



Department  
for Education

# **National Professional Qualification (NPQ): Headship Framework**

**October 2020**

## Acknowledgements

The National Professional Qualification Frameworks were developed in consultation with the following members of an Expert Advisory Group<sup>1</sup> and in collaboration with a wide range of teachers, school leaders, academics and experts:

Ian Bauckham	Tenax Schools Trust
John Blake	Ark and Now Teach
Richard Gill	Teaching Schools Council
Marie Hamer	Ambition Institute
Anne Heavey	Whole School SEND
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Emma Lennard	Primary Curriculum Consultant
Reuben Moore	Teach First
Lesley Powell	North East Learning Trust
Emma Rennison	Outwood Institute of Education
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Malcolm Trobe	Education Consultant
Samantha Twiselton	Sheffield Institute of Education
David Weston	Teacher Development Trust

A wider advisory group of individuals and organisations have provided further support and challenge during the framework drafting process. Alongside DfE officials, Matthew Hood took a lead role in supporting the drafting process.

The content of the framework and its underpinning evidence have been independently assessed and endorsed by the Education Endowment Foundation (EEF).



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<sup>1</sup> The group was established in July 2019. Marie Hamer, Malcolm Trobe and Ian Bauckham joined the group in April 2020. As of July 2020, the group's membership and remit have expanded to cover the Early Career Framework (ECF).

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# Summary

## About this guidance

This publication provides guidance from the Department for Education (DfE). It sets out the knowledge, skills and behaviours that will be developed by school leaders when they participate in the National Professional Qualification for Headship (NPQH).

## Who is this guidance for?

This guidance is for:

- school leaders who are applying for, participating in, or encouraging staff to undertake this NPQ
- organisations developing and delivering NPQs.

## Introduction

### **Transforming the support and development offer for teachers and school leaders throughout their career**

Great teaching and great school leadership are the foundations of a world-class education system. At the heart of great teaching and great school leadership is a shared, evidence-informed understanding of what works.

We have revised our Initial Teacher Training (ITT) Core Content Framework and, through the implementation of the Early Career Framework (ECF), are now supporting teachers in the first years of their career with a structured two year induction into the profession.

Building on this, our priority is to help all our teachers and school leaders continuously develop their knowledge and skills throughout their careers so every child in the classroom in every school gets a world-class start in life.

The National Professional Qualifications (NPQs) provide training and support for teachers and school leaders at all levels, from those who want to develop expertise in high quality teaching practice, such as behaviour management, to those leading multiple schools across trusts.

The NPQ frameworks continue the robust method of design and development, building on the evidence base and expert guidance already established in the ECF and the ITT Core Content Framework. They complete the golden thread, running from initial teacher training through to school leadership, rooting teacher and school leader development in the best available evidence and collective wisdom of the profession.

The frameworks reflect the [Teachers' Standards](#) and [Headteachers' Standards](#) to ensure coherency with the requirements already used by the teaching profession.

### **The suite of National Professional Qualifications**

NPQs are a set of prestigious professional qualifications, already widely recognised by the sector. They are voluntary and are designed to support the professional development of teachers and school leaders at all levels, across primary and secondary schools.

Three existing NPQs in Senior Leadership, Headship and Executive Leadership have been reformed to ensure they are underpinned by the latest and best evidence, and reflect the new Headteachers' Standards. Our NPQ in Middle Leadership has been replaced with three new NPQs for teachers and school leaders who want to broaden and deepen their expertise in specialist areas.

The NPQs comprise the:

- **National Professional Qualification for Leading Teacher Development (NPQLTD)** – for teachers who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school. They may have responsibilities for the development of all teachers across a school or specifically trainees or teachers who are early in their career.
- **National Professional Qualification for Leading Behaviour and Culture (NPQLBC)** – for teachers who have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school.
- **National Professional Qualification for Leading Teaching (NPQLT)** – for teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase.
- **National Professional Qualification for Senior Leadership (NPQSL)** – for school leaders who are, or are aspiring to be, a senior leader with cross-school responsibilities.
- **National Professional Qualification for Headship (NPQH)** – for school leaders who are, or are aspiring to be, a headteacher or head of school with responsibility for leading a school.
- **National Professional Qualification for Executive Leadership (NPQEL)** – for school leaders who are, or are aspiring to be, an executive headteacher or have a school trust CEO role with responsibility for leading several schools.

## **Reforming the National Professional Qualification content frameworks**

In collaboration with an Expert Advisory Group, we consulted extensively with the sector to design the reformed suite of NPQs. This has included invaluable input from teachers, school and trust leaders, academics and experts.

The frameworks set out two types of content. Within each area, key evidence statements (“Learn that...”) have been drawn from current high-quality evidence from the UK and overseas. This evidence includes high-quality reviews and syntheses, including meta-analyses and rigorous individual studies. In addition, the NPQ frameworks provide practical guidance on the skills that teachers and school/trust leaders should be supported to develop. Practice statements (“Learn how to...”) draw on both the best available educational research and on additional guidance from the Expert Advisory Group and other sector representatives.

The NPQs seek to support every school leader to ensure that their leadership enables all pupils to succeed. This includes those pupils identified within the four areas of need set out in the Special Educational Needs and Disability (SEND) code of practice, and children in need of help and protection as identified in the Children in Need Review.

The EEF has independently reviewed the frameworks to ensure they draw on the best available evidence and that this evidence has been interpreted with fidelity. References for evidence underpinning each section are provided at the end of the framework.

The NPQ frameworks have also been reviewed by a wide range of sector bodies including unions, special educational needs and disability experts and governance experts.

### **The role of headteacher**

Leading a school is complex. Although some headteachers and principals still teach, the role is primarily a strategic and operational one and relies on working with and through their colleagues (in particular, through the leadership team) to ensure every pupil gets an excellent education.

Those in this role need to have a strong understanding of their context, community and the pupils and adults they work with. They also need to have depth of expertise across a number of specialist areas related to their role (e.g. curriculum and assessment, behaviour, organisational management) and in approaches that, through working with their colleagues, enable their school to keep improving (e.g. professional development and implementation). They must understand the relationship between these different domains, how they can change over time, how to set an ambitious vision for their school, and how to establish the culture and conditions in which staff and pupils are able to thrive. They must also maintain the highest professional conduct as set out in the Teachers' Standards and Headteachers' Standards.

That means developing expertise in school leadership is also complex. This framework is a codification of essential knowledge, skills and concepts that underpin successful leadership of a school. It sets out what those leading a school should know and be able to do within the specialist areas related to their role and in relation to approaches that enable their school to keep improving.

Providers of this qualification will design a curriculum that draws on and blends together sections from across this framework with the professional standards that sit alongside it, and which is responsive to the needs of the participants who are taking the course.

The course curriculum should aim to develop expertise that is flexible and allows participants to respond to the challenges they will encounter in a range of contexts. It

should develop expertise that can be applied to both identifying and addressing persistent and common challenges in school leadership. It should also provide fellow professionals with a network, common language and access to a continuous debate through which the collective expertise of our education system can grow and develop.

### **Updating the National Professional Qualification content frameworks**

The NPQ frameworks will be kept under review as the evidence base evolves. As in any profession, the evidence base is not static and research insights develop and progress.



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# National Professional Qualification (NPQ): Headship

A qualification for school leaders who are, or are aspiring to be, a headteacher or head of school with responsibility for leading a school.

## One – School Culture

Learn that...	Learn how to...
<p>1.1. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.</p> <p>1.2. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.</p> <p>1.3. Setting clear expectations can help communicate shared values that improve classroom and school culture.</p> <p>1.4. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.</p> <p>1.5. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.</p> <p>1.6. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.</p> <p>1.7. A culture of mutual trust and respect between colleagues fosters effective relationships and supportive professional environments.</p> <p>1.8. Building alignment of staff around the intended school culture can create coherence in a school and give direction and purpose to the staff's work teaching pupils.</p>	<p><b>Establish and sustain the school's strategic direction, with those responsible for governance, including by:</b></p> <p>1.a. Using a range of data, the expertise of colleagues and experience of the wider community in its creation and ongoing refinement.</p> <p>1.b. Ensuring the strategic direction sets ambitious standards for all pupils.</p> <p>1.c. Regularly communicating this strategic direction to the whole school community.</p> <p>1.d. Ensuring all aspects of the school's approach to continuous improvement are aligned to each other and around this strategic direction.</p> <p>1.e. Paying particular attention to securing alignment between curriculum, assessment and teaching, and of these to the school's ambitious goals for its pupils.</p> <p><b>Establish and sustain an effective culture across the school, including by:</b></p> <p>1.f. Articulating, modelling and rehearsing practices that contribute to the intended school culture and supporting every member of the school community, particularly senior and middle leaders, to do the same.</p>

	<p>1.g. Prioritising the use of intentional and consistent language that promotes challenge, aspiration and high expectations for pupils; and professional development and high professional standards for all colleagues.</p> <p>1.h. Implementing and monitoring the effects of school policies to create an environment for pupils and colleagues where everyone feels welcome, safe, and able to learn from mistakes.</p>
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## Two – Teaching

Learn that...	Learn how to...
<p>2.1. Learning involves a lasting change in pupils' capabilities or understanding.</p> <p>2.2. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.</p> <p>2.3. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.</p> <p>2.4. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.</p> <p>2.5. Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.</p> <p>2.6. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.</p> <p>2.7. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.</p> <p>2.8. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.</p>	<p><b>Establish and sustain effective planning and preparation across the school, including by:</b></p> <p>2.a. Leading staff who are responsible for curriculum design to plan for the teaching of foundational knowledge, the removal of scaffolding as pupils achieve high degrees of success, and the practice of applying new knowledge and skills.</p> <p>2.b. Working with senior leaders and subject leads to make sure that staff have access to examples and support on how to break tasks down into constituent components when first setting up independent practice.</p> <p>2.c. Ensuring curriculum plans include retrieval and spaced practice to build automatic recall of important knowledge and interleaving of concrete and abstract examples.</p> <p><b>Ensure teaching across the school includes effective explanations and modelling, including by:</b></p> <p>2.d. Providing and resourcing opportunities for more experienced teachers to share subject specific examples of effective explanations and modelling with less experienced teachers.</p> <p>2.e. Working closely with senior leaders to ensure that teachers have access to high quality subject specific materials and training</p>

<p>2.9. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.</p> <p>2.10. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.</p> <p>2.11. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.</p> <p>2.12. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap, are also likely to strengthen recall.</p> <p>2.13. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.</p> <p>2.14. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.</p> <p>2.15. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.</p> <p>2.16. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.</p> <p>2.17. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.</p> <p>2.18. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior</p>	<p>that demonstrate how to explain and model effectively.</p> <p><b>Ensure teaching across the school stimulates pupil thinking and understanding, including by:</b></p> <p>2.f. Expecting and supporting staff to focus lesson time on what pupils should think hard about.</p> <p>2.g. Championing a whole school approach to developing literacy, including by training staff to use a range of question types that improve the quality of class discussions; scaffolding pupil discussion to increase the focus and rigour of dialogue; and considering the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).</p>
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<p>knowledge, assess understanding and break down problems.</p> <p>2.19. High-quality classroom discussion can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.</p> <p>2.20. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.</p>	
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## Three – Curriculum and Assessment

Learn that...	Learn how to...
<p>3.1. A school's curriculum enables it to set out the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.</p> <p>3.2. School subjects are their own distinct disciplines which have reference points in disciplines and practices beyond the school.</p> <p>3.3. The potential content of many subjects (especially literature, humanities and arts) is contestable and requires thoughtful, sustained review and engagement with that subject discipline.</p> <p>3.4. Secure subject knowledge helps teachers to motivate pupils and teach effectively.</p> <p>3.5. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.</p> <p>3.6. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.</p> <p>3.7. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is</p>	<p><b>Oversee the design and implementation of carefully sequenced, broad and coherent curricula, including by:</b></p> <p>3.a. Developing and valuing the subject expertise of teachers and subject leaders to build a collective understanding of the inherent structures, key concepts, knowledge and skills within their subjects.</p> <p>3.b. Advising staff on how to ensure pupils' thinking is focused on these key concepts, knowledge and skills, and that these concepts are revisited multiple times.</p> <p>3.c. Ensuring that teachers have opportunities to share and reflect on powerful analogies, illustrations, examples, explanations and demonstrations for colleagues to use in their teaching.</p> <p>3.d. Curating conversations and protecting curriculum development time in the interests of sustained, critical and rigorous curriculum improvement.</p> <p><b>Support colleagues to develop pupils' literacy, including by:</b></p>

- beneficial.
- 3.8. In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.
  - 3.9. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.
  - 3.10. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.
  - 3.11. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.
  - 3.12. Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.
  - 3.13. Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs.
  - 3.14. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.
  - 3.15. Before using any assessment, teachers should be clear about the decision it will be used to support and be able

- 3.e. Ensuring all staff are aware that systematic synthetic phonics is the most effective approach for teaching pupils to decode, particularly those teaching early reading phonics.
  - 3.f. Promoting the importance of domain and contextual knowledge and the role of foundation subjects in supporting reading.
  - 3.g. Ensuring that all staff responsible for whole school literacy provision develop a coordinated system to support pupils’ fluency when reading, breadth of vocabulary, reading comprehension skills, classroom talk and writing skills.
- Ensure pupils get high-quality feedback, including by:**
- 3.h. Overseeing the effective implementation of the school’s feedback policy so that teachers know how to give accurate and clear feedback and pupils receive specific guidance on how they can improve.
  - 3.i. Ensuring the school feedback policy acknowledges that written marking is only one form of feedback and that staff consider effective and time-efficient ways to provide high-quality feedback.
- Ensure assessment is high quality and as reliable as possible without creating unnecessary workload, including by:**
- 3.j. Ensuring the school feedback policy, assessment practices and data collection methods help teachers to draw conclusions

<p>to justify its use.</p> <p>3.16. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.</p> <p>3.17. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.</p> <p>3.18. Over time, feedback should support pupils to monitor and regulate their own learning.</p> <p>3.19. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.</p>	<p>about what pupils have learned by looking at patterns of performance over a number of assessments.</p> <p>3.k. Ensuring that senior leaders and lead practitioners use a body of well-designed, externally validated (where available) summative assessment resources, and that the use of this is factored into curriculum planning.</p> <p>3.l. Ensuring that guidance and training on approaches that make assessment more effective and efficient is provided.</p> <p>3.m. Creating fair and transparent testing/examinations policies, processes and systems that are compliant with any external requirements.</p>
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## Four – Behaviour

Learn that...	Learn how to...
<p>4.1. While classroom-level strategies have a big impact on pupil behaviour, consistency and coherence at a whole school level are paramount.</p> <p>4.2. Whole school changes usually take longer to embed than individually tailored or single-classroom approaches however, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole school level.</p> <p>4.3. Teacher and pupil behaviours become ingrained and can be difficult to change, so most whole school behaviour policy or practice will likely take more than a school term to demonstrate impact.</p> <p>4.4. Some teachers will benefit from intensive support to improve their classroom management.</p> <p>4.5. Despite consistent systems being beneficial for all pupils, universal behaviour systems are unlikely to meet the needs of all pupils all of the time. If pupils need more intensive support with their behaviour, the approach may need to be adapted to individual needs.</p> <p>4.6. SENCOs, pastoral leaders and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.</p>	<p><b>Establish and sustain a positive, predictable and safe environment for pupils, including by:</b></p> <p>4.a. Creating, implementing, and consistently applying a clear school behaviour policy across the school.</p> <p>4.b. Ensuring the school behaviour policy promotes good relationships between pupils and staff, and that it complements the intended school culture, including a clear approach to recognition, rules, sanctions and escalation of behaviour incidents.</p> <p>4.c. Ensuring that a positive, predictable and safe environment is maintained consistently across the school, including during extra-curricular activities, communal spaces, on school trips and travelling to and from school.</p> <p>4.d. Encouraging teachers to model specific behaviours (including self-regulation) for pupils.</p> <p>4.e. Using feedback from staff, pupils and parents, as well as data from across the school, to continuously refine and improve the whole school approach to behaviour.</p> <p><b>Ensure colleagues are able to create a positive, predictable and safe environment in their classrooms, including by:</b></p>

<p>4.7. Teaching model behaviours will reduce the need to manage misbehaviour.</p> <p>4.8. Teachers should encourage pupils to be self-reflective of their own behaviour.</p> <p>4.9. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.</p> <p>4.10. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.</p> <p>4.11. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.</p> <p>4.12. Building effective relationships is easier when pupils believe that their feelings will be considered and understood.</p> <p>4.13. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).</p> <p>4.14. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.</p> <p>4.15. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.</p> <p>4.16. Pupil behaviour has multiple influences, some of which teachers can manage directly.</p> <p>4.17. While every person's behaviour and their motivations for it are complex and unique, the age of pupils, or their</p>	<p>4.f. Making all staff aware of the importance of rigorously maintaining clear behavioural expectations.</p> <p>4.g. Developing colleagues' ability to respond consistently to pupil behaviour through thoughtful application of recognition, rules and sanctions in line with the school's approach; giving manageable, specific and sequential instructions; using consistent language and non-verbal signals for common classroom directions; using early and least-intrusive interventions as an initial response to low level disruption and responding quickly to any behaviour or bullying that threatens emotional safety.</p> <p>4.h. Supporting those responsible for escalated behaviour incidents to deal with them swiftly, supportively, and consistently.</p> <p><b>Support colleagues to motivate pupils, including by:</b></p> <p>4.i. Ensuring it is clear to colleagues how the curriculum and extra-curricular activities can be related to pupil aspirations and long-term goals, alongside being able to express the inherent value of mastering content.</p> <p>4.j. Ensuring staff across the school provide opportunities for pupils to articulate their long-term goals and help them to see how these are related to their success in school.</p> <p><b>Establish and sustain an approach that assists pupils who need more intensive support with their behaviour, including by:</b></p> <p>4.k. Enabling those responsible for pupils' pastoral care to liaise with parents, carers and colleagues to better understand</p>
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<p>actual stage of development, can affect their behaviour in ways that are predictable.</p> <p>4.18. Understanding a pupil's context will inform effective responses to complex behaviour or misbehaviour.</p> <p>4.19. There are influences on behaviour which teaching staff can affect directly, others where there is a potential for teaching staff to influence or advise, and a third category where influences may be outside the purview of teaching staff.</p> <p>4.20. Pupils who need a tailored approach to support their behaviour do not necessarily have a special educational need and children with special educational needs and disabilities will not necessarily need additional support with their behaviour.</p> <p>4.21. A key influence on a child's behaviour in school is being the victim of bullying. As well as causing stress for the pupil, being bullied is linked to lower attainment and longer-term health and prosperity outcomes.</p>	<p>pupils' individual circumstances, and how they can be aided to meet high academic and behavioural expectations.</p> <p>4.l. Ensuring policies and regulations are in place that relate to SEND (including reasonable adjustments), looked after children, children who have a social worker, safeguarding and exclusions.</p> <p>4.m. Encouraging colleagues to select, adapt and consistently use targeted, age/developmentally appropriate interventions without lowering expectations of any pupil's behaviour (e.g. functional behavioural assessment interventions and daily report cards).</p> <p><b>Prevent and respond to bullying, including by:</b></p> <p>4.n. Creating and implementing a proactive whole school anti-bullying approach that includes prevention work to encourage pupils to empathise with others, understand the harm caused by bullying and the importance of playing an active role in supporting all their peers.</p> <p>4.o. Ensuring that this whole school anti-bullying approach is communicated clearly and consistently to pupils, parents/carers, colleagues, and the wider community.</p>
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## Five – Additional and Special Educational Needs and Disabilities

Learn that...	Learn how to...
<p>5.1. The SEND Code of Practice (2015) and Equality Act (2010) state that all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.</p> <p>5.2. The SEND Code of Practice sets out four areas of need (communication and interaction; cognition and learning; social, emotional and mental health difficulties; and physical and/or sensory needs). Considering these primary needs is a useful first step, but a more detailed understanding of an individual pupil is required for action to be beneficial.</p> <p>5.3. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.</p> <p>5.4. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.</p> <p>5.5. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.</p> <p>5.6. Seeking to understand pupils' differences, including their</p>	<p><b>Ensure all pupils experience success, including by:</b></p> <p>5.a. Ensuring that the school and all staff fulfil statutory duties with regard to the SEND Code of Practice (2015) and Equality Act (2010).</p> <p>5.b. Creating clear expectations that staff use support from teaching assistants and other professionals in a targeted way, and never use this as a replacement for high-quality teaching.</p> <p>5.c. Facilitating staff to use different forms of assessment (including specialist assessments linked to each area of need), including within lessons, to help identify pupils who need further support.</p> <p>5.d. Facilitating the development of colleagues' abilities to implement and evaluate lesson adaptations, reasonable adjustments and structured academic or behavioural interventions that are well-matched to pupils' needs, prior to seeking any diagnosis of a pupil's need or specialist support, using a graduated approach as defined within the SEND Code of Practice (2015).</p> <p>5.e. Making it clear to staff that any adaptations to lessons for pupils should only be made whilst maintaining high expectations</p>

- different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- 5.7. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.
  - 5.8. Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.
  - 5.9. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.

for all, so that all pupils can experience success.

5.f. Highlighting that, if needed, staff should draw on specialist support when teaching children with special educational needs and disabilities, particularly the Special Educational Needs Co-ordinator (SENCO).

**Support colleagues to meet individual needs without creating unnecessary workload, including by:**

5.g. Encouraging line managers to promote the use of well-designed resources (e.g. existing high quality curricula and textbooks).

5.h. Providing opportunities for colleagues to share effective approaches for intervening in lessons with individuals and small groups rather than planning different lessons for different groups of pupils or taking pupils out of classrooms for interventions during lessons.

**When needed, ensure pupils are grouped effectively (across subjects and within individual classrooms), including by:**

5.i. Offering guidance on how to maintain high expectations for all groups, and ensuring all pupils have access to a rich curriculum.

5.j. Setting clear expectations for senior and subject leaders across the school that any groups based on attainment should be

	subject specific, and that pupils must not have the perception that these groups are fixed.
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## Six – Professional Development

Learn that...	Learn how to...
<p>6.1. Helping teachers improve through evidence-based professional development that is explicitly focused on improving classroom teaching can be a cost-effective way to improve pupils' academic outcomes when compared with other interventions, and can narrow the disadvantage attainment gap.</p> <p>6.2. Effective professional development is likely to involve a lasting change in teachers' capabilities or understanding so that their teaching changes.</p> <p>6.3. Professional development should be developed using a clear theory of change, where facilitators understand what the intended educational outcomes for teachers are and how these will subsequently impact pupil outcomes. Ideally, they should check whether teachers learn what was intended.</p> <p>6.4. Whilst professional development may need to be sustained over time, what the time is used for is more important than the amount.</p> <p>6.5. More effective professional development is likely to be designed to build on the existing knowledge, skills and understanding of participants.</p> <p>6.6. The content of professional development programmes should be based on the best available evidence on</p>	<p><b>Ensure colleagues engage in effective professional development, including by:</b></p> <p>6.a. Aligning professional development priorities with wider school improvement priorities and focussing on a shared responsibility for improving outcomes for all pupils.</p> <p>6.b. Making use of well-designed frameworks and resources instead of creating new resources (e.g. sources of subject knowledge, the Early Career Framework and associated core induction programme for early career teachers, ITT Core Content Framework, suite of National Professional Qualifications).</p> <p>6.c. Ensuring that time is protected for teachers to plan, test and implement new, evidence-informed ideas.</p> <p>6.d. Developing a team of colleagues who can facilitate a range of professional development approaches.</p> <p>6.e. Ensuring teachers are able to continually develop specialist subject, phase and domain expertise.</p> <p>6.f. Making reasonable adjustments that are well-matched to teacher needs (e.g. in content, resources and venue).</p> <p>6.g. Ensuring that any professional development time is used productively and that all colleagues perceive the relevance to their work.</p>

<p>effective pedagogies and classroom interventions and aim to enhance capabilities and understanding in order to improve pupil outcomes.</p> <p>6.7. Teachers are more likely to improve if they feel that they are working within a supportive professional environment, where both trust and high professional standards are maintained.</p> <p>6.8. Supportive environments include having the time and resource to undertake relevant professional development and collaborate with peers, and the provision of feedback to enable teachers to improve. They also include receiving support from school leadership, both in addressing concerns and in maintaining standards for pupil behaviour.</p> <p>6.9. Teaching quality is a crucial factor in raising pupil attainment.</p> <p>6.10. Professional development is likely to be more effective when design and delivery involves specialist expertise from a range of sources. This may include internal or external expertise.</p> <p>6.11. Teacher developers should choose approaches that suit the aims and context of their professional development programme. Successful models have included regular, expert-led conversations about classroom practice, teacher development groups, and structured interventions. However, these activities do not work in all circumstances and the model should fit the educational aims, content and context of the programme.</p> <p>6.12. All schools with early career teachers undertaking</p>	<p>6.h. Applying, where relevant, an understanding of the Early Career Framework, the ITT Core Content Framework, the Teachers' Standards and the Standard for Teachers' Professional Development to the school's training and induction offer.</p> <p>6.i. Understanding the roles and responsibilities within the induction process and ensuring early career teachers access their statutory entitlements.</p> <p>6.j. Ensuring that the professional environment for staff is supportive with sufficient time for high-quality dialogue and collaboration.</p> <p><b>Conduct, and support colleagues to conduct, regular expert-led conversations (which could be referred to as mentoring or coaching) about all aspects of their roles, including by:</b></p> <p>6.k. Building a relationship of trust and mutual respect between the individuals involved.</p> <p>6.l. Tailoring the conversation to the expertise and needs of the individual (e.g. adapting conversations to be more or less facilitative, dialogic or directive).</p> <p>6.m. Using approaches including observations of activities (e.g. teaching, presenting) or artefacts (e.g. assessment materials, curriculum plans, draft budgets, draft policies), listening, facilitating reflection and discussion through the asking of clear and intentional questions, and receiving actionable feedback with opportunities to test ideas and practise implementation of new approaches.</p>
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statutory induction must adhere to the regulations and relevant statutory guidance.

6.13. School staff with disabilities may require reasonable adjustments; working closely with these staff to understand barriers and identify effective strategies is essential.

## Seven – Organisational Management

Learn that...	Learn how to...
<p>7.1. Leaders have a duty of care to pupils and staff.</p> <p>7.2. All staff have a responsibility to provide a safe environment in which children can learn.</p> <p>7.3. Schools and colleges and their staff are an important part of the wider safeguarding system for children.</p> <p>7.4. Good financial, human and educational resource management, strategic planning, employee relations and risk management are the foundations of a good school.</p> <p>7.5. Schools are public bodies and so have a duty to use all public money in the public interest.</p> <p>7.6. Different types of schools are funded through different mechanisms. Each mechanism has different financial regulations associated with it.</p> <p>7.7. Different types of employees have different terms and conditions.</p> <p>7.8. A headteacher’s professional responsibilities include leading, managing, deploying, and developing staff, including appraising and managing performance.</p>	<p><b>Ensure the protection and safety of pupils and colleagues, including by:</b></p> <p>7.a. Ensuring safeguarding is the first priority of every colleague in the school.</p> <p>7.b. Understanding and complying with the law and statutory guidance related to safeguarding (including Keeping Children Safe in Education) and health and safety.</p> <p>7.c. Working with other agencies (e.g. children’s social care teams) to share information and support wider child protection work.</p> <p>7.d. Overseeing and enabling clear, effective safeguarding and health and safety policies, processes and systems within the school.</p> <p><b>Establish and oversee effective systems, processes and policies for managing admissions, exclusions and appeals, including by:</b></p> <p>7.e. Understanding and complying with the relevant law and statutory guidance.</p>

	<p>7.f. Creating fair and inclusive policies, processes and systems.</p> <p>7.g. Ensuring that colleagues understand and carry out their responsibilities, including complying with data, recording and reporting requirements.</p> <p>7.h. Ensuring best practice in planning, commissioning and monitoring alternative provision.</p> <p><b>Prioritise, allocate and manage resources (including financial, human and educational) appropriately, effectively and efficiently to ensure sustainability, including by:</b></p> <p>7.i. Understanding the financial mechanisms (and associated regulations) through which the school is funded.</p> <p>7.j. Recognising that there is a strong connection between strategic decisions and the associated resource implications (e.g. using Integrated Curriculum and Financial Planning to ensure that the timetable delivers the school's curriculum priorities within the available budget) and using this knowledge to inform decision making.</p> <p>7.k. Considering the opportunity cost of any allocation decisions.</p> <p>7.l. Proposing a prudent budget to those responsible for governance and overseeing and enabling clear, effective financial policies, processes and systems within the school (e.g. procurement, audit, expenses).</p> <p>7.m. Making good use of financial benchmarking information to inform the school's spending decisions.</p>
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	<p>7.n. Understanding how to read accounts, statements and forecasts and using this to plan finances and appropriately monitor the budget.</p> <p>7.o. Considering a range of appropriate income generation activities to maximise funding streams.</p> <p>7.p. Developing and implementing a technology infrastructure that is good value for money, supports school operations and teaching, and is safe and secure.</p> <p>7.q. Developing and implementing policies, processes and systems that ensure school premises are secure, well maintained and meet any statutory requirements (e.g. health and safety or hygiene in any dining areas).</p> <p>7.r. Drawing on the experience and expertise of colleagues with specialist knowledge in organisational management.</p> <p><b>Recruit, develop, support and appropriately manage all colleagues (including non-teaching colleagues), including by:</b></p> <p>7.s. Ensuring recruitment and appointment processes are broad and inclusive, and based on open and fair criteria, to attract the best range of candidates for all roles.</p> <p>7.t. Having high expectations, communicating regularly and clearly, considering staff motivations and workload, prioritising staff professional development, and holding colleagues to account for their performance.</p> <p>7.u. Ensuring appraisal processes are aligned to the core aim of improving teaching quality and pupil attainment.</p>
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	<p>7.v. Ensuring that all school leaders recognise that assessing teacher expertise through singular approaches (e.g. lesson observations) is limited and that they should use multiple methods of data collection to make inferences about teacher quality.</p> <p>7.w. Understanding and adhering to the law and statutory guidance related to employment (including management of misconduct, grievances, redundancy, flexible working, equality and reasonable adjustments) and policy and processes related to pay and conditions.</p> <p>7.x. Considering the expertise different colleagues have and deploying and delegating to staff to maximise the use of that expertise.</p> <p>7.y. Creating and regularly reviewing succession plans in collaboration with those responsible for governance, particularly for critical roles across the school.</p> <p>7.z. Overseeing and enabling clear, effective HR policies, processes and systems within the school (e.g. induction).</p> <p><b>Ensure rigorous approaches to identifying, managing and mitigating risk, including by:</b></p> <p>7.aa. Creating and implementing policies, processes and systems that ensure all colleagues act in accordance with the law and statutory guidance while empowering professionals to exercise their judgement where necessary.</p> <p>7.ab. Ensuring policies, processes and systems are well designed (e.g. are clear and proportionate) and consistently implemented to avoid significant negative effects on professional</p>
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	<p>culture and workload.</p> <p>7.ac. Ensuring the approach to risk management involves regular review and reporting, and considers the likelihood and impact of any risk (including significant emergencies) alongside any mitigating actions and contingencies.</p> <p>7.ad. Creating systems for feedback that allow policies, processes and systems to be reviewed and improved.</p>
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## Eight – Implementation

One of the characteristics of effective schools, in addition to *what* they implement, is *how* they put those approaches into practice. This section sets out some important principles of implementation: the process of making, and acting on, effective evidence-informed decisions. The principles and activities can be applied to a range of different school improvement decisions - programmes or practices; whole school or targeted approaches; internally or externally generated ideas. The statements should be treated as guiding principles and activities, rather than as a rigid set of steps.

Whilst the principles of good implementation remain the same as leadership responsibilities increase, the emphasis changes, including: a wider scope of influence (e.g. from across a team to across a school), greater complexity (e.g. managing multiple implementation efforts), and more strategic implementation roles (e.g. creating the overall climate).

Learn that...	Learn how to...
<p>8.1. Implementation is an ongoing process that must adapt to context over time, rather than a single event. It involves the application of specific implementation activities and principles over an extended period (e.g. implementation planning, ongoing monitoring).</p> <p>8.2. Successful implementation requires expert knowledge of the approach that is being implemented and the related area of practice (e.g. behaviour), which is shared amongst staff.</p> <p>8.3. Implementation should involve repurposing existing processes and resources (e.g. governance, data collection) rather than creating a separate set of</p>	<p><b>Plan and execute implementation in stages by:</b></p> <p>8.a. Ensuring that implementation is a structured process, where school leaders actively plan, prepare, deliver and embed changes.</p> <p>8.b. Prioritising appropriately by making a limited number of meaningful strategic changes and pursuing these diligently.</p> <p>8.c. Reviewing and stopping ineffective practices before implementing new ones.</p> <p>8.d. Recognising the complexity in managing parallel improvement projects within a school (e.g. identifying competing and aligned priorities, deploying overall capacity and resources,</p>

- procedures.
- 8.4. Effective implementation begins by accurately diagnosing the problem and making evidence-informed decisions on what to implement.
  - 8.5. Thorough preparation is important: time and care spent planning, communicating and resourcing the desired changes provides the foundation for successful delivery. Teachers and leaders should keep checking how ready their colleagues are to make the planned changes.
  - 8.6. Implementing an approach with fidelity (i.e. as intended) increases the chance of it impacting positively on school practices and pupil outcomes. Any approach should specify which features of the approach need to be adopted closely and where there is scope for adaptation.
  - 8.7. A combination of integrated activities is likely to be needed to support implementation (e.g. training, monitoring, feedback) rather than any single activity. Follow-on support (e.g. through high-quality coaching) is key to embedding new skills and knowledge developed during initial training.
  - 8.8. Delivery of a new approach is a learning process – expect challenges but aim for continuous improvement. Monitoring implementation is an essential tool in identifying, and acting on, problems and solutions.
  - 8.9. The confidence to make good implementation decisions is derived, in part, from confidence in the data on which those decisions are based. Reliable monitoring and evaluation enables schools to make well-informed choices, and to see how their improvement efforts are

managing multiple work streams, considering interdependencies between projects).

**Make the right choices on what to implement by:**

- 8.e. Identifying a specific area for improvement using a robust diagnostic process, focusing on the problem that needs solving, rather than starting with a solution.
- 8.f. Providing credible interpretations of reliable data, which focus on pupils’ knowledge and understanding.
- 8.g. Examining current approaches, how they need to change and the support required to do so.
- 8.h. Adopting new approaches based on evidence of what has (and has not) worked before, using both internal and external evidence (e.g. pupil outcome data and research-based guidance).
- 8.i. Ensuring it is suitable for the school context, recognising the parameters within which change will operate (e.g. school policies) and where the school is in its development trajectory (e.g. addressing any significant behaviour problems would be an immediate priority).
- 8.j. Assessing and adapting plans based on the degree to which colleagues are ready to implement the approach (e.g. current staff motivation, expertise, training and development).

**Prepare appropriately for the changes to come by:**

impacting on teacher knowledge, classroom practices and pupil outcomes.

8.10. A school's capacity to implement an approach is rarely static (e.g. staff leave, contexts change). Sustained implementation requires leaders to keep supporting and rewarding the appropriate use of an approach and checking it is still aligned with the overall strategy and context.

8.11. Implementation benefits from dedicated but distributed school leadership. Senior leaders should provide a clear vision and direction for the changes to come. At the same time, implementation is a complex process that requires feedback from staff and shared leadership responsibilities.

8.12. Implementation processes are influenced by, but also influence, school climate and culture. Implementation is easier when staff feel trusted to try new things and make mistakes, safe in the knowledge that they will be supported with resources, training, and encouragement to keep improving.

8.k. Being explicit about what will be implemented, and the overall desired outcomes.

8.l. Specifying the elements of the approach that appear critical to its success (i.e. the 'active ingredients') and communicating expectations around these with clarity.

8.m. Developing a clear, logical and well specified implementation plan, and using this plan to build collective understanding and ownership of the approach.

8.n. Using an integrated set of implementation activities that work at different levels in the school (e.g. individual teachers, whole school changes).

**Deliver changes by:**

8.o. Managing expectations and encouraging 'buy-in' until positive signs of changes emerge.

8.p. Monitoring implementation (including by clearly assigning and following up on the completion of critical tasks) and using this information to tailor and improve the approach over time (e.g. identifying a weak area of understanding and providing further training).

8.q. Reinforcing initial training with expert follow-on support within the school.

8.r. Prioritising the 'active ingredients' of the approach until they are securely understood and implemented, and then, if needed, introducing adaptations.

**Sustain changes by:**

	<p>8.s. Using reliable monitoring and evaluation to review how the implementation activities are meeting the intended objectives and continue to align with school improvement priorities.</p> <p>8.t. Continuing to model, acknowledge, support, recognise and reward good practice.</p> <p>8.u. Treating scale-up of an approach as a new implementation process (e.g. from one department to another, or from one school in a trust to another).</p>
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## Nine – Working in Partnership

Learn that...	Learn how to...
<p>9.1. Good relationships and partnerships are a foundation of a good school.</p> <p>9.2. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.</p> <p>9.3. There is an established link between the home learning environment at all ages and children's performance at school. However, evidence on effective strategies that schools can use to engage parents/carers in their children's education is mixed.</p> <p>9.4. If the aim is solely to improve academic outcomes, classroom interventions working directly with children currently have more evidence of effectiveness at improving educational outcomes than parenting interventions with the same aim.</p> <p>9.5. Working effectively with parents/carers can be challenging, and is likely to require sustained effort and support.</p> <p>9.6. Sharing effective practice between schools, and building capacity and effective mechanisms for doing so, is key to closing the attainment gap. To improve performance school leaders need to collaborate and work with colleagues and other relevant professionals within and</p>	<p><b>Work in partnership with parents and carers, including by:</b></p> <p>9.a. Ensuring the school provides practical approaches to support parents and carers to help their children with learning at home including: promoting reading; establishing a regular routine; good homework habits; setting goals; planning; and managing their time, effort, and emotions.</p> <p>9.b. Communicating carefully to encourage positive, two-way dialogue about learning, focussing on building parents/carers' efficacy and avoiding stigmatising, blaming, or discouraging parents/carers', and ensuring staff communicate in the same way.</p> <p>9.c. Enabling careful planning of group-based parenting initiatives (e.g. regular workshops) ensuring that the time and location is convenient, recruitment is face-to-face, relationships are built on trust and the environment is informal and welcoming.</p> <p>9.d. Ensuring that more structured, evidence-based programmes are offered to develop positive behaviour and consistency where needed; starting by assessing needs and asking parents and carers about what would help them.</p> <p>9.e. Where appropriate, considering offering regular home visits for younger children with greater needs. This can be an effective approach for parents and carers that struggle to attend meetings, and for building relationships.</p>

<p>beyond the school, including relevant external agencies and bodies.</p>	<p>9.f. Handling parental complaints effectively by developing a fair and non-adversarial procedure that is easy to use and understand.</p> <p><b>Work in partnership with other schools and school trusts alongside the community and other organisations including professional associations and local authorities, including by:</b></p> <p>9.g. Clarifying, in writing where appropriate, the purpose of the partnership and the commitments and/or duties each partner has to it.</p> <p>9.h. Understanding the full range of organisations around a school, how they interact with the school and each other, and any statutory relationships or duties that exist between organisations.</p> <p>9.i. Establishing clear, open communications between organisations with nominated 'relationship holders' and clear escalation points where appropriate.</p> <p>9.j. Contributing expertise to existing networks and partnerships (e.g. working with partner schools).</p> <p>9.k. Acting as a credible public advocate when required through a carefully thought through approach to engagement with the media and use of other communication channels (e.g. social media, newsletters, websites).</p>
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## Ten – Governance and Accountability

Learn that...	Learn how to...
<p>10.1. High quality effective and ethical governance is key to success in our school system.</p> <p>10.2. Different types of school structures have different governance and accountability arrangements. Each set of arrangements has different regulations and statutory duties and therefore different policies, processes and systems associated with it (including the governance handbook and where appropriate the Academies Financial handbook).</p> <p>10.3. School leaders are accountable for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.</p> <p>10.4. Headteachers have a responsibility to ensure that staff know, understand and are held to account for their professional responsibilities.</p>	<p><b>Appropriately participate in governance, and fulfil obligations to give account, be challenged, and accept responsibility, including by:</b></p> <p>10.a. Understanding the governance arrangements of the school, the respective roles (including the chair and the clerk), and the policies, processes and systems associated with it.</p> <p>10.b. Applying a good understanding of the Governance handbook and, where appropriate, the Academies Financial Handbook to the creation and continuous improvement of these policies, processes and systems.</p> <p>10.c. Ensuring that formal papers that are prepared and presented are clear, concise and accurate.</p> <p>10.d. Establishing and sustaining professional working relationships with those in governance roles (including the chair and the clerk).</p> <p><b>Appropriately participate in and fulfil obligations to external organisations including the Department for Education, Ofsted, the Education and Skills Funding Agency, Local Authority and auditors, including by:</b></p> <p>10.e. Adhering to the Principles of Public Life at all times.</p>

	<p>10.f. Applying a good understanding of the law, statutory guidance and regulatory frameworks to decisions, processes and systems.</p> <p>10.g. Ensuring reports that are submitted are timely and accurate, and participating in inspections or reviews as required.</p> <p>10.h. Building professional working relationships with those in external accountability organisations.</p> <p>10.i. Understanding the roles and responsibilities involved in more complex partnerships involving pupils (e.g. health, education and children’s services organisations in an Education and Health Care Plan, and where pupils are in alternative provision).</p>
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