

Headteachers' Standards (2020)

- The school sector has evolved since the last review of the Headteachers' Standards in 2015. We therefore need to consider how they can be used across the developing range of leadership roles in schools. The expert review group has developed a set of standards that are of real practical use to current and aspiring headteachers, governors, trustees and the wider school community.
- The group was clear that any changes to the Headteachers' Standards must take note of the latest evidence so that the revised standards are clear, fit for purpose and of real practical use to heads and employers.
- With strong emphasis on relevance and usefulness, the revised standards are rooted in what a 'good head' knows, understands and does in leading and managing a school. The revised standards differ from the outgoing ones insofar that they move away from the 'aspirational' nature of the 2015 standards and instead provide benchmarks that all headteachers should meet.
- They will, however, have the same practical purposes as the 2015 standards in that they should:
 - shape headteachers' own practice and professional development, within and beyond the school,
 - support the recruitment and appointment of headteachers,
 - provide a framework for training middle and senior leaders, aspiring to headship, and
 - inform the performance management of headteachers.
- The new standards are not designed to be solely used for headteachers, but should be applicable to those with senior leadership roles in schools that carry many, but not all, of the responsibilities of a headteacher - for example, someone who is a Head of School or a Deputy Head.
- To give coherence and consistency across different professional standards the revised Headteachers' Standards build on the Teachers' Standards, in parallel with establishing the leadership and management aspects specific to headship.
- The first six standards build on the Teachers' Standards, the final four focus on leadership responsibilities specific to headteachers (see overleaf).

Headteachers' Standards (2020)	Teacher Standards Link
1. School culture	builds on Teachers' Standard 1
2. Teaching	builds on Teachers' Standards 2 and 4
3. Curriculum and assessment	builds on Teacher Standard 3 and 6
4. Behaviour	builds on Teacher Standard 7
5. Additional and Special Educational Needs	builds on Teachers' Standard 5
6. Professional development	some match to Teachers' Standard 4
Leadership Responsibilities of Heads	
7. Organisational management	
8. School improvement	
9. Working in partnership	
10. Governance and accountability	

In addition, the 10 standards are grouped into 4 domains:



Q&A

Why aren't the standards statutory? Shouldn't all headteachers be expected to meet these standards?

- All teachers and leaders are held to account through the Teachers' Standards. The Headteachers' Standards provide further detail on the expectations of headteachers, which can be used as a guide to help set objectives, development plans and inform the appraisal of headteachers.
 - They can be used by headteachers to shape their own practice and professional development, within and beyond the school
 - They can be used by governors, to inform the appraisal of headteachers
 - They can be used by governors, to support the recruitment and appointment of headteachers
 - They can be used by headteachers, governing boards and aspirant headteachers, to provide a framework for training middle and senior leaders, aspiring to headship.

Why has there been no public consultation or call for evidence for the 2019/20 review of the National Standards?

- The Expert Review Group considered lessons learned from the 2015 review and what engagement approach would best support the aims of this review, particularly given the aim of improving how the standards are embedded in schools.
- Over 70 responses were received from a range of people and organisations in the previous review through a call for evidence.
- The 2020 review has invested more time in engaging and consulting with a wide range of stakeholders as well as serving headteachers and governors.

How do the revised Headteachers' Standards differ to the current 2015 standards?

- The biggest point to emphasis here, is that the new standards have moved away from the emphasis on *'how to aspire for excellence'* in leadership to a place where they now ask *'what good should look like for all Headteachers in practice'*.
- It is also important to note that the Standards needed to be rooted in the idea of what makes a good headteacher with more coherence to the Teachers' Standards document, which hasn't quite existed before.

What does the publication of revised Headteachers' Standards mean for performance management processes this year?

- It is recognised that the headteacher performance management process for this year may be currently ongoing or may already have been completed. Where this is the case, and as the Headteachers' Standards are non-statutory, there is no expectation that these should be rewritten to reflect the revised Headteachers' Standards.
- In this transitional year, schools will be encouraged to engage with the revised standards as part of ongoing development conversations and to adopt them at the most appropriate point in the annual cycle.

Will the revised Headteachers' Standards be seen as a crude checklist?

The way the standards are used within individual performance management meetings can be different. The standards are not intended to be checklist and are intended to be developmental and supportive, especially when conducting appraisals

Will you be updating the current content and assessment framework for NPQH to reflect the revised Headteachers' Standards?

The Department is not intending to refresh the *current* content and assessment framework but providers are free to use the newly published ones (published October 2020) along with the refreshed Headteachers' Standards in their training materials should they wish.