quality of teaching and standards of pupils' achievement, and use benchmarks and set targets for improvement.

**They:**

- i create and maintain an environment and a code of behaviour which promote and secure good teaching, effective learning, high standards of achievement, good behaviour and discipline, and which enable teachers to meet the standards set out in the professional development framework;
- ii determine, organise and implement the curriculum and its assessment; monitor and evaluate them in order to identify and act on areas for improvement;
- iii ensure that improvements in literacy, numeracy and information and communications technology are priority targets for all pupils, including those with special educational needs;
- iv ensure that effective, appropriate tutorial support is available to pupils;
- v ensure that pupils develop study skills in order to learn more effectively and with increasing independence;
- vi monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils, including those with special educational or linguistic needs, in order to set and meet challenging, realistic targets for improvement;
- vii create and promote positive strategies for developing good race relations and dealing with racial harassment;
- viii develop effective links with the community, including business and industry, to extend the curriculum and enhance teaching and learning;
- ix create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development.

## c Leading and managing staff

Headteachers lead, motivate, support, challenge and develop staff to secure improvement.

They:

- i maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils;
- ii plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities;
- iii implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils' achievement;
- iv motivate and enable all staff in their school to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs;
- v lead professional development of staff through example;
- vi support and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate, for example, higher education, LEAs and subject associations;
- vii understand the expectations of other staff, and ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified Teacher Status, the Career Entry Profile and standards for induction;
- viii sustain their own motivation and that of other staff;
- ix ensure that professional duties and conditions of employment as set out in the School Teachers' Pay and Conditions document, including those for the headteacher, are fulfilled.

## **d Efficient and effective deployment of staff and resources**

Headteachers deploy people and resources efficiently and effectively to meet specific objectives in line with the school's strategic plan and financial context.

**They:**

- i work with governors and senior colleagues to recruit staff of the highest quality;
- ii work with senior colleagues to deploy and develop all staff effectively in order to improve the quality of education provided;
- iii set appropriate priorities for expenditure, allocate funds and ensure effective administration and control;
- iv manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;
- v manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.



## e Accountability

Headteachers account for the efficiency and effectiveness of the school to the governors and others, including pupils, parents, staff, local employers and the local community.

They:

- i provide information, objective advice and support to the governing body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money;
- ii create and develop an organisation in which all staff recognise that they are accountable for the success of the school;
- iii present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the LEA, the local community, OFSTED, and others, to enable them to play their part effectively;
- iv ensure that parents and pupils are well-informed about the curriculum, attainment and progress, and about the contribution that they can make to achieving the school's targets for improvement.