



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Revised professional standards

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Guidance

Guidance document No: 049/2011

Date of issue: March 2011

Revised professional standards

Audience	Governing bodies and headteachers of all maintained schools in Wales; teachers; Higher Level Teaching Assistants; local authorities; diocesan authorities; professional associations; Governors Wales; teacher and other associations and unions; higher education institutions; further education institutions; Estyn; General Teaching Council for Wales (GTCW); education departments; supply agencies.
Overview	This document sets out the draft revised professional standards for: <ul style="list-style-type: none">• Higher Level Teaching Assistants (HLTA)• End of Induction Standards, which will be renamed as the Practising Teacher Standards• National Standards for Headteachers in Wales which will become Leadership Standards.
Action required	This document should be read in conjunction with the accompanying consultation document and be used to inform responses to the consultation on the revised professional standards for education practitioners in Wales by 16 June 2011.
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Additional copies	This guidance is available from the Welsh Assembly Government website at www.wales.gov.uk/educationandskills
Related documents	<i>Revised professional standards for education practitioners in Wales</i>

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Introduction

This document outlines proposals to refine a number of professional standards to reinforce education improvement priorities for Wales. What follows are proposed refinements to:

- professional standards for Higher Level Teaching Assistants (HLTAs)
- End of Induction Standards, which will be renamed as the Practising Teacher Standards
- National Standards for Headteachers in Wales which will become Leadership Standards to emphasise their use to recruit and develop high-quality headteachers and also to develop leadership potential across the system.

Proposed professional standards for Higher Level Teaching Assistants (HLTAs)

(Revised) professional standards for Higher Level Teaching Assistant status in Wales

Those awarded HLTA status must meet all of the following standards.

Professional attributes

- 1.** Have high expectations of children and young people and a commitment to helping them fulfil their educational potential.
- 2.** Establish fair, respectful, trusting, supportive and constructive relationships with children and young people.
- 3.** Demonstrate the positive values, attitudes and behaviour they expect from children and young people.
- 4.** Communicate effectively and sensitively with children, young people, colleagues, parents and carers.
- 5.** Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people.
- 6.** Demonstrate a commitment to collaboration and cooperative working with colleagues and external agencies.
- 7.** Improve their own knowledge and practice, including responding to advice and feedback.

Professional knowledge and understanding

- 8.** Understand the key factors that affect children and young people's learning and progress.
- 9.** Know how to contribute to effective personalised provision by taking practical account of inclusion and in particular additional learning needs (ALN).
- 10.** Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people.
- 11.** Have achieved level 2 (or above) of the National Qualifications Framework in English or Welsh (first language)/literacy and mathematics/numeracy.
- 12.** Know how to use ICT to support their professional activities.

- 13.** Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support including an understanding of the principles of the Curriculum Cymreig.
- 14.** Understand the objectives, content and intended outcomes for the learning activities in which they are involved.
- 15.** Know how to support all learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation.
- 16.** Know how other frameworks that support the development and well-being of children and young people impact upon their practice.
- 17.** Understand the national education policy context in Wales and the Welsh Assembly Government's national priorities for education.
- 18.** Have awareness of the United Nations Convention on the Rights of the Child.

Professional skills

Teaching and learning activities must take place under the direction and supervision of an assigned teacher and in accordance with arrangements made by the headteacher of the school. Those awarded HLTA status must meet all of the following standards.

Planning and expectations

- 19.** Use their area(s) of expertise to contribute to teachers' planning and preparation of learning activities.
- 20.** Use their area(s) of expertise to plan their role in learning activities.
- 21.** Devise clearly structured activities that interest and motivate learners and advance their learning.
- 22.** Plan how they will support the inclusion of the children and young people in the learning activities.
- 23.** Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.

Monitoring and assessment

- 24.** Monitor learners' responses to activities and modify the approach accordingly.

25. Monitor learners' progress in order to provide focused support and feedback.

26. Support the evaluation of learners' progress using a range of assessment techniques.

27. Contribute to maintaining and analysing records of learners' progress.

Teaching and learning activities

28. Recognise and respond appropriately to situations that challenge equality of opportunity.

29. Use effective strategies to promote positive behaviour.

30. Use their ICT skills to advance learning.

31. Advance learning when working with individuals.

32. Advance learning when working with small groups.

33. Advance learning when working with whole classes without the presence of the assigned teacher.

34. Organise and manage learning activities in ways which keep learners safe.

35. Direct the work, where relevant, of other adults in supporting learning.

36. Advance learning that takes account of learners' additional learning needs (ALN).

Proposed Practising Teacher Standards

Practising Teacher Standards

Teachers should meet the following Practising Teacher Standards (PTS) at the end of the induction period and continue to meet them throughout their teaching career.

S1: Professional values and attributes

All teachers must demonstrate that they:

S1.1 Appreciate the diverse needs of children and young people and provide an education that maximises their learning potential and inclusion in the life and work of the school.

S1.2 Ensure that relationships with children and young people are respectful, trusting, constructive and supportive of their learning.

S1.3 Have high expectations of children and young people in order to improve outcomes and well-being for all learners.

S1.4 Build positive relationships between home and school, and instigate and maintain effective communication with children, young people and their parents/carers.

S1.5 Encourage and support parents and carers to be actively involved in the progress, development and well-being of children and young people.

S1.6 Promote and deliver improved opportunities for children and young people through the contribution they make within a community.

S1.7 Develop effective working relationships with support staff and other professionals and understand the contribution they make to the learning, development and well-being of children and young people.

S1.8 Are actively involved in professional networks and learning communities in order to maintain up-to-date professional knowledge, are sharing and testing beliefs and understandings with colleagues, and are contributing to the wider development of the school and profession.

S1.9 Use reflection to identify their own developmental needs and take responsibility for their continuing professional development.

S1.10 Appreciate the bilingual nature of Wales and have high expectations with regard to Welsh-language development according to context.

S2: Knowledge and understanding

All teachers must demonstrate:

S2.1 An up-to-date knowledge and understanding of the professional duties and responsibilities of teachers, and the statutory framework within which they work.

S2.2 Knowledge and understanding of the aims and structure of all national curriculum priorities and cross-cutting themes, including skills frameworks.

S2.3 An understanding of the expectations, organisational arrangements and pedagogical approach in the key stages or phases before and/or after the ones they teach, and use this knowledge to inform their practice.

S2.4 An ongoing development of their professional knowledge and understanding of how children and young people's physical, intellectual, linguistic, social, cultural and emotional development can affect their learning and well-being.

S2.5 A secure knowledge and understanding of their subjects/ curriculum areas and related pedagogy, and how to improve learners' literacy and numeracy skills across the curriculum.

S2.6 Knowledge of effective use of ICT to support teaching, learning and their wider professional role.

S2.7 Knowledge of the *SEN Code of Practice for Wales* and how to effectively meet the diverse needs of learners.

S2.8 Knowledge of how to seek information, advice and support from internal and external sources.

S2.9 Knowledge of how to use and adapt a range of strategies to promote good behaviour and create a purposeful learning environment.

S2.10 An awareness of the United Nations Convention on the Rights of the Child.

S2.11 An understanding of the expectations in the curriculum with regard to Welsh-medium provision and/or Welsh second language.

S3: Teaching – S3.1 Planning, expectations and targets

All teachers must demonstrate that they:

S3.1.1 Set challenging teaching and learning objectives that are guided by informed expectations of individual learners based on knowledge of the expected standards of the relevant age group and the range and content of work appropriate to learners in that age group.

S3.1.2 Use these teaching and learning objectives to plan lessons, and sequences of lessons, with clear plans on how they will assess learners' knowledge, skills and understanding.

S3.1.3 Personalise learning in order to address individual needs and provide opportunities for all learners to achieve their potential.

S3.1.4 Identify resources to support learning that will stimulate and motivate learners to achieve desired outcomes while taking into account learners diversity and well-being.

S3.1.5 Work effectively as a team member and collaborate with colleagues to plan work and establish targets.

S3.1.6 Plan for support staff to be appropriately involved in supporting learning and ensure they understand the roles they are expected to fulfil.

S3.1.7 Are able to plan appropriate opportunities for children and young people to learn in settings beyond the classroom.

S3.1.8 Organise, manage and prioritise time effectively within their wider professional role.

S3: Teaching – S3.2 Monitoring and assessment

All teachers must demonstrate that they:

S3.2.1 Know and use a range of monitoring and assessment strategies, including both formative and summative assessment, to evaluate learners' progress towards planned learning objectives, and must use this information to improve their own planning and teaching.

S3.2.2 Involve learners in target setting and in reflecting upon and evaluating their performance.

S3.2.3 Know and understand the assessment requirements and arrangements for the subjects/curriculum areas and phases within which they teach, including where appropriate those relating to public examinations and qualifications.

S3.2.4 Identify and support learners with additional learning needs, including more able and talented learners, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties.

S3.2.5 Record learners' progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time.

S3.2.6 Use records to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

S3.2.7 Use records as a basis for reporting on learners' attainment and progress, providing colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

S3: Teaching – S3.3 Teaching and managing learning

All teachers must demonstrate that they:

S3.3.1 Have high expectations of and maintain positive relationships with all learners and establish learning environments where all learners feel secure and confident.

S3.3.2 Teach the required and expected skills, knowledge and understanding relevant to the age range they teach. Make appropriate use of national guidance such as *Developing the Curriculum Cymreig* for learners aged 7–14, and *Wales, Europe and the World* for learners aged 14–19.

S3.3.3 Teach clearly structured lessons or sequences of work and ensure that all learners have a clear understanding of the learning objectives involved.

S3.3.4 Employ appropriate teaching strategies that develop all learners' capacity to work collaboratively and independently.

S3.3.5 Make effective personalised provision for those they teach, including taking practical account of diversity and promoting equality and inclusion in their teaching.

S3.3.6 Support those learners where the language in which they are being taught is different from the language or form of language of their home.

S3.3.7 Take account of the varying interests, experiences and achievements of all those they teach to help learners make good progress.

S3.3.8 Organise and manage teaching and learning time effectively.

S3.3.9 Organise and manage the physical learning environment, equipment, materials, texts and other resources safely, and deploy support staff effectively.

S3.3.10 Maintain an orderly learning environment and manage learners' behaviour constructively. Promote learners' self-control and independence through the development of their social, emotional and behavioural skills.

S3.3.11 Understand how the legal requirements, national policies, local arrangements and associated procedures on the safeguarding and promotion of the well-being of children should be applied in the learning environment.

S3.3.12 Use ICT effectively in their teaching and learning.

S3.3.13 Take responsibility for learning outcomes of a class or classes over a sustained period of time and teach effectively across the age and ability range for which they are deployed.

S3.3.14 Encourage learners to progress independently by, for example, providing homework or other out-of-school study that consolidates and extends work carried out during lessons.

S3.3.15 Work cooperatively and collaboratively with other teachers and colleagues, including those from external agencies, to enhance the learning and well-being of those they teach.

S3.3.16 Promote inclusion and demonstrate commitment to equality of opportunity by challenging instances of prejudice, stereotyping, bullying and harassment, in line with school policies and procedures.

S3.3.17 Identify opportunities to include cross-cutting themes in their teaching.

S3.3.18 Promote pupils' understanding of the bilingual context of Wales and their bilingual skills as appropriate.

Proposed Leadership Standards

The following sets out draft Leadership Standards as they apply to school practitioners.

1. Application of the Leadership Standards

Draft generic leadership core attributes and Key Areas are set out on pages 10–25. The following describes how they apply to headteachers and other practitioners (teachers and support staff).

1.1 Headteachers

Headteachers are required to meet all elements of the Leadership Standards. These comprise the leadership core attributes and Key Areas on pages 10–25, together with the additional headteacher core purpose set out below. The Leadership Standards as a whole also serve to support headteachers' ongoing professional development.

Core purpose of the headteacher

The core purpose of the headteacher is to provide professional leadership and management for their school.

The headteacher will ensure high-quality teaching and learning opportunities for all learners and high standards of achievement in all areas of the school's work.

The headteacher is the lead professional and lead learner in the school and is responsible for:

- creating an exciting, stimulating, productive and inclusive learning environment for learners and staff
- securing the mission, creating vision and establishing the strategic direction of the school
- managing change and shaping the future of the school
- securing success and improvement for the school through school self-evaluation
- ensuring high-quality teaching, high-quality individual learning opportunities for all learners and high standards of achievement
- providing equality of opportunity for all
- developing, implementing, monitoring and continually improving policies and practices
- operating within a regulatory framework and interpreting and applying relevant legislation

- managing and organising the school from day-to-day to ensure that resources, including the school environment and human resources, are efficiently, effectively and safely used to achieve the school's aims and objectives
- securing the commitment of the wider community to the school by developing and maintaining effective networks
- creating an environment that reflects the language and culture of Wales and promotes learners' bilingual skills according to context
- ensuring their own professional development and the professional development of all staff in the school.

1.2 Teachers and support staff

For other practitioners, teachers and support staff the Leadership Standards serve as a tool to support ongoing leadership development. The guidance will set out how practitioners can use the Leadership Standards to review and reflect on their leadership practice and identify priorities for further professional development.

2. The core attributes of leadership

The following attributes identify the core knowledge and skills, the personal qualities and values and the professional characteristics attributable to the six Key Areas of the Leadership Standards. The core attributes are not exhaustive and should not be used as a checklist. Additional attributes relating to each of the six Key Areas are also set out in Section 3 of the standards.

2.1 Knowledge and skills

This element identifies the essential knowledge and skills required to lead and manage effectively. Leaders should actively engage in reflective learning to gain a greater understanding of the core leadership functions, including:

- the professional role of the educational leader
- leadership and management principles
- school self-evaluation and improvement.

2.2 Personal qualities and values

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

- Commitment
- Confidence
- Consistency
- Courage
- Creativity
- Empathy
- Flexibility
- Honesty
- Humour
- Impartiality
- Inspiration
- Integrity
- Motivation
- Perseverance
- Problem solving
- Reliability
- Resilience
- Respect
- Self-awareness
- Value for others

2.3 Professional characteristics

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

- apply and understand frameworks of accountability
- celebrate diversity and promote social inclusion and equal opportunities

- challenge and support
- communicate clear purpose and direction
- deal with ambiguity and change
- develop self and others
- value teams and work collaboratively.

3. The six Key Areas of leadership

Key Area 1 – Creating strategic direction

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

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

Knowledge and skills:

- 1.1** schools of the future
- 1.2** models of leadership
- 1.3** ways to establish, implement and sustain a shared vision
- 1.4** distributed leadership
- 1.5** strategic planning, monitoring and reporting processes
- 1.6** new technologies, their use and impact
- 1.7** contemporary developments in education at local, national and global levels
- 1.8** the Welsh Assembly Government's national priorities for education.

Personal qualities and values:

- 1.9** thinks analytically and strategically, building and sustaining a coherent vision in a range of compelling ways
- 1.10** promotes the school's vision of excellence and equality of opportunity which sets high standards for every child
- 1.11** inspires, challenges, motivates and empowers others to carry the vision forward

1.12 commits to the social inclusion agenda and the ability and right of all to be the best they can be

1.13 develops self-belief in all learners and adults involved in the school.

Professional characteristics:

1.14 manages change by working with and through other people

1.15 sets and achieves ambitious, challenging goals and targets (for learners and staff)

1.16 effectively uses appropriate technologies

1.17 addresses barriers to learning

1.18 understands and responds to the national education policy context in Wales

1.19 forges effective links between and understands the interdependency of the six Key Areas of the National Standards for Leadership in Wales

Actions:

1.1a ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all

1.2a works within the school community to translate the vision into agreed objectives and operational plans which will achieve sustained school improvement

1.3a embodies the vision and values through daily practice and continual advocacy

1.4a motivates and works with others to create an effective school climate and shared culture

1.5a employs creativity, innovation and new technologies to achieve excellence

1.6a ensures that strategic planning takes account of the diversity, values, experience and context of the school and the community at large

1.7a develops the school based on a commitment to continuous improvement and sustainable development.

Key Area 2 – Leading learning and teaching

Securing effective learning and teaching is at the heart of the school's purpose. Leaders, working with staff and governors, create the conditions and structures to support effective learning and teaching for all.

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

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

Knowledge and skills:

- 2.1** effective transition and a continuum of learning
- 2.2** strategies for raising achievement and achieving excellence
- 2.3** models of learning and learner development
- 2.4** strategies for creating a learning culture within the school
- 2.5** the effective use of new technologies to support learning and teaching
- 2.6** principles of quality learning, teaching and assessment
- 2.7** models of behaviour management
- 2.8** strategies for ensuring social inclusion, diversity and access
- 2.9** curriculum design and management.

Personal qualities and values:

- 2.10** exhibits determination to raise standards for all learners
- 2.11** establishes a learning community that supports effective learning and teaching based on the needs of individual learners
- 2.12** demonstrates personal enthusiasm and commitment to the learning process
- 2.13** models principles of effective learning in their own leadership practice

2.14 engenders self-esteem and confidence

2.15 promotes and sustains positive relationships and behaviour

2.16 commits to high achievement and high expectations

2.17 recognises and celebrates learner attainment outside academic and vocational areas.

Professional characteristics:

2.18 ensures entitlement to effective learning and teaching for all pupils

2.19 takes account of changes/reviews to the curriculum, assessment, examinations and qualifications

2.20 identifies and addresses pastoral needs

2.21 demonstrates and shares professional knowledge of the principles and practice of effective learning and teaching

2.22 engages in professional conversation and debate about curriculum, learning, teaching and assessment issues

2.23 initiates and supports action-based research and debate about effective learning and teaching, and develops relevant strategies for managing performance

2.24 conducts an honest self-evaluation of the school's strengths and areas of improvement in learning and teaching

2.25 acknowledges excellence and challenges poor performance

2.26 recognises the contribution that activities outside the classroom can make to social inclusion and lifelong learning.

Actions:

2.1a ensures a consistent and continual school-wide focus on learners' achievement

2.2a ensures that both school and classroom climates promote effective learning and teaching for all

2.3a ensures the equity of academic, vocational and experiential learning routes

2.4a places learning at the centre of strategic planning and resource management

- 2.5a** actively engages in the securing of social inclusion for all learners with a view to meeting their individual learning needs
- 2.6a** enables learners to develop independence and to acquire thinking and learning skills
- 2.7a** establishes creative, responsive and effective approaches to learning and teaching in every subject to meet and support the aims of the school
- 2.8a** uses data and benchmarks to monitor progress in every child's learning and to focus teaching
- 2.9a** ensures an ethos of challenge and support where all learners can achieve success and become engaged in their own learning
- 2.10a** demonstrates and articulates consistently high expectations and sets stretching targets for the whole school community
- 2.11a** implements strategies that secure high standards of behaviour and attendance
- 2.12a** determines, organises and implements the curriculum
- 2.13a** ensures that the curriculum promotes the Curriculum Cymreig and satisfies the requirements of the national curriculum in Wales
- 2.14a** ensures effective assessment procedures, including assessment for learning
- 2.15a** promotes learners' understanding of the bilingual context of Wales and develops their bilingual skills as appropriate
- 2.16a** takes a strategic role in the development of new technologies to enhance and extend the learning experiences of learners and the teaching capabilities of teachers
- 2.17a** monitors and evaluates the curriculum and its assessment and identifies and acts on areas for improvement
- 2.18a** maintains a high visibility around the school and devotes considerable time to interaction with learners, staff and parents/carers
- 2.19a** implements strategies to ensure that learners' additional learning needs are met.

Key Area 3 – Developing and working with others

Effective relationships are particularly important in leadership as leaders, and headteachers in particular, work with the whole school community. Leadership involves building professional learning communities that enable all to achieve. Through performance management and effective continuing professional development, leaders enable all staff to achieve high standards. Leaders should be committed to their own continuing professional development in order to equip themselves with the capacity to deal with the complexity of their role and the range of leadership skills and actions required of them.

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

Knowledge and skills:

- 3.1** significance of interpersonal relationships, adult learning and models of continuing professional development (CPD)
- 3.2** strategies to promote self- and team development
- 3.3** the professional and pastoral needs and aspirations of all members of staff
- 3.4** the relationship between CPD and sustained school improvement.

Personal qualities and values:

- 3.5** promotes collegiality
- 3.6** develops the trust and support of staff
- 3.7** inspires, motivates and challenges others
- 3.8** manages emotions and performance well under pressure
- 3.9** reflects upon their own leadership and the leadership and professional practice of others in the school.

Professional characteristics:

- 3.10** recognises and celebrates good practice
- 3.11** adopts different leadership styles as appropriate
- 3.12** distributes leadership responsibilities
- 3.13** undertakes the role of mentor and coach when appropriate
- 3.14** fosters an open, fair and equitable culture in the school

3.15 develops, empowers and sustains effective teams

3.16 collaborates and networks with others, within and beyond the school

3.17 gives and receives effective feedback to improve personal performance

3.18 works effectively with the governing body to fulfil the school's mission

3.19 makes timely and confident decisions within a collegial culture.

Actions:

3.1a treats people fairly, equitably and with dignity and respect to create and maintain a positive school climate

3.2a shares and distributes leadership, builds teams and works cooperatively within and outside the school to achieve school goals and objectives

3.3a creates an environment in which others can grow professionally

3.4a develops and nurtures leadership potential in others to build the leadership capacity of the school

3.5a builds a collaborative learning culture within the school and actively engages with other educational establishments to build effective learning communities

3.6a ensures that the school contributes, where appropriate, to the training of future teachers and other adults who work with learners

3.7a develops and maintains effective strategies and procedures for staff induction, early and continuous professional development and performance review

3.8a ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, providing clear delegation of tasks and devolution of responsibilities

3.9a acknowledges and celebrates the responsibilities and achievements of individuals and teams

3.10a develops and maintains a climate of high expectations for self and others and takes appropriate action when performance is unsatisfactory

3.11a regularly reviews and reflects on his or her own practice, sets personal targets and takes responsibility for personal development

3.12a has regard for own workload and that of others to ensure a work–life balance

3.13a ensures effective arrangements for the coordination of provision for learners with additional learning needs.

Key Area 4 – Managing the school

Leaders need to provide effective organisation and management within the school they lead and ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. Leaders should implement effective processes to develop and review policies and plans and ensure the effective and efficient use of available resources and finance.

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

Knowledge and skills:

4.1 legal issues relating to managing a school including child protection, health and safety, equal opportunities, race relations, disability and human rights legislation, employment law

4.2 models of organisations and principles of organisational development

4.3 principles of school improvement

4.4 project management techniques

4.5 strategic financial planning, budgetary management and principles of best value

4.6 human resource management, governance, security and access issues relating to the diverse use of school facilities to create a safe, secure environment for all

4.7 use of new technologies to enhance organisational effectiveness

4.8 future development of school buildings and facilities

4.9 principles of inclusion.

Personal qualities and values:

4.10 thinks creatively to anticipate and solve problems

4.11 maintains an awareness of the school's overall situation and direction

4.12 creates a safe and attractive school environment

4.13 analyses risks effectively

4.14 demonstrates principles of best value.

Professional characteristics:

4.15 develops and sustains a healthy school environment

4.16 establishes and sustains appropriate management structures and systems

4.17 manages the school efficiently and effectively on a day-to-day basis

4.18 prioritises, plans and organises themselves and others

4.19 uses informed professional judgement to make management and organisational decisions.

Actions:

4.1a ensures that the professional duties and conditions of employment as set out in the *School Teachers' Pay and Conditions Document* and *Guidance on School Teachers' Pay and Conditions* (Department for Education, 2010) and other statutory requirements, including those for the headteacher, are fulfilled

4.2a produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities

4.3a ensures that policies and practices take account of national and local circumstances, policies and initiatives including bilingualism and the Welsh dimension

4.4a builds, remodels and maintains organisational structures and systems that distribute leadership and enable the school to run efficiently and effectively on a day-to-day basis

4.5a monitors, evaluates and reviews the effects of school policies, priorities and targets in practice

4.6a acts upon the outcomes of school self-evaluation and external inspection by Estyn to target school improvement efforts

4.7a uses information and data from within and outside the school to inform decision making

4.8a makes effective use of the support and challenge provided by the LA and other relevant bodies

4.9a manages the school's financial and human resources effectively and efficiently to achieve the school's education priorities and goals

4.10a recruits, retains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school

4.11a manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations

4.12a develops and enhances the school fabric and environment to better meet the needs of learners

4.13a ensures that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all learners and to secure value for money.

Key Area 5 – Securing accountability

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

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

Knowledge and skills:

5.1 statutory educational frameworks, including school governance

5.2 public service policy and accountability frameworks including school–LA relations and multi-agency working

5.3 the use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance

5.4 the principles and practices of quality assurance systems, including school review, self-evaluation, external inspection by Estyn, performance management and LA initiatives

5.5 stakeholder and community engagement in, and accountability for, the success and celebration of the school's performance, including the role of the governors and the school council.

Personal qualities and values:

5.6 ensures individual, team and whole-school accountability for learner learning outcomes

5.7 secures the trust of stakeholders, particularly governors, parents/carers and learners

5.8 supports the role of the school council.

Professional characteristics:

5.9 works with the governing body to manage the school's finances and resources

5.10 demonstrates awareness of national and local developments

5.11 engages the school community in the systematic and rigorous self-evaluation of the work of the school

5.12 encourages a reflective climate to promote school improvement

5.13 collects and acts upon a rich set of data to understand the strengths and areas of improvement of the school

5.14 combines the outcomes of regular school self-review and self-evaluation with external evaluations in order to develop the school.

Actions:

5.1a ensures individual staff accountability is clearly defined, understood and agreed and is subject to rigorous internal and external review and self-evaluation

5.2a works with the governing body so that it is able to meet its responsibilities for securing effective learning and teaching and improved standards of achievement

5.3a develops and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including parents/carers and governors.

Key Area 6 – Strengthening the community focus

Leaders should be aware that improvements in the school and in the community are interdependent and rely upon effective collaboration between all interested parties. Leaders should encourage and engage in collaboration with other schools and organisations to bring positive benefits to the school and share its expertise. In this area of leadership, leaders will need to secure the involvement and support of those outside the school.

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

Knowledge and skills:

- 6.1** rich and diverse resources within the local community – both human and physical
- 6.2** the wider curriculum beyond school and the opportunities it provides for learners and the school community
- 6.3** models of school, home, community and business partnerships
- 6.4** importance of creating internal and external networks through collaboration
- 6.5** cross-phase working and transition issues
- 6.6** strategies that encourage parents and/or carers to support their children's learning
- 6.7** micropolitical and macropolitical influences in school, community, local and national contexts
- 6.8** awareness of the United Nations Convention on the Rights of the Child
- 6.9** multi-agency and voluntary sector agencies.

Personal qualities and values:

- 6.10** works with other agencies for the well-being of learners and their families

6.11 involves parents/carers and the community in supporting the learning of children and in defining and realising the school vision

6.12 recognises and takes account of the richness and diversity of the school's communities

6.13 maintains good external relations.

Professional characteristics:

6.14 ensures that the school plays its full part in community life and contributes to lifelong learning

6.15 builds and maintains effective relationships with parents/carers, partners and the community to enhance the education for all learners

6.16 ensures networking and collaboration between schools, other learning providers and other services.

Actions:

6.1a establishes and builds partnerships with other schools on issues such as transition, staff development and school improvement, and shares best practice with other schools

6.2a builds a school climate and learning culture that takes account of the richness and diversity of the school's community including Welsh language and culture

6.3a ensures that the school plays a productive role as a member of its local, national and global communities

6.4a creates and promotes positive strategies for developing good race relations and dealing with racial harassment

6.5a promotes appropriate attitudes towards disability and additional learning needs

6.6a ensures that the school plays a central role in the community

6.7a develops citizenship in learners so that they make a positive contribution to local and wider communities

6.8a collaborates with other agencies, including the LA, in providing for the intellectual, spiritual, moral, social, physical and cultural well-being of learners and their families

6.9a creates and maintains an effective partnership with parents, guardians and carers to support and improve learners' achievement and personal development.