

Standard for Headship

Being a teacher in Scotland

1.1 Professional Values

- Social Justice and Sustainability
- Trust and respect
- Integrity

1.2 Professional commitment

1.3 Standard for Headship

Professional Knowledge and Understanding

2.1 Curriculum & Pedagogy/ Curriculum, Pedagogy, Leadership and Strategic Vision

- Fully understand how to develop and demonstrate a strategic vision
- Have knowledge and understanding of political, economic, sociological, technological, legal and environmental trends and developments
- Have an enhanced and critically informed understanding of Curriculum Design
- Have knowledge and understanding of Leadership and Management related to your context

2.2 Professional Responsibilities

- Fully understand and demonstrate Political Insight
- Fully understand and demonstrate self-awareness and inspire and motivate others
- Judge wisely and decide appropriately
- Communicate Effectively

Professional Skills and Abilities

3.1 Curriculum, Pedagogy, Leadership and Strategic Vision

Headteachers lead and work collaboratively with the learning community to design and build the curriculum (i.e. through the practices that take place in schools, in developing content, pedagogy, assessment and provision, as educational programmes are planned, enacted and evaluated). They critically engage with policy, research and practice to inform strategic knowledge and understanding of curriculum.

- Headteachers work with the learning community to design and build a shared vision to provide a curriculum informed by theoretical principles of curriculum design and purposes of education
- Headteachers work with the learning community to establish, enable and sustain a strategic approach to the development and improvement of curriculum practices (including pedagogy and assessment) across the learning community informed by knowledge and understanding of underpinning principles and purposes
- Headteachers work with the learning community to establish, enable and sustain processes which actively promote professional dialogue, critical reflection and collegial practice as a way of evaluating and enhancing curriculum practices (including pedagogy and assessment practices)

3.2 The Learning Context

Headteachers lead and work collaboratively to establish a culture which promotes wellbeing for all to enable and sustain positive relationships and partnerships with colleagues, learners, and others across the learning community to meet the identified needs of all learners. They critically engage with policy, research and practice to inform strategic knowledge and understanding of the learning environment.

- Headteachers agree, share and enact the vision, values, ethos and aims of the learning community with colleagues, learners, parents/carers and families and wider community
- Headteachers agree a strategic approach to encourage and facilitate children and young people's participation in planning and deciding about their own learning and wider decision making within the learning community
- Headteachers actively establish, enable and sustain trusting relationships with parents/carers and families
- Headteachers establish and sustain a range of approaches which promote and support partnership working with colleagues, parents/carers and families, other professionals and agencies to support the health and wellbeing needs of every learner and the wider work and life of the school

Professional Skills and Abilities

3.3 Professional Learning

Headteachers establish and promote a collaborative culture of professional learning within and beyond the school and wider learning community. They critically engage with policy, research and practice to inform strategic knowledge and understanding of professional learning.

- Headteachers co-create a culture which promotes and sustains career long professional learning
- Headteachers ensure, enable and sustain approaches and processes which support engagement with critically reflective practice as an integral part of career-long professional learning and the professional learning culture of the school and learning community

3.4 Self-Evaluation

Headteachers ensure collegial practices are established to enable and sustain a culture of self-evaluation for whole school and learning community improvement to evaluate the impact on every learner. They critically engage with policy, research and practice to inform strategic knowledge and understanding of self-evaluation.

- Headteachers, through individual and collegial activities, establish, enable and sustain a range of inclusive, resilient and adaptive relationships, processes and practices which engender an ethos and culture of self-evaluation at every level in the school and learning community
- Headteachers lead and collaborate with colleagues, learners, parents/carers and families and the wider learning community in identifying, agreeing and implementing improvement priorities
- Headteachers, with the school and learning community, develop systems for ongoing monitoring and review of the strategic improvement cycle

3.5 Resources

Headteachers work with colleagues and the wider learning community to strategically manage and allocate resources in a fair, transparent and equitable manner in line with identified strategic and operational priorities. They critically engage with policy, research and practice to inform strategic knowledge and understanding of equitable and sustainable use of resources.

- Headteachers ensure best strategic and operational use of available resources ensuring and maintaining a clear focus on the interests of children and young people
- Headteachers work within the structure of employment legislation, national and local agreements and policies governing employment