



Services to People

Educational Development Service

Scheme of Professional Review and Development for Head Teachers, Depute Head Teachers and Principal Teachers

June 2003

Scheme of Professional Review and Development for Head Teachers, Depute Head Teachers and Principal Teachers

Rationale

'A Teaching Profession for the 21st Century' sets the contractual context for professional review and development. Professional review and development is the process whereby the training and development needs of staff are identified and agreed in relation to:

- their current practice
- the requirements of the school development plan
- the requirements of the authority improvement plan and the wider and longer term needs of the authority and national priorities

It is a means of supporting managers¹ to be thoroughly prepared for their duties, in particular for their key role in the leadership and management of teaching and learning. This paper describes the scheme to be adopted for managers. It builds closely on the scheme agreed for all teachers. The extensive appendices have the purpose of providing a framework for the review, ensuring that there is a common understanding across the authority of the nature and purpose of leadership.

Professional review is one of a wide range of quality assurance strategies used in schools and is a crucial part of the quality improvement process which benefits the whole of the education service.

Key Principles:

- there is a professional commitment to building excellence at every stage of a teacher's career
- the process is straightforward with minimal bureaucracy
- has a clear purpose
- starts with self evaluation
- relates to QA arrangements
- identifies and supports the professional needs of the individual manager
- balances individual priorities with the needs of the organisation
- the outcomes of the process are coherent and progressive
- the process is evaluated effectively
- the process is carried out by the immediate line manager or by the director

Aims

Professional review and development is intended to support the ongoing development of an effective service. Professional development has a significant impact on the entire school community. This scheme aims to:

- promote the manager as a model of lifelong learning
- help schools to manage change
- improve the performance of individuals and institutions as a whole
- promote a sense of job satisfaction
- pull together the school's vision of itself

¹ The term 'manager' is used throughout this paper to refer to head teachers, depute head teachers and principal teachers

Values

The authority takes a positive view of professional development and the review and development scheme is a joint process which actively supports this. Irrespective of individual career paths, everyone has a need and an obligation to work towards furthering their professional expertise. The key issue is to place emphasis on the need for high quality self-evaluation to lie at the heart of manager development. It is essential that the process is confidential, fair and equitable.

Management of the scheme

- The purpose of the scheme is to focus on the positive development of competence and the setting of development objectives.
- Members of the senior management team of Services to People will be responsible for the professional review and development of head teachers. Under the structures currently in place, arrangements will be as follows:
 - Head teachers of primary and secondary schools : Director and Head of Education and Lifelong Learning
 - Head teachers of Lochies, Fairfield, SSSS and PSSS : Head of Policy, Planning and SEN
 - Head teachers of nursery schools : Head of Pre-fives, Childcare and Criminal Justice
- Arrangements for the professional review and development of depute head teachers and principal teachers will be determined by the head teacher, in consultation with those subject to review
- Line managers will receive training to allow them to carry out the review and development interviews.
- Interviews may be carried out within the additional 35 hour CPD time.
- The scheme will run parallel to and complement the agreed quality assurance roles which link advisers have with schools (eg in relation to development planning and standards and quality reporting).
- The review process and development objectives are confidential between reviewer and reviewee
- The authority's CPD co-ordinator, working with the school's CPD co-ordinator, will collate all agreed development activities.
- Professional review and development is not an appraisal system and is not connected to disciplinary procedures.

C/f Disciplinary Policy and Procedure for Teaching Staff – LNCT January 2003

Process

Professional review and development is intended as a review of an individual's achievements and development during the previous year. It is also to agree future objectives and identify training and development needs for the year ahead. The framework for the PRD cycle is as follows:

- all teachers, including managers, should maintain a CPD profile for the current year and for 2 previous years (where appropriate)
- members of the Children's Services SMT have a duty to promote the CPD of managers and to ensure that all have an annual review of their development needs

Review Cycle

Stage 1 : pre-review preparation

To establish a baseline from which to set progressive development objectives, the reviewee should consider prior personal development and self evaluate using the following materials, as appropriate to their current post:

- Standard for headship in Scotland (Appendix 1)
- Guidance on the professional development of educational leaders (Appendix 2)
- Leadership and sustainability (Appendix 3)
- Outline of head teacher, depute head teacher and principal teacher duties from Annex B from A Teaching Profession for the 21st Century (Appendix 7)
- Annex B : teacher duties (Appendix 8)
- Self evaluation prompt sheet (Appendix 4)
- A summary of the key priorities contained in the school development plan
- The local authority Statement of Improvement Objectives

It is also suggested that those head teachers who have completed the Hay Leadership programme should refer back to the outcomes of that process to inform their thinking. The Hay Transforming Learning programme could also usefully be used as a basis for further self-evaluation. Managers should consider whether they wish to share the outcomes of such programmes with the reviewer.

Having completed the self-evaluation pro-forma (Appendix 5), the manager will submit a copy to the reviewer one week before the interview.

Stage 2 : the review

- There should be a discussion of the self-evaluation / profile.
- Reviewer and reviewee should identify and agree development needs and translate these needs to development objectives.
- Reviewer and reviewee should agree CPD activities to address strengths and development needs
- The list of activities linked to development objectives forms the planning section of the reviewee's CPD Profile for the year ahead.
- These activities will be shared, using the CPD outcomes/activities summary form (Appendix 6), with the reviewer, the school's CPD co-ordinator, and the authority's CPD co-ordinator as appropriate.

Stage 3 : after the review

The reviewee should:

- continue to reflect on progress towards meeting identified needs and development objectives
- maintain the CPD Profile /Portfolio

This ongoing reflection, evaluation and recording completes the cycle and prepares the ground for subsequent annual reviews.

Monitoring

There is a need to review the process and its outcomes regularly to ensure that it adds value to schools and the authority's performance. We will ask ourselves the following questions:

- do managers take responsibility for their own professional development?
- does the scheme help schools to cope with and to manage change?
- does the scheme improve the performance of individuals and institutions as a whole?
- does the scheme contribute to a whole school training plan which in turn informs the service training plan?
- does the scheme provide communication up, down and across the organisation?
- does the scheme promote the use of a core set of performance indicators?

Appeals procedure

If objectives cannot be agreed or any difficulties arise during the process, the reviewer or the reviewee can approach the next person in the management line to arbitrate. If the manager has been reviewed by the Director, s/he may decide to ask the Head of Service to arbitrate, or, in particularly difficult circumstances, may involve the Head of Human Resources.

Appendix 1 : Standard for Headship in Scotland

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Introduction

Competence in School Leadership and Management

The key purpose of headship

The elements of practice for headship

- 1. Professional values**
- 2. Management functions**
- 3. Professional abilities**

References

Introduction

Headteachers play a vital role in achieving the Executive's aim to have, in Scotland, a modern, world-class education system, where achievement is valued and every pupil has the opportunity to attain excellence. The post of headteacher, no matter the size of school, carries great responsibility and challenge, but brings the reward of leading and shaping the work of pupils, teachers and other staff. It also requires a commitment and an ability to interact with parents and the community.

Headteachers need a clear view of the economic and social context in which their schools operate and the direction their school should take. They must also have the knowledge, understanding and skills to lead schools effectively. It is essential that those aspiring to be headteachers are prepared for their task. This Standard is the basis for a professional programme of training for headship, which will provide that preparation and should help to make the initial years in post more productive and fulfilling.

The Standard

The Standard for Headship sets out the key aspects of professionalism and expertise which the Scottish education system requires of those who are entrusted with the leadership and management of its schools. It defines the level of competence required of effective headteachers in the early years of their headship. It serves, therefore, as the template against which those aspiring to be headteachers may be assessed in order to determine their strengths and development needs. On the basis of this assessment, aspirant headteachers can plan individual development programmes which will enable them to achieve the Standard.

Competence in School Leadership and Management

The Standard defines the Key Purpose of Headship and the three elements which underpin the professional practice of school leadership and management:

- Professional Values
- Management Functions and
- Professional Abilities

The three elements of practice for headship relate to three fundamental questions:

- WHY a headteacher takes certain courses of action.

This element is concerned with the individual's professional values, commitment to learning and development, and knowledge and understanding of schools and Scottish education.

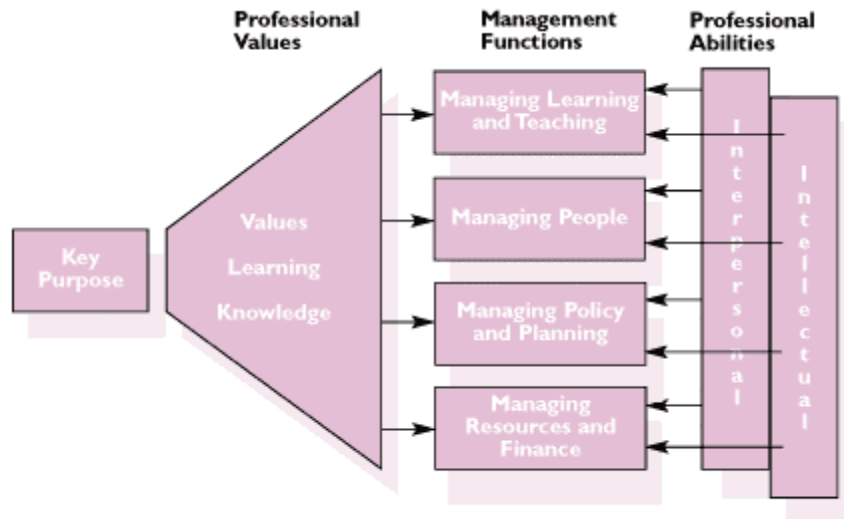
- WHAT the main functions of a headteacher are.

This element comprises the key functions in leading and managing schools; managing learning and teaching; managing people; managing policy and planning; and managing resources and finance.

- HOW a headteacher carries out these functions successfully.

This element comprises the intellectual and interpersonal abilities on which school leaders draw to carry out the key functions effectively.

Competence in relation to the Standard for Headship is defined as the ability to combine these three elements appropriately in practice. The relationship of the elements is illustrated in the diagram below. Thus, in order to be judged competent, an aspiring headteacher must show that she or he is capable of achieving the key purpose by carrying out the key functions of headship, drawing on appropriate professional values and abilities.



The detailed requirements of the Standard are set in the pages which follow.

THE KEY PURPOSE OF HEADSHIP

To provide the leadership and management which enables a school to give every pupil high quality education and which promotes the highest possible standards of achievement.

The success of any school is critically linked to the leadership of the headteacher. Working in partnership with staff, parents, pupils and the wider community, the headteacher must articulate a vision and give direction to the school, which will lead to effective learning and teaching. She or he needs to be able to create a climate in which the expertise and enthusiasm of staff, pupils and others in the wider school community can be developed to help the school achieve this vision and respond positively to change. In consultation with all those with an interest in the school, she or he must be able to create, develop and review the aims, plans, policies and procedures that will translate that vision into everyday reality.

The headteacher is accountable overall, for the quality of education achieved by the school.

Within the context of national and local authority frameworks and available resources, she or he must ensure the school is managed in such a way as to support continuous improvement and raise the standards achieved by its pupils.

THE ELEMENTS OF PRACTICE FOR HEADSHIP

1. Professional Values

This is the element which answers the question 'Why take this course of action?' It serves to give the rationale for the professional behaviour of headteachers.

This element describes the requirement for headteachers:

- to hold, articulate and argue for professionally defensible educational values;
- to act as a model of a leading professional within the school, committed to their own learning and developing their practice; and
- to have up-to-date knowledge and understanding of educational development and management issues relevant to that.

It is based on the professional obligations (Eraut, 1994) of headteachers to serve the interests of children and young people in schools.

1.1 Headteachers should demonstrate commitment to educational values through:

- being able to devise and communicate an overall vision for an effective school, taking account of its context and culture;
- having an understanding of the ethical and evaluative issues involved in education;
- being able to articulate and exemplify a moral and ethical perspective in relation to their own and the school's practice and organisation;
- exemplifying consistent educational values in their behaviour and translating these into practical aims and policies, which engage the whole school community in relating their practice to educational aims and values.

1.2 Headteachers should demonstrate their commitment to their own learning and continuing professional development through:

- being able to provide a rationale for the way in which they operate, which takes account of a variety of perspectives;
- demonstrating that they regularly review their own practice, set targets for themselves and take responsibility for their own professional development; and
- actively demonstrating critical reflection on their practice and supporting it in others.

1.3 Headteachers should demonstrate their knowledge and understanding of:

- school improvement and effectiveness and strategies for improving performance, including the processes involved in school self-evaluation;
- quality in education, processes and systems for quality assurance;
- raising standards of pupil achievement;
- principles and practice in relation to managing learning and teaching, people, policy and planning and resources and finance;
- principles and practice of leadership and the management of change;
- the roles and functions of the Scottish Executive, other national bodies and local authorities;
- the legislative and policy frameworks which govern education at national, local and school level;
- the range of external influences which have an impact on strategic and operational planning; and
- the application of information and communications technology (ICT) to learning, teaching and management.

2. Management Functions

This element outlines the Key Functions performed by headteachers in order to achieve the Key Purpose of Headship. There are four of these Key Functions:

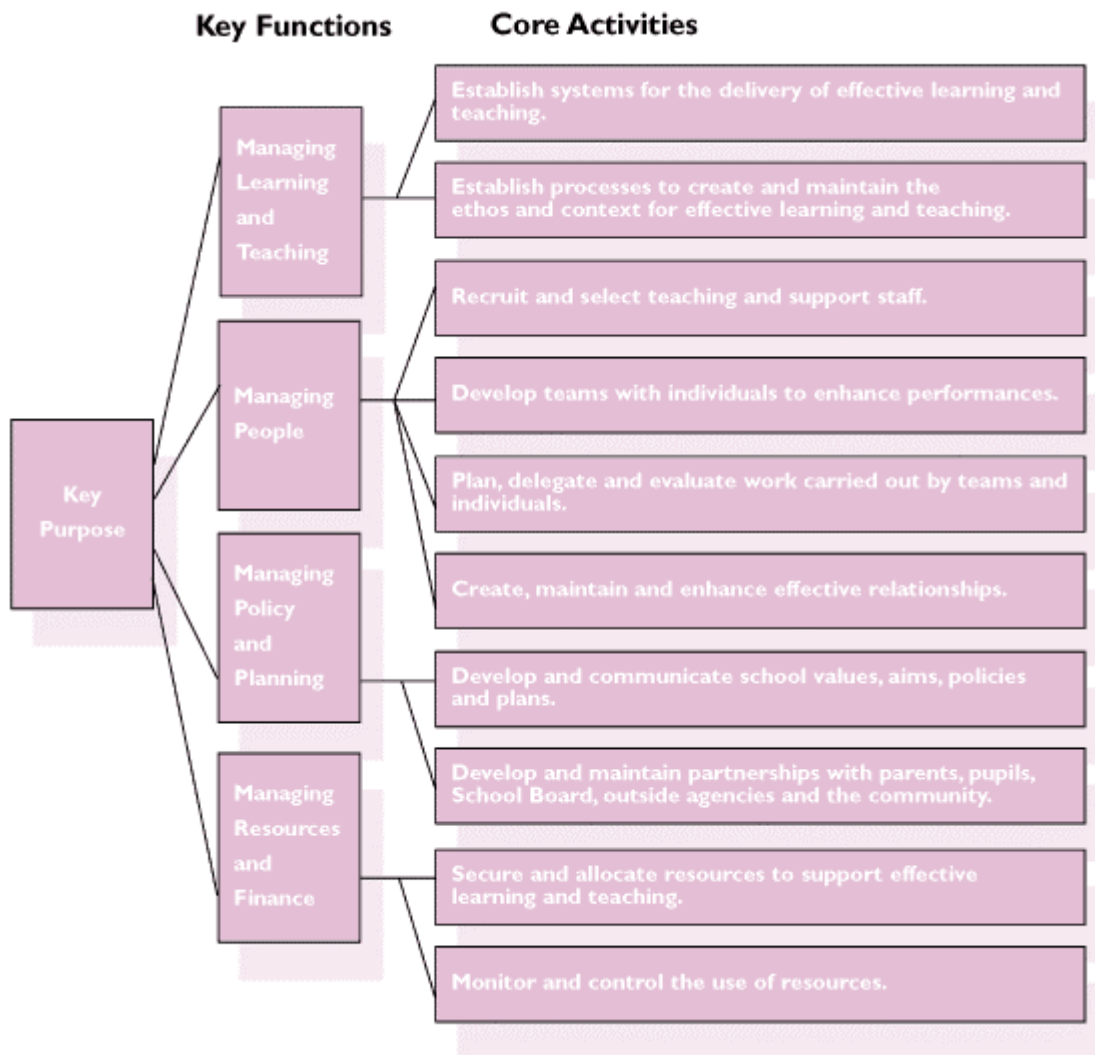
Managing Learning and Teaching

Managing People

Managing Policy and Planning

Managing Resources and Finance

The order of the Key Functions is significant. To achieve the highest standards for pupils and teachers, the headteacher must create the conditions and structures to support and develop effective learning and teaching. She or he achieves this primarily through the leadership and management of others within the school and its community. This requires having effective processes to develop and review policies and plans and ensure efficient use of the resources and finance available. The diagram below illustrates the core activities related to the Key Functions.



2.1 Key Function: Managing Learning and Teaching

2.1.1 Develop systems for the management and evaluation of effective learning and teaching.

- Develop and implement effective systems for curriculum planning to ensure breadth, balance, progression and coherence in the school's curriculum which meet the needs of learners and achieve targets.
- Plan and maintain systems to ensure effective implementation of programmes of study and assessment procedures ensuring that the learning needs of all are met.
- Agree, develop and implement systems to monitor, evaluate and improve learning and teaching programmes, including planning and managing projects.

2.1.2 Establish processes to create and maintain the conditions for effective learning and teaching.

- Develop arrangements which promote positive relationships and celebrate success.
- Promote high expectations for achievement amongst all learners and staff.
- Ensure systems are in place to identify and address the pastoral needs of individuals and groups of learners.
- Monitor, evaluate and improve support for pupils (including pastoral care/guidance systems).

2.2 Key Function: Managing People

2.2.1 Recruit and select teaching and support staff.

- Define future personnel requirements.
- Implement appropriate recruitment and selection procedures.

2.2.2 Develop teams and individuals to enhance their performance and that of the school.

- Develop participative management structures.
- Negotiate, agree and support professional development targets for individuals and groups, and provide feedback on performance.
- Ensure that systems are in place to monitor, evaluate and improve the continuing professional development of individuals and working groups.

2.2.3 Plan, delegate and evaluate the work carried out by teams and individuals.

- Negotiate and agree targets and appropriate support for teams and individuals.
- Plan, agree and support the delegation of tasks and responsibilities to individuals and teams to achieve targets.
- Agree success criteria for ongoing monitoring and evaluation and provide constructive feedback to teams and individuals on their performance.

2.2.4 Create, maintain and enhance effective working relationships with staff.

- Develop the trust and support of staff in the school.
- Develop effective relationships with colleagues and managers.
- Demonstrate understanding of, and be able to implement, contractual and other personnel management policies, including those of staff welfare.

- Identify and deal effectively with interpersonal conflict.

2.3 Key Function: Managing Policy and Planning

2.3.1 Develop and communicate school values, aims, policies and plans.

- Develop relevant information-gathering systems within and outwith the school to inform decision-making.
- Review, develop and maintain structures which support a consultative approach to decision-making.
- Promote, communicate and implement school aims, policies and plans which further the stated values of the school.
- Monitor, evaluate and improve the effectiveness of school values, aims, policies and plans.

2.3.2 Develop and maintain partnerships with parents, pupils, School Board, outside agencies and the community.

- Develop and maintain positive and professional relationships with all those associated with the school.
- Develop and maintain structures for effective liaison and consultation.
- Encourage discussion of and gain agreement for school values, aims, policies and plans.
- Evaluate, review and improve relationships.

2.4 Key Function: Managing Resources and Finance

2.4.1 Manage available resources and allocate them to support effective learning and teaching.

- Identify resources needed to support the implementation of school policies.
- Negotiate and secure agreement for budgets with school staff.
- Be able to integrate the budget plan with the school and staff development plans.
- Maximise the use of available resources to create, maintain and monitor an appropriate physical environment for effective learning and teaching, taking due account of health and safety requirements.

2.4.2 Monitor and control the use of resources.

- Monitor and evaluate the use of resources to support the implementation of school policies and secure value for money.

- Monitor and control spending within agreed budgets.
- Maintain and monitor budgeting systems.

3. Professional Abilities

The professional abilities of a headteacher are crucial in determining how effectively she or he can perform the key functions of headship. These abilities can be described in two broad categories: interpersonal and intellectual. Headteachers will have to draw on items from both of the following sets of abilities in carrying out each core activity.

3.1 Interpersonal Abilities

3.1.1 Demonstrates confidence and courage

is self aware, manages self-effectively, confident, is able to cope with ambiguity, able to confront difficult issues, deals positively with criticism, assertive, calm in a crisis.

3.1.2 Creates and maintains a positive atmosphere

is consistent, accentuates the positive, gives praise and encouragement, is optimistic, has good presentation skills, defuses potential problems, negotiates and handles conflict.

3.1.3 Inspires and motivates others

is supportive, encouraging, interested, committed, enthusiastic, well-informed, responsive to others' needs, has a sense of humour, encourages creativity and participation, actively builds the confidence and capacity of pupils and staff.

3.1.4 Communicates effectively

is a good listener, is open to, and invites, feedback, gives clear expression to ideas and feelings, provides good and timely information in an appropriate format.

3.1.5 Empathises with others

understands issues from the point of view of others including children and young people, values the views and feelings of others and takes them into account, is sensitive to the needs of others.

3.1.6 Values and works through teams

consults, delegates, empowers and trusts others, is a team builder, is able to work effectively in a group, is able to recognise and appreciate a variety of talents and approaches to problem-solving and task completion.

3.2 Intellectual Abilities

3.2.1 Seeks and uses information

is curious and attentive, uses networks, written sources, observation, sounds-out opinion, puts together information from a variety of sources, sees connections and patterns, uses information to guide judgement and decision-making, appreciates negative as well as positive information.

3.2.2 Thinks strategically

thinks in the long term, has clarity of vision, actively generates different ways of achieving aims, able to see and use opportunities and avoid threats, has ability to see the whole as well as the parts, is flexible and open to new ideas.

3.2.3 Judges wisely and decides appropriately

identifies and evaluates factors, analyses risks effectively, draws on a variety of information sources, takes account of others' views as well as own experience, knows how and when to make decisions and understands the implications of implementing them, uses effective decision-making processes with others.

3.2.4 Identifies and solves problems

uses effective problem-solving techniques (personally and with others), can analyse problems, uses convergent and divergent thinking.

3.2.5 Shows political insight

understands and can analyse issues relating to power and influence, is aware of own use of power, is aware of personal biases and those of others, understands the political implications of actions, is aware of political influences in school, community, local and national contexts, and understands how to maintain good public relations.

(Please note that the descriptions in italics are simply explanatory and are not part of the Standard.)

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Scottish Executive

Appendix 2

CONTINUING PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL LEADERS

Draft for consultation

Scottish Executive

When the best leader's work is done, the people say, "We did it ourselves."

Lao-tsu

Draft guidance for the professional development of educational leaders

Context

A Teaching Profession for the 21st Century, the formal agreement between the Scottish Executive, education authorities and teachers, placed a new emphasis on the continuing professional development of all teachers.

Professional Review and Development Guidelines issued in 20021, highlighted the need for all teachers, in discussion with their managers, to identify, consider and address their development needs on an annual basis. The professional review and development process encourages teachers to plan their continuing professional development with reference to the professional expectations placed upon them

Educational leadership creates a particular set of expectations and requires a number of specific skills and characteristics. In the ever-changing educational environment, the demands made upon leaders of learning communities are numerous and diverse. This framework aims to support the process of professional review and development by outlining a progressive set of qualities and functions pertinent to different responsibilities in education. Teachers and their reviewers can use the framework as a map against which to identify where they are in their professional development, what their strengths might be, and in which areas they might require further support and development. This document is intended to assist the development of authority or school based frameworks.

Introduction

Strong educational leadership is essential if we are to give every child the best possible start in life. Without effective leadership, learning communities cannot provide the most effective environment for developing either pupils or staff.

Good leadership is recognised internationally as a vital factor in successful learning. Clearly, educational leadership responsibilities extend far beyond headteachers or those in senior leadership posts. All teachers, together with those working in education authorities, pre-school establishments, the inspectorate, further and higher education and other educational bodies, have valuable roles to play in leading the learning community. In fulfilling those roles, educational leaders enable both colleagues and pupils to embrace new challenges and to maximise their potential.

It is vital, therefore, to ensure that leadership talent is nurtured and developed within Scottish education. In providing that support, it is important to recognise the diverse range of leadership roles, levels, responsibilities and aspirations involved.

Many teachers will wish to develop their leadership skills without necessarily becoming headteachers or members of leadership teams. Headteachers with many years of experience will still require to refresh and enhance their practice and to seek new challenges to further their professional development. The development needs of those working in schools and in the broader education sector will be informed by their specific responsibilities and the contexts in which they work.

All educational leaders, no matter what their stage, experience or ambitions have development needs, which should be identified and addressed through professional review. The framework in this guidance aims to highlight the competences characteristic of effective leadership and to outline a progressive set of leadership functions and qualities required at different levels and within different contexts. The guidance also provides examples of development opportunities that will support leaders and prepare them for their role in enabling every teacher and every pupil to reach their full potential.

The framework is also intended to support the work of those procuring and commissioning CPD activities by providing a common basis for planning and evaluating leadership development provision.

The demonstration of leadership in the classroom is, of course, a criterion for any successful teacher, and development opportunities to enhance classroom leadership should be pursued by all. This document, however, focuses more on the skills and abilities required to lead other adults in learning communities.

The relationship between leadership and management

In the last century much of the emphasis on promoted posts in schools, and in other organisations across different sectors, has been on the management skills required to do the job. Clearly, effective management is vital for the successful progress of any educational establishment. Management, however, might more appropriately be viewed as the practical application of leadership skills.

A leader secures the support, commitment and enthusiasm of staff and so enables the smooth and effective running of often-complex systems of management. Leadership is about defining what the future should look like, aligning people with that vision and inspiring them to make it happen, even in the face of adversity.

Strong leadership provides direction and purpose. Effective management ensures that purpose can be achieved. Management involves a variety of activities, including:

- Planning;
- Budgeting;
- Establishing structures;
- Selecting and managing staff;
- Delegating;
- Monitoring;
- Evaluating; and
- Problem-solving.

A Model for Educational Leadership

The framework in this guidance is based on the model for professional action that underpins the design of the Standard for Chartered Teacher and the Standard for Headship in Scotland. The model consists of three elements that permeate and support effective professional action in educational leadership at all levels:

- **Professional Values and Commitments**
- **Professional Knowledge and Understanding**
- **Professional and Personal Abilities**

The professional actions of educational leaders are driven by their professional values and commitments, underpinned by their knowledge and understanding and given expression through their professional and personal abilities. These elements determine whether or not leaders' actions are likely to be effective in promoting the learning achievements of pupils.



Professional Values and Commitments are at the core of educational leadership. Strong and effective leaders demonstrate their values and commitments by:

- Focusing on learning and keeping the pupil at the heart of education
- Developing and communicating a vision and purpose, with a drive to improve
- Communicating an ethical perspective
- Exemplifying consistent educational values
- Regularly reviewing personal practice, setting personal targets and taking responsibility for personal development.
- Supporting self-evaluation in others.
- Being open to new ideas and acting upon educational principles
- Working in partnership with pupils, parents/carers, colleagues, other professionals and the wider community.

Professional Knowledge and Understanding. Strong and effective educational leaders have a knowledge and understanding of the following areas and, where appropriate to their level, of the processes and practices involved in leading those areas:

- Principles and practice of leadership
- Curriculum development
- Quality assurance systems
- Learning and teaching
- Approaches to raising standards of pupil achievement
- Local and national context for policy development
- Methods of assessment and reporting
- Approaches to change management
- Pupil welfare and personal and social development issues
- Principles and practice of social justice, education inclusion and equality
- Strategies for staff recruitment, deployment, development and review
- Planning, policy development and implementation
- Resource and budget management processes
- Relevant legislation.

Professional and Personal Abilities. Strong and effective educational leaders:

- Demonstrate confidence and courage
- Create and maintain a positive atmosphere
- Think strategically and seek and use all relevant information
- Inspire and motivate others
- Judge wisely
- Communicate effectively
- Identify problems and offer creative solutions
- Empathise with others
- Show political insight
- Share leadership, value teams and work collaboratively
- Earn trust and trust others.

The **professional actions** carried out by strong and effective educational leaders at every level are outlined in the framework on pages 12 – 17.

A Framework for Educational Leadership

This framework is based on the notion of professional progression in educational leadership through four broad levels:

- Project Leadership** For teachers who have, or may take on, responsibility for leading a small-scale project. This refers to teachers possibly quite early in their careers, who wish to develop their leadership skills, for instance in an area related to curriculum development or supporting pupils' learning, or through a small school-based research project.
- Team Leadership** For teachers who, in addition to leading small-scale projects, have regular responsibility for leading either permanent teams of staff or task groups/working parties. This might be particularly relevant to aspiring and established principal teachers, whether their responsibilities are primarily in the areas of the curriculum or of guidance.
- School Leadership** For staff who lead projects and teams, and who have, or are seeking, overall responsibility for an aspect of leadership across an establishment. This might include teachers or principal teachers who aspire to membership of a senior leadership team and to established members of such teams. Some members of senior leadership teams will aspire to headship, and the achievement of the Standard for Headship might be sought within this level.
- Strategic Leadership** For staff who, in addition to project, team and school leadership responsibilities, have overall responsibility for the leadership of an establishment or are leading strategic initiatives at local or national level. This would be particularly relevant to headteachers, and to those working in the education service who have a strategic role in improving Scottish education.

The framework identifies the personal and professional commitments and abilities required at each of these leadership levels, and provides examples of the sort of professional actions through which such commitments and abilities can be expressed. The professional actions are outlined within four key areas:

- ▶ Learning and Teaching
- ▶ People
- ▶ Policy and Planning
- ▶ Resources

Together, the professional actions provide a clear basis for progression in all the relevant aspects of educational leadership. At each level, teachers should be able to carry out the required professional actions successfully and to locate their practice within the context of the professional values and commitments, knowledge and understanding, and professional and personal abilities identified in the model for educational leadership on page 6.

The framework also gives examples of the kind of CPD opportunities that might support the development, progression or regeneration of leadership skills. The list of examples provided is not intended to be exhaustive. Teachers may select experiences suggested within different levels if it is felt those experiences best meet their particular needs. The four levels outlined do not sit neatly within entirely separate and disconnected boxes. There is no distinct boundary between the sections

of the framework and there may frequently be instances of overlap across different levels.

Using the Framework

Teachers should review their leadership skills against the commitments, abilities and actions described at the appropriate level in the framework. Development needs identified and agreed through the professional review and development process should be used to inform the selection of suitable learning opportunities.

The types of CPD opportunity that might be undertaken can range from work-based learning with critical self-evaluation, to mentoring or being mentored, shadowing, networking, short courses or longer programmes of study. CPD plans should include a wide variety of experiences, including those focusing on the interpersonal attributes, such as emotional intelligence, required of effective leaders.

Project Leadership

It may well be that a teacher at this level needs to undertake a series of projects. A teacher might discover as a result of her or his first experience of project leadership that she/he needs to develop negotiation skills, time management skills or a better understanding of the vision and values of the learning community. Another teacher who wants to progress to team leader level may wish to undertake a number of different projects to extend her or his capabilities in preparation for greater responsibility.

Team Leadership

Team leaders need opportunities to develop all aspects of their role and this may well entail agreeing a programme that runs over several sessions to allow them to focus on different aspects of their practice. Team leaders need to develop their knowledge and understanding of learning and teaching, people, policy and planning and resources, and to develop their effectiveness in relation to each of these key areas. They also need to develop a holistic overview of the team's work and to understand how all aspects combine together to enhance the performance of a team. Even experienced team leaders will need to review their performance in key areas. As the team leader role develops and changes over time, postholders will require to update their knowledge and understanding and develop new capabilities

School Leadership

Teachers at this level will need opportunities to take responsibility for a variety of whole-school functions, through leading substantial development projects. They should undertake work that furthers the learning community's development priorities and effectively builds the capacity of the establishment to respond positively to the need for continuous development and change. For those who have been in post for some time there may be a need to review areas of practice and explore opportunities to extend knowledge and understanding in the light of changing functions and definitions of professionalism.

Strategic Leadership

Strategic leadership implies a wider contribution to the education service. Where appropriate, this responsibility must be carefully balanced with the central responsibility to continue to develop the individual's own establishment as an increasingly effective learning community. At this stage, development needs will be focused on a more holistic approach to leadership issues particularly at strategic level and on opportunities to update and augment knowledge and understanding and to develop new skills as appropriate.

A FRAMEWORK FOR EDUCATIONAL LEADERSHIP

The commitments and abilities of effective leaders:

PROJECT LEADERSHIP	TEAM LEADERSHIP	SCHOOL LEADERSHIP	STRATEGIC LEADERSHIP
<p>A Project Leader:</p> <ul style="list-style-type: none"> • Works with colleagues to develop a clear purpose for a project based on a commitment to educational and professional values • Critically self-evaluates • Works collaboratively to maintain motivation, ensure good communication, address problems and find effective solutions • Creates and maintains a positive atmosphere within the group • Creates and maintains constructive relations with other colleagues affected by the project 	<p>A Team Leader:</p> <ul style="list-style-type: none"> • Inspires and motivates the team • Ensures that educational values and purposes are discussed and understood • Demonstrates a commitment to critical self-evaluation and encourages and supports it in the team • Works to discover and enhance the professional capabilities of team members • Shows good judgement and the capacity to think strategically in identifying priorities, setting targets and using resources imaginatively • Shows confidence and courage in ensuring good practice is maintained 	<p>A School Leader:</p> <ul style="list-style-type: none"> • Develops and communicates strategic direction that inspires and motivates the whole school • Exemplifies the values and aims of the school • Shows a strong commitment to learning and self improvement and encourages the same in others • Creates a productive, vibrant and supportive ethos based on high expectations • Makes sound and informed judgements based on an empathetic, curious and reflective engagement with the whole school community • Shows a sound understanding of political issues and the ability to handle these effectively 	<p>A Strategic Leader:</p> <ul style="list-style-type: none"> • Communicates a compelling vision that excites and motivates others • Demonstrates far sightedness with an effective personal style based upon a critical self-awareness • Uses a variety of strategies to maintain and enhance the performance of others • Engages with and contributes to the development of policy • Has the courage, confidence and commitment to challenge current orthodoxies based on a sound and considered understanding of educational issues • Regards problems as opportunities and thinks creatively about the future of education

The professional actions of effective leaders:

<p>L T E E A A R & C N H I I N N G G</p>	<p>A Project Leader:</p> <ul style="list-style-type: none"> Ensures impact of project on learning and teaching is positive 	<p>A Team Leader:</p> <ul style="list-style-type: none"> Communicates clear view of team's role in enhancing pupil achievement Establishes, promotes and inspires innovative approaches to improving management of learning and teaching Establishes processes to create, maintain and enhance conditions for maximizing pupils' achievements 	<p>A School Leader:</p> <ul style="list-style-type: none"> Focuses on learning and keeps pupil at heart of school's work Creates purposeful, vibrant, supportive and inclusive ethos based on high expectations Establishes and develops processes at school level to create, maintain and enhance conditions for effective learning and teaching 	<p>A Strategic Leader:</p> <ul style="list-style-type: none"> Establishes school as learning organisation within wider community Is fully committed to development of each individual pupil Promotes inter-disciplinary and multi-professional approaches to improving educational outcomes Looks to national and international exemplars Seeks creative and innovative approaches to teaching and learning
<p>P E O P L E</p>	<p>A Project Leader:</p> <ul style="list-style-type: none"> Creates, maintains and enhances effective working relationships within team and with relevant others Supports development of individuals involved in project so they can complete project effectively 	<p>A Team Leader:</p> <ul style="list-style-type: none"> Contributes to recruitment and selection of teaching and support staff at team level Develops and supports team and individuals within it to enhance their performance and that of learning community Plans, delegates and evaluates work carried out by team and individuals within it Creates, maintains and enhances effective working relationships within team and between team and colleagues 	<p>A School Leader:</p> <ul style="list-style-type: none"> Recruits and selects teaching and support staff Establishes and maintains systems to develop teams and individuals to enhance their performance and that of school Ensures effective systems are in place to plan, delegate and evaluate work carried out by teams and individuals Creates, maintains and enhances effective working relationships at school level Ensures implementation of agreed personnel policies Is committed to continuing professional development of self and colleagues 	<p>A Strategic Leader:</p> <ul style="list-style-type: none"> Contributes to development of peers and those aspiring to educational leadership at school level Champions innovation and encourages creativity in pursuit of improvement Challenges poor performance Describes compelling case for improvement and implements strategies to achieve this
	<p>A Project Leader:</p> <ul style="list-style-type: none"> Ensures project is well planned Ensures project is implemented in line with school values, aims, 	<p>A Team Leader:</p> <ul style="list-style-type: none"> Works collaboratively to establish departmental policies and plans in context of school's aims, values and 	<p>A School Leader:</p> <ul style="list-style-type: none"> Contributes to establishment of strategic direction of school Develops and communicates school 	<p>A Strategic Leader:</p> <ul style="list-style-type: none"> Provides vision for school and plans strategically to achieve this Shows sound understanding of

P P O L L & A I N C N Y I N G	policies and plans	plans <ul style="list-style-type: none"> Expresses and communicates school values, aims, policies and plans through plans and work of team Develops and maintains partnerships with pupils, parents and outside agencies as appropriate to team's agreed remit 	values, aims, policies and plans <ul style="list-style-type: none"> Develop and maintain partnerships with pupils, parents, outside agencies and community 	policy context for education and ability to contribute to development of policy within educational community <ul style="list-style-type: none"> Maintains and sustains commitment to strategic goals
R E S O U R C E S	A Project Leader: <ul style="list-style-type: none"> Identifies necessary resources Manages resources assigned to project to maximise benefits to teaching and learning Manages own and others' time effectively to ensure project is delivered to timescale 	A Team Leader: <ul style="list-style-type: none"> Manages available resources and allocates them at team and individual level to support effective learning and teaching Monitors and controls use of resources and facilities at team level efficiently and with due regard to health and safety 	A School Leader: <ul style="list-style-type: none"> Manages available school resources and allocates them to support effective learning and teaching Monitors and controls the use of school resources and facilities efficiently with due regard to health and safety 	A Strategic Leader: <ul style="list-style-type: none"> Works to secure improvement of accommodation and school design Works to develop effective systems for allocating and monitoring resources Works to build alliances locally, nationally and internationally Ensures resources are best deployed to meet strategic plans.

Suggested development opportunities for effective leaders:

The following table highlights some of the activities and experiences that might enhance or develop leadership competences within different educational contexts. The examples provided are not exhaustive and educational leaders will wish to consider their own needs, priorities and working environments when planning their professional development.

	Project Leadership	Team Leadership	School Leadership	Strategic Leadership
Examples of workbased development opportunities	<ul style="list-style-type: none"> • Leading and managing small-scale project either within school or across cluster. Carrying out appropriate professional actions, reflecting upon experience of leading and completing project and evaluating what has been achieved • Securing support from more experienced leader acting as mentor or coach • Establishing action learning group with other teachers either within school, across cluster or more widely through use of ICT • Leading small-scale research project with support of member of senior leadership team • Undertaking structured programmes of reading, reflection, networking and shadowing 	<ul style="list-style-type: none"> • Undertaking relevant projects systematically to cover all professional actions appropriate to level • Leading several teams working on large collaborative project • Securing support from more experienced leader acting as mentor or coach • Networking with other team leaders to support action learning. Using ICT to share experience and good practice across schools, locally or nationally • Researching and implementing theories and practice of emotional intelligence • Undertaking structured programmes of reading, reflection and evaluation, networking and shadowing 	<ul style="list-style-type: none"> • Leading large, school-based projects with several teams, including some or all of senior leadership team, contributing to product • Reviewing and developing particular aspect of personal remit • Networking with other school leaders to support action learning. Using ICT to share experience and good practice across schools, locally or nationally • Developing programmes on aspects of leadership (e.g. emotional intelligence) for colleagues • Undertaking structured programmes of reading, reflection and evaluation, networking and shadowing 	<ul style="list-style-type: none"> • Co-ordinating projects extending beyond bounds of learning community, whether at local, national or international level • Taking active part in development of other school leaders • Mentoring and co-mentoring to offer opportunities for support and reflection • Developing relationships between school and wider community, both locally and nationally • Implementing strategies to address development of aspects of leadership (e.g. emotional intelligence) in colleagues • Undertaking secondments, study visits, networking arrangements shadowing both within education sector and more widely

<p>Examples of possible projects</p>	<ul style="list-style-type: none"> Leading colleagues in P6 and 7 to develop programme of study and advise on curricular resources for functional writing in upper school <p><i>Coaching</i> Meeting with depute headteacher to discuss plans and progress</p> <p><i>Reporting</i> Providing short evaluative report and presenting recommendations to whole staff during INSET day</p> <ul style="list-style-type: none"> Reviewing, organising and providing programme of work experience opportunities for pupils <p>Coaching Meeting depute headteacher for mentoring support and to discuss/assess changes</p> <p>Reporting Providing depute headteacher with evaluation report of work experience programme</p>	<ul style="list-style-type: none"> Leading colleagues to review current practice of self-evaluation within department and revise departmental policy <p><i>Coaching</i> Visiting and shadowing tw experienced PTs whose department show good practice. Meeting with senior leadership team link to review progress</p> <p><i>Reporting</i> Providing short evaluative report to senior leadership team link</p> <ul style="list-style-type: none"> Reviewing early learning strategies developed by infant team during previous 5 years and developing revised programme with appropriate staff development <p><i>Coaching</i> Meeting depute headteacher for mentoring support in creating tea ownership and visiting other school and pre-five establishments wit identified good practice</p> <p><i>Reporting</i> Leading team presentation of draft proposals to depute headteacher and headteacher, and subsequent reporting to all staff at INSET day</p>	<ul style="list-style-type: none"> Developing integrated policy for staff development for school covering all staff and all relevant aspects of provision including: recruitment, induction Professional Review and Development work-based/other CPD, evaluation <p><i>Coaching</i> Meeting regularly with headteacher and senior leadership team to discuss progress</p> <p><i>Reporting</i> Producing Standards and Quality report or this area of school's work</p> <ul style="list-style-type: none"> Reviewing school strategy for sustainable improvement and implementing revised focused programme to be incorporated into development plan <p><i>Coaching</i> Working with headteacher and support group of other senior leaders involved in similar projects</p> <p><i>Reporting</i> Incorporating more focused attention on school improvement strategies into school development plan.</p>	<ul style="list-style-type: none"> Investigating, on behalf of education authority, development of future management structure and existing proposals <p><i>Coaching</i> Meeting regularly with appropriate member of education authority/directorate to discuss progress</p> <p><i>Reporting</i> Preparing major report to Education Committee on Future Management Capacity and Structures</p> <ul style="list-style-type: none"> Undertaking "fellowship" by examining various characteristics of learning community and developing report for education authority <p><i>Coaching</i> Meeting well-established/ successful headteacher and member of education authority staff for mentoring support</p> <p><i>Reporting</i> Presenting report to education authority, for use in subsequent leadership programme "Creating a New Future"</p> <ul style="list-style-type: none"> Forming part of team of senior staff supporting education authority's Scottish Qualification for Headship (SQH) programme <p><i>Coaching</i> Meeting external consultant and education authority's SQH coordinator for mentoring support</p> <p><i>Reporting</i> Discussing progress and seeking feedback from SQH co-ordinator</p>
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<p>Examples of programmes of study and other relevant opportunities</p>	<ul style="list-style-type: none"> • Programme covering all functional elements of being project leader • Course concentrating on values and capabilities required to work collaboratively • Visits to other learning communities to explore good practice in relation to projects being undertaken • GTCs Teaching Scholar Programme • Course on emotional intelligence 	<ul style="list-style-type: none"> • Programme examining principles of team building and reviewing and evaluating participants' current practice • Course providing grounding in principles of leadership and application in four key areas at team leader level • Seminar on leadership skills in enterprise and industry 	<ul style="list-style-type: none"> • Programme examining models for conflict resolution, providing opportunity to practice appropriate skills and giving feedback on performance • Development package involving both taught and work -based elements allowing participants to develop overview of role of senior leader • Secondment in enterprise or industry • Visits to organisations in other sectors to aid understanding of different approaches to leadership 	<ul style="list-style-type: none"> • Programme accommodating review of current practice in learning community, in order to revisit strategic goal • Courses focusing on education and the law • Mentoring/coaching links with senior leaders in enterprise and industry sectors • Networks dedicated to interests, concerns and development needs of headteachers
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Appendix: Case Studies

Some cases are outlined to illustrate how programmes of CPD for individuals might be designed and agreed. In each case the programme is balanced to ensure the three elements of professional values and commitments, knowledge and understanding and professional and personal abilities underpinning practice are developed as well as enabling the teacher to learn in action:

Case 1

Jim is a deputy headteacher in a large primary school who aspires to become a headteacher. He is already enrolled on the Scottish Qualification for Headship programme. At his annual review it is agreed that he will lead on the school development priority to improve progression with a specific focus on the provision of formative feedback to pupils and improving the tracking of achievement. This will enable him to address both leading learning and teaching and leading people (SQH Programme). To support this work he will visit one of the local cluster primaries, which has already worked on this area with a degree of success, and report to the senior management team. In addition, he will attend a development activity on recruitment and selection prior to managing the appointment of a new classroom assistant.

Case 2

Annette is a newly appointed principal teacher. She has had experience of project management and feels she has developed a number of skills as a result. The area that most concerns her is that of monitoring and evaluation, particularly the issue of developing a sound classroom focus and improving self-evaluation within the department. She also feels she needs to develop her knowledge and understanding of managing people. It is agreed that Annette will shadow an experienced principal teacher and discuss the issues of self-evaluation at departmental level as a basis for thinking about how to review practice in her department. She will also attend a development activity on monitoring classroom practice and shadow a pupil in S1 and S2 and discuss what she observes with her senior leadership team link to develop her observational skills. She will undertake a review of current policy and practice within the department and identify staff development needs. The department will then pilot and evaluate a new approach and agree a system for the future. The school will support Annette in undertaking a web-based course in team management.

Case 3

Carol is a mathematics teacher. She has embarked on a programme designed to meet the Standard for Chartered Teacher and is not yet sure whether she wishes to continue on this career path, or to pursue a career in educational leadership. To assist her in this decision, she wants to acquire some of the leadership skills required of principal teachers. At her annual review, it is agreed that she will attend a short local authority course on effective project leadership. Carol has had the experience of being a member of some working groups within her school but has never led one. It is agreed that an opportunity will be sought to allow this to take place. During this activity, Carol will be mentored by a member of the senior leadership team and will produce an evaluative account of events.

Case 4

Alan is a secondary headteacher with ten years experience. He recognises the need to develop his leadership skills within new contexts and has taken advantage of opportunities as they have arisen in the past. For example, following training, he has been the field assessor for a number of SQH candidates. He has also mentored a less experienced colleague. At his annual review, it is agreed that he will carry out an investigation, on behalf of the education authority, into future school management structures. He will meet regularly with a member of the directorate to discuss progress and will present a paper to the Director of Education.

**Scottish Executive
Education Department**

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Appendix 3

Leadership and sustainability

The following highly condensed extracts from a paper by Michael Fullan² are suggested as additional prompts. They draw very heavily on the work of Daniel Goleman and on research from the Hay Leadership programme.

1. Fullan : key 'action-and-mind-sets' of successful leaders

- A strong sense of moral purpose
- An understanding of the dynamics of change
- An emotional intelligence as they build relationships
- A commitment to developing and sharing new knowledge
- A capacity for coherence (enough coherence on the edge of chaos to still be creative)

2. Goleman et al : emotional competence inventory

- Self-awareness
 - i. Emotional self-awareness
 - ii. Accurate self-assessment
 - iii. Self-confidence
- Self-management
 - i. Self-control
 - ii. Trustworthiness
 - iii. Conscientiousness
 - iv. Adaptability
 - v. Achievement orientation
 - vi. Initiative
- Social awareness
 - i. Empathy
 - ii. Organisational awareness
 - iii. Service orientation

3. Hay Group : styles of leadership

- Visionary
- Coaching
- Affiliative
- Democratic
- Pace-setting
- commanding

² Michael Fullan : Leadership and Sustainability : Principal Leadership, Vol 3, No 4, December 2002

4. Fullan (Hackman – 2002) : teamwork

Effectiveness is increased when a team:

- is a real team, rather than a team in name only
- has a compelling direction for its work
- has an enabling structure that facilitates rather than impedes teamwork
- operates within a supportive organisational context
- has available ample expert coaching in teamwork

5. Fullan : sustainability

Fullan argues that for leadership to be sustained there is a requirement for a spiritual dimension. Various definitions are suggested: 'restraint, modesty and tenacity'; 'innocence, curiosity and compassion'; 'emotional maturity and courage, alongside knowledge and know-how'; 'a paradoxical blend of extreme personal humility and intense professional will'.

He also proposes five inter-related themes which will create conditions that enhance the chances of sustainability:

- Opportunity and depth of learning
- Policies for individual development
- Learning in context and systemness
- Leadership succession and leadership at all levels
- Improving the teaching profession.

Appendix 4 : Self evaluation prompts

This general framework of questions may help to focus your thoughts on your development needs³

Strengths	Development Needs	Opportunities	Limitations
What is positive about my current work situation?	What is negative about my current work situation?	What aspects of my current work situation can I use to my advantage?	What limits me in my current work situation?
What are my skills and areas of expertise?	What are the gaps in my skills base?	Are there opportunities to fill gaps in my skills base in my school?	Are there any valid reasons not to develop my skills base being presented to me?
What specialist knowledge do I have?	What specialist knowledge would I like to have?	What professional development would provide me with the specialist knowledge I want?	What are the blocks to my gaining specialist knowledge?
What are my existing qualifications?	Are there any qualifications I could be working towards?	Is there a way of achieving the qualifications I want while remaining in post?	Do my circumstances allow for time to pursue additional qualifications?
What are the positive aspects of my character and personality?	Do any aspects of my personality and character negatively impact my work?	Can I utilise my personality and characteristics to further my own and others' professional development?	Is my personality inhibited in any way in my present circumstances?
How do my personal values impact my work?	Do I consider values when at work?	Is there a way in which I can incorporate personal values in my work?	Does my school's ethos (both real and imagined) conflict with my personal values?
What circumstances best support my success?	Is there anything I can do to encourage the circumstances that best support my success?	Can I take advantage of any national professional development initiatives?	Does my current post support me or limit me?
What is the most valuable contribution I have made during my career?	Am I contributing to my school's environment as effectively as I could be?	What opportunities do I have to contribute further?	Are my attempts to have a greater impact on my school blocked in any way?

³ (Teacher's Guide to Successful Professional Development. E Holmes)

Appendix 5 : Self Evaluation Pro-forma for Review meeting

Name Post held

Establishment Date

1. What areas of your work over the past year have gone especially well?

2. What progress to date has been made in meeting targets and outcomes agreed at last year's review meeting. What could demonstrate evidence of progress?

3. Review your CPD record. Evaluate how the activities undertaken have impacted on your professional practice.

4. What professional development needs now arise from :

a) your professional practice?

b) the school development plan?

c) local and national priorities?

d) outwith the establishment development plan?

5. Please suggest how the above needs might be addressed as targets for the year

Targets for the year (*eg to raise standards of attainment*)

Appendix 6 : CPD outcomes/activities summary

CPD Profile

Reviewee's Name

School:

Review Date

Session

Agreed Development Objective	Agreed Development Activity	Date of Activity	Duration of Activity	Outcome / Impact of Activity

Development Objectives and Activities agreed by

Reviewer:

Date:

Reviewee:

Date:

Appendix 7 : A Teaching Profession for the 21st Century : Annex B

OUTLINE OF TEACHER DUTIES

Principal Teacher (Curriculum/Pastoral)

- (a) responsibility for the leadership, good management and strategic direction of colleagues.
- (b) curriculum development and quality assurance.
- (c) contributing to the development of school policy in relation to the behaviour management of pupils.
- (d) the management and guidance of colleagues.
- (e) reviewing the CPD needs, career development and performance of colleagues.
- (f) the provision of advice, support and guidance to colleagues.
- (g) responsibility for the leadership, good management and strategic direction of pastoral care within the school.
- (h) the development of school policy for the behaviour management of pupils.
- (i) assisting in the management, deployment and development of pastoral care staff.
- (j) implementation of whole school policies dealing with guidance issues, pastoral care, assessment and pupil welfare.
- (k) working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate.

Head teacher

The role of the Head teacher is, within the resources available, to conduct the affairs of the school to the benefit of the pupils and the community it serves, through pursuing objectives and implementing policies set by the education authority under the overall direction of the Director of Education. The Head teacher shall be accountable to the education authority for the following list of duties and for such other duties as can reasonably be attached to the post:

- (a) responsibility for the leadership, good management and strategic direction of the school.
- (b) responsibility for school policy for the behaviour management of pupils.
- (c) the management of all staff, and the provision of professional advice and guidance to colleagues.
- (d) the management and development of the school curriculum.
- (e) to act as adviser to the School Board and to participate in the selection and appointment of the staff of the school.
- (f) to promote the continuing professional development of all staff and to ensure that all staff have an annual review of their development needs.
- (g) working in partnership with parents, other professionals, agencies and schools.
- (h) to manage the health and safety of all within the school premises.

Depute Headteacher

The role of the Depute Headteacher is to assist and, where necessary, to deputise for the Headteacher in the conduct of the schools affairs.

Appendix 8

Sample job outline for principal teachers

Based on Annex B of the Agreement

It is proposed that the job profile for each principal teacher will contain a core element, along with specific additional duties related to each particular post.

1. Core element

- the leadership, good management and strategic direction of colleagues
- the management and guidance of colleagues
- reviewing the CPD needs, career development and performance of colleagues
- the provision of advice, support and guidance to colleagues
- working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate
- quality assurance
- implementation of whole school policies dealing with assessment and pupil welfare
- contributing to the development of school policy in relation to the behaviour management of pupils

2. Other elements

- curriculum development and the management of curriculum development
- the development of school policy for the behaviour management of pupils
- implementation of whole school policies dealing with guidance issues, pastoral care, assessment and pupil welfare
- responsibility for the leadership, good management and strategic direction of pastoral care within the school
- assisting in the management, deployment and development of pastoral care staff