



Professional Standards for job family  
 Leadership  
 Based on standards for Headteachers

Professional Area	TLR Holders	Senior Leaders	Headteacher and Executive Leaders
Ethics and professional conduct	<ul style="list-style-type: none"> <li>• build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position.</li> <li>• show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.</li> <li>• uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.</li> <li>• ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law.</li> <li>• serve in the best interests of the school's pupils.</li> <li>• conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen.</li> <li>• uphold their obligation to give account and accept responsibility.</li> <li>• know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.</li> <li>• take responsibility for their own continued professional development, engaging critically with educational research.</li> <li>• make a positive contribution to the wider education system.</li> </ul>		<ul style="list-style-type: none"> <li>• Create a school culture which is rooted in mutual respect, openness and kindness.</li> <li>• Stay up-to-date with educational reform and ensure relevant staff are directed accordingly.</li> <li>• Be outward facing and seek to develop constructive relationships with other institutions.</li> <li>• Ensure strong communication channels for all stakeholders and uphold an open and reflective culture.</li> <li>• Set appropriate boundaries and ensure there no real or perceived bias in decision making.</li> </ul>



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School culture <i>Builds on teachers' standard 1</i>	<ul style="list-style-type: none"> <li>• create a culture within the areas of responsibility which ensures pupils experience a positive and enriching learning environment.</li> <li>• plan for, and uphold, ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.</li> <li>• promote positive and respectful relationships across teams and a safe, orderly and inclusive environment.</li> <li>• ensure a culture of high staff professionalism within own team and challenge any breaches of the ethical code.</li> <li>• build, model and maintain positive professional relationships with colleagues in school and in other educational establishments.</li> <li>• Ensure everyone within the team has a voice and that there is an open and reflective culture within teams.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure views are expressed constructively and in the right forum and that collective decisions are upheld publicly.</li> <li>• create a culture where pupils experience a positive and enriching school life. Reinforce expectations and challenge any breaches to the ethical code.</li> <li>• uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life through effective line management; careful monitoring and supportive challenge.</li> <li>• promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.</li> <li>• ensure a culture of high staff professionalism; model this to others and challenge unprofessional behaviours.</li> <li>• build, model and maintain positive professional relationships with colleagues in school and in other educational establishments.</li> </ul>	<ul style="list-style-type: none"> <li>• establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.</li> <li>• create a culture where pupils experience a positive and enriching school life.</li> <li>• uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.</li> <li>• promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.</li> <li>• ensure a culture of high staff professionalism at all levels and model this to others.</li> <li>• ensure there is an open and transparent culture through decision making, recruitment and accountability systems.</li> <li>• challenge bias and perceived bias and ensure everyone adheres to the equalities' policy.</li> <li>• Apply policies consistently and fairly.</li> </ul>



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<p>Teaching  <i>Builds on teachers' standards 2 and 4</i></p>	<ul style="list-style-type: none"> <li>• establish and sustain high-quality, expert teaching across designated subject or phase, built on an evidence-informed understanding of effective teaching and how pupils learn.</li> <li>• ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.</li> <li>• ensure effective use is made of formative assessment across area of responsibility and that summative assessment is accurate.</li> <li>• use summative assessment information to review plans and provision and ensure appropriate action is taken to remedy under-performance.</li> </ul>	<ul style="list-style-type: none"> <li>• establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.</li> <li>• ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.</li> <li>• ensure effective use is made of formative and summative assessment to monitor performance across school and inform next steps in strategic planning.</li> <li>• Ensure appropriate support and challenge for teaching staff and those responsible for delivering learning.</li> </ul>	<ul style="list-style-type: none"> <li>• establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.</li> <li>• ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.</li> <li>• ensure effective use is made of formative and summative assessment and that all leaders understand their role in using assessment information to improve provisions.</li> <li>• Ensure all staff are clear on the different types of assessment; their purpose and limitations and how they should be used at different levels of leadership.</li> <li>• Ensure there is a clear and appropriate process for monitoring and evaluating the quality of education.</li> </ul>



Professional Area	TLR Holders	Senior Leaders	Headteacher and Executive Leaders
Curriculum and assessment <i>Builds on teachers' standards 3 and 6</i>	<ul style="list-style-type: none"> <li>ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.</li> <li>maintain own relevant knowledge and access to professional networks and communities to ensure knowledge and information is up-to-date.</li> <li>ensure that all pupils are able to access learning through working with the SENDCo and other lead professionals.</li> <li>ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.</li> <li>establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.</li> <li>ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.</li> <li>ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.</li> <li>establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.</li> <li>ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.</li> <li>ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.</li> <li>Ensure there is a clear line management structure in place and all leaders are supported and challenged appropriately.</li> </ul>



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Behaviour Builds on teachers' standard 7	<ul style="list-style-type: none"> <li>establish and sustain high expectations of behaviour for all pupils, built upon positive relationships, rules and routines, which are understood clearly by all staff and pupils.</li> <li>ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.</li> <li>implement consistent, fair and respectful approaches to managing behaviour.</li> <li>ensure that adults within the school, model and teach the behaviour of a good citizen.</li> </ul>	<ul style="list-style-type: none"> <li>establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.</li> <li>ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.</li> <li>implement consistent, fair and respectful approaches to managing behaviour.</li> <li>ensure that adults within the school model and teach the behaviour of a good citizen.</li> </ul>	<ul style="list-style-type: none"> <li>establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.</li> <li>ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.</li> <li>implement consistent, fair and respectful approaches to managing behaviour.</li> <li>ensure that adults within the school model and teach the behaviour of a good citizen.</li> <li>Ensure that no groups of pupils or those with protected characteristics are unfairly penalised by the behaviour systems in school.</li> <li>Create a culture of praise and celebration, where all pupils are supported to reach the highest expectations.</li> </ul>
Additional and special educational needs Builds on teachers' standard 5	<ul style="list-style-type: none"> <li>ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.</li> <li>establish and sustain culture and practices that enable all pupils to access the curriculum and learn effectively.</li> <li>ensure teachers work effectively in partnership with parents, carers and</li> </ul>	<ul style="list-style-type: none"> <li>ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.</li> <li>establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.</li> <li>ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and</li> </ul>	<ul style="list-style-type: none"> <li>ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.</li> <li>establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.</li> <li>ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and</li> </ul>



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	<p>professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.</p> <ul style="list-style-type: none"> <li>ensure teachers fulfil their statutory duties with regard to the SEND code of practice.</li> <li>Work with the SENDCo to ensure subject specific curriculums meet the needs of pupils with specific needs and teaching is adapted to make learning accessible without over scaffolding.</li> </ul>	<p>disabilities of pupils, providing support and adaptation where appropriate.</p> <ul style="list-style-type: none"> <li>ensure the school fulfils its statutory duties with regard to the SEND code of practice.</li> </ul>	<p>disabilities of pupils, providing support and adaptation where appropriate.</p> <ul style="list-style-type: none"> <li>ensure the school fulfils its statutory duties with regard to the SEND code of practice and that there is an inclusive approach to all aspects of school life.</li> </ul>
<b>Professional Area</b>	<b>TLR Holders</b>	<b>Senior Leaders</b>	<b>Headteacher and Executive Leaders</b>
<p>Professional development          Some alignment to teachers' standard 4</p>	<ul style="list-style-type: none"> <li>ensure staff within area of responsibility have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.</li> <li>prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.</li> </ul>	<ul style="list-style-type: none"> <li>ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.</li> <li>prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.</li> <li>ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to</li> </ul>	<ul style="list-style-type: none"> <li>ensure leaders have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.</li> <li>Provide opportunities for leaders, including self, to be outward facing and reflective, learning from the best practise locally and nationally.</li> <li>prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.</li> </ul>



	<ul style="list-style-type: none"> <li>ensure that professional development opportunities are rooted in evidence based research.</li> <li>stay up-to-date with pedagogical thinking around specific areas of responsibility.</li> </ul>	<p>build capacity and support succession planning.</p>	<ul style="list-style-type: none"> <li>ensure there is access to appropriate professional development for all staff regardless of job families.</li> <li>ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.</li> </ul>
Professional Area	TLR Holders	Senior Leaders	Headteacher and Executive Leaders
Organisational management	<ul style="list-style-type: none"> <li>model effective approaches to safeguarding</li> <li>prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness within area of responsibility</li> <li>ensure staff are deployed and managed well with due attention paid to workload</li> <li>establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently</li> <li>ensure rigorous approaches to identifying, managing and mitigating risk</li> </ul>	<ul style="list-style-type: none"> <li>ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care</li> <li>prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds</li> <li>ensure staff are deployed and managed well with due attention paid to workload</li> <li>ensure rigorous approaches to identifying, managing and mitigating risk</li> <li>ensure there is a panned timetable and calendar in place which supports the delivery of a broad and balanced curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care</li> <li>prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds and adherence to the SOD.</li> <li>ensure staff are deployed and managed well with due attention paid to workload</li> <li>establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently</li> <li>ensure rigorous approaches to identifying, managing and mitigating risk</li> </ul>



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School improvement	<ul style="list-style-type: none"> <li>• make use of effective and proportional processes of evaluation to identify and analyse underperformance.</li> <li>• develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and in accordance with the school's policy.</li> <li>• ensure careful and effective implementation of improvement strategies within area of responsibility, which leads to sustained improvement over time</li> </ul>	<ul style="list-style-type: none"> <li>• make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement</li> <li>• develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context</li> <li>• ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time</li> </ul>	<ul style="list-style-type: none"> <li>• make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement</li> <li>• develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context</li> <li>• ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time</li> </ul>
Working in partnership	<ul style="list-style-type: none"> <li>• forge constructive relationships beyond the school, working in partnership with parents, carers and the local community</li> <li>• commit to working beyond own school to share and develop best practise</li> <li>• establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils</li> </ul>	<ul style="list-style-type: none"> <li>• forge constructive relationships beyond the school, working in partnership with parents, carers and the local community</li> <li>• commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support</li> <li>• establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils</li> </ul>	<ul style="list-style-type: none"> <li>• forge constructive relationships beyond the school, working in partnership with parents, carers and the local community</li> <li>• commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support</li> <li>• establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils</li> </ul>





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Governance and accountability	<ul style="list-style-type: none"> <li>• understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility through governor visits.</li> <li>• ensure effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties for example with a KS testing requirement.</li> <li>• ensure that staff within team, know and understand their professional responsibilities and are held to account</li> </ul>	<ul style="list-style-type: none"> <li>• understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility</li> <li>• establish and sustain professional working relationship with those responsible for link governance</li> <li>• ensure that staff know and understand their professional responsibilities and are held to account in a professional way</li> <li>• ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties set out by DfE; NTA, Governors and Trustees.</li> </ul>	<ul style="list-style-type: none"> <li>• understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility</li> <li>• Understand own role as a Governor and ensure this is fulfilled in accordance with professional expectations – openness , honesty and transparency.</li> <li>• Form strong respectful relationships with Chair of Governors; Trustees and members of the Trust Collaborative Team.</li> <li>• establish and sustain professional working relationship with those responsible for governance</li> </ul>