**Appointment of Head teacher**

**For Appointment from 1st January 2026**

**St Wilfrid’s C of E Primary School, Newton Heath**

A group of posters on a wall

AI-generated content may be incorrect.

Recruitment Timeline

|  |  |
| --- | --- |
| Visits to the schools | By appointment on 16th or 17th September 2025 (or as agreed)  Please contact the school office on 0161 681 1385 if you would like a guided visit. |
| Closing Date | 23rd September 2025 at noon |
| Shortlisting | 23rd September 2025 |
| Interviews | 29th and 30th September 2025 |

Documents included within this recruitment pack:

* Letter of introduction from the Chair of Governors.
* Copy of the advertisement.
* Job Description.
* Person Specification.
* National Standards of Excellence for Headteachers.

You can also obtain further useful information by visiting the following websites:

[St Wilfrid's C.E. Primary School:](https://www.stwilfridsceprimary.co.uk/)

[Our Church Schools - Diocese of Manchester](https://www.manchester.anglican.org/schools/educationsupportforschools/)

**Letter of introduction from the Chair of Governors**

Dear applicant,

On behalf of the Board of Governors, I would like to thank you for your interest in the position of Headteacher at St Wilfrid’s C of E Primary School.

Our school is a welcoming, safe, inclusive and vibrant environment where we celebrate success at every level, promoting a thirst for learning by providing an exciting and stimulating curriculum and learning environment. You can get an insight into the school from our website and from the information we have included in this pack. Additionally, we warmly invite you to visit the school by appointment on 16th or 17th September 2025.

The vacancy has arisen following the promotion of the current Headteacher, who has successfully and inspirationally led St Wilfrid’s since 2018.

The person who is appointed to the role of Headteacher will have the vision and leadership to build on the existing strengths of the school. They will be committed to providing all pupils with teaching and pastoral support of the highest possible quality, within a safe and welcoming environment, while fostering the strong Christian ethos of the community of St Wilfrid’s.

We are keen to appoint a new Headteacher to start in January 2026. The closing date for applications will be 23rd September 2025 at noon and interviews will be held 29th and 30th September 2025.

St Wilfrid’s C of E Primary School is committed to safeguarding and promoting the welfare of all children and young people.

Our school is focused on the achievement of each and every child and we recognise the importance of encouraging learning to prepare our children for their future school experiences and lives. Every child is valued as an individual - unique and made in God’s image - and we aim to grow well rounded, respectful and confident children who will develop skills for life-long learning.

We nurture our children on their journey and encourage them to be creative, open-minded and independent people, respectful of themselves and of others in our school, our local parish, community and the wider world.

We are deeply committed to providing opportunities for children to thrive and flourish personally, academically, professionally and spiritually. We take our responsibility to prepare children for life in modern Britain and in the global context very seriously. We ensure that the fundamental British Values are introduced, discussed, explored and lived out through the ethos and work of our school.

Thank you once again for your interest in our school. We hope you will be able to visit our school to see what a special place it is for the children, the staff and the parents. We look forward to meeting you and discussing how we can build on the currently excellent provision while embracing the opportunities and challenges in the future.

Warm regards

Jane Belton

Chair of Governors, St Wilfrid’s C of E Primary School

**Copy of the advertisement**

**Headteacher Advert**

**St. Wilfrid’s C of E Primary School**

**Mabel Street, Newton Heath, Manchester, M40 1GB**

**Website: stwilfridsceprimary.co.uk**

**Email: recruitment@st-wilfrids.manchester.sch.uk**

**NOR: 228 Required for 1st January 2026**

**Group 2 Headteacher**

(Leadership Spine points L16 to L21 £72,162 to £81,441)

*Governors are willing to consider the flexibility available within the school teachers’ pay and conditions document 2024*

St Wilfrid’s C of E Primary School is a highly successful and inclusive school within the Diocese of Manchester. Due to the promotion of our highly respected, successful and much loved Headteacher, Governors are looking to appoint a Headteacher who is inspirational, enthusiastic and committed to leading our school in the next stage of its development.

Our reputation is strong and the school community supports the vision and Christian ethos of the school. This is a wonderful opportunity for an aspirational and ambitious school leader, who is dynamic, forward thinking and who can work in partnership with staff, children, senior leaders and governors, to drive the continued and future successes of our school.

Do you have the drive and enthusiasm to lead our school? Our children, staff and governors are seeking a new Headteacher who is committed to continuing to build an exceptional and caring learning environment where all members of the school community can thrive.

**We are looking for a strong, dynamic and inspirational leader who has**:

* The desire to remove barriers so that all individuals have the opportunity to flourish personally, academically, professionally and spiritually.
* A passion for our school, including a genuine enthusiasm and love of children, staff and all that happens at our school, helping us to truly demonstrate our Christian ethos.
* The vision and dedication to lead our school, with the skills and ability to implement this vision through collaboration with all key members of the school community including Governors, staff, parents, our parish and children, to deliver the highest level of education, achievement and attainment possible for our pupils.
* A clear understanding of leadership within Christian education.
* The ability to build upon the existing rich curriculum with high expectations of children’s attainment, achievement and behaviour, supporting every child to develop and reach their own unique, individual potential.
* A commitment to inclusion; putting the needs of the children first so they are supported in all aspects of their learning journey.
* A strong, proven track record of raising standards across the key stages and who has the leadership qualities to inspire, challenge and encourage staff to achieve the best outcomes for pupils.
* Excellent interpersonal, communication and organisational skills with a positive attitude and an ambition to create a good work life balance for all stakeholders in our community.
* The skills to challenge, empower, and support staff to be the best they can be whilst being committed to their professional development.
* Integrity for the benefit of all within the school community, and a desire to develop the respectful and inclusive ethos of our school.
* A passion to sustain the learning culture for all across our school, fostering children’s enjoyment of learning whilst ensuring high levels of achievement.

**In return, we can offer**:

* A happy, loving, nurturing, secure environment with a strong Christan ethos built on the teachings of Jesus.
* Fantastic children who are confident, enthusiastic and who enjoy learning.
* Strong support from a highly effective and supportive Governing Body who have the children at the heart of every decision they make.
* An inclusive, highly effective, dynamic senior leadership team.
* A dedicated, supportive and hard-working staff who are fully committed to achieving the best outcomes for all pupils.
* Supportive from parents and carers, the rector of All Saints Newton Heath, the parish and the community.
* A commitment to your wellbeing and professional development.
* A friendly, caring environment with excellent behaviour.
* Support for your professional development.
* Excellent local and borough wide collaborative links.
* Support from both the Diocese and the local authority.

We are so proud of the following reports which demonstrate how our vision closely reflects the context and needs of the school community and provides positive impacts:

* SIAMS November 2024
* Ofsted September 2023

Visits to the school are warmly welcomed and encouraged and can be arranged by contacting Julie Hallett, our School Business Manager on 0161 681 1385.

Applications must be made on a Manchester application form. Completed application forms should be returned via email to **recruitment@st-wilfrids.manchester.sch.uk** no later than noon on September 23rd 2025.

St Wilfrid’s C of E Primary School is committed to safeguarding, to promoting the welfare of children and adhering to the Equality Act 2010. The successful candidate will be required to undertake an enhanced Disclosure and Barring Service check and health clearance by the Local Authority. To comply with the Asylum and Immigration Act 1996 all prospective employees will be required to supply evidence of eligibility to work in the UK. By engaging in this recruitment process, shortlisted candidates consent to an online search in line with the Keeping Children Safe in Education Statutory Guidance 2024.

Applications Open: 21st July 2025

Closing date for applications: 23rd September 2025 at noon

Short listing will take place: 23rd September 2025.

Interviews will take place: 29th and 30th September 2025.

PLEASE NOTE: For shortlisted candidates an online search will be carried out. This will assist the panel should there be any issues they feel need to be explored in more depth at interview.

**Job Description**

**HEADTEACHER JOB DESCRIPTION**

**HEADTEACHER’S STANDARDS (statutory requirement)**

**Part one: Teaching** (relevant where teaching is a component of the Headteacher role)

The Headteacher will:

1. Set high expectations which inspire, motivate and challenge pupils.
2. Promote good progress and outcomes by pupils.
3. Demonstrate good subject and curriculum knowledge.
4. Plan and teach well-structured lessons.
5. Adapt teaching to respond to the strengths and needs of all pupils.
6. Make accurate and productive use of assessment.
7. Manage behaviour effectively to ensure a good and safe learning environment.
8. Fulfil wider professional responsibilities.

**Part Two: Personal and Professional Conduct**

A Headteacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career:

The Headteacher will uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times

observing proper boundaries appropriate to a teacher’s professional position.

1. Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions.
2. Showing tolerance of and respect for the rights of others.
3. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
4. Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
5. Having proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
6. Having an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

**HEAD TEACHERS STANDARDS 2020 (non-statutory requirement)**

These standards are categorised into three identified domains, all underpinned by governance and accountability. They outline the broad and holistic nature of the Headteacher role:

Culture and ethos

* School culture
* Behaviour
* Professional development

Curriculum and teaching

* Teaching
* Curriculum and assessment
* Additional and special educational needs

Organisational effectiveness

* Organisational management
* School improvement
* Working in partnership

In the case of Church schools, it is useful to look at the standards and the Headteacher role through explicit links to the national **Church of England Vision for Education (2016)**. To that end Manchester Diocesan Board of Education recommends the use of the following to outline the explicit links between national standards and C of E Vision for Education.

The Headteacher will ensure that the school reflects the Church of England Vision for Education by ensuring it promotes:

1. Educating for Wisdom, Knowledge and Skills
2. Educating for Hope and Aspiration
3. Educating for Community and Living Well Together
4. Educating for Dignity and Respect
5. EDUCATING FOR WISDOM, KNOWLEDGE AND SKILLS

‘Good schools foster confidence, delight, discipline in seeking wisdom, knowledge, truth, understanding, know-how, and the skills needed to shape life well.’ (CofE 2016:7) Within the Bible as well as Christian and Church culture we see both the value of wisdom seeking and the importance of teaching and learning. We are told as a child Jesus himself ‘grew in wisdom.’ (Luke 2:52)

In order to ensure this the Headteacher will:

* Hold and articulate clear Christian values and purpose in accordance with the distinctive nature of a church school, focussing on providing ‘wisdom, knowledge and truth’.
* Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.
* Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally including the continuing role of schools with a religious character and pursue continuous professional development.
* Work with political and financial astuteness, within a clear set of principles centred on the school’s Christian vision and distinctive Christian character and values, ably translating local and national policy into the school’s context.
* Communicate compellingly the school’s Christian vision and drive the strategic leadership, ensuring all have the’ skills needed to shape life well.’
* Inspire and lead the school as a worshipping community, which demonstrates the Christian vision and Christian values in everyday work and practice.
* Regularly review own practice, set personal targets and take responsibility for own personal and spiritual development.
* Act as spiritual leader to staff and pupils.
* Ensure that Religious Education and Collective Worship are central to the life and teaching of the school, and set a high personal example in these aspects.
* Provide for the daily act of Collective Worship demonstrating the tenets of the Anglican tradition, in accordance with the school's Trust Deed in consultation with the governing body
* Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
* Model entrepreneurial and innovative approaches to school improvement, leadership and governance.

1. EDUCATING FOR HOPE AND ASPIRATION

‘Good schools open up horizons of hope and aspiration, and guide pupils into ways of fulfilling them. (Ibid) Demonstrating a belief in the worth of each student demands working with individuals towards them achieving their God-given potential. Hope is built on God’s ongoing love and compassion for this world and all within it. ‘Faith is the assurance of things hoped for, the conviction of things not yet seen.’ (Hebrews 11:1)

In order to ensure this the Headteacher will:

* Build a culture that recognises the worth of each individual whilst encouraging all to stretch themselves spiritually, morally, imaginatively and actively, to aspire to be the best they can be.
* Pay particular attention to supporting the disadvantaged to achieve their God-given potential.
* Instil a strong sense of accountability in staff for the impact of their work on pupils’ outcomes, hopes and aspirations.
* Secure excellent teaching through an analytical understanding of the core features of successful classroom practice and curriculum design as well as how pupils learn, leading to rich curriculum opportunities and pupils’ well-being that reflect the school’s distinctive Christian ethos and values.
* Establish an educational culture that reflects hope and aspiration whereby ‘open classrooms’ are a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
* Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
* Demonstrate a personal ‘reservoir of hope’ through perseverance, patience, openness and celebration.

1. EDUCATING FOR COMMUNITY AND LIVING WELL

Good schools have a focus on a commitment to relationships and the worth of each other. There is a conviction that we are created and sustained by God for living together in families and communities. Each school is a ‘hospitable community that seeks to embody an ethos of living well together.’ (Ibid) Pupils and staff should be encouraged to flourish. Living well together stems from the command to ‘love your neighbour as you love yourself.’ (Luke 10:27)

In order to ensure this the Headteacher will:

* Work cooperatively with pupils, staff, governors, parents, the church and other members of the community to achieve the school’s Christian vision creating a ‘hospitable community’.
* Seek opportunities to invite parents/ carers, members of the Church family, community, business or other organisations into the school to enhance and enrich the school and its value to the wider community.
* Contribute to the development of the education system by, for example, sharing effective practice with schools, working in partnership with others to promote innovation.
* Promote a vision of a Church school witnessing to its Christian values where we see everyone ‘flourishing together’.
* Create a community within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other demonstrating the school’s Christian values.
* Promote, build and sustain creative partnerships with the church and Christian communities that fosters the spiritual development of the children.
* Create and promote positive strategies for challenging prejudice and dealing with harassment in a Christian manner.
* Ensure a range of Church and community-based learning experiences including the development or promotion of Christian community.
* Collaborate with Church and other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
* Ensure that the school’s systems, organisation and processes make our school known for being a ‘just institution’.
* Provide a safe, calm and well-ordered environment, consistent with the School’s Christian vision, for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
* Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively, paying attention to the school’s distinctive Christian character, in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
* Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils’ achievements, the development of the whole child spiritually, emotionally and morally, and the school’s sustainability.
* Recognise the value of all staff, through distributed leadership, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
* Recruit members of staff who are able and willing to contribute to the Christian ethos of the school, retaining and deploying them appropriately and managing their workload to achieve the vision and goals of the school.

1. EDUCATING FOR DIGNITY AND RESPECT

Good schools show commitment to the dignity and human worth of each person, rooted in the belief that all are created in the image of God and loved by God. Actions need to demonstrate this belief. In line with Jesus’ teaching special attention is to be shown to ‘the disadvantaged, excluded, despised and feared.’ Each individual should be given opportunities to live ‘life in all its’ fullness.’ ‘Ensuring children are kept safely from harm and educated in an environment where all God’s children are valued is of highest priority.’ (Ibid)

In order to ensure this the Headteacher will:

* Create an outward-facing school which works with other schools and organisations, in a climate of mutual yet supportive challenge, so that best practice is championed and achievements are secured for all pupils, respecting that all children and staff have different God-given gifts.
* Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils, in particular those disadvantaged pupils.
* Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture promoting the ‘ultimate worth’ of each individual and students don’t feel ashamed of failure.
* Hold all staff to account for their professional conduct and practice reflecting the school’s Christian values.
* Establish rigorous, fair and transparent systems and measures for managing the performance of all staff which reflects the Christian identity of the school, addressing any under-performance whilst supporting staff to improve and valuing excellent practice.
* Develop strategies that demonstrate the equal worth of those with and without special educational needs and disabilities and resource these appropriately
* Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff which also actively promotes and reflects the distinctive nature of Church of England schools.
* Inspire and influence others, within and beyond the school, to believe education can be one of the greatest blessings in young people’s lives. In particular to work within the school and Church community to translate the Christian vision into agreed objectives and operational plans which will promote and sustain school improvement.
* Demonstrates ethical behaviour, and positive relationships and attitudes towards pupils, staff, parents, governors and members of the local community through modelling the Christian values that underpin the life of the school.

**Person Specification**

**Person Specification/ Selection Criteria for Headteacher**

**Church of England Primary School**

|  |
| --- |
| ***The applicant will be required to safeguard and promote the welfare of children and young people.*** |

***Note: Candidates failing to meet any of the essential criteria will automatically be excluded***

**[A] Faith Commitment**

**To be able to demonstrate their knowledge and understanding of the following in the context of a Church of England school.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Faith Commitment** | **Essential** | **Desirable** | **Source** |
| A person prepared to promote the ethos and values of a Church of England school. | **E** |  | **AIR** |
| A Practising Christian |  | **D** | **AIR** |
| Leading school worship | **E** |  | **AIR** |
| Ways of developing religious education and worship | **E** |  | **AIR** |
| A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Christian ethos of the school*.* | **E** |  | **AIR** |

**[B] Qualifications**

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualification requirements** | **Essential** | **Desirable** | **Source** |
| Qualified teacher status | **E** |  | **A** |
| Evidence of Continuing Professional Development relating to school leadership and curriculum development | **E** |  | **A** |
| NPQH or other leadership qualification (or working towards) |  | **D** | **A** |
| Christian Leadership qualification and/or experience |  | **D** | **AIR** |
| SENCO Qualification |  | **D** | **A** |

**[C] Experience: Recent and successful experience of:**

|  |  |  |  |
| --- | --- | --- | --- |
| Safeguarding | **E** |  | **AIR** |
| Leadership and management in a primary school | **E** |  | **AIR** |
| Teaching at primary school | **E** |  | **A** |
| Teaching in more than one primary school |  | **D** | **A** |
| Leading curriculum development | **E** |  | **AIR** |
| Tracking pupil progress, planning appropriate interventions and monitoring the impact of actions taken | **E** |  | **AIR** |
| Having a significant positive impact on outcomes and progress for pupils, regardless of their individual, special or additional needs | **E** |  | **AIR** |
| Positive behaviour management | **E** |  | **AIR** |
| Leading safeguarding / Experience as a DSL |  | **D** | **AIR** |
| Working in the church school sector |  | **D** | **AIR** |
| Teaching in more than one key stage |  | **D** | **AIR** |
| Working with governors |  | **D** | **AIR** |
| Working with external agencies for the well-being of pupils and their families |  | **D** | **AIR** |
| Managing a delegated budget in line with the school’s Ethos |  | **D** | **AIR** |

**[D] Wisdom: Demonstrate wisdom through** **understanding of:**

|  |  |  |  |
| --- | --- | --- | --- |
| The distinctive Christian character of a Church of England school as expressed through its vision, value and ethos | **E** |  | **AIR** |
| Issues relating to the leadership and management of a church school that promotes human flourishing | **E** |  | **AIR** |
| Principles for the development of effective teaching and learning to reflect the needs and worth of every pupil | **E** |  | **AIR** |
| Principles of school self-evaluation and strategies for planning school improvement to enable flourishing for all | **E** |  | **AIR** |
| Strategies to develop ‘community and living well’ through partnership with families, and relationships with church and the local community | **E** |  | **AIR** |
| The range of data available for the evaluation and improvement of school performance and how to share this is an accessible way with staff, governors and families | **E** |  | **AIR** |
| The Church of England Vision for Education | **E** |  | **AIR** |
| Show an understanding of the unique context of St Wilfrid's C of E Primary School |  | **D** | **AIR** |
| The legislative framework for a VC school, including governance, curriculum and inspection frameworks and the requirements for statutory assessment |  | **D** | **AIR** |
| Personnel issues relevant to school leadership |  | **D** | **AIR** |
| Strategic financial planning |  | **D** | **AIR** |

**[E] Professional Attributes**

|  |  |  |  |
| --- | --- | --- | --- |
| Demonstrate an understanding, awareness and empathy for the needs of the pupils at St Wilfrid'sC of E Primary School and how these could be met. | **E** |  | **AIR** |
| Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies. | **E** |  | **AIR** |
| Excellent written and verbal communication skills (which will be assessed at all stages of the process). | **E** |  | **AIR** |
| To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice. | **E** |  | **AIR** |
| Show a good commitment to sustained attendance at work | **E** |  | **AIR** |

**[F] Professional Skills**

(Expectations set out in the Headteachers’ Standards 2020)

Must have the ability to:

**Develop Hope and Aspiration:**

Inspire, motivate and challenge staff, pupils, and others to live out the school’s Christian vision by communicating a hopeful journey of improvement.

Continue to develop the distinctive Christian character and ethos of the school.

Develop teaching and learning to enable all pupils to fulfil their potential, including modelling exemplary teaching practice.

Provide leadership in Collective Worship that reflects the Christian identity of the school.

Provide leadership in RE that reflects the context of the school.

**Promote Community and Living Well Together:**

Foster good teamwork through promoting a sense of community through a culture of ‘living well’.

Monitor and evaluate the performance of people and policies in line with the ethos of the school.

Manage the school as a hospitable community that seeks to embody an ethos of living well together.

Further enhance relationships with the Governing Body, external agencies, the Diocese, the LA, and other schools.

**Promote Dignity and Respect:**

Ensure all children are kept safely from harm and educated in an environment where all God’s children are valued.

Create and maintain an effective learning environment and culture that positively recognises individual strengths and needs.

Manage own workload and that of others to allow a work-life balance, in line with Christian principles and practices.

**[G] Personal Qualities**

All of the following personal qualities are considered to be essential for this post and will be assessed through interview and reference in respect of self and others:

|  |
| --- |
| A person prepared to promote the ethos and values of a Church of England school. |
| Communicate effectively in spoken word and in writing in a range of contexts and with sensitivity to the given audience. |
| Relate constructively to all, inspiring confidence in others, whilst supporting own and others’ personal flourishing. |
| A practising Christian (Desirable) |

**[H] Confidential References and Reports**

|  |  |
| --- | --- |
| A positive and supportive faith reference from a priest/minister where the applicant regularly worships. | **D** |
| Positive recommendation from all referees, including current employer. | **E** |
| A supportive reference from the Local Authority, if possible, or a further supportive professional reference. | **D** |

**[I] Application Form and Supporting Statement**

The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post in this church school, following the guidance outlined in the sections above.

**The governors wish your supporting statement to be no more than 3 sides of A4, Ariel point 11.**

**National Standards of Excellence for Headteachers**

**Introduction**

Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools  and a positive and enriching experience of education for pupils. Together with those responsible for governance, they are custodians of the nation’s schools.

Parentsand the wider public rightly hold high expectations of headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility. The headteachers’ standards set out how headteachers meet these high expectations. The standards are an important benchmark not only for headteachers and those who hold headteachers to account, but also for those who train and develop school leaders.

These 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.

The standards can be used to:

* Shape headteachers’ own practice and professional development, within and beyond the school.
* Support the recruitment and appointment of headteachers, including the development of job descriptions and person specifications.
* Underpin frameworks for the training of school leaders, including current and aspiring headteachers.
* Inform the performance management of headteachers.

**Relationship to the teachers’ standards**

The [teachers’ standards](https://www.gov.uk/government/publications/teachers-standards) (2011, as amended), including the personal and professional code of conduct which applies to teachers, provide a foundation upon which the standards for headteachers are built.

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.

The first section of the headteachers’ standards outlines the ethics and professional conduct expected of headteachers. This is developed from part 2 of the teachers’ standards. As such, they consist of statements that define the behaviour and attitudes which should be expected of headteachers.

The second section sets out 10 headteachers’ standards. The first 6 standards build on the teachers’ standards, whereas the other 4 standards focus on leadership responsibilities specific to headteachers. There is no hierarchy to the standards; the numbering below is only to aid identification.

1. School culture (builds on teachers’ standard 1)
2. Teaching (builds on teachers’ standards 2 and 4)
3. Curriculum and assessment (builds on teachers’ standards 3 and 6)
4. Behaviour (builds on teachers’ standard 7)
5. Additional and special educational needs (builds on teachers’ standard 5)
6. Professional development (some match to teachers’ standard 4)
7. Organisational management
8. School improvement
9. Working in partnership
10. Governance and accountability

**Domains**

The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of headteachers. It consists of statements that define the behaviour and attitudes which should be expected of headteachers.

The standards in section 2 cover interlinked domains of the headteacher’s role all underpinned by the governance and accountability domain.

**Culture and ethos**

* school culture
* behaviour
* professional development

**Curriculum and teaching**

* teaching
* curriculum and assessment
* additional and special educational needs

**Organisational effectiveness**

* organisational management
* school improvement
* working in partnership

**Section 1: Ethics and professional conduct**

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](https://www.gov.uk/government/publications/the-7-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 at all times observe proper boundaries appropriate to their professional position.
* Show tolerance of and respect for the rights of others, recognising 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’ standards**

**1. School culture**

Headteachers:

* 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**

Headteachers:

* 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**

Headteachers:

* 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**

Headteachers:

* 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**

Headteachers:

* 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 needsand special educational needs and disabilitiesof 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**

Headteachers:

* 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**

Headteachers:

* 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**

Headteachers:

* 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**

Headteachers:

* 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**

Headteachers:

* 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.

**How the standards apply to different leadership roles**

The headteacher’s standards cover the full breadth of leadership responsibilities within a single school. For most headteachers in maintained schools or academies in single academy trusts this means that all of the standards should be relevant to them, though it is anticipated that they will meet some standards through the successful leadership and management of teams and individuals within their schools.

There can be a range of job roles and titles for those leading individual schools, particularly where a school is working within a group, such as in a multi-academy trust. Job roles and titles are various, including Head of School, and Associate Head, as are the governance arrangements to which headteachers are accountable. In some settings headteachers are responsible for leading more than one school. There are also instances of shared headship through co-headship or job-shares. Employers, in such instances, will therefore want to decide which standards are applicable to roles in these contexts.

* National Professional Qualifications for Middle Leaders (NPQML)
* National Professional Qualifications for Senior Leaders (NPQSL)

**Principles of public life**

* [The Seven Principles of Public Life](https://www.gov.uk/government/publications/the-7-principles-of-public-life)

**SEND code of practice**

* [SEND code of practice: 0 to 25 years](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

**Standard for teachers’ professional development**

* [Standard for teachers’ professional development](https://www.gov.uk/government/publications/standard-for-teachers-professional-development)

**Teachers’ standards**

* [Teachers’ standards](https://www.gov.uk/government/publications/teachers-standards)