



Department  
for Education

# **Report of the review of national standards of excellence for headteachers**

**January 2015**

# Contents

Foreword by the Right Honourable David Laws MP, Minister of State for Schools	3
Foreword by Dame Dana Ross-Wawrzynski	4
Executive Summary	5
Process and Context	8
Recommendations and Rationale	15
Using the Standards	17
Annex A - National Standards of Excellence for Headteachers (2015)	18
Annex B - Review Group Terms of Reference	22

## Foreword by the Right Honourable David Laws MP, Minister of State for Schools

We know that good school leadership matters. It has a clear impact on the quality of teaching in a school and, most importantly, helps to improve pupil outcomes.

I am therefore very pleased with the work the headteacher standards review has done to create a new set of standards for headteachers.

Good leadership is at the heart of government policy for school improvement – we want to see the very best schools and leaders helping to drive improvements in others. These standards have been developed in this context: they have been created **by** the profession **for** the profession. They are also deliberately aspirational, setting a benchmark for good practice in a more autonomous, school-led system.

I am delighted that Dame Dana Ross-Wawrzynski agreed to chair the review. Her experience as both a school and system leader meant that she was in an ideal position to offer well-informed insight and challenge, and ably guide the review. The whole review group has done an excellent job in developing a modern, revised set of standards that can help to inform and develop the practice of today's school leaders.

I hope that headteachers feel empowered by these new standards and respond to the positive challenge they pose.



**David Laws MP**  
**Minister of State for Schools, Department for Education**

## Foreword by Dame Dana Ross-Wawrzynski, Chair of the Headteacher Standards Review

Headteachers play a fundamental role in the education system; they are lead professionals and role models within their schools and their communities, and have a real impact on the quality of teaching and outcomes of pupils in their schools.

The English educational landscape that headteachers work in has changed substantially since the last Headteachers' Standards of 2004. This landscape presents many new opportunities, new accountabilities and new responsibilities for headteachers, teachers and governing bodies. Embracing these changes has the potential to transform the quality of educational provision within our schools and have a positive impact on all pupils within a school-led system.

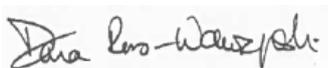
In the 2014 Headteachers' Standards we have endeavoured to meet the needs of this evolving landscape. The new standards will support the development of excellent leadership within our schools, ensuring headteachers are able to take on these opportunities and challenges.

These standards are very different to the 2004 standards, and deliberately so; these standards are for a different time, where headteachers have increasing levels of responsibility in the education system. The review group's ambition for these standards is for them to encourage self-reflective leadership, challenging and inspiring all headteachers and aspiring headteachers to reach higher levels of excellence.

We have set four domains which qualify the characteristics of excellence in headship. These characteristics inform the development of behaviour required by headteachers to be able to lead their schools to deliver an excellent education for all their pupils, as well as highlighting their role in the school-led system. These characteristics should serve the needs of headteachers in any context across the full range of schools.

As we move forwards, the emerging school-led system will continue to change and develop, and school leaders will need to keep pace. While the standards are very relevant for today's leaders, they may not be fully relevant for leaders in a decade's time. This is why we have recommended reviewing these standards after a maximum of five years following publication.

I thank Department for Education colleagues and my fellow reviewers on the Headteachers' Standards Review Group for their creativity, vision and courage in our endeavour to meet the needs of our school communities as they are today and could be in the future.



**Dame Dana Ross-Wawrzynski D.B.E.**

## Executive Summary

1. The previous headteacher standards were created in 2004. They were *'intended to provide a framework for professional development and action and to inform, challenge and enthuse serving and aspiring headteachers.'*<sup>1</sup>
2. The 2004 standards had a range of uses, including assisting in recruitment and appraisal processes, and illustrating what should be expected of headteachers. Since they were created, the educational environment has changed significantly, and as a result the 2004 standards are now less relevant. Ministers therefore decided to review the standards. At the launch of the review, the Minister of State for Schools the Right Honourable David Laws MP said:

*'We know there is a strong link between school leadership, quality of teaching, and outcomes for pupils. It is a decade since the headteacher standards were last reviewed, and it is right we establish new standards which consider the many different types of school leaders there now are.'*

3. The review of headteacher standards, chaired by Dame Dana Ross-Wawrzynski, was launched by the Department for Education on 17 April 2014. It brought together a group of respected professionals, including headteachers, middle leaders<sup>2</sup> and a National Leader of Governance to review the 2004 National Standards for Headteachers.
4. The review group's aim was to define leadership standards that are applicable to all headteacher roles in the current educational landscape and a self-improving school system. They wanted these standards to inspire public confidence in headteachers, drive aspiration and excellence, and empower the profession.
5. The review group decided that the best way to achieve their aim would be to create aspirational standards of excellence, rather than standards to be used as a minimum baseline. They want the standards to provoke thought and inspire all headteachers to consider how they could improve, as well as acting as a useful tool for governing boards<sup>3</sup>.
6. The review group wanted the review process to be **open and transparent**:

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<sup>1</sup> National Standards for Headteachers, 2004 - <http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/NS4HFina.pdf.pdf>

<sup>2</sup> Middle leaders sit at the heart of the school and provide a link between senior leaders and the classroom. They include key stage leaders, curriculum area leaders, pastoral services leaders, subject leaders or heads of department.

<sup>3</sup> The term 'governing board' is used to encompass the different kinds of governance within schools.

- a. To inform the drafting of the revised standards the review conducted a call for evidence from 16 May to 16 June 2014, through which it gathered views from users of the current standards and other interested parties. The review group saw the call for evidence as an important opportunity to engage with front line professionals and experts in order to gain useful insight to support the drafting process and ensure the revised standards are as useful as possible for the profession.
- b. The review tested its draft standards with those who will be the main users of the new standards and other interested parties, including headteachers, headteacher and teaching unions, academy chains, teaching schools<sup>4</sup>, governors, and local authorities. Their feedback has been vital in shaping the further development of the revised standards and the formulation of the review's recommendations.

7. The review group wanted the standards to be **by the profession and for the profession:**

- a. Dame Dana commented at the beginning of the review that she was

*'delighted to be part of a process which enables headteachers a genuine opportunity to review and set their own professional standards.'*

8. The review group determined that the overarching role of a headteacher is **developing the whole child and supporting the staff in their school**. This belief underpins the new standards.

9. The review group knew it was important for the standards to take account of the **changing nature of school leadership**, such as greater freedom and autonomy, along with different pressures and responsibilities.

10. In addition, they have seen the review process as an opportunity to create headteacher standards which contribute to the development of a **self-improving school-led system**<sup>5</sup>.

11. The new standards can be found in Annex A.

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<sup>4</sup> Teaching schools are all outstanding and have a strong track record of working with others to bring about improvement. They work with their alliance partner schools to: ensure high quality school-led Initial Teacher Training; offer professional development opportunities for teachers and leaders; identify and develop future headteachers; undertake school to school improvement; and designate and deploy Specialist Leaders of Education.

<sup>5</sup> The phrase "self-improving school system", first coined by David Hargreaves in 2010, is generally used to describe a situation where the school system itself becomes the major agent of its own improvement. Proponents of this approach believe improvements that are led in this way happen in faster and a deeper way.

12. The review group's recommendations are:

The review group is making the following recommendations:

**Recommendation 1:** The standards proposed by this report should be adopted to replace the existing 2004 National Standards for Headteachers.

**Recommendation 2:** The Department for Education should support the review group in spreading awareness of the standards.

**Recommendation 3:** The extent to which the standards have been used and in what ways, along with opinions of the standards, should be considered two years after publication.

**Recommendation 4:** The standards should be fully reviewed after a maximum of five years following publication.

**Recommendation 5:** The review group feels that another piece of work is needed to create guidance to sit alongside the standards to ensure that all who want to use them are supported to do so practically. The Department for Education should engage with key organisations to create this guidance.

**Recommendation 6:** The review would like to suggest that the Department for Education considers whether there is a need for a set of professional standards for governors.

## Process and Context

1. The Department for Education is committed to supporting high quality school leadership. Great schools are working in an increasingly autonomous system, with new opportunities and challenges. Ofsted data shows that 84% of leadership and management is good or outstanding in primary schools, and 77% of leadership and management is good or outstanding in secondary schools<sup>6</sup>. There is a strong link between school leadership, quality of teaching, and outcomes for pupils
2. Ministers wanted to update the standards to ensure they were modern and relevant, reflecting the diversity of the existing schools landscape and encompassing school and system leadership responsibilities in a self-improving school-led system.

## Review group membership and aims

3. The Headteacher Standards Review was launched on 17 April 2014 by the Department for Education. The Minister of State for Schools, the Rt Hon David Laws MP, appointed the review group members. Dame Dana Ross-Wawrzynski, executive headteacher of Altrincham Grammar School for Girls and Chief Executive Officer of the Bright Futures Educational Trust, was appointed to chair the review.
4. The review group comprised a group of respected professionals, including headteachers, middle leaders and a National Leader of Governance:

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<sup>6</sup> Source: The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2013/2014, Ofsted, December 2014

<b>Group member</b>	<b>Group title</b>	<b>Position</b>
Dame Dana Ross-Wawrzynski	Chair	Executive Headteacher of Altrincham Grammar School for Girls and CEO of the Bright Futures Educational Trust
Roy Blatchford	Vice chair	Director of the National Education Trust
Ian Bauckham	Review member	Headteacher of Bennett Memorial Diocesan School, Kent
Anika Collins	Review member	Specialist Leader of Education in Key Stage 2 Teaching and Learning at Samworth Enterprise Academy, Leicestershire
Joan Deslandes	Review member	Headteacher of Kingsford Community School, Newham
Kay Dimelow, OBE	Review member	Headteacher of Huntingdon Nursery School, Cambridgeshire
Susan Douglas	Review member	Senior Schools Adviser at British Council and CEO of The Eden Academy
Tony Draper	Review member	Headteacher of Water Hall Primary in Bletchley, Milton Keynes
Duncan Haworth	Review member	National Leader of Governance and Chair of Governors at Woodfall Primary School in Neston, Cheshire
Helen Morgan	Review member	Specialist Leader of Education in History and ITT at Harton Technology College, South Shields
Venessa Willms	Review member	Director of Primary at ARK Schools
Sir Michael Wilkins	Review member	Chief Executive of Outwood Grange Academies Trust

## Review group meetings

5. Review group meetings took place between May and September 2014, supported by a Department for Education secretariat.
6. Some important points of interest from the review group's meetings were:
  - a. The review group agreed that their aim was to define leadership standards that are applicable to all headteacher roles in the current educational landscape.
  - b. They decided that these standards should be aspirational standards of excellence rather than minimum standards. Their intention was that these standards would inspire public confidence in headteachers, drive aspiration and excellence, and empower the profession.

- c. The review group agreed that the standards should be underpinned by values and moral purpose.
- d. The review group noted the important role headteachers have in supporting their staff in their roles, and supporting them to develop.
- e. They particularly discussed the need to acknowledge within the revised standards the importance of schools collaborating with and supporting each other, and of headteachers understanding that they are part of a team.
- f. In later meetings, the review group did focused drafting work based on feedback from the call for evidence and testing meetings.

## Call for evidence

- 7. The Department for Education ran a call for evidence on behalf of the review group between 16 May and 16 June, seeking feedback on what people thought about the current standards and what they wanted to see in the revised standards.
- 8. Over 70 responses were received from a range of people and organisations, including local authorities and unions (including NASUWT (National Association of Schoolmasters Union of Women Teachers), NAHT (National Association of Head Teachers), ASCL (Association of School and College Leaders), NUT (National Union of Teachers) and AMiE, the leadership section of ATL (Association of Teachers and Lecturers)).
- 9. Overall, respondents generally noted that while there was valuable content in the 2004 standards, they needed to be updated to reflect the changing education landscape, including changes to the headteacher role and a move towards greater system leadership.
- 10. The review group considered the responses to the call for evidence carefully, and used them to develop their draft revised standards.
- 11. A report on the responses has been published separately.

## Testing

- 12. Having agreed to a set of draft standards, the review group wished to carry out testing and engagement with key users of the standards. The secretariat organised and facilitated discussions with a number of key users of teacher standards (over 150 people in total), from the end of June 2014 until September 2014. Some of the people they met with included National Leaders of Education, National Leaders of Governance, local authority human resources services and union members.

13. Members of the review group also carried out additional testing of the draft standards with relevant local stakeholders in their own areas.
14. The testing proved extremely valuable, highlighting where the standards were missing something important, along with showing where some of the language was not as clear as it needed to be. The review group amended the draft standards in light of the comments received where appropriate, and continued to test updated versions throughout the period, leading to the final version.

## Standards of excellence

15. The review group wants the standards to support the profession to improve and to take responsibility for a school-led system. They felt the best way to achieve this would be with a set of values-based standards of excellence that will encourage and challenge headteachers.
16. At the heart of a school-led system is a belief in the ability and ambition of headteachers to drive improvement locally and at the system level. These standards recognise that important role, and will help the move towards this system.
17. This being the case, the standards do not specify all of the day-to-day detail of what is expected of headteachers. The Teachers' Standards define the government's expectations of teachers' and headteachers' professional practice and personal conduct, and provide a benchmark for teaching practice and exemplary personal conduct. The detail of a headteacher's job should be set out in their contract. The School Teacher's Pay and Conditions 2014<sup>7</sup> document also sets out further detail.
18. The standards are developmental, and all headteachers will be on a journey towards the different elements set out in them. Where headteachers are in this journey will vary depending on the individual context of the headteacher. However experienced a headteacher is, there will always be more they can do, based on the standards, to move towards excellence.

## School-led system

19. The principles set out in the *Importance of Teaching – The Schools White Paper 2010* have spurred the move towards a school-led system in England as described above. The White Paper says:

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<sup>7</sup> <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions-2014>

*'Across the world, the case for the benefits of school autonomy has been established beyond doubt: in a school system with good quality teachers and clearly established standards, devolving as much decision-making to school level as possible ensures that decisions are being made by the professionals best able to make good choices for the children and young people they serve.'*<sup>8</sup>

20. To support and encourage the development of this school-led system, the government is supporting a growing network of system leaders, teaching schools and academy chains across the country, including National, Local and Specialist Leaders of Education, National Leaders of Governance. These groups are leading the way locally on the training and development of school staff and on school improvement.<sup>9</sup>

21. Structural reform has led to significant change in the way that schools operate. The Academies Act 2010 expanded the academies programme by enabling all schools, including for the first time primary schools, to become academies. Initially, applications to convert to academies were opened up to schools judged by Ofsted to be outstanding. This has now been expanded to enable all maintained schools to apply if they are performing well enough to convert'.<sup>10</sup>

22. Academy status creates new responsibilities and opportunities for headteachers. Academy headteachers are able to use the freedoms academy status brings to innovate across all aspects of their work and to run their schools as they see fit, subject to their board of trustees, to provide the best education for their pupils.

23. The review group sees the revised standards as an important tool which will help headteachers to develop and increase their capability to support the development of a school-led system, and in many cases lead this development. The standards will challenge headteachers to develop and improve themselves, their own schools, and other schools. The fourth domain of the new standards in particular covers this.

## Different types of headteacher roles

24. The word 'headteacher' is intended in a broad sense, covering headteachers in a range of contexts with a variety of titles.

25. The review group feels that these standards will be helpful to people in an executive headship role. The role of executive headteacher is not defined in education law but it

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<sup>8</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/175429/CM-7980.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175429/CM-7980.pdf)

<sup>9</sup> At 9 December 2014, there were 605 teaching schools in 490 alliances, 925 National Leaders of Education, 301 National Leaders of Governance, 1,612 Local Leaders of Education and 4955 Specialist Leaders of Education. These designations act as a way of highlighting excellence in the profession and identifying those leaders best able to support others.

<sup>10</sup> At 1 December 2014 there were 3062 academy convertors and 1282 sponsored academies. This accounts for 60% of secondary schools and 14% of primary schools.

is generally used to describe either a person who is appointed as headteacher of more than one school, or a person who has an executive or management role but who is not an appointed headteacher, i.e. where each school has its own headteacher under them. The review group expects that what is included in the standards will in part apply to executive headteachers, depending on the individual context, but that there will be some areas where an executive headteacher would need to go further.

26. Some of what is in the standards will be helpful for Chief Executive Officers, but the review group feels that their role is less similar to the headteacher role than that of an executive headteacher, and therefore the standards will not be as relevant to them.
27. Overall, the standards are a guidance document and designed to be helpful; professionals can take them on and use them as they feel appropriate for any roles in the school, including middle and senior leaders.

## **Governance**

28. In every school the governing body is responsible for three core functions: setting vision, ethos and the strategic direction; holding the headteacher to account; and making sure that the finances are in order. The relationship between governing bodies and the headteacher is crucial to effective governance. They should work in close partnership but retain sufficient distance to allow the headteacher to run the school and the governing body to hold them to account effectively.
29. The joint publication by the National Governors' Association, ASCL and the NAHT on "What governing bodies should expect from school leaders and what school leaders should expect from governing bodies" is a valuable tool for ensuring that all school leaders can champion effective governance.
30. The review group noted in its deliberations that there is a vital need to recognise the inter-relationship between the headteacher and those responsible for governance, and that successful governance of schools is enhanced by appropriate continuing professional development for both governors and headteachers.
31. It is also important to recognise the variety of governance that exists across different types of schools. For example, there are governing bodies in maintained schools, and academy trust boards in academies and multi-academy trusts. Those responsible for governance should recognise that these headteacher standards are not minimum standards but standards of excellence to which all headteachers, of any level of experience and capability, should aspire.

## Accountability

32. In addition to their accountability to governors, headteachers are accountable to a range of other people and groups. The review group has discussed this variety of accountability throughout the review, and have particularly noted how important it is for headteachers to see this in a positive light. They should welcome accountability as a way to ensure that the best outcomes possible are secured for all pupils, and that they themselves perform to the best of their ability.
33. Internally, in addition to being accountable to governors, headteachers are accountable to their pupils and staff. Externally, they are accountable to parents and families, Ofsted, and other organisations who work with schools such as exam boards, auditors, the Department for Education, and for headteachers of academies, FASNA (Freedom and Autonomy for Schools – National Association).

## International benchmarking

34. The review group discussed the value and importance to headteachers of international benchmarking, i.e. a process whereby the underpinning principles upon which educational success has been created in another country are identified and analysed. Through such analysis, school leaders are able to use their knowledge of these principles to reflect on, and make changes to, their own practice.
35. *The Importance of Teaching – The Schools White Paper 2010*<sup>11</sup> illustrates the benefits and importance of looking beyond our country to learn from excellent examples. In his foreword, the former Secretary of State Right Honourable Michael Gove MP said that:

*‘Other regions and nations have succeeded in closing this gap and in raising attainment for all students at the same time. They have made opportunity more equal, democratised access to knowledge and placed an uncompromising emphasis on higher standards all at the same time. These regions and nations – from Alberta to Singapore, Finland to Hong Kong, Harlem to South Korea – have been our inspiration.’*

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<sup>11</sup> <https://www.gov.uk/government/publications/the-importance-of-teaching-the-schools-white-paper-2010>

## Recommendations and Rationale

1. The review group wishes to make the following recommendations to the Secretary of State for Education:

### **Recommendation 1: The draft standards proposed by this report should be adopted to replace the existing 2004 National Standards for Headteachers.**

2. The revised standards have been drafted as standards of excellence to which all headteachers should aspire. They are designed to apply to all headteachers, in varying roles, within a changing, self-improving school system.
3. The review group is confident that the proposed standards will provide a useful framework to increase public confidence in headteachers, drive aspiration and excellence, and empower the profession.
4. The review group's intention is that these standards will show the public that being a headteacher is a broad role that makes a real difference to the education of the country's children and young people, as well as having an impact on society more widely. They will prompt headteachers to always be striving to reach excellence, continually self-evaluating and working to improve. The standards will also enable the profession to be clear, with themselves and others, about what they should be doing to reach excellence, such as working with other schools.

### **Recommendation 2: The Department for Education should support the review group in spreading awareness of the new standards.**

5. Like the 2004 standards, the revised standards are non-statutory guidance. Their non-statutory nature means that how they are implemented is very important, as they cannot be enforced; it is up to practitioners to decide whether to use them or not.
6. The Department for Education should publish the standards on gov.uk.

### **Recommendation 3: The extent to which the standards have been used and in what ways, along with opinions of the standards, should be considered two years after publication.**

7. These standards are a step towards a school-led system, and as a result are significantly different to the 2004 national standards. This being the case, the review group believes it would be best to consider the extent to which the standards have been used, what ways they have been used, and what opinions are of the standards, two years after publication.

8. This should highlight whether there is a need for further promotion or explanation of the standards, or whether there are any specific changes that should be made in order to make the standards more useable.

**Recommendation 4: The standards should be reviewed after a maximum of five years following publication.**

9. While the 2004 National Standards for Headteachers still contain some valuable content, as a whole they have become outdated due to the changes to the education system over the last decade. This has meant that they have become less relevant and helpful.
10. To prevent this happening to the revised standards, the review recommends that they are reconsidered after a maximum of five years after they are published, and updated if necessary.

**Recommendation 5: The review group feels that another piece of work is needed to create guidance to sit alongside the standards to ensure that all who want to use them are supported to do so practically. The Department for Education should engage with key organisations to create this guidance**

11. The revised standards are very different to the 2004 National Standards for Headteachers. Rather than being a baseline with activities and behaviours set out, they are aspirational and based on values.
12. This being the case, the way in which practitioners use them will be different, and so the Department for Education should work with key organisations to create a short guidance document to support practitioners.

**Recommendation 6: The review would like to suggest that the Department for Education considers whether there is a need for a set of professional standards for governors.**

13. Throughout their discussions across the course of the review, the review group has become aware of some concern around the varying quality of governance throughout the country. They feel very strongly about this, and believe that standards for governors could do something to improve this.

## Using the Standards

In line with principles of autonomy and freedom, these standards have been created by the profession as advisory guidance. They are intended to be a helpful tool to be used as professionals feel appropriate. The standards are intended as guidance to underpin local, regional and national best practice, whatever the particular job description of the headteacher. They are to be interpreted in context, and written to be relevant to all headteachers, irrespective of length of service in post.

There are four main uses of the standards – they can be used to:

- shape headteachers' own practice and professional development, within and beyond the school
- inform the appraisal of headteachers
- support the recruitment and appointment of headteachers
- provide a framework for training middle and senior leaders, aspiring to headship.

Please see the National Standards of Excellence for Headteachers on GOV.UK for more detail on how to use the standards.

# Annex A - National Standards of Excellence for Headteachers (2015)

## Purpose

The *National Standards of Excellence for Headteachers* (2014) define high standards which are applicable to all headteacher roles within a self-improving school system. These standards are designed to inspire public confidence in headteachers, raise aspirations, secure high academic standards in the nation's schools, and empower the teaching profession.

The context for headteachers changes constantly. In most contexts, a headteacher has led one school; in some settings headteachers are responsible for leading more than one school. Job titles are various - including principal, executive, associate and co-headteacher – as are the governance arrangements to which headteachers are accountable.

These standards are intended as *guidance* to underpin best practice, whatever the particular job description of the headteacher. They are to be interpreted in the context of each individual headteacher and school, and designed to be relevant to all headteachers, irrespective of length of service in post.

The standards can be used to:

- shape headteachers' own practice and professional development, within and beyond the school
- inform the appraisal of headteachers
- support the recruitment and appointment of headteachers
- provide a framework for training middle and senior leaders, aspiring to headship.

The Teachers' Standards (2011, as amended), including the Personal and Professional Code of Conduct which applies to all teachers, provide a foundation upon which the standards for headteachers are built.

## Preamble: the role of the headteacher

Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the nation's classrooms. Headteachers lead by example the

professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Headteachers, together with those responsible for governance, are guardians of the nation's schools.

## The Four Domains

The *National Standards of Excellence for Headteachers* are set out in four domains, beginning with a Preamble. There are four 'Excellence As Standard' domains:

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

Within each domain there are six key characteristics expected of the nation's headteachers.

### Domain One

#### Excellent headteachers: qualities and knowledge

*Headteachers:*

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

## Domain Two

### Excellent headteachers: pupils and staff

#### *Headteachers:*

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

## Domain Three

### Excellent headteachers: systems and process

#### *Headteachers:*

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.

6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

## **Domain Four**

### **Excellent headteachers: the self-improving school system**

#### *Headteachers:*

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

# Annex B - Review Group Terms of Reference

## Context

The Government is committed to raising the quality of school leadership. There is a strong link between school leadership, quality of teaching, and outcomes for pupils. The current National Standards for Headteachers were last reviewed in 2004. It is therefore timely to review and establish new standards for headteachers that reflect the diversity of the existing schools landscape and encompass headteacher, school and system leadership responsibilities in a self-improving system and their role in society. The new standards will take into account the many different types of headteachers there now are (e.g. executive headteachers etc.).

## Aim

The aim of the review is to define standards that are applicable to all headteacher roles in the current educational landscape and a self-regulating school system. The review intends that these standards will inspire public confidence in headteachers, drive aspiration and excellence, and empower the profession.

The focus of the review is the existing set of National Standards for Headteachers. It will take account of wider leadership reforms, including the revised National Professional Qualification for Headship (2012), and the revised Teachers' Standards (2011, as amended). The review may also wish to consider how the Personal and Professional Conduct section of the Teachers' Standards would align with any new standards.

The Teachers' Standards themselves and the pay consequences of any standards are outside the scope of the review.

## Output of the review

The review will present a report to the Secretary of State by the end of July 2014, including draft standards designed to replace the current National Standards for Headteachers.

## Conduct of the review

The review will consider best practice internationally. The Chair will be able to call for expert advice and evidence as appropriate and should provide opportunities for the teaching profession and its representatives to engage with the review.

Officials' support and secretariat will be led by the Department for Education working with interested parties as appropriate.



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