



## Headteacher Information pack

Midhurst C of E Primary School  
March 2023

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# Letter from Chair of Governors

Dear Applicant,

We are delighted that you are interested in our vacancy for a Headteacher.

In this pack you will find information about our school, the locality, our links to the community and the qualities our children, staff and parents are looking for in a Headteacher.

You will also find the job description and personal specification for this role.

This pack will give you a sense of how we support and encourage everyone to flourish, achieve and believe and how our vision of living life in all its fullness is threaded through every opportunity, experience, and school day.

To gain the full experience of the energy, warmth, safety, and passion that is behind every classroom door, in the corridors, on the playground and in our forest school we would encourage you to contact us to arrange an informal visit. Details for how to do this can be found further on in this pack.

Further information of how to apply are included in this pack, do make sure you use your application and supporting statement as an opportunity to reflect your personality, leadership style, strengths, and creativity. Please note the closing date for applications is 12 noon on Monday 27th March 2023.

If you need any support to enable your participation in the recruitment process, please contact us.

Thank you for your interest in this exciting opportunity. We look forward to welcoming you to Midhurst C of E Primary School and receiving your application.

Yours faithfully,



Mark Purves  
Chair of Governors

# About our school

Midhurst C of E Primary School is a thriving, financially healthy and happy school in the heart of the beautiful South Downs National Park. We aim to develop happy, independent learners who flourish, achieve and believe. We offer an exciting, creative curriculum full of enrichment, through which we aim to develop independent thought and personal challenge.

The children are at the centre of our school and we are proud to know each individual in our care so we can meet their needs to the best of our ability. The wonderful family atmosphere is both supportive and encouraging to the children as they independently make their way in the world for the first time.

The staff's commitment and positive attitude is reflected throughout the school. The Headteacher is currently well supported by an experienced senior leadership team, and a team of subject leaders throughout the school.

|                            |                                                                                                                                   |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Location                   | Midhurst, West Sussex                                                                                                             |
| Type of school             | Church of England (Voluntary Controlled) Primary School                                                                           |
| Age range                  | 4 to 11 years old                                                                                                                 |
| Number on roll             | 195                                                                                                                               |
| Arrangement of year groups | One form entry                                                                                                                    |
| Children groups            | <ul style="list-style-type: none"> <li>• PP: 27%</li> <li>• EAL: 9%</li> <li>• SEN incl. EHCP: 11%</li> <li>• EHCP: 2%</li> </ul> |
| Management structure       | <ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Two Assistant Headteachers</li> <li>• SENCO</li> </ul>            |
| Staffing                   | <ul style="list-style-type: none"> <li>• 10 Teachers</li> <li>• 11 Support Staff</li> <li>• 4 Office staff</li> </ul>             |
| Attendance                 | 94.3%                                                                                                                             |
| Last Ofsted                | Good <a href="#">Click here to view the report</a>                                                                                |
| Last SIAMS                 | Good <a href="#">Click here to view the report</a>                                                                                |

For further information please visit: <https://www.midhurst-primary-school.co.uk/>

# Vision and Values



## Vision

At Midhurst CE Primary School we believe passionately in living life in all its fullness by developing the spiritual and holistic potential of each child. Our distinctively Christian values of kindness, peace, friendship, respect, creativity and forgiveness underpin the education and care we provide for the whole child, their family and school community.

## Aims

Our aim is that every child will reach their full potential by:

- learning to read so that they can read to learn.
- having the skills to write with purpose and fluency.
- becoming problem solvers through logic, reason and numeracy.
- knowing how to learn, what sort of learner they are and how they learn best.
- accessing a wide ranging, creative curriculum that is challenging and inspiring and caters for the needs of all.
- gaining knowledge, skills and understanding appropriate to a fast-changing world, so they can be self-reliant, adaptable and lead fulfilling and meaningful lives.
- being valued as an individual, who can share their concerns and can grow in confidence knowing their place in their class, their school, their local, national and international communities, wanting to help others and make a positive difference.
- being aware and able to make healthy choices physically and mentally. They will choose to keep active and develop positive attitudes to life and wellbeing.
- understanding that they are responsible for their own actions and take responsibility for them.

At Midhurst C of E Primary School we strive to ensure that the whole school environment is a place that promotes learning, encourages challenge and independence and is as safe as possible. We believe that children should feel secure, happy and valued as unique individuals so their educational, emotional, spiritual and physical needs are met. We expect every child to make good progress and develop their wisdom, knowledge, skills and understanding of the world they live in.

We encourage enthusiasm and motivation across the school, enabling us all to be creative and imaginative in our work. The biblical teachings of Jesus underpin all we do; our priorities and decisions, collective worship, RE and across the curriculum. Our Christian values are alive and in action around the school. Our distinct Christian foundation supports children to cooperate, share and show respect for everyone, regardless of faith, culture or ethnic background and be responsible for their own behaviour.

# What others say

## From our 2019 Ofsted Inspection:

**//** Your happy and welcoming school is firmly established in the heart of the community. Governors and staff are rightly proud of the school's open and inclusive culture.

Many [parents] commented on how happy their children are, the care they receive and how much they enjoy learning.

Pupils told me how they work together as a team, enjoy all the different activities on offer and feel secure and safe.

You and your senior team have drawn up appropriately ambitious plans to improve the school. You are closely focusing on increasing rates of progress, including for the most able pupils.

Governors have an accurate view of the school's performance and make it their business to question and challenge leaders for answers. Governors demonstrate a strong understanding of how accountable they are and take their duties seriously.



## From our 2017 SIAMS report:

**//** Leaders at all levels are committed to the development of the school as a church school. They know their school well and are taking action to develop the Christian distinctiveness further.

Christian values underpin all aspects of school life and are known and referred to by all.

Opportunities for spiritual, moral, social and cultural development enhance the learning and development of the pupils' understanding of the world.

The Christian ethos contributes well to the positive relationships with and the extensive support for families and the local community.



# Curriculum

The curriculum we teach is guided by the National Curriculum, but not limited by it. Curricular planning involves all members of staff to ensure continuity and progression.

Learning takes into account knowledge and skills, ensuring that pupils get the chance to revisit and consolidate learning in different ways. This 'spiral' curriculum gives children opportunities to show the progress they have made in a range of learning contexts, building upon prior knowledge.

Our curriculum overview sets out the areas of the National Curriculum which are taught through our two-year topic cycle. These ensure that by the end of each Key Stage, the Programmes of Study have been taught.

In addition, for each subject, our Progression of Skills documents set out the skills and knowledge to be taught in each subject. These include a 'golden thread' of key vocabulary to be covered in each year group.



# Diocese of Chichester

Midhurst Church of England Primary School is a voluntary controlled school and one of many church schools in the diocese. In total there are 155 Church of England schools and academies – 60 have voluntary aided status and 95 voluntary controlled status. There is also a growing number of partnership schools.

The Diocese of Chichester covers the counties of East and West Sussex and the city of Brighton and Hove. It was founded in 681 by St Wilfrid who converted the Kingdom of the South Saxons and established a cathedral, which no longer exists, at Selsey. In 1075, a new cathedral was begun at Chichester. Today the diocese has 389 parishes which are served by over 500 clergy and employed lay workers.

The work of church schools is supported by the Diocesan Board of Education which is chaired by the Bishop of Chichester. The Education team, based at Church House in Hove, consists of a Diocesan Director of Education, two Assistant Directors, officers and secretaries. The team are supported by several consultants who are available to support improvement.

A range of services are offered to governors and headteachers including:

- support and training in RE and Collective Worship;
- training and networks for headteachers, senior staff and clergy;
- assistance in developing a distinct Christian ethos in the school;
- advising on the appointment of headteachers and deputy heads;
- pre and post denominational (section 48) inspection monitoring and support;
- governor training and support;
- advice in maintaining, developing and funding school buildings;
- advice in formulating and administering admissions policies;
- advice on moving towards academy status.

Mailings are sent to schools four times a year and the Diocesan website can be accessed at <https://schools.chichester.anglican.org>.

All church schools and academies in the diocese are expected to enter into a Partnership Agreement with the Diocesan Board of Education.



# Community/Enrichment

## School Council

The School Council is the voice for children at the school and is made up of representatives from each class. The children meet regularly to discuss key priorities they have identified and any issues raised from their class. The Council provides opportunities for pupils to communicate their feelings as well as influence decisions that are made.



## PTA

The Parent and Teachers Association includes all parents (and teachers), although a smaller 'core' group tend to lead the organisation of many of the activities. Some of the activities are to raise money and some are just for fun; for children and their parents.

In recent years the PTA has been particularly generous in supporting class and extended educational visits, providing 'class money' for children to spend on their classrooms as well as musical and drama productions. The PTA regularly put on fun non-profit events for the children to take part in, such as twice-yearly themed discos, Easter egg hunts and the Winter Fun day on the last day of the Autumn term.



## Enrichment opportunities

At Midhurst Primary, we strongly believe that children learn best from first hand experiences and can be inspired by activities outside the classroom. Our enrichment opportunities include:

- A residential week in years 5 and 6
- Visits from specialist speakers, artists, performers, musicians etc
- School visits to enhance learning outside of the classroom
- Clubs include: multi-sports, football, dance, sewing and coding - amongst others
- Locality sports events hosted at Midhurst Rother College
- Curricular opportunities at Midhurst Rother College



## Midhurst Parish Church – St Mary Magdalene’s & St Denys

Midhurst C of E Primary is proud of its links with Midhurst Parish Church which serves the community of Midhurst and the local area.

Midhurst Parish Church is a church at the heart of the community in Midhurst. We do our best to love God and our neighbours and we do that in all sorts of ways including running the foodbank, supporting our local schools running groups for children and young people and events for the whole community.



## Rother Valley Schools

Midhurst C of E Primary School is one of fifteen rural primary schools within the Rother Valley. This covers 450 square miles of beautiful, rural Sussex and creates an outstanding learning environment within which to educate children. Indeed, children in the Rother Valley are increasingly taught through a Forest School’s approach to teaching and learning. Our schools work closely together with a shared locality plan. Follow the links below to read more information about the Rother valley group of schools.



[!\[\]\(ceb7cef9f9d693d102dfe501130037c6\_img.jpg\) RVS brochure](#)

[!\[\]\(8a8ea273bba45b658cf4779d37ab61e8\_img.jpg\) RVS map](#)

## Forest Schools

The staff and children of Midhurst school are proud to be in our tenth year of running Forest School sessions – both on the school site with our younger children and at our woodland in Woolbeding for the older children. If you would like to find out more about the Forest School ethos click the link below:

<http://www.forestschoollassociation.org/>





## Local area information

Midhurst nestles at the centre of the South Downs National Park and makes the perfect base to get out and explore this beautiful landscape: unique heathland with wide horizons, rare birds, open chalkland and wild flowers galore.

Midhurst today is a thriving country market town – it's a role the town has filled for many centuries. You'll find evidence of that all around you in a delightful mix of medieval, Georgian, Victorian and Edwardian architecture as well as signs of the town's historical, social and political significance.

Cowdray played host to both Queen Elizabeth I and King Henry VIII. Guy Fawkes once worked at Cowdray house, which later caused the Montague Family to be implicated in the Gunpowder Plot of 1605. Then, in the Civil War, the Parliamentarians used the house as a Roundhead barracks. Partially destroyed by fire in 1793, the magnificent ruins now tower over the town's water meadows and visitors can explore where Kings and Queens of England once stood.

The National Trust cares for over 15,000 acres of the South Downs. You'll find not only Georgian mansions and stunning gardens but also Sussex downland habitats and some of the finest English parkland landscapes in the country.



SUNDEW

## Sundew

Sundew is a house in Midhurst bequeathed by the Reverend Frank Tatchell to the Managers (later, Governors) of the School for use as a residence for the Head of the School. The Trustees are drawn from the Governing Body.

The house is available to any headteacher for use as a residence, at a less than market rate rental. If not required by the Headteacher (as at present) it is let out at the full market rate. The income is used to maintain and improve the property, and in addition, donations are made to the school at the discretion of the Trustees, but the underlying objective is to be supportive to the Headteacher in post.



## Key Qualities of our Headteacher

What do children love about our school?



# Key Qualities of our Headteacher

## Children would like a headteacher who...

- Is kind and friendly
- Is trustworthy
- Is tolerant
- Is fair
- Is lovely and smiley
- Cares about everything, not just learning
- Learns all our names
- Can support any child in need
- Makes sure learning is fun
- Is responsible and caring
- Can be equal to everyone
- Puts the children first
- Will help us with our learning
- Is forgiving
- Helps our teachers
- Has a sense of humour
- Shows respect to all
- We can talk to about our worries or concerns
- Actively listens
- Makes us feel like we are always safe
- Makes us feel valued, skilled and rewarded

## Why would someone want to be the headteacher of our school?

- We are kind and friendly
- We are a happy school
- Children and staff have good relationships
- We have lovely school grounds
- We are part of a large community that provides good opportunities
- The children here are hardworking and want to get better
- The school is in a great location
- You would enjoy meeting us
- Our school is exciting
- You would enjoy joining us at forest school
- We have a brilliant school
- We are all different
- We are very proud of our school
- We are very good at sports and win lots of trophies!

### Staff would like a Headteacher who:

- Is a professional, who has a clear understanding of our community ethos and the importance of working collaboratively to maintain this
- Is a supportive leader who appreciates family commitments and that work/home life needs to be balanced, ensuring that unnecessary workload is not created
- Is approachable, level-headed, friendly and sociable towards others
- Is a leader who works well within a team, is happy to muck in and leads by example - motivating staff and keeping everyone positive
- Is an effective communicator
- Is forward thinking with a clear vision which is shared and understood by all stakeholders in the school
- Is someone with a strong philosophy that primary education is about providing rich and varied experiences for the children to allow them to reach their full potential
- Is someone with a passion for forest schools and outdoor learning
- Has high expectations of staff, children and parents acknowledging when these expectations are met
- Supports their staff and shows them respect for the hard work they do
- Has a sense of humour
- Will go the extra mile for those that need help

### Parents would like a Headteacher who:

- Has a focus on teaching and learning
- Is kind, approachable and relatable
- Highly values the importance of pastoral care and prioritises the welfare and happiness of the children
- Is passionate about inclusive learning environments
- Has a sense of humour
- Communicates clearly and effectively
- Is committed to maintaining the relaxed, warm, welcoming and inclusive atmosphere the school currently has
- Prioritises building relationships with our children and families
- Is willing to work with the wider community
- Is ambitious and visionary
- Is fair and supportive

# School Development Plan priorities

We expect our new Headteacher to build on our current strengths, whilst continuing to develop and advance the school with motivational leadership to ensure that our vision is realised for every child in our school. The Governing Body have identified the following focus areas for our Headteacher during the next part of our journey:

## 1. Developing Subject Leaders

An area of key focus has been to strengthen our Subject Leaders within the school and develop their ability to confidently articulate the impact they have on the quality of provision for the children. It will be important for you to empower your team to take the initiative, support them in developing their vision and implement plans as subject leaders.

## 2. Therapeutic Thinking and Pupil Voice

We have recently implemented a new approach to behaviour management, and now Midhurst Primary School has a therapeutic approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. We promote pro-social behaviour and recognise that you cannot teach children to behave better, by making them feel worse. As a new initiative this will continue to be an area for development moving forwards. This also links to our need to develop the capturing of pupil voice. We are keen to ensure that pupils are able to talk confidently about their learning, articulating their current capabilities across all subject areas, as well as their next steps.

## 3. Attendance

Attendance is also an area for development at Midhurst Primary School. We wish to ensure that rates of casual and/or persistent absence are reduced. To support this it is key to build positive relationships with families and children. In your first few months as our Headteacher, it will therefore be important for you to develop your relationship with parents and establish yourself as a trusted adult.

The Headteachers' Standards form the basis of our Headteacher job description. They can be found at Headteachers' standards 2020 - GOV.UK ([www.gov.uk](http://www.gov.uk)) and in appendix 1 of this pack.

The Headteacher will carry out their duties with the ethics and professional standards expected of their role and uphold the seven principles of public life, as stated in section 1 of the current Headteachers' Standards document.

They will fulfil the ten Headteachers' Standards as specified in section 2 of the Headteachers' Standards document.

## Person Specification

The successful applicant will have the following characteristics:

|                                                                                                                                | Essential | Desirable |
|--------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| <b>Education and Qualifications</b>                                                                                            |           |           |
| Degree or equivalent                                                                                                           | ✓         |           |
| Qualified teacher status                                                                                                       | ✓         |           |
| Evidence of commitment to continuing professional development                                                                  | ✓         |           |
| Senior Leadership Development (e.g. National professional qualification for headship (NPQH))                                   |           | ✓         |
| Up to date safeguarding training                                                                                               | ✓         |           |
| <b>Professional Experience and Knowledge</b>                                                                                   |           |           |
| A proven record of primary teaching that has made a considerable impact on pupils' learning                                    | ✓         |           |
| Teaching experience across the Primary age range                                                                               |           | ✓         |
| Knowledge of primary principles and practice                                                                                   | ✓         |           |
| Successful experience of raising standards with measurable outcomes                                                            | ✓         |           |
| Experience of working in collaboration with other educational bodies and the wider community to develop positive relationships |           | ✓         |
| Evidence of highly developed performance management skills                                                                     |           | ✓         |
| Understanding of quality in teaching and learning and how to achieve excellence                                                | ✓         |           |
| Knowledge of key considerations in effective management and deployment of people and other resources                           |           | ✓         |
| Knowledge of effective governance and a willingness to engage constructively in accountability processes                       | ✓         |           |
| Knowledge of statutory duties and regulatory frameworks and a determination to ensure that this knowledge is kept up to date   | ✓         |           |
| Knowledge and experience of Child Protection and Safeguarding procedures                                                       | ✓         |           |
| An awareness and understanding of the implication of equal opportunities, inclusion, and multicultural education               | ✓         |           |
| Awareness of the SIAMS processes and framework                                                                                 |           | ✓         |
| <b>Skills</b>                                                                                                                  |           |           |
| Ability to lead change                                                                                                         | ✓         |           |
| Ability to communicate effectively orally and in writing to a range of audiences                                               | ✓         |           |
| Ability to think creatively to anticipate and solve problems                                                                   | ✓         |           |
| Ability to formulate a vision and strategy for the school and secure commitment to it from others                              | ✓         |           |
| Ability to drive forward improvements and challenge underperformance                                                           | ✓         |           |

|                                                                                                                                                              |   |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| Ability to implement appropriate monitoring systems and interpret data to improve attainment                                                                 | ✓ |   |
| Ability to motivate, challenge and influence others to attain higher goals                                                                                   | ✓ |   |
| Ability to develop and empower individuals and teams                                                                                                         | ✓ |   |
| Commitment to the development and maintenance of positive relationships with staff, parents, pupils, governors, and the community                            | ✓ |   |
| Understanding of school finances and financial management                                                                                                    |   | ✓ |
| <b>Personal Qualities &amp; Attributes</b>                                                                                                                   |   |   |
| <b>The person appointed will demonstrate:</b>                                                                                                                |   |   |
| warmth and openness – establishing a positive rapport with parents, staff, and pupils                                                                        | ✓ |   |
| a sensitivity to the needs of others                                                                                                                         | ✓ |   |
| a positive and effective approach to behaviour management                                                                                                    | ✓ |   |
| well-developed interpersonal skills                                                                                                                          | ✓ |   |
| high levels of motivation and a strong work-ethic                                                                                                            | ✓ |   |
| honesty and integrity                                                                                                                                        | ✓ |   |
| an ability to work effectively under pressure                                                                                                                | ✓ |   |
| understanding of the Christian Ethos and Values upheld by the school                                                                                         | ✓ |   |
| active support of the school's Christian Ethos and Values                                                                                                    | ✓ |   |
| <b>Personal Values</b>                                                                                                                                       |   |   |
| <b>The person appointed should:</b>                                                                                                                          |   |   |
| value the education of all children as equally important                                                                                                     | ✓ |   |
| be strong and consistent in their conviction that every child can succeed given the right support                                                            | ✓ |   |
| be passionate and resolute in placing the needs of the children at the centre of our decision making                                                         | ✓ |   |
| <b>The person appointed should demonstrate a commitment to:</b>                                                                                              |   |   |
| moving the school forward through the school development plan                                                                                                | ✓ |   |
| raising standards of achievement                                                                                                                             | ✓ |   |
| providing the pupils with an excellent education                                                                                                             | ✓ |   |
| involving the parents, governors, and community in the work of the school                                                                                    | ✓ |   |
| <b>Christian Distinctiveness</b>                                                                                                                             |   |   |
| Be fully supportive of moving the Christian ethos forward and developing this further                                                                        | ✓ |   |
| Consistently and confidently articulate and live out a Christian vision rooted in distinctively Christian values                                             | ✓ |   |
| Ability to articulate and communicate our vision for Midhurst Church of England Primary school and the commitment to uphold and develop its Christian values | ✓ |   |



# How to apply

## Informal visits to the school

To get a real feel for Midhurst C of E Primary School, we invite you to arrange an informal visit.

To arrange your visit, please contact Jane Cain at our school office on 01730 813526 or via email [office@midhurstprimary.co.uk](mailto:office@midhurstprimary.co.uk)

## Application

Please submit your application using the form with a supporting statement of no more than two sides of A4 when typed. This should tell us how you satisfy the person specification enclosed within the pack and must provide evidence of impact from your current role and previous experience.

Please return your completed application form and supporting letter by 12 noon on Monday 27th March 2023 to clerk to governors Jane Cain at [office@midhurstprimary.co.uk](mailto:office@midhurstprimary.co.uk)

The post is subject to references, an enhanced DBS check, evidence of your right to work in the UK and an occupational health check.

## References

References may be sought for candidates invited to interview. One reference should be from the chair of your current governing board/headteacher, with a second reference from your local authority. As this is a Church School you are reminded that you require an additional reference from a member of the clergy from a church that is part of Churches Together in Britain and Ireland. This does not necessarily have to relate to church attendance but could refer to, for example, contact you have had with a member of the clergy in the course of community activity (Guiding/Scouting, food bank, etc) or in a previous job.

All applications will of course be treated in the strictest confidence

## Safer recruitment

Midhurst C of E Primary School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring checks along with other relevant employment checks.



### Privacy

The school collects information about you in order to provide you with recruitment and employment services. We will use the information for the recruitment and selection process and, if successful, to activate employment with the school. The legal basis for processing your personal data is that it is necessary for the performance of the employment contract or in order to take steps before entering into a contract and is necessary for the County Council to comply with a legal obligation. The legal basis for processing special category data is that processing is necessary for the purposes of carrying out the rights and obligations in the field of employment, that it is necessary for the reasons of substantial public interest and that it is necessary for the purposes of the assessment of the working capacity of the employee. You have some legal rights in respect of the personal information we collect from you. Please see the school's website for further details on their privacy notice and data protection policy. You can contact the School's Data Protection Officer if you have a concern about the way they collect or use your data.



## Appendix 1: Summary Job Description

**Job Title:** Headteacher – Midhurst Church of England Primary School  
**Pay Range:** Range L11 to L17 (£56,796- £65,699)  
**Responsible to:** The Governors, Local Authority and Diocese  
**Start Date:** Friday 1st September 2023

### Summary Job Description and Key focus Areas

#### Job Title: Headteacher

The Contract of Employment between the Governing Body and the Headteacher will be the current Contract of Employment for a Headteacher. The job description can be amended at any time, following consultation between the Headteacher and the Governing Body and will be reviewed annually.

**Salary Scale:** The Governing Body have determined that this post should be paid on the 2023 West Sussex agreed pay scale. Governors have set the Individual Salary Range from L11 – 17.

#### General job expectations and accountabilities:

The Headteacher is an employee of the Governing Body and is required to carry out his/her professional duties in accordance with the terms and conditions of the current School Teachers' Pay and Conditions Document and relevant employment legislation.

**Responsible to:** The Governing Body of Midhurst C of E Primary School

#### National Standards Headteachers (2020)

The 2020 standards replace the National Standards Of Excellence For Headteachers 2015. They are non-statutory and intended as guidance to be interpreted in the context of each individual headteacher and school. They are designed to be relevant to all headteachers.

Headteachers, like other teachers, are expected to meet the teachers' standards. The headteachers' standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

### Section 1

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

**Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:**

- build relationships rooted in mutual respect, and always observe proper boundaries appropriate to their professional position.
- show tolerance of and respect for the rights of others, recognizing differences and respecting cultural diversity within contemporary Britain.
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

**As leaders of their school community and profession, headteachers:**

- serve in the best interests of the school's pupils.
- 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.
- uphold their obligation to give account and accept responsibility.
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.
- take responsibility for their own continued professional development, engaging critically with educational research.
- make a positive contribution to the wider education system



## Section 2

### Headteachers:

#### 1. School culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

#### 2. Teaching

- 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
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

#### 3. Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- 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
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

#### 4. Behaviour

- 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
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen



### **5. Additional and special educational needs and disabilities**

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

### **6. Professional development**

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- 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
- 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

### **7. Organisational management**

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

### **8. Continuous school improvement**

- 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
- 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
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time



### 9. Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

### 10. Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.