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| LDBE Head Teacher Performance management  Promoting a distinctive Christian vision through standards of excellence for headteachers. |

**LDBE Head teacher Appraisal and Performance Management**

The [governance handbook (October 2020)](https://www.gov.uk/government/publications/governance-handbook) sets out the statutory duties of a governing board in relation to the headteacher appraisal process for maintained schools, from [The Education (School teachers’ Appraisal) (England) Regulations 2012.](http://www.legislation.gov.uk/uksi/2012/115/pdfs/uksi_20120115_en.pdf)

* appoint an external adviser for advice and support on the headteacher’s appraisal and to consult that adviser on setting objectives for, and appraisal of, the headteacher;
* inform the headteacher of the standards against which their performance will be assessed;
* set objectives for the headteacher, whilst having regard to the work-life balance of the headteacher;
* appraise the performance of the headteacher, assessing their performance of their role and responsibilities against the relevant standards and their objectives;
* assess the headteacher’s professional development needs and action needed to address them;
* make a recommendation on headteacher’s pay, where relevant;
* give the headteacher a written report of their appraisal which includes the assessments and recommendation above;
* determine the appraisal period that applies to teachers (including headteachers);
* adopt a document that sets out the appraisal process for teachers (including headteachers) and make that document available to teachers; and
* Make sure that headteachers carry out their duties in respect of appraising other teachers (including recommendations on pay).

Academies are free to determine their own appraisal process and may adopt the requirements for maintained schools if they wish.

In practice, boards will want, in relation to the appraisal of the head teacher, to:

* Satisfy themselves that the external advisor has the skills, experience and objectivity to provide them with advice and support;
* Consider whether to delegate the headteacher’s appraisal to a sub-group;
* Satisfy themselves that the headteacher’s objectives are SMART;
* Decide which standards they will use to assess the headteacher’s performance. They must assess headteachers’ performance against the Teachers’ Standards and may also wish to use the National Standards for Headteachers. They may also use the Headteachers’ Standards to inform performance management;
* Decide what arrangements to make for observing the headteacher’s performance. They must assess head teacher’s performance against the Teacher’s Standards and may also wish to use the National Standards for Headteachers.
* Satisfy themselves that the appraisal evidence informs other decisions, for example, on professional development and pay;

**Purpose of this document**

This document aims to provide governors with a number of key documents and considerations that governors may wish to consider in relation to evaluating the performance of the headteacher in a Church school. [The NGA document Taking Headteacher Appraisal Seriously](https://www.nga.org.uk/getmedia/f17e67e5-f085-40e6-ac4b-e5dce8660c57/NGA-headteacher-performance-appraisal-executive-summary-(1).pdf) explores how schools are currently conducting headteacher appraisal, including the challenges they face and the obstacles they need to overcome to ensure an effective, robust and meaningful process is in place. This guidance is no means a comprehensive document that provides all of the statutory and legal duties that relate to the process, but rather a signpost to relevant documents that may lead to a more supportive appraisal process.

**Headteachers appraisal in a church school**

[The school teacher’s pay and conditions document 2020 and guidance on school teachers’ pay and conditions](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/920904/2020_STPCD_FINAL_230920.pdf) sets out the contractual framework within which all teachers, including headteachers operate. It includes high level responsibilities for all teachers and headteachers and their statutory entitlements.

In relation to ‘overriding requirements’ of headteachers in Church schools, section 44.1d identifies that:

* A headteacher’s professional duties must be carried out in accordance with and subject to:
  + - where the school is a voluntary, foundation or foundation special school, any trust deed that applies to the school.

**Church school inspections:**

In considering the approach to headteachers appraisal, governors of a Church school may also wish to consider the how the SIAMS framework ‘focuses unashamedly on **vision,** with the hope that it will allow governing bodies to place more of an emphasis on their purpose in education, ensuring that the school’s Christian vision impacts in ways which enable the while school community to flourish.

Strand 1 of the evaluation schedule explores:

* **How well the school has developed and implemented an inclusive and distinctive Christian vision, monitoring its impact to ensure the school’s original foundation is maintained.**

In developing vision and leadership in a Church school, the school must evaluate:

Strand 1d: How well do leaders ensure that all staff members at all levels are supported in the development of their understanding of the school as a church school? How well are future Church school leader prepared and supported through professional development leading to improved practice.

At the start of each appraisal period, the governing body must inform the headteacher of the standards against which the headteacher’s performance in that appraisal process must be assessed.

The [National Standards for Headteachers](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020) 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. 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**.

In order to support governors to consider how these headteacher standards may be used in the context of Church school, the standards are also supplemented by a number of further documents to provide further support and challenge in the leadership of a distinctively Christian vision.

* [**The SIAMS evaluation schedule**](https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/siams-inspections)**:** Running parallel to each of the 10 headteacher standards is one chosen strand of the SIAMS evaluation schedule. The questions raised in the schedule are followed by suggested indicators of where the headteacher standards are mirrored in the expectations of the SIAMS schedule. These are examples, and other SIAMS strands may better reflect the context or focus of a specific school.
* [**Called, Connected, Committed:**](https://www.cefel.org.uk/ccc/)This publication from the Church of England Education Office provides 24 leadership practices for educational leaders, which consider the sort of leadership that might allow the Church of England’s vision for education to be realised in schools. Governors may wish to use this document to think and reflect on the challenges and experiences in leading a church school, which may lead to an emergence of fresh thinking, energy and vision for the support and appraisal of the headteacher in their school.
* [**Brining the Vision Alive – Resources for School Leaders**](As%20part%20of%20the%20Foundation's%20commitment%20to%20equipping%20leaders%20to%20work%20with%20the%20Church%20of%20England%20Vision%20for%20Education%20in%20their%20own%20context,%20we%20have%20developed%20a%20range%20of%20resources.%20These%20practical%20activities%20are%20designed%20for%20use%20in%20meetings%20(SLT,%20Governors%20etc.),%20CPD/INSET%20sessions%20and%20conference%20settings,) **-** As part of the Foundation's commitment to equipping leaders to work with the Church of England Vision for Education in their own context, CEFEL have developed a range of resources. These practical activities are designed for use in meetings (SLT, Governors etc.), CPD/INSET sessions and conference settings.

**The following examples are offered to Church school governors as one way in which discussions and conversations around the National Standards for Headteachers may lead to considered, reflective objective setting for the appraisal of the headteacher in their school, leading to the next step of the school’s continuous improvement journey.**

Through using this approach, governors and headteacher may reflect on the sources of evidence that may be gathered in order to evaluate the headteachers performance, and how this can be carried out to reflect the vision and values of the school that the headteacher leads, particularly if an objective may be more of a softer target, than a harder target (see p.5 of Taking Headteacher Appraisal seriously – Soft Evidence).

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| **Questions to support conversations as leaders navigate educational policy and practice in their relevant contexts and schools.** | [**Headteacher standards 2020**](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020)  **Standard 1: School culture**  **(builds on teachers’ standard 1)** | **In the context of Inspection evaluation frameworks** |
| How would you ensure that you established and promoted a distinctive Christian vision in this school?  How would you ensure that all leaders established and promoted the Christian vision to enable pupils and adults to flourish?  How would you ensure that this school’s formal partnerships are supported, sustained and informed by this school’s vision?  What strategies would you use to ensure that all staff members at all levels were supported in their development of their understanding of the school as a Church school?  How would you know that the vision of this school was sufficiently ambitious for to ensure that ALL pupils flourished? | Establish and sustain the school’s ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community | **SIAMS framework:**  **Strand 1: Vision and Leadership**  How well the school has developed and implemented an inclusive and distinctive Christian vision, monitoring its impact to ensure the school’s original foundation is maintained?  How well the school lives out the Christian vision in relationship with key stakeholders. |
| 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 | **OFSTED:**  **Leadership and management:**  Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong values, policies and practices. |
| Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment |
| Ensure a culture of high staff professionalism |
| [**Called, connected, committed**](https://cofefoundation.contentfiles.net/media/assets/file/Called_Connected_Committed_-_David_Ford_and_Andy_Wolfe.pdf) **- Sustaining Vision** | | |
| How important are consistency, dependability and ‘sticking around’ in leadership?  What resources does your team need to draw on in order to sustain a vision, as opposed to merely create it?  To what extent to you agree that ‘Vision is sustainable even if circumstances and situations are against you’? How could this be reflected in your actions and decision making?  How could prayer help you gain a different perspective on your situation? How could you make time for this, in the rhythm of your day? | | |

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| **Questions to support conversations as leaders navigate educational policy and practice in their relevant contexts and schools.**  **(Taken from Ethos enhancing outcomes)** | [**Headteacher standards 2020**](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020)  **Standard 2: Teaching**  **(builds on teachers’ standards 2 and 4)** | **In the context of Inspection evaluation frameworks** |
| What is your philosophy of Teaching and Learning, and how clearly would you ensure that every member of staff understood and shared it?  How would you ensure that teachers coped wisely with things and people going wrong in lessons?  How would you ensure that all teachers had high aspirations for all of their students?  How would you ensure that you managed the pressures that were put on teachers, that contribute to stress and poor work life balance?  How might Jesus’ teaching and pedagogy influence your thinking around Teaching and Learning?  How hopeful is your pedagogy? | 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 | **SIAMS framework:**  **Strand 2: Wisdom, knowledge and skills**  How effective is the school at meeting the **learning** needs of all pupils through the curriculum? How effective is the school in identifying and supporting those who are more vulnerable and who may have additional learning and personal needs?  How well does the school support all pupils in their spiritual development, enabling all pupils to flourish? |
| 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 | **OFSTED:**  **Leadership and management:**  Leaders ensure that teachers receive focused and highly effective professional development. Teacher’s subject, pedagogical and pedagogical content knowledge consistently build and develop over time This consistently translates into improvements in the teaching of the curriculum. |
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| [**Called, connected, committed**](https://cofefoundation.contentfiles.net/media/assets/file/Called_Connected_Committed_-_David_Ford_and_Andy_Wolfe.pdf)  **- Leading Learning** | | |
| How important is it for leaders in school to be (known as/seen to be) excellent classroom teachers?  To what extent do ‘wonder’, ‘curiosity’, ‘intrigue’ and ‘joy of discovery’ play a part in your school’s approach to pedagogy? What difference do these attitudes/ experiences make to pupils’ progress?  What can we learn from Jesus’ approaches to teaching and learning?  How are you making space for ‘time and space for your own adult learning and professional development, prayer, reflection, refreshment, and rest’? To what extent do your colleagues see you as leading learning? | | |

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| **Questions to support conversations as leaders navigate educational policy and practice in their relevant contexts and schools.** | [**Headteacher standards 2020**](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020)  **Standard 3: Curriculum and assessment**  **(builds on teachers’ standards 3 and 6)** | **In the context of Inspection evaluation frameworks** |
| How would you use the vision of this school to ensure that the curriculum and extra-curricular opportunities meet the academic needs of all learners?  How would you ensure that academic and extra-curricular opportunities supported the spiritual development of all pupils?  How would you ensure that effective systems were in place across the whole school, so that pupils with additional learning and personal needs and those who are more vulnerable were identified and supported? | ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught | **SIAMS framework:**  **Strand 2: Wisdom, knowledge and skills**  How effective is the school at meeting the **learning** needs of all pupils through the curriculum? How effective is the school in identifying and supporting those who are more vulnerable and who may have additional learning and personal needs?  How well does the school support all pupils in their spiritual development, enabling all pupils to flourish? |
| 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 | **OFSTED:**  **Quality of education :**  The school’s curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what the teachers do that they have a firm and common understanding of the school’s curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. |
| ensure valid, reliable and proportionate approaches are used when assessing pupils’ knowledge and understanding of the curriculum |
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| [**Called, connected, committed**](https://cofefoundation.contentfiles.net/media/assets/file/Called_Connected_Committed_-_David_Ford_and_Andy_Wolfe.pdf)  **- Driving Improvement** | | |
| To what extent to leaders ‘see the adults and children in their school through God’s eyes’? What difference does this lens make to the way you interact with one another?  If that which ‘leaders choose to improve communicates much about their values’, how does your improvement plan reflect your vision?  To what extent does your team ‘recognise the fear and anxiety that our system can generate’? What kinds of fears or pressures might you inadvertently transfer onto your team,  and consequently, your pupils?  What could it mean for your team to ‘[forget] what is behind and strain toward what is ahead’? To what extent can inspection grades, league tables and labels hold us back? | | |

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| **Questions to support conversations as leaders navigate educational policy and practice in their relevant contexts and schools.** | [**Headteacher standards 2020**](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020)  **Standard 4: Behaviour**  **(builds on teachers’ standard 7)** | **In the context of Inspection evaluation frameworks** |
| How would you ensure that the school’s Christian vision promoted social and cultural development?  How would you underpin the schools approach with the practice of forgiveness and reconciliation that enabled good mental health and all to flourish?  How would you develop the Christian vision and associated values of the school so that they underpinned relationships at all levels in the school community?  What approaches would you take to the school’s behaviour, exclusion and attendance policies so that every child flourished?  How would you ensure support for good mental health with children and adults? | 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 | **SIAMS**  **Strand 4: Community and Living well together**  How well the school’s Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together. |
| 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 | **OFSTED**  **Behaviour and attitudes**  Pupils consistently have highly positive attitudes ad commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or wider community. |
| Ensure that adults within the school model and teach the behaviour of a good citizen |
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| [**Called, connected, committed**](https://cofefoundation.contentfiles.net/media/assets/file/Called_Connected_Committed_-_David_Ford_and_Andy_Wolfe.pdf)  **- Pursing Renewal** | | |
| Can your team sometimes ‘let bad situations or actions have the last word’? What is the impact of this on morale or team spirit?  To what extent do you agree that ‘in the light of Christ there is always a way back’? How could this affect your policies for behaviour management or exclusion?  How can your leadership choices reflect your hopes not your fears?  How can things going wrong lead to the development of perseverance and a renewal of hope? | | |

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| **Questions to support conversations as leaders navigate educational policy and practice in their relevant contexts and schools.** | [**Headteacher standards 2020**](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020)  **Standard 5: Additional and special educational needs and disabilities**  **(builds on teachers’ standard 5)** | **In the context of Inspection evaluation frameworks** |
| How would you know that the Christian vision of the school had created an environment that embraces difference?  How would you ensure that the vision of the school lead to the flourishing of all pupils, whatever their background or ability?  How would you ensure that all staff were effective in identifying and supporting those who are more vulnerable and who may have additional learning needs? | Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities | **SIAMS framework:**  **Strand 2: Wisdom, knowledge and skills**  **Strand 5: Dignity and Respect:**  How well the school’s Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect. |
| Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively |
| Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate | **OFSTED**  **Quality of education :**  The curriculum is successfully adapted, designed or developed to be ambitious to meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. |
| Ensure the school fulfils its statutory duties with regard to the SEND code of practice |
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| [**Called, connected, committed**](https://cofefoundation.contentfiles.net/media/assets/file/Called_Connected_Committed_-_David_Ford_and_Andy_Wolfe.pdf)  **- Enabling Flourishing** | | |
| To what extent does the flourishing of children depend on the flourishing of adults in flourishing teams?  What kinds of decisions do you make as a leadership team that directly help the flourishing of adults and children in your care?  How can we develop our patience in relation to flourishing – to what extent do we recognise that ‘plants are not always in flower’?  What are you choosing to stop doing this term, this year? How could stopping and pruning things actually lead to flourishing? | | |

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| **Questions to support conversations as leaders navigate educational policy and practice in their relevant contexts and schools.** | [**Headteacher standards 2020**](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020)  **Standard 6: Professional development**  **(some match to teachers’ standard 4)** | **In the context of Inspection evaluation frameworks** |
| How would you ensure that all your staff have a clear and exciting ‘horizon of hope and aspiration’ for their future?  How would you approach staff development and invest in teachers and leaders to develop Wisdom?  How would you develop leaders to sustain their ‘reservoir of hope’?  How do you practically embody hope when dealing with staff under-performance?  How might you work genuinely in community to develop leaders together with other schools – is there space for collaboration and sharing in our competition? | Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs | **SIAMS framework:**  **Strand 1: Vision and Leadership**  How well do leaders ensure that all staff members at all levels are supported in the development of their understanding of the school as a Church school? How well are future leaders prepared and supported through professional development leading to improved practice? |
| 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 | **OFSTED**  **Leadership and management:**  Leaders ensure that teachers receive focused and highly effective professional development. Teacher’s subject, pedagogical and pedagogical content knowledge consistently build and develop over time This consistently translates into improvements in the teaching of the curriculum. |
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| [**Called, connected, committed**](https://cofefoundation.contentfiles.net/media/assets/file/Called_Connected_Committed_-_David_Ford_and_Andy_Wolfe.pdf)  **- Creating confidence** | | |
| How would your team know by your words and actions that you have confidence in them? What impact does that have on their behaviour, choices and long-term commitment?  If you could accurately gauge these 4 concepts: ‘vision, value, trust and joy’ for your team – how would you gauges the readings? What could you do to ‘refill’ the team if it were near the red?  What could an ‘ecology of encouragement’ look like in your team? | | |

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| **Questions to support conversations as leaders navigate educational policy and practice in their relevant contexts and schools.**  **(Taken from Ethos Enhancing Outcomes)** | [**Headteacher standards 2020**](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020)  **Standard 7: Organization Management** | **In the context of Inspection evaluation frameworks** |
| How do you function as a wise community when dealing with safeguarding issues?  How would you ensure that your safeguarding approach and policy conveys a sense of love and compassion?  How do you pay special attention to the disadvantaged and vulnerable pupils when considering the use of financial resources?  How would you ensure that the vision of this school impacts on financial decision making?  What difference does the school’s vision make to resources allocated to SEN provision and support? | Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care | **SIAMS framework:**  **Strand 1: Vision and Leadership**  To what extent does the school’s Christian vision shape school policies and Church school development plans?  How well do you ensure that school’s formal partnerships are supported, sustained and informed by the school’s Christian vision and associated values? |
| 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 | **OFSTED**  **Leadership and management:**  The school has a culture of safeguarding that supports effective arrangement to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils. |
| 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 |
| [**Called, connected, committed**](https://cofefoundation.contentfiles.net/media/assets/file/Called_Connected_Committed_-_David_Ford_and_Andy_Wolfe.pdf)  **- Nurturing Ambition** | | |
| What are you ambitious for as a leader, as a team? How would people know what motivates you and your hopes for your organisation’s future?  What could it mean for your team to ‘protect and water emerging green shoots’? What role might patience play in nurturing ambition?  What factors have tended to stifle ambition in your contexts? What resources and relationships could you draw on to re-build that which is broken? | | |

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| **Questions to support conversations as leaders navigate educational policy and practice in their relevant contexts and schools.** | [**Headteacher standards 2020**](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020)  **Standard 8: Continuous school improvement** | **In the context of Inspection evaluation frameworks** |
| What could it mean for your CPD programme to ‘foster confidence, delight and discipline’?  What values underpin your development of staff, and do they become wiser as a result of your input?  How do you combine continuity and innovation in healthy ways?  Does everything always need improvement? | Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement | **SIAMS framework:**  **Strand 1: Vision and Leadership**  To what extent does the school’s Christian vision shape school policies and Church school development plans?  How well do you ensure that school’s formal partnerships are supported, sustained and informed by the school’s Christian vision and associated values? |
| 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 | **OFSTED**  **Leadership and management:**  Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong values, policies and practices. |
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| [**Called, connected, committed**](https://cofefoundation.contentfiles.net/media/assets/file/Called_Connected_Committed_-_David_Ford_and_Andy_Wolfe.pdf)  **- Deepening Understanding** | | |
| What kinds of activities do you engage in as a leader to help your long term professional development and the deepening of your understanding?  How do you learn best? From courses and programmes, or networks and relationships?  To what extent have your ‘most testing times’ deepened understanding for you or your team?  How important to deepening understanding is the development of healthy and active listening skills? | | |

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| **Questions to support conversations as leaders navigate educational policy and practice in their relevant contexts and schools.** | [**Headteacher standards 2020**](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020)  **Standard 9: Working in partnership** | **In the context of Inspection evaluation frameworks** |
| How will you ensure that the school’s formal partnerships are supported, sustained and informed by the school’s Christian vision and associated values?  How will you build and develop strong links with this schools local church/es and the diocese?  In what ways could you use the strength of partnership and scale to help this school’s vision for education in terms of the breadth of curriculum provision?  To what extent might this school’s partnership be built on the notion of partnership built on the notion of serving one another? | Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community | **SIAMS framework:**  **Strand 1: Vision and Leadership**  How well do you ensure that school’s formal partnerships are supported, sustained and informed by the school’s Christian vision and associated values? |
| 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 | **OFSTED**  **Leadership and management:** |
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| [**Called, connected, committed**](https://cofefoundation.contentfiles.net/media/assets/file/Called_Connected_Committed_-_David_Ford_and_Andy_Wolfe.pdf)  **- Encouraging service** | | |
| What kings of practical acts of service could you engage with in your community? What is the impact of servant leadership in your teams?  How does our character develop through acts of service and social action?  What might it mean for ‘service to become a habit not simply a project’?  What can we learn from Jesus’ example of service, both in terms of his words and actions? How might this relate to other leadership paradigms and models? | | |

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| **Questions to support conversations as leaders navigate educational policy and practice in their relevant contexts and schools.** | [**Headteacher standards 2020**](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020)  **Standard 10: Governance and accountability** | **In the context of Inspection evaluation frameworks** |
| How will you ensure that governors are actively supported to engage in robust and continuous self-evaluation of the effectiveness of this school as a Church school?  How do you establish clear lines of accountability? How do you consistently reinforce these?  What elements of the vision language of this school could help to broaden the governing body agenda beyond performance outcomes at the end of key stages?  In what ways will you drive accountability to look outwards to relationships and networks beyond the school walls? | Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility | **SIAMS framework:**  **Strand 1: Vision and Leadership**  How well do governors ensure that a robust and continuous self-evaluation process is in place that involves the school community in evaluating their effectiveness as a Church school? |
| 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 | **OFSTED**  **Leadership and management:**  Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality act 2010, and other duties, for example in relation to the ‘prevent’ duty and safeguarding. |
| Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties |
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| [**Called, connected, committed**](https://cofefoundation.contentfiles.net/media/assets/file/Called_Connected_Committed_-_David_Ford_and_Andy_Wolfe.pdf)  **- Embodying Integrity** | | |
| If you did a survey with your colleagues, to what extent might they perceive that your ‘actions, words, budgets, diaries, agendas and decision making’ reflect your values and character?  What is the relationship between integrity and authenticity in leadership?  How is leaders’ integrity affected by personal and professional challenges?  When people get things wrong in your organisation, do they feel able to share? Who gets the blame? | | |

**Considerations for the process of head teacher appraisal**

The following documents have been used to provide considerations and prompts for the appraisal process of the headteacher. In order to support governors further, the documents are provided in their fullness below. It should be noted that some of these documents are subject to annual change and the DFE site should be checked to ensure that the most recent document is being reviewed.

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| Key document | Title |
|  | Statutory Instruments: The education (School Teachers’ Appraisal) (England) Regulations 2012  <http://www.legislation.gov.uk/uksi/2012/115/pdfs/uksi_20120115_en.pdf> |
|  | DFE: School teachers’ pay and conditions document 2020 and guidance on school teachers’ pay and conditions  [School teachers' pay and conditions - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/school-teachers-pay-and-conditions) |
|  | DFE: The governance handbook 2019 – For academies, multi-academy trusts and maintained schools (March 2019)  <https://www.gov.uk/government/publications/governance-handbook> |
|  | DFE: Implementing your school’s approach to pay – Advice for maintained academies and local authorities (Revised March 2019)  <https://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay> |
|  | Called connected committed  <https://www.cefel.org.uk/ccc/> |
|  | SIAMS evaluation framework  [SIAMS Inspections | The Church of England](https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/siams-inspections) |
| **None available** | 'Bringing the Vision Alive' - Resources for School Leaders  [Order Vision Resources - Foundation For Educational Leadership (cefel.org.uk)](https://www.cefel.org.uk/visionresources/) |

**Please note that as these documents are regularly updated by regulatory agencies, the source of the information should always be reviewed to ensure that the most recent document is used.**