



Staff Capability Policy



Policy Name	Staff Capability
Committee	Finance and Staffing
Owner	Assistant Principal
Statutory	No

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The Directors of Guilsborough Multi-Academy Trust adopted this policy on 24th January 2022. It applies to all teachers and support staff employed at the Academy as defined in paragraph 1 below.

INTRODUCTION

Guilsborough Multi Academy Trust aspires to be the best provider of education within the communities it serves and to deliver the highest outcomes for young people. The aim of our capability of staff policy is to set out a clear and consistent process for when any member of staff falls below the levels of competence expected of them, as set out in the relevant professional standards, job descriptions and overall performance expectations.

This policy is based on the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations), the School Staffing (England) Regulations 2009 (regulation 8) and the Education (Schools Teachers Appraisal) (England) Regulations 2021 (the appraisal regulations).

When carrying out capability procedures, we will ensure we abide by the Equality Act 2010.

1. Definitions

- 1.1 The term "employee" refers to any member of the Academy staff employed to work solely at the Academy.
- 1.2 The term "senior leader" refers to any member of staff on the leadership scale, as defined by the School Teachers' Pay and Conditions Document, or a senior support employee in cases involving support staff, delegated by the Principal to deal with an appraisal and/or capability matter under these procedures. A senior leader may only decide to issue a sanction up to and including a final written warning.
- 1.3 If the Principal, following consultation with the Chair of Governors, considers that there is no senior leader to whom s/he can reasonably delegate a specific capability matter then the Principal will take the role of the senior leader for that specific case and the role of the "Principal" under this procedure will be performed by a "Disciplinary Committee" of the Governing Body consisting of not less than 3 governors, (except in circumstances provided for in the Secretary of State's guidance on the Staffing Regulations), none of whom will have had previous involvement in the case.
- 1.4 The role of the Principal will be taken by appropriate governors as indicated where the capability being reviewed is that of the Principal.
- 1.5 "Lack of capability" is defined as a situation in which an employee fails consistently to perform his/her duties to a wholly satisfactory standard of performance over a period of time.

2. Purpose

- 2.1 This policy sets out the arrangements that will apply when employees fall below the levels of competence that are expected of them.
- 2.2 This policy does not form part of any employee's contract of employment and it may be amended at any time following consultation. We may also vary any parts of this procedure, including any time limits, as appropriate in any case.

3. Capability Procedure

- 3.1 This procedure applies only to employees about whose performance there are concerns that the appraisal process has been unable to address. If under the appraising performance policy an employee's performance is not wholly satisfactory, the senior manager, or other person with line management responsibility for the employee, will invite the employee to a formal capability meeting to discuss with the employee the identified poor performance as specifically as possible.
- 3.2 **Formal Capability Meeting:** The senior manager will write to the employee at least 10 working days in advance to inform him/her about:

- a) The date, time and place of the meeting.
- b) The basic details of the concerns about the employee's performance
- c) The employee's right to be accompanied by a representative of his/her trade union or a workplace colleague of his/her choice
- d) The titles of enclosed copies of any documents to be used at the meeting.
Names of any witnesses to be called
His/her right to call witnesses on his/her behalf.
The name and office of any adviser who will accompany the senior manager at the meeting.
An extra copy, together with any enclosures, will be provided for his/her companion.

(See Appendix A-D)

- 3.3 This meeting is intended to establish the facts. It will be conducted by a senior manager delegated by the Principal (or the Chair of Governors for Principal). The meeting will allow the employee to respond to concerns about his/her performance and to make any relevant representations. Any new information/evidence that the employee wishes to be considered is expected to be provided at least 5 days in advance. Employees are entitled to request an alternative date which is within five days of the original date of the meeting.
- 3.4 The senior manager may conclude that there are insufficient grounds for pursuing the capability issue and that it would be more appropriate to continue to address the remaining concerns through the appraisal process. In such cases, the capability procedure will come to an end.
- 3.5 The senior manager may also adjourn the meeting if it is decided that further investigation is needed, or that more time is needed in which to consider any additional information. In other cases, the meeting will continue.
- 3.6 During the meeting, the senior manager will:
- in the case of a teacher, identify the poor performance, including which of the standards expected of the teacher is not being met (see appendix E-F);
 - ensure the employee is given an opportunity to ask questions, present evidence, call witnesses, respond to evidence and make representations (Any new information/evidence that the employee wishes to be considered should be provided at least 5 days in advance)
 - establish the likely causes of poor performance including any reasons why any measures taken so far have not led to the required improvement;
 - give clear guidance on the improved standard of performance needed to ensure that the employee can be removed from formal capability procedures which may include the setting of objectives focused on the specific area/s of poor performance that need to be addressed. It will include any success criteria that are appropriate and the evidence that will be used to assess whether the necessary improvement has been made;
 - identify whether there are further measures which may improve performance and explain any support that will be considered and planned to help the employee, e.g. in-service training, visits to other Academies, discussion with appropriate colleagues or professionals;
 - set out the timetable for improvement and explain how performance will be monitored and reviewed.
 - the timetable will depend on the circumstances of the individual case but will be reasonable and proportionate, between 6 and 12 working weeks in normal circumstances, and will provide sufficient opportunity for improvement to take place. The length of time required will depend on the concerns raised with the employee, the nature of any support and training required, and sufficient time to establish whether performance has improved; and
 - warn the employee formally that failure to improve within the set period could lead to a final written warning which could then lead to his/her dismissal.
 - inform the employee of the right of appeal
 - agree with the employee and any companion the date of the formal review meeting
- 3.7 Notes will be taken of formal meetings and a copy sent to the employee and any companion. Where a first warning is issued, the employee will be informed in writing of the matters discussed in 3.6 above. S/he will also be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), may

result in a final written warning which could then lead to dismissal if wholly satisfactory performance is not achieved, together with the time limit for appealing against the first written warning.

If the concerns relate to a lack of capability that poses a risk to the health, safety or well-being of children, or is likely to result in serious damage to pupils' education, the shorter timescale may be appropriate. In such cases, the senior manager may exceptionally decide to issue a first and final written warning, if to do otherwise would expose students to serious risk in terms of their health, safety, well-being or educational prospects.

4. Sickness absence and the use of this procedure

- 4.1 It is important that sickness absence should not delay or avoid the use of formal capability procedures. It is in the interests of all parties to address concerns about performance without undue delay. Arrangements may be made to seek medical advice from an occupational health advisor to assess the employee's health and fitness for continued employment at the academy.
- 4.2 Consideration will be given to whether poor performance may be related to a disability and, if so, whether there are reasonable adjustments that could be made to the employee's working arrangements, including changing the employee's duties or providing additional equipment or training. Consideration may be given to adjusting this procedure in appropriate cases e.g. moving from this procedure to procedures used by the Academy to terminate the employment of the employee on the grounds of ill health.
- 4.3 If an employee's medical condition is not serious enough to warrant a consideration of termination of employment on the grounds of ill health, the occupational health adviser will normally be asked to assess whether an employee absent through sickness is fit enough to attend a meeting under this procedure. If the employee is deemed not fit to attend a formal capability meeting s/he may present a written submission for consideration and/or be represented by a colleague or union representative in her/his absence.

5. Monitoring and review period following a formal capability meeting

- 5.1 A performance monitoring and review period will follow the formal capability meeting. Formal monitoring, evaluation, guidance and support will continue during this period.

6. Formal review meeting

- 6.1 At least 5 working days before the date for the formal review meeting a written reminder will be given to the employee stating the same details as the formal capability meeting (para 3.2 a/c).
- 6.2 If the senior manager is satisfied that the employee has made sufficient improvement, the formal capability procedure will cease and the appraisal process will re-start where the employee is subject to the Aspiring Performance policy.
- 6.3 In cases:
- where some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period;
 - where no, or insufficient improvement has been made during the monitoring and review period, the employee will receive a final written warning.
- 6.4 Notes will be taken at the formal review meeting and a copy will be sent to the employee and any companion.
- 6.5 Where a final warning is issued, the employee will be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), may result in dismissal and will be given information about the further monitoring and review period and the procedure and time limits for appealing against the final written warning. The date of the decision meeting will be agreed with the employee and any companion.
- 6.6 At this stage, rather than refer the matter to a decision meeting, consideration could be given to the employee being given a different range of duties or an alternative post. By agreement, this may include transfer to a post suited to the employee's capabilities. If this post is at a lower salary level, the substantive lower salary would apply.

7. Right of Appeal against a formal written warning

- 7.1 If an employee feels that a decision to issue a first and/or final written warning, is wrong or unjust, s/he may appeal in writing against the decision.
- 7.2 Appeals against a written warning shall be restricted to considering the reasonableness of the decision made by the senior manager, any relevant new evidence not previously available to the senior manager or any procedural irregularities. A statement giving the reasons for the appeal should be submitted to the Clerk to the Governors within 5 working days of the formal written warning having been received.
- 7.3 All appeal hearings will be held as soon as possible after receipt of the appeal at an agreed time and place.
- 7.4 The appeal will be heard by the Appeals Panel of Governors. The number of governors on the Appeals Panel of Governors will not be less than two. The panel may be advised by a person engaged for the purpose by the Governing Body. The panel can either confirm the warning, reduce a final warning to a warning, or cancel the warning. The employee will be informed in writing of the results of the appeal hearing as soon as possible.
- 7.5 The same arrangements for notification and the right to be accompanied by a companion will apply for an appeal hearing as for the formal capability and review meetings and, as with those meetings, notes will be taken and a copy sent to the employee and any companion.
- 7.6 Pending any appeal the employee will be expected to continue to work in accordance with targets set for the next stage of the procedure and his/her progress towards the achievement of these targets may be monitored during this period.

8. Decision meeting

- 8.1 At least 5 working days before the date of the decision meeting a reminder will be given in writing that states the time and place of the meeting and the employees right to be accompanied by a representative of his/her trade union or a workplace colleague of his/her choice. The meeting will be conducted by the Principal (Governor Panel for the Principal).
- 8.2 If an acceptable standard of performance has been achieved during the further monitoring and review period, the capability procedure will end and the appraisal process will re-start where the employee is subject to the Appraising Performance Policy.
- 8.3 If progress has been made and there is confidence that wholly satisfactory performance will be achieved by a short extension, it may be appropriate to extend the monitoring and review period rather than to dismiss. The final written warning will be extended for a short, specified assessment period.
- 8.4 If performance has remained unsatisfactory, a decision will be made that the employee will be dismissed. The employee will be informed in writing as soon as possible of the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice and whether the notice is to be served or there will be pay in lieu of notice, and the right of appeal.

9. Right of Appeal against a decision to dismiss

- 9.1 The employee has a right of appeal to the Appeals Committee of the Governing Body against a decision to dismiss.
- 9.2 The Appeals Committee shall consist of at least 3 governors, none of whom will have had any previous involvement in the case.
- 9.3 The employee's notice of appeal should be sent to the Clerk to the Governors within 5 working days of receipt of the written decision to dismiss, setting out the grounds of appeal.
- 9.4 Appeal hearings should be held as soon as possible after receipt of the appeal and will be conducted in the same way as appeals referred to in section 7 above.

10. Notice of Dismissal

- 10.1 Following a decision to dismiss, the Governing Body will notify the employee in writing that the employee is to be dismissed, whether with notice or with pay in lieu of notice in accordance with the decision of the Principal (or Disciplinary Committee).
- 10.2 If the Appeal Committee of the Governors decides not to uphold the decision to dismiss, the employee shall be informed immediately and the notice of dismissal shall be immediately withdrawn.

11. Grievances arising during the procedure

- 11.1 Where a member of staff raises a grievance during the appraisal or capability process, that process may be suspended in order to deal with the grievance. Where the grievance and the appraisal or capability cases are related, it may be appropriate to deal with both issues concurrently. However, capability processes will not be slowed down indefinitely if numerous grievances are raised.

12. Trade Union Officials

- 12.1 If the member of staff whose standards fall below expectations is an official representative of a trade union, no action will be taken until the circumstances have been discussed with a full time official as nominated by the relevant trade union, after obtaining the employee's agreement to discuss the matter.

13. Confidentiality

- 13.1 Our aim is to deal with performance matters sensitively and with due respect for the privacy of any individuals involved. All employees must treat as confidential any information communicated to them about a matter which is subject to this capability procedure.
- 13.2 The employee, and anyone accompanying the employee (including witnesses), must not make electronic recordings of any meetings or hearings conducted under this procedure. Failure to observe confidentiality could be a reason for disciplinary action under the Academy's disciplinary procedure.

14. Monitoring and Evaluation

The Principal may choose to provide the governing body with a written annual report on the operation of the Academy's appraisal and capability policies. The report will not identify an individual by name. The report may include an assessment of the impact of these policies on:

Race
Sex
Sexual Orientation
Disability
Religion and Beliefs
Age
Part-time status
Maternity and Pregnancy

The Principal may report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

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Agenda for Formal Capability Meeting

1. Take minutes and complete Appendix B
2. Record: Date / Time / Place of Meeting / Persons Present.
3. Discuss details of concerns about employee's performance.
The meeting is intended to establish facts.
4. Acknowledge any documents to be used at the meeting including any new information/evidence presented by the employee 5 days in advance.
5. Senior manager gives opportunity for employee to respond to concerns about his/her performance and to make any relevant representations. Employee is given opportunity to ask questions, respond to evidence etc.
6. Establish likely causes of poor performance including any reasons why any measures so far have not led to the required improvement.
7. Guidance: Give clear guidance on improved standard of performance needed to ensure that the employee can be removed from formal capability procedures. Include success criteria and evidence that will be used to assess whether the necessary improvement has been made.
8. Support: Identify any further measures which may improve performance and explain any support that will be considered and planned to help the employee. This will include a weekly meeting with the SLT member leading the formal support.
9. Agree timetable for improvement – normally between 6 and 12 working weeks.
10. Inform employee of the right of appeal.
11. Agree with employee and any companion the date of formal review meeting.

Guidance for leading on the formal support programme:

1. Meet with colleague on a weekly basis and complete Appendix C
2. Book final review meeting time and date and make sure is appropriate for colleague
3. In line with the Formal Capability process, meet with colleague to inform them of the outcome of the formal support programme and complete Appendix D



Formal Support Programme Outline
National Standards not met in line with career stage expectations

Date of Meeting:

Name:

Appraiser:

Timescale (6- 12 weeks maximum):

Start Date:

End Date:

Target to improve standard of performance (link to Teacher Standards):	Action Plan Outline:
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Date of final formal review meeting:

TS Ref:	Agreed Event / Actions (including by whom):	Dates:	Record:
TS Ref:	Agreed Support:	Dates:	Record:
TS Ref:	Success Criteria:		Record:

(maximum of three targets in total e.g. three of the above table)

Signature Staff Member:.....Date:.....

Signature Appraiser.....Date:.....



Weekly meeting notes between Line Manager and colleague – Formal Support Programme

Date of Meeting:

Present:

Member of Staff:

Relevant Teaching Standards:

Week of meeting (during period of formal support):

TS Ref:	Actions taken to date:
TS Ref:	Support provided to date:
TS Ref.	Progress (against targets set) to date:

Any concerns?

Member of staff:

Line Manager:

Signature Staff Member:.....Date:.....

Signature Line Manager.....Date:.....



Final Review of FORMAL SUPPORT PROGRAMME

Date of Meeting:

Present:

Member of Staff:

Relevant Teaching Standards:

TS Ref:	Reasons for introducing formal support:
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Period of formal support:

TS Ref:	Support provided:
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TS Ref.	Impact (against targets set):
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Outcome of formal support and next steps:
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Signature Staff Member:.....Date:.....

Signature Appraiser.....Date:.....

Teacher Standards- 2012

Preamble. Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils

Professional Standards

1.1 Set high expectations which inspire, motivate and challenge pupils

1.1.1 establish a safe and stimulating environment for pupils, rooted in mutual respect

1.1.2 set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

1.1.3 demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

1.2 Promote good progress and outcomes by pupils

1.2.1 be accountable for pupils' attainment, progress and outcomes plan teaching to build on pupils' capabilities and prior knowledge

1.2.2 guide pupils to reflect on the progress they have made and their emerging needs

1.2.3 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

1.2.4 encourage pupils to take a responsible and conscientious attitude to their own work and study.

1.3 Demonstrate good subject and curriculum knowledge

1.3.1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

1.3.2 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

1.3.3 demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

1.4 Plan and teach well-structured lessons

1.4.1 impart knowledge and develop understanding through effective use of lesson time

1.4.2 promote a love of learning and children's intellectual curiosity

1.4.3 set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

1.4.4 reflect systematically on the effectiveness of lessons and approaches to teaching

1.4.5 contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

1.5 Adapt teaching to respond to the strengths and needs of all pupils

1.5.1 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

1.5.2 have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

1.5.3 demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

1.5.4 have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

1.6 Make accurate and productive use of assessment

1.6.1 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

1.6.2 make use of formative and summative assessment to secure pupils' progress

1.6.3 use relevant data to monitor progress, set targets, and plan subsequent lessons

1.6.4 give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

1.7 Manage behaviour effectively to ensure a good and safe learning environment

1.7.1 have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Academy's behaviour policy

1.7.2 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

1.7.3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

1.7.4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

1.8 Fulfil wider professional responsibilities

1.8.1 make a positive contribution to the wider life and ethos of the Academy

1.8.2 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

1.8.3 deploy support staff effectively

1.8.4 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

1.8.5 communicate effectively with parents with regard to pupils' achievements and well-being.

Part 2 Personal and Professional Conduct

2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside Academy, by:

2.1.1 Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

2.1.2 Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions

2.1.3 Showing tolerance of and respect for the rights of others

2.1.4 Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

- | | |
|-------|--|
| 2.1.5 | Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law |
| 2.2 | Teachers must have a proper and professional regard for the ethos policies and practice of the Academy in which they teach, and maintain high standards in their own attendance and punctuality |
| 2.3 | Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities |

Appendix F

National Standards for Headteachers

Department for Education 2020.

Domains

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

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

Section 1: Ethics and professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. Headteachers uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Section 2: Headteachers' standards

1. School culture

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development

- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties