WHERE ARE YOU NOW?

AN ENQUIRY INTO THE IMPACT AND INFLUENCE OF FUTURE CHANGE MAKERS (2007-2014)

A LEADERSHIP DEVELOPMENT PROGRAMME MANAGED AND LED BY THE ETC TEACHING SCHOOL ALLIANCE

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1   Introduction

1.   This enquiry was carried out during April/May 2015 to review the impact and influence of Future Change Makers (FCM), a leadership development programme initiated by Hampshire Teaching and Leadership College (HTLC) in 2007 in partnership with the National College for School Leadership (NCSL) as part of a local solutions approach to succession planning. Since 2011 the programme has been managed and facilitated by the ETC Teaching School Alliance and in total has engaged with 235 participants over eight annual presentations. In June 2015 a ninth cohort of participants successfully completed the current programme which is planned to be presented again in 2016.

2.   The programme has been systematically monitored and evaluated, and these outcomes have informed the programme's on-going refinement and development. This has enabled the programme to remain focused to meet the needs of future leaders and potential headteachers. Whilst the detailed programme content has changed over time to reflect contemporary needs and issues, it has consistently sought to challenge and support the leadership thinking and actions of participants from schools in all phases.

3.   Evaluations of the programme have consistently been highly positive, and there is considerable evidence of the immediate and positive impact that engagement in it has provided to participants. Their perceptions, together with those of their headteachers, indicate FCM is a rigorous leadership development programme that has deepened knowledge and understanding and contributed to increased confidence to undertake senior leadership in schools.

4.   During the duration of each programme, many participants gained next stage promotion, some to headship. This enquiry looks beyond this immediate positive impact of the programme, and considers the longer-term influence of the programme on the career and leadership development of participants. In so doing it seeks to capture the nature of the sustained influence of the programme, and provide a perspective to inform future thinking and development within the ETC Alliance.

5.   My thanks are expressed to Carolyn Hughan, Director of the ETC Alliance for asking me to undertake this enquiry and for her guidance in shaping it, to Shirlie Bickley and Naomi Holloway for their excellent administrative support throughout the enquiry process, and to Linda Wilby supporting me throughout my work and preparing this report. The full co-operation of many past participants has made this enquiry possible.

2	Research strategy, methodology and methods of enquiry

1 This research is focused by four questions:

- **what has been the longer-term career influence for participants of engagement in the FCM programme?**

- **what has been the influence of FCM on the development of personal confidence to undertake a senior leadership role?**

- **how has continued workplace experience enhanced or limited leadership development?**

- **what has been the longer-term significance of the FCM programme?**

2 Semi-structured questionnaires, were distributed to all participants who could be traced. In total 197 past participants (84% of the total number of participants) were contacted, of whom 92 (47%) returned completed questionnaires for analysis. More information about the data sample is included in Appendix 1. This includes analysis by gender, age, phase specialism, year of programme completion together with data relating to career progression since completion of the FCM programme.

3 The research adopts a mixed-methods approach and draws upon a substantial data set to provide a secure basis for interpretation. The numeric data however, needs to be considered with particular caution, especially for example where the sample for a particular year or sub-group is small. When considered alongside the qualitative data provided by participants, there is sufficient security in the evidence base to make a grounded interpretation of what is a complex picture, based upon individual perceptions and career histories.

| 3 | The profile of participants (2007-14) |

1   Since 2007 the FCM programme has engaged with 234 teachers from across all phases of mainstream and special schools. Participants have predominantly come from Hampshire local authority schools and academies, but a small number have come from schools in Southampton, Portsmouth and West Sussex and the independent sector. Each annual cohort has been between 26 and 32 participants.

2   Appendix 2 analyses participants by gender and phase specialism. Appendix 3 provides an overall analysis for the eight years of the programme, again by gender and phase specialism. These profiles indicate that:

- the proportion of female and male participants is approximately 2:1 (66% female, 33% male)
- there are twice as many male secondary as male primary participants (48% secondary, 24% primary)
- there are considerably more female primary participants as female secondary participants (79% primary 52% secondary)
- slightly more primary teachers (113) have participated in the programme than secondary teachers (93)
- most participants (88%) work in main stream school-based teaching jobs across a range of middle and senior leadership posts
- 9% of participants (22) work in special schools. Of these, 63% (14) were female
- 3% of participants (6) worked in other education-related none school-based jobs, including local authority school improvement and governor services posts.

3   Analysis of the composition of each cohort, whilst having some characteristics that are particular to an individual year group reflects a broadly similar profile. Typically, in each cohort:

- there are more female than male participants. The greatest difference (14) was in 2009; the smallest (5) was in 2007, the first year of the programme
- there are, on average five more primary than secondary participants. The only exception to this was in 2014 (13 secondary : 12 primary participants)
- the number of primary female participants in each cohort was higher than the number of primary male participants. This was greatest in 2014 (11 female : 1 male)
- the composition of the gender balance in secondary is much more variable, but in five of the eight years of the programme the number of female participants was greater than the number of male participants. This was most marked in 2011 (11

female : 4 male). Since 2011 the secondary profile has been more balanced from the gender perspective
- participants from special schools overall are predominantly female (72%). This proportion of male/female participants is considerably greater where most participants (83%) are female. The total number of participants from special schools is small, compared to mainstream.

4   Participants reflect a broad range of professional experience. Almost all work in school-based jobs. Those that are not school-based, work largely in local authority advisory or other school improvement roles, such as governor services. Programme evaluation regularly has reflected a range of career intentions, with a proportion of participants already clear they are likely to seek headship at some point in their careers. Some are less certain of this, and see participation in the programme as an opportunity to clarify their career thinking.

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4   Research findings

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1   The numeric data reflects the success of FCM in contributing to leadership growth, development and succession planning. A large majority of participants (65%) have moved to next step promotion, including headship, following completion of the programme. The evidence of the longer-term influence of the programme is encouraging.

2   Other responses provided by participants help deepen an understanding of the contribution made by FCM to personal leadership development, particularly in terms of the longer-term influence of the programme.

3   Contemporary headship is conceptualized and described by the Department of Education in the National Standards of Excellence for Headteachers (2015). This publication provides 'guidance to underpin best practice' by providing a framework for training middle and senior leaders aspiring to headship. It is therefore a relevant structure to cross reference to each of the four research questions in this enquiry.

4   The National Standards are described through four domains:

- Qualities and knowledge (Domain 1)
- Pupils and staff (Domain 2)
- Systems and processes (Domain 3)
- The self improving school system (Domain 4)

Appendix 4 contains more detail about each domain.

Question 1
What has been the longer-term career influence for participants' engagement in the FCM programme?

5   Quantitative data indicates:

- Since completion of the programme 65% of the participants overall have been promoted to a next step promotion. For participants from the first three years of the programme (2007-9) the proportion going to next step promotion is significantly higher – 90%. Although promotion after completing FCM is not immediate, it is nevertheless reflected in the career development over time of a high proportion of past participants. In fact some early participants in the programme have gained a series of successive promotions, including securing headship positions.

- formation from other sources indicates a further 35 past participants are in headship posts. In total therefore, at least 60% of participants are now headteachers.

6   Qualitative data indicates the longer-term career influence of the programme has been strong and positive. A number of key themes consistently emerge from responses, which are cross-referenced to the National Standards.

- Sustained personal growth in leadership understanding is strongly reflected by many participants. They identify how this was stimulated by the programme, which encouraged the importance of time to think, read, listen and reflect in order to develop a deeper understanding of 'self as leader'. This is seen as a long-term process which the programme successfully encouraged and nurtured (Domain 1).

- This links closely to the development of professional identity and how this is established by leaders. Central is the significance of developing personal clarity in both values and moral purpose. This is widely recognised by participants as pivotal to the FCM programme's philosophy. This aspect of leadership goes beyond leadership qualities and knowledge, although supports the development of both. As one participant commented:

    "FCM had a huge influence. It made me see that leading a school is not about knowing all the day-to-day procedures about how to manage the budget, report to governors, or write the SDP. It is about bringing a moral purpose to all that you do and applying your values consistently whether dealing with staff, parents, governors or the children themselves"

(FCM primary school DHT participant, now headteacher)

Similar views were expressed by both a secondary and a special school participant

"FCM was hugely influential in securing my current position. It put me in a room with aspiring and outstanding leaders and gave me access to a range of knowledge I could never have got anywhere else. It was a massively positive experience which influences and drives my approach to teaching and learning. Each task challenged me to look at things differently and made me realise I had a lot to offer. I cannot speak highly enough of the process I went through and have recommended it to all aspiring leaders I have mentored"

(FCM participant, secondary assistant headteacher)

"FCM was pivotal in my decision to apply for headship. I am now in my 6th year!"

(FCM participant, middle leader special school, now headteacher)

- The programme successfully highlighted the significance of strategic thinking and planning. For many participants, particularly those in middle leadership posts, this was a relatively unfamiliar aspect of a leader's work, and was initially daunting. However, particularly through close working with experienced and successful headteacher mentors, supported by focused school visits, participants were enabled to see and understand the interface between values, vision and strategy and apply that understanding in their own contexts. This is an aspect of leadership that has been sustained and developed overtime, particularly as participants have moved to more senior posts (Domain 1).

- FCM has provided participants with a wide-ranging and flexible range of approaches to create a culture of sustained success. Central to this is the emphasise given to working with and through others. This involves talent identification and, in particular, the potential of coaching and mentoring to succession planning. These approaches are central to the philosophy of the FCM programme and have been successfully developed further by many participants. This has enabled those moving to headship to establish educational cultures that emphasise team working, shared accountability for outcomes and mutual support, whilst also holding staff to account and where necessary challenging under-performance. Holding staff successfully to account is an aspect of leadership participants identify as an aspect they wish to develop. Feedback indicates increased confidence and effectiveness in this demanding aspect of leadership (Domain 2).

- FCM has successfully enabled participants to deepen their understanding of change leadership and management and apply these skills in new and sometimes particularly challenging contexts. Through their engagement in an enquiry project, participants are encouraged to think in new and innovative ways about issues that are real and pertinent. Through working with experienced facilitators participants

are encouraged to think through situations from a new perspective. This has enabled them to approach enhanced leadership responsibility with a enhanced understanding of the importance of systems and processes in the context of successful change management. The application of theory to practice is encouraged by FCM, and a range of relevant skills and competencies are initiated and deepened by participants over time (Domain 3), particularly relating to change leadership and personal time management.

- Successful contemporary headship requires an understanding of the self-improving school system. There is clear evidence from participants that this is a strong theme within FCM, and one which has been developed within their enhanced leadership roles. For example, many participants identify how their understanding of education beyond their own experience has been enhanced by engagement in the programme. As one participant noted:

  "It was the first leadership development that helped me see my place in a wide role both within and beyond my school. It also rekindled my love of reading and educational literature".
  (FCM primary school assistant headteacher, now deputy headteacher and lead in a Teaching School)

- The cross-phase structure of the programme contributes well to developing this wider understanding of the self-improving system. A number of participants comment positively on the influence this has had on their immediate and longer- term thinking. The importance of collaboration at a range of levels is emphasised within the programme, and is reported by many participants as a positive longer-term influence of FCM on their approach to leadership (Domain 4).

Question 2
What has been the influence of FCM on the development of personal confidence to undertake a senior leadership role?

7   The programme gives high priority to developing personal leadership confidence and it has considerable success in this respect. Many participants identify how their greater knowledge and understanding, gained particularly through networking beyond their own school, enables their professional confidence to be enhanced. Their deeper understanding of the demands of headship, and confidence in less familiar aspects of school leadership such as strategic thinking and planning and tackling complex performance issues is developed through their engagement in the programme.

8   In the longer term, evidence from this enquiry indicates that FCM is making a successful contribution to the development of personal confidence for many participants. Comments that support this view are wide and varied. They include.

"The programme reinforced my own belief in my capabilities"

"I am now much more certain of the type of schools that I want to lead and am more discriminating with my applications, making it through to final interview on each occasion"

"The course (FCM), illustrated to me I was more than a teacher of one class – I had the capability to lead and think strategically"

"It gave me a great deal of confidence in how to handle a difficult staff situation. Although never wanting to undertake a permanent headship, the course has enabled me to undertake acting headship with confidence and also to support six different headteacher as their assistant or deputy"

"The programme (FCM) gave me the confidence and ambition to apply for a senior leadership role. Shortly after completion, I was appointed as an assistant headteacher in my own school"
"The programme definitely improved my confidence to take on the extra responsibility"

"My confidence was built by being able to identify specific actions and attribute them to a particular leadership behaviour"

"I feel the course was challenging but simultaneously developed an inner confidence at the actual point of learning through the support that was there to guide – I remember a sense of empowerment. I used the reflection opportunities to try to understand myself as a leader"

"When I took part in FCM I had lost confidence to become a leader. FCM re-awakened the desire to keep going into headship"

"Improved confidence was certainly achieved"

9   However, the development of personal confidence is a long-term and complex process. A number of participants reflect this in their views and this illustrates the need for this aspect of the programme to be sustained over time. Developing personal confidence is not a 'quick-fix' as these quotations illustrate.

"It showed me that I wanted more time in the classroom before taking the next step. I didn't become a teacher to teach adults"
                    (2008 participant, then a deputy headteacher, now a headteacher)

"As a headteacher, the confidence I gained from the course has catapulted me into successful leadership, which in turn has sustained my confidence. Not to say there are not times when I wonder, "How did I ever get this job? or "when will they find out I can't do it!" Knowing that this emotional journey is part of the process makes it easier to put these fears aside and get on with the job! I seem to remember talking at FCM about being a real human being as a leader and sharing feels openly. I do! But in a positive way.
                    (2008 participant, now a primary school headteacher)

"Since the course, and following many other experiences, I can confirm an inner confidence that enables me to build on the expertise of others (which I might not have) but steers me to have the courage of my convictions to be innovative, creative and pioneering"
(2008 participant, then a deputy head, now a primary headteacher)

"I have developed my confidence in terms of strategic leadership, CPD, training and research. I have led areas of responsibility through both smooth and rough sailing. I have the confidence to recognise what my future leadership and educational journey should be"
(2012 participant, then assistant head, now secondary deputy headteacher)

"Future Change Makers really challenged me to consider what my core values and beliefs are. Reflecting on these regularly gives me confidence when making decisions and implementing changes"
(2013 participant, then assistant head, now primary deputy headteacher)

10   There is strong evidence that the FCM programme successfully contributes to confidence building, and hence the leadership capacity of many participants. It appropriately gives high recognition to the importance of the emotional dimension of leadership, that perhaps is not as explicit in the National Standards.

Question 3
How has continued workplace experience enhanced or limited further leadership development?

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11   Participants were overwhelmingly positive about how engagement in FCM had enabled them to continue to develop and extend their leadership skills. There is strong evidence to indicate the positive influence of the programme as a stimulus to sustained personal capacity building.

12   Participants identify a broad range of positive experiences and opportunities. Those most commonly mentioned are:

- The longer-term workplace application of approaches to leadership that feature in the FCM programme. In particular, the use of coaching and mentoring skills are frequently mentioned as invaluable approaches to effective leadership. For some participants these extend beyond their own school, such as in the context of a Teaching School's work in school-to-school support or engagement as a facilitator in local or national leadership programmes, such as NPQSL or NPQH. These are clear examples of the longer-term influence of the FCM programme.
- The opportunity to apply FCM thinking and ideas as a regular part of day-to-day work. For some participants, this has included acting promoted posts or

secondment. The increased confidence encourage through FCM engagement is commonly identified.

- Many participants refer to the continued importance to them of professional networking. This collaborative approach is positively encouraged by the programme, and is considered by many to be a high priority in sustaining their thinking and leadership development. For some participants this is linked to membership of practitioner research groups or other interest groups.

- A number of FCM participants identify how they have enjoyed the increased autonomy to lead in-school improvement projects with confidence, and the importance of dedicated time in-school to undertake identified leadership projects focused on specific improvement initiatives.

Question 4
What has been the longer-term significance to your leadership development of the FCM programme?

13　Participants are overwhelmingly positive about the longer-term significance to their leadership development of the FCM programme. The initial positive responses consistently received at the time of programme completion have been sustained and developed over an extended period. The first participants completed the programe in 2007 and although the subsequent period has continued to be one of accelerated change in education, the legacy of FCM remains strong and positive for many participants. The philosophy and principles of the programme have successfully stood the test of time. Participants have been able to continue to build upon the experience of the programme and to apply ideas into practice.

14　The longer-term significance of the programme is a result of many inter-related factors. The main emerging themes echo some of the points made earlier in this report. These relate to the influence of:

- FCM on securing deeper reflective thinking about school leadership stimulated by significant presenters, support and challenge from mentors/facilitators and the encouragement to engage in reflective thinking.

- The leadership 'Qualities and Behaviours' is a framework for thinking, analysis and action and provide the basis of the programme's content and philosophy. These have successfully stood the test of time and provide a comprehensive framework to help link theory with practice and practice with theory. This framework emphasises the importance of leaders shaping direction, albeit within a complex and rapidly changing national educational context. This requires

confidence, which in many different ways, is seen as significant to longer-term development. The fact that so many past participants now hold significant leadership responsibilities are in part, a consequence of the programme, as the following quotations illustrate.

"The programme was a significant turning point for me in my leadership development. It gave me the thirst and ambition to become a senior school leader and a clear context and understanding of school leadership"

Deputy headteacher (Secondary)

"FCM was what I needed to re-awaken my confidence and desire to become a head"

Primary headteacher

"It is an outstanding programme if you throw yourself into it and make the most of new partnerships offered and the range of experienced voices you hear"

Deputy headteacher (4-16 all-through school)

"It was a great experience and one I was privileged to be given"

Deputy headteacher (Secondary)

"I thought it was one of the most effective leadership programmes I have engaged in"

Deputy headteacher (Secondary)

"All aspects of the programme continue to influence the way I work"

Assistant headteacher (Secondary)

Overview

15   The evidence of this enquiry is overwhelmingly positive about the longer-term influence of the FCM programme on the career and leadership development of many participants. The programme both challenges thinking and supports adult learning very successfully. It draws upon experienced school leaders as a key resource, supported by high-quality external facilitators, to ensure leadership concepts are applied over time in real contexts. This works very well, and provides a secure basis for sustained quality in school leadership. The content of the programme successfully highlights both the challenges and the opportunities of contemporary school leadership. It recognises the challenge and responsibility school leadership presents, and helps participants to understand and apply the qualities and behaviours successful leaders need to apply in their work.

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RESEARCH DATA PROVIDED BY PARTICIPANTS

- Total number of questionnaires distributed: 197   Females 132 (67%) Males 65 (33%)

  Total number of questionnaires returned: 92 (47%)   Females (73%)   Males (27%)

  Interpretation
  The returned questionnaires reflect a broadly similar gender profile to those distributed. It is also broadly similar to the full composite profile of all FCM participants (66% female, 33% male) – see Appendix 2.

- **Age distribution of participants returning questionnaires**

26-35	36-45	46-55	56-65
13 (14%)	48 (52%)	27 (30%)	4 (4%)

  Interpretation: The majority of responses were from participants in the 36-45 age group.

- **Phase specialism – returned questionnaires:**

  Primary, including EYFS   : 46 (50%)
  Secondary   : 36 (39%)
  Primary special   : 4 (4%)
  Secondary special   : 2 (2%)
  All-age special   : 3 (3%)
  Other   : 1 (1%)

  Interpretation: This distribution is very similar to the phase specialisms represented by the total number of participants from each phase – see Appendix 3.

- **Year of programme completion – returned questionnaires**

Year	Number	%
2007	9	10
2008	12	13

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2009	9	10
2010	6	7
2011	13	14
2012	13	14
2013	14	15
2014	16	17
Totals	92	100

Interpretation: The response received from participants varied quite widely from year-to-year. Appendix 3 shows the number of participants in each cohort, these ranging from 26 to 32 (average 29). The reasons for these variations in response rates aren't clear, although the four last year do reflect a slightly higher response rate, as might be anticipated.

- **Career progression sine programme completion – returned questionnaires**

Year	Number and % gaining next step promotion	Number of these gaining headship posts
2007	9 (100%)	4
2008	10 (83%)	9
2009	8 (89%)	2
2010	4 (67%)	0
2011	9 (69%)	2
2012	6 (46%)	3
2013	10 (71%)	4
2014	4 (25%)	1

Interpretation: 25 (27%) participants who returned questionnaires have moved to a headship since programme completion. In total, 60 participants (65%) of returned questionnaires show a move to next step promotion. The data indicates a larger proportion of participants gaining promotion from the earlier years of the programme, which may be a reflection of the medium/longer-term nature of leadership development and career progression patterns. In addition, it is known from other sources that a total of 60 participants (26%) have progressed to headship.

FCM 2007-2014 Participant profile (by cohort and overall)

		2007	2008	2009	2010	2011	2012	2013	2014	**TOTALS**
Male		12	7	8	10	9	13	12	7	78
Female		17	20	22	18	21	19	20	19	156
Total		29	27	30	28	30	32	32	26	234
Primary	Male	5	3	5	3	1	2	4	1	24
	Female	13	11	13	12	7	10	12	11	89
	Overall	18	14	18	15	8	12	16	12	113 (48%)
Secondary	Male	7	3	3	6	4	9	7	6	45
	Female	3	5	7	2	11	7	6	7	48
	Overall	10	8	10	8	15	16	13	13	93 (40%)
Primary (Sp)	Male					1	1			2
	Female	1	2	1	1	2	1	1	1	10
	Overall	1	1	1	1	3	2	1	1	12 (5%)
Secondary (SP)	Male				1	1	1	1		4
	Female			1	2					3
	Overall			1	3	1	1	1		7 (3%)
All age (Sp)	Male		1			1				2
	Female					1				1
	Overall		1			2				3 (1%)
Other	Male									
	Female		2		1	1	1	1		5
	Overall		2		1	1	1	1		6 (3%)
OVERALL CUMULATIVE TOTALS		29	56	86	114	144	176	208	234	234

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FCM 2007-2014 Composite profile of participants

Male	78	33%
Female	156	66%
Total	234	100%

	Male	Female	Overall
Primary	24 (21%)	89 (79%)	113 (100%)
Secondary	45 (48%)	48 (52%)	93 (100%)
Primary (Special)	2 (17%)	10 (83%)	12 (100%)
Secondary (Special)	4 (57%)	3 (43%)	7 (100%)
All age (Special)	2 (66%)	1 (33%)	3 (100%)
Other	1 (17%)	5 (83%)	6

Extract from:

National Standards of Excellence for Headteachers (2015)

Domain One
Excellent headteachers: qualities and knowledge

Headteachers:
1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.

2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.

3. Lead by example – with integrity, creativity, resilience and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.

4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.

5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.

6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain Two
Excellent headteachers: pupils and staff

Headteachers:
1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.

2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.

3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.

4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

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5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

6. Hold all staff to account for their professional conduct and practice.

Domain Three
Excellent headteachers: systems and process

Headteachers:
1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.

2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.

3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.

4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.

Domain Four
Excellent headteachers: the self-improving school system

Headteachers:
1. Create outward-facing schools that work with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.

2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.

3. Challenge educational orthodoxies in the best interests of achieving excellent, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.

4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.

5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.

6. Inspire and influence others – within and beyond schools – to believe in the fundamental importance of education in young people's lives and to promote the value of education.

REFERENCES

Department for Education (2015) National Standards of Excellence for Headteachers – Departmental advice for headteachers, governing boards and aspiring headteachers. Available at: www.gov.uk/government/publications