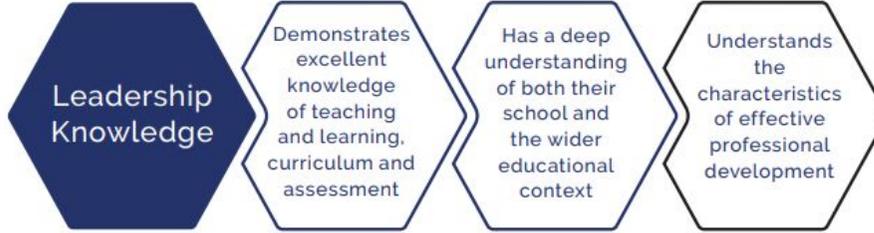


The Chartered Teacher (Leadership) Professional Principles

Professional Knowledge



Professional Practice



Professional Behaviours



K1. Demonstrates excellent knowledge of teaching and learning, curriculum and assessment

Teaching

1. Has and maintains a current, relevant knowledge of which pedagogical approaches have the strongest research evidence for effectiveness, taking into account the strengths and limitations of the evidence-base
2. Understands a wide range of pedagogical approaches and their relevance in different contexts, subjects and/or specialisms, and can justify the reasons each might be used
3. Has knowledge of theories and research from the field of cognitive science and understands how these can be used to inform practice in education

Learning

4. Has deep knowledge and understanding of child development and how children and young people develop and learn, and the implications of this for teachers' practice in different contexts, phases and specialisms
5. Has a deep understanding of possible barriers to learning, and has an understanding of appropriate strategies to overcome these
6. Has a secure knowledge of the SEND code of practice and how to ensure high quality provision to support and adapt learning for pupils with special educational needs and disabilities

Curriculum

7. Has an evidence-informed understanding of how to lead curriculum design, development and implementation
8. Has a critical awareness of how the organisation of content, subject knowledge and pedagogical approaches used may vary across different subjects, phases and specialisms
9. Understands how to develop a curriculum that is inclusive, values diversity, promotes inclusion; seeks to address inequality; and which leads to excellent academic outcomes for all pupils

Assessment

10. Has a critical understanding of the principles of high quality assessment, including validity and reliability, across a range of assessment types and purposes, and uses this to inform wider policy and practice
11. Has a deep understanding of formative assessment practices and how these can be utilised to inform teachers' instructional choices
12. Knows how to critically interpret and analyse assessment outcomes and use these to inform school evaluation and development
13. Has deep knowledge of a range of approaches to assess the learning of individuals and groups of children and young people; and how assessment strategies can be used to identify where additional support and intervention may be required
14. Understands the different ways that data can be used, and its limitations, including how assessment data can be used effectively

K2. Has a deep understanding of both their school and the wider educational context

Understanding the school context

1. Understands the complex influences and range of factors that affect children and young people within their setting and understands how to respond to these in order to create an inclusive learning environment
2. Has a deep understanding of the quality of teaching and learning within / across the school, including the strengths, challenges, opportunities and priorities for improvement
3. Understands the role of the school, its teachers, leaders and pupils have in responding to and supporting the needs of the local community

Understanding the wider educational context

4. Understands, anticipates and responds appropriately to changes in the external educational landscape; is aware of local, national and global trends in education, and is able to critically evaluate the relevance they may have for their own setting
5. Understands the key debates surrounding education and the school system and can critically reflect on these and articulate their own informed perspective
6. Has a secure knowledge of relevant legal requirements and local and national policy and frameworks; understands the factors that affect policy formulation; understands the implications that policy has on teachers, the school and the wider profession; and understands the mechanisms for influencing local and national policy

K3. Understands the characteristics of effective professional development

1. Has a secure understanding of the evidence around the characteristics of effective professional development and how these can inform effective practice when planning and implementing CPD in schools
2. Understands a range of effective approaches for developing teachers at different career stages and with different levels of experience and expertise, including NQTs, ECTs, experienced teachers and school leaders
3. Has an awareness of some of the potential barriers to effective professional development in schools and how these may be overcome
4. Has knowledge of how to support teachers to engage with, reflect upon and evaluate the impact of professional development

P1. Has a clear vision, focused on achieving excellent outcomes for all learners

1. Can articulate, and is driven by, a vision which supports the school's long-term, academic and wider aims for its pupils
2. Clearly communicates their vision, outlining the beliefs and reasoning that underpins the vision, and how this vision is intended to be achieved in order to motivate others and establish shared purpose

3. Sets ambitious goals for teaching and learning that will contribute to successfully achieving the school's vision
4. Ensures that all children and young people are able to access the curriculum and assessments and make progress
5. Empowers others through distributed leadership, encouraging autonomy and drawing upon individual and collective expertise to achieve organisational goals, build capacity and support succession planning

P2. Engages in critical evaluation and reflection to inform strategic choices

1. Understands effective approaches to evaluation; is able to identify what is working and why, underpinned by sound educational theory
2. Has strong analytical skills that enable them to accurately interpret and analyse data sources in order to evaluate the direct and indirect impact of school and classroom practice on pupil outcomes
3. Is able to use inquiry and evaluation to identify when and how school / classroom practices need to be refined, developed or changed.
4. Critically evaluates the potential impact of their strategic choices in order to make informed decisions which achieve the best possible outcome for pupils, staff and the community
5. Is aware of own biases and limitations and seeks alternative perspectives in order to challenge thinking and inform decision-making
6. Draws upon their own and others' expert knowledge of pedagogy, evidence and school context to solve problems and make purposeful decisions
7. Uses critical evaluation to ensure effective use of school resources - including around funding, budgets, cost-effectiveness, resourcing and staff allocation & time

P3. Takes an evidence-informed approach to school improvement

1. Is able to create a robust plan to facilitate school improvement and development, as appropriate to their leadership role, based on evaluation, reflection and feedback from others
2. Draws upon a range of sources, including research, evidence, data, feedback and input from others where appropriate, in order to understand key strengths and areas for development, using this to identify school improvement priorities and approaches
3. Seeks to understand the beliefs and motivations of staff and other stakeholders, making use of evidence to build buy-in and support changes in and development of practices

P4. Focuses on developing teacher expertise and a culture of excellent teaching

1. Establishes a culture of collaboration, continuous improvement and career-long professional learning
2. Uses appropriate methods to support teachers in identifying their professional development needs and goals, and uses this to plan and implement CPD at individual / group / whole school level, as appropriate
3. Draws upon research about the development of expertise and how teachers learn and develop, to establish an appropriate and effective strategy for teacher professional development
4. Prioritises the development of high levels of subject/specialism-specific pedagogical knowledge alongside formative assessment and

- evidence-based approaches to teaching and learning in order to support teachers to make sustained changes to practice
5. Understands the evidence-base around mentoring and coaching, and utilises a range of mentoring / coaching approaches to effectively support the development of teacher expertise
 6. Draws upon a range of approaches to evaluate teaching and teacher effectiveness to inform teacher growth; is aware of the strengths and limitations of different evaluation approaches

P5. Sets a culture of high expectations and promotes positive relationships across the school community

School culture

1. Has high expectations of all children and young people, providing opportunities that stretch and challenge them
2. Creates a culture of learning, where children and young people are able to work independently or collaboratively; demonstrate commitment to mastering challenging content; and take pride in their own work
3. Promotes productive relationships between staff and pupils that are positive, respectful, trusting, and firm but fair
4. Establishes and maintains a supportive, inclusive, trusting and respectful environment in which diversity is valued
5. Promotes a collective identity and sense of belonging, built on shared values and goals which reflect the needs and experiences of the school and the wider community that it serves.
6. Encourages a proactive approach to overcoming challenges and negotiating conflict with a focus on finding positive outcomes that align with the school vision.

Staff culture

7. Creates a culture that is focused on the school's vision for its pupils and where staff feel supported and valued
8. Promotes positive relationships between staff, encouraging dialogue, professional challenge and sharing of knowledge and expertise
9. Takes a holistic approach to staff wellbeing: creating a positive working environment; ensuring school policies and practices enable staff to achieve a manageable work-life balance; and taking a proactive and understanding approach to supporting staff mental health.

Working with stakeholders and the wider community

10. Has a strategy to ensure effective relationships are established with parents and carers, engaging them in ongoing, honest and open dialogue about their children
11. Recognises the contribution of a wide range of adults within and beyond their setting to the learning of children and young people, and has a range of effective strategies with them to build relationships that are trusting, professional and honest
12. Works productively with other school leaders within their setting, including where appropriate, governors or trustees, to provide effective school leadership
13. Manages relationships with external stakeholders effectively, developing effective networks and partnerships with other schools, professionals and organisations

P6. Establishes effective systems and processes that support teaching and learning

1. Evaluates the impact of policies and systems and has appropriate strategies for engaging others in evaluation and implementation to ensure their effectiveness
2. Proactively ensures that school policies and systems do not disadvantage or discriminate against any individual or groups of pupils, including those with protected characteristics
3. Establishes policies, processes and systems that promote diversity and inclusion, and are in line with current equalities legislation

Behaviour and wellbeing of pupils

4. Ensures a safe environment that supports the emotional and physical wellbeing of children and young people
5. Sets out a clear school-wide approach to behaviour, where staff feel supported and where pupils' behaviour is managed effectively through the use of appropriate behaviour management strategies that ensure a high standard of behaviour is maintained within a productive, well-ordered classroom environment
6. Works with colleagues to ensure that the schools' behaviour policy and related systems are applied appropriately, consistently and in a way that supports inclusive practice

Supporting teachers and teaching

7. Develops effective, purposeful and efficient processes for pupil assessment underpinned by knowledge and understanding of assessment and learning
8. Ensuring an orderly physical school environment, where pupils and staff have access to resources, including digital resources and educational technology, that support teaching and learning
9. Is committed to eliminating unnecessary workload and bureaucracy and takes steps to ensure that efficient school systems enable teachers to focus primarily on teaching and learning

B1. Critically evaluates and reflects on their own teaching and leadership practice

1. Seeks ongoing, specific feedback from a wide range of people, both internal and external, to help evaluate and improve their practices as a teacher and a leader
2. Understands how to use a variety of data sources and methods to conduct rigorous self-evaluation of the impact of their practice
3. Takes time to reflect on and adapt their planning, practices and approaches to ensure they are effective and efficient
4. Is able to evaluate the impact of an intervention or change that they have implemented and share the outcomes with colleagues
5. Is able to create a robust plan for improving their practice, based on self-evaluation, reflection and feedback from others
6. Models, encourages and promotes opportunities for others to critically evaluate and reflect on their practice

B2. Is committed to engaging in relevant, career-long professional learning

1. Can identify their own learning needs and professional development goals, and uses these to create a long-term plan for professional learning
2. Engages in a range of different formal and informal professional learning opportunities to ensure they maintain an up-to-date professional knowledge

3. Proactively seeks out appropriate professional learning opportunities and evaluates professional learning opportunities to determine quality and suitability
4. Understands effective methods for engaging in, and evaluating professional learning, both for individuals and when working with colleagues
5. Is open to questioning and challenging their own practice, values and beliefs in light of new evidence and expert input
6. Promotes the value of professional learning, modelling effective professional learning behaviours and practice, and encouraging and supporting others to engage in relevant, career-long professional learning and development.

B3. Exhibits and encourages collegiality by supporting, and learning from, others

1. Engages in a professional dialogue both within and beyond their setting, for example through professional networks, in order to develop their own knowledge and to support others
2. Leads a culture of engagement with research and professional inquiry and evaluation
3. Models good practice, is open to sharing practice with colleagues to support their learning and encourages others to do the same
4. Is able to identify where colleagues' practices could be improved and offer appropriate support, challenge and feedback
5. Recognises the value of collegiality and contributes to knowledge and practice in the profession

B4. Models and creates a culture built on high standards of professionalism

1. Understands how to manage personal resources and the importance of having a healthy work-life balance, implements strategies to achieve this on a personal and school-wide level
2. Encourages others to demonstrate professional autonomy and confidence, and to proactively seek opportunities to drive improvement in their school
3. Understands what it means to be a teaching professional and the responsibilities and implications inherent with this, acts with integrity and takes responsibility for their impact on colleagues as well as children and young people
4. Understands and can articulate their professional motivation as a teacher and school leader and knows how this may have an impact on their practice
5. Has high standards and strives to have a positive impact on the teaching profession and public perception of it

B5. Engages critically with research and evidence and encourages others to do the same

1. Engages critically with research and evidence from a variety of sources and understands how to evaluate the quality of these sources
2. Draws critically on research to develop understanding of their own practice and identify possible solutions to challenges, for example to inform decision-making
3. Identifies opportunities to implement learning from research within their own context, including potential barriers or issues, and can effectively

translate the research into practice and evaluate its impact

4. Understands key concepts in education research, including the limitations and appropriate uses of common research methodologies, enabling them to evaluate it and interpret its findings
5. Understands challenges in carrying out education research, including ethical considerations for conducting research in schools