

ASSET Headteacher Job Description

ASSET is committed to the notion that every school, regardless of size, needs a leader who is ultimately responsible and accountable for the success of the school. In ASSET schools this person might be an Executive Headteacher or a Headteacher. Each Headteacher is directly held to account by the CEO, is line managed by the trust executive and is answerable to pupils, parents, governors, trustees, Ofsted and the DfE for the decisions they make and the quality of education provided by the school. A Head of School will be responsible to their Executive Headteacher. The term 'Headteacher' is used throughout this document to apply to all executive Headteachers and Headteachers.

Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of Headteachers determine the achievements of schools. They are responsible for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and pupils' achievements in classrooms. Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Headteachers, together with their local governing bodies, are guardians of our schools.

This job description should be read alongside the Headteacher Standards which describe the ethics, professional conduct and standards expected of all Headteachers.

Values

Headteachers are expected to actively promote the trust values of excellence, engagement, empowerment and equity in the life of the school. This means that they...

- aim for excellence in all areas of school life by envisioning, sharing, researching, developing and innovating together
- build on the strengths of our people, growing their confidence and developing their expertise
- take collective responsibility, develop partnerships and collaborate at all levels with positivity and resilience
- set no limits on what we can achieve and are relentless in always striving to improve

Headteacher behaviours/principles

Overarching principle: "Do the right thing!"

1. Pupils first, with staff a very close second
2. Lead by personal example - walk the talk
3. Consistent excellence - set high standards in every area
4. Empower by recognising and building on people's strengths
5. Build collaboration and a culture of collective professionalism
6. Future focused - on what pupils will need tomorrow
7. Professional respect to and for one another
8. Action and impact orientated - make a difference
9. Evidence based decision making and risk taking
10. Expertise in classroom practice

Consistency and Collaboration

All Headteachers in ASSET schools work as a team together (Education Improvement Team). Headteachers are expected to commit to promoting collaboration and teamwork across the trust and encouraging their staff to do the same. Headteacher attendance at EIT meetings is required although heads of school/deputies may also take part or stand in on occasions.

ASSET has devised a set of consistent systems, practices, policies and procedures which has arisen from the sharing of best practice. All schools are expected to make use of these and contribute to their development and improvement. Headteachers and schools are encouraged to innovate and develop excellent practice with proven impact that can be shared with others for the benefit of all.

Headteachers are responsible for implementing and ensuring compliance with all ASSET policies in their schools.

Communication

School websites are often the first port of call for prospective parents and are used by Ofsted to form a view of the school. As such they must reflect the ethos and values of the school. Ultimately it is the Headteacher's responsibility to ensure that their website reflects the school positively and accurately, offering a window into the school for prospective parents and keeping current families and communities involved and up to date.

Being an excellent communicator and a good leader of staff is an essential part of the Headteacher's role. A good leader will keep their staff with them, will motivate and inspire them, will challenge and support them, seeking to understand their professional expertise and barriers in order to build on their strengths. Using positivity and optimism to empower staff is an essential characteristic of an ASSET Headteacher.

Headteachers will know their communities and families and how best to communicate with them so that they feel engaged and involved in their children's learning. Good communication with all stakeholders is essential.

The trust measures 'satisfaction' levels with staff and parents annually in order to support the Headteacher to be the best leader they can be.

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

In addition to these principles our Headteachers will use the Framework for Ethical Leadership in Education to support them in their decision making and in calling out unethical behaviour if seen in others (see Appendix Two)

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 values⁶, 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 citizen²
- 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

Standards that all Headteachers are expected to uphold include:

School Culture
<ul style="list-style-type: none"> • 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
Teaching
<ul style="list-style-type: none"> • 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
Curriculum and assessment
<ul style="list-style-type: none"> • 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
Behaviour
<ul style="list-style-type: none"> • 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
Additional and special educational needs and disabilities:

- 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 needs⁸ and special educational needs and disabilities⁹ of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

Professional development

- 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

Organisational management

- 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

Continuous school improvement

- 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

Working in partnership

- 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

Governance and accountability

- 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

Group 2 or 3+ schools

Headteachers in larger schools are likely to take a leadership role across the trust in an area linked to their expertise and experience. The time commitment for trust wide roles will be agreed with the CEO with targets set in performance meetings.

Group 1 schools

In smaller schools, the Headteacher is likely to be a teaching Headteacher with class responsibilities. In order to ensure a reasonable work-life balance, the trust executive (as well as other larger school Headteachers) may undertake support by providing:

- A template SDP with suggestions for priorities
- support to set up a monitoring schedule which involves all teachers
- termly learning walks (half termly if necessary)
- templates for all reports to governors (part completed with evidence taken from school)
- Completed statutory policies and model policy templates
- staff training and support as identified by the school
- curriculum resources and plans as needed by the school
- data analysis for discussion with teachers
- a model template for the pupil premium strategy to be customised by the school
- other model templates as required eg sports premium strategy
- regular safeguarding checks and audits to support self evaluation and planning

The key responsibilities for a Headteacher in a small school are:

1. Ensure termly standardised tests are undertaken and results are submitted to the trust
2. Ensure an open culture of learning walks focused on pupil learning
3. Provide, or request, support for any member of staff who is not meeting expected standards
4. Provide/arrange coaching for teachers to ensure that they are reflective about their practice and continually aiming for excellence
5. Work closely with parents to ensure good support for learning and good relationships
6. Work with governors to plan visits and support from them
7. Set and maintain high standards in all aspects
8. Ensure individual pupils are well supported and hold pupil progress meetings at least half termly
9. Plan and encourage engaging curriculum opportunities across the school including visits and visitors
10. Ensure safety at all times, assessing risks and acting on audit actions
11. Work with the trust to ensure spending is on track and the school can function well within its means, keeping curriculum provision as the first priority
12. Lead by example in own teaching commitment
13. Ensure the learning environment, both within classrooms and across the school, reflects the whole curriculum, celebrates achievement, promotes values, and aids learning.
14. Seek out community links to enhance the curriculum and develop an excellent reputation for the school

The Headteacher of a small school will generally be expected to be on the school site from 8 am to 6 pm daily as they are the key leader in charge. All CPD/training attended will be discussed with the CEO and shared with other Headteachers to maximise time in school. At all times, in all schools, there will be a named person in charge on site who will usually be the Headteacher.

Executive Headteachers

Executive Headteachers take responsibility for more than one school, and will take a strategic approach to school improvement, often deploying resource across their schools to drive improvements in the quality of education. Executive Headteachers can be deployed where the need arises, providing support where additional strategic

support to, for example Heads of School, new in post Headteachers, schools with weak or declining standards or schools that need support after a period of significant change or disruption.

Directors

Directors act in a cross-trust capacity, providing strategic leadership over a critical aspect of the Trust's work. Directorships exist in the areas of Safeguarding, Inclusion, Teaching and Learning, Wellbeing and Enterprise, and will drive leadership and improvement in these areas. Directors also provide direct line management support to at least one school.

Support for ASSET Headteachers

Every new Headteacher will be provided with a mentor, who is another trust Headteacher, as well as a line manager. Schools also derive support from Circle groups.

The ASSET leadership supervision/coaching programme is available for all Headteachers to access in a confidential environment. Coaching is provided by an experienced coach and is geared towards enabling the Headteacher to develop their leadership skills and resilience.

The ASSET Employee Assistance programme is available 24/7 to all staff including Headteachers and provides a completely confidential support service across a wide range of issues.

Headteacher Recruitment

The Trust has its own Headteacher Recruitment, Selection and Development Programme. Only candidates who have successfully completed part one of the programme will be considered for headships in ASSET schools.

Appendix One - ASSET Leadership Model - research and thinking that underpins our model

Appendix Two: Framework for ethical leadership in education

APPENDIX ONE

The ASSET Education leadership model

We will actively seek out leaders with an intelligent and informed understanding of the Trust's key values and an authentic moral purpose and drive towards achieving social justice and equity for all pupils and the communities that we serve.

All ASSET school leaders and staff are expected to work for the collective good of every pupil in every one of our schools. There is an attitude and approach that all pupils are 'our pupils' and we work closely together to ensure that every school thrives, seeing ourselves as one organisation across many sites. This means that we share our resources and time openly and freely for the good of all pupils as if we are one large school. We support our staff to develop their expertise and provide career pathways within the trust where possible. Within this collaborative and open environment we are very clear that within each school there will be one person, the Headteacher, who is ultimately responsible for ensuring that each individual pupil in that school achieves well, makes good progress and benefits from a wide range of learning experiences that enhance their lives so that they can be the best they can be. All schools leaders are expected to understand and promote this collective and individual responsibility model and support each other to achieve.

In our smaller schools that person is likely to be a teaching Headteacher. In this case, we are aiming for the administration and support for the school to be largely handled by the trust as a whole so that the job will come with less responsibility for the business functions, production and analysis of data, action planning and provision of support (see Group 1 Headteacher Job Description).

In our larger schools Headteachers are likely to have responsibility for contributing to the administration and support for schools across the trust. (see Group 2/3 Headteacher Job Description) Business and admin staff in larger schools will be contributing to the smooth running of all schools to varying degrees. Teachers with expertise, whatever their size of school, will be sharing their expertise beyond their own school.

Our schools often operate in locational hubs to reduce travelling time and ensure full understanding and appreciation of local characteristics and knowledge. All Headteachers currently report to the CEO or DCEOs.

Working in the ways described above allows us to develop an organisational resilience, operating truly as one organisation for the benefit of the education that we can provide at each school base. Every individual's contribution is recognised and valued by the whole. The role of the centre is to promote, create, oversee and develop this organisational structure which will necessarily remain dynamic and flexible in order to be able to respond to need and maximise potential.

Performance targets for all Headteachers will reflect their school level responsibilities as well as their contribution to the whole trust and this approach is replicated in all target setting within schools.

ASSET Education adheres to a strengths-based approach to leadership. We believe that schools, pupils and adults thrive when the culture is positive and benevolent, and goodwill and generosity are in abundance. For this reason, we will seek to develop leaders with an understanding and ability to promote a positive culture. When developing people in leadership posts and selecting within our recruitment programme, the following research and literature will support our decision making and support.

Strengths - based leadership (Tom Rath/Barry Conchie, 2015)

Research from Gallup (10,000 sample of workers at all levels in organisations, global sample) suggests that effective leaders:-

1. ***Identify and use strengths as a starting point*** - their own, others, seek out and recognise what is good and effective. Align strengths with specific roles to generate energy, focus and resilience. Encouraging staff to work to their strengths creates significantly more energy, focus and high performance than relying on skills, experience or knowledge (Kim Cameron, *Practicing Positive Leadership*, 2015)

2. **Build leadership teams** around a range of strengths that create diversity but cover strengths in the four key areas of strategic thinking/planning, relationship building, analytical strengths, and execution. The best leadership teams avoid the pitfall of recruiting clones of the leader! Effective teams cover a range of strengths and approaches, but after robust discussion come together around organisational core values, desired outcomes, an equal commitment to work and personal life and diversity in its widest sense.
3. **The best judges of what is needed from a leader are those who follow** but are frequently never consulted - the Gallup data suggest **four qualities** which are mentioned with the greatest frequency:
 - a. **Trust** (both being trustworthy, trusting others to do a good job),
 - b. **Stability** (giving a sense that the leader is not inclined to favour pet schemes or vary his/her approach to staff day to day, is reliably consistent in dealings with staff),
 - c. **compassionate** (really care about the staff not simply what they can do for the organisation),
 - d. **hopeful** (they communicate direction, vision and positivity about where the organisation is heading and how staff can be part of it).

In order to inform the selection process for senior leader posts we are mindful of the following aspects of the leadership literature:-

- Avolio and colleagues (2010) research on “Authentic Leadership” suggest that authentic leaders are those who are genuine, reliable, trustworthy and real.
- Characteristically authentic leaders are confident, hopeful, optimistic, resilient, transparent, have a strong internal moral compass, are self reflective at all times and process a range of information in a balanced way
- Leadership style is a surface function. Authentic leadership is core to good leadership.

The core components of authentic leaders are:-

1. **Relational transparency** - being yourself, more, with skill. Appropriate, thoughtful, intentional and wise self-disclosure, and self-management, not knee-jerk unmediated responses. High level of self-awareness - both clarity about unique strengths and areas for development.
2. **Internal morality** - clear sense of internal morality that guides thought and action. This reduces the likelihood of decisions made for short term gain (popularity, manipulation, power broking, promotion of self) and differentiates an authentic leader from one who seems to many to be an inspirational, dynamic leader but who lacks the moral compass and may be essentially driven by the need to control, manipulate and achieve personal gain.
3. **Adaptive self-reflection** - The ability to reflect upon your own behaviour in such a way that you learn something useful about yourself. The individual does this in a non-judgemental way, with curiosity, having a learning orientation and patterns of thinking which are open and positive. “Such reflection is directed towards learning rather than blaming, is orientated towards the future rather than the past, and is for processing information rather than to assign blame” (Sarah Lewis, *Positive Psychology at Work* 2011).
4. **Balanced processing** - a leader that objectively analyses all relevant information before coming to a decision. This involves having an awareness of personal bias, emotional responses to information, avoiding exaggeration or distortion, balancing the needs of self and others, present and future, and the context of the workplace.

We need to choose leaders of teaching and learning in our schools who are capable of building, nurturing and developing ‘collective teacher efficacy’ - see the following information produced by our Chair of Trustees, John West-Burnham.

Collective teacher efficacy

Collective teacher efficacy refers to a staff’s shared belief that through their collective action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged. Educators with high efficacy show:

- greater effort and persistence,

- a willingness to try new teaching approaches,
- set more challenging goals,
- attend more closely to the needs of students who require extra assistance.

In addition, when collective efficacy is present, staff are better equipped to foster positive behaviour in students and in raising students' expectations of themselves by convincing them that they *can* do well in school.

- **Advanced Teacher Influence** Advanced teacher influence is defined by the degree to which teachers are provided opportunities to participate in important school-wide decisions.
- **Goal Consensus** Reaching consensus on goals not only increases collective efficacy, it also has a direct and measurable impact on student achievement
- **Teachers' Knowledge About One Another's Work** Teachers gain confidence in their peers' ability to impact student learning when they have more intimate knowledge about each other's practice.
- **Cohesive Staff Cohesion** is defined as the degree to which teachers agree with each other on fundamental educational issues.
- **Responsiveness of Leadership** Responsive leaders show concern and respect for their staff and protect teachers from issues that detract from their teaching time and focus.
- **Effective Systems of Intervention** Effective systems of intervention help in ensuring that all students are successful.

. . . with educators, it is their vision, their passion, their belief that they can and do enhance the learning lives of their students. This is the core "why" educators do what they do. . . we want to move the debate from how we best teach to how best we evaluate the impact of this teaching. The latter goes more directly to the heart of educators' success and reason for being in schools, and benefits students the most. (p xiii) 10 Mindframes for Visible Learning: Hattie and Zierer

1. I am an evaluator of my impact on student learning - As leaders and teachers we have to evaluate whether our practices are bringing out the best learning in our students. In Hattie's words we have to "*Know Thy Impact.*"

2. I see assessment as helping me understand my impact - What sort of formative assessment are we doing to make sure that what we are doing in the classroom is actually working? Assessment for learning is as much for the teacher as the student

3. I collaborate - Collaboration is crucial to the influence that is near the top spot, which is collective teacher efficacy. Collaboration is needed between every permutation of learners, teachers, leaders and institutions.

4. I am a change agent - Hattie believes we have to change our mindsets to understanding we are change agents i.e. we have agency and can make a difference. All students can improve. This is important, because research shows that when teachers have a low level of efficacy they feel as though they don't have any impact on student learning, which doesn't put them in the role of change agent at all.

5. I work through challenge - Hattie believes we spend too much time giving students answers to questions that they struggle with in the classroom; instead of taking the opportunity to teach them that error is the best way to learn. It's through making mistakes that deep learning is possible. This will work better, if at a young age, we teach students that learning is not always easy, which is one of the greatest parts of it.

6. I give feedback and ensure that students understand it Equally I interpret and act on the feedback given to me

7. I engage as much in dialogue as monologue – What is the ratio of authentic dialogue between teacher and learner as opposed to teacher monologue – 20/80? Authentic dialogue is a sophisticated balance of skills and personal qualities.

8. I explicitly inform students what successful impact looks like from the outset – Setting goals and success criteria are essential components of successful learning. Intentions and strategies are clear, transparent and challenging.

Engaging in dialogue, diving deeply into assessment data, teaching students about learning dispositions, and becoming change agents is no easy task, which is why learning is hard work.

9. I build positive relationships and trust - In Hattie's work he has shown that teacher-student relationships have an effect size of .72 which is nearly double the hinge point (.40) he found through his research that offers a year's worth of growth for a year's input. Positive relationships are essential in building a culture of learning through mistakes. Learning requires high challenge, low threat.

10. I talk about learning and not about teaching - When we talk about teaching we are focusing on the adult in the room and very often forget about the students. The adult is important, but focusing on the student is more important. In the *Politics of Distraction*, Hattie wrote that school stakeholders, policymakers and politicians talk a great deal about the adult issues in school, such as unions, prep time and teacher evaluation, but not enough time discussing learning.

The focus on learning is important, which is why we need to talk about it more than we talk about teaching. However, having common language around learning is the crucial next step. Schools that focus on learner dispositions and teach students how and when to use them can help change the mindset of all members of the school community.

Hattie J and Zierer K (2018) *10 Mindframes for Visible Learning* Abingdon Routledge

APPENDIX TWO: Framework for Ethical Leadership in Education Summer 2019

The Ethical Leadership Commission was established because of concerns expressed by ASCL members and others about the lack of guiding principles for ethical leadership in education. The resulting *Framework for Ethical Leadership in Education* provides the profession with the following principles to support leaders in their decision-making and in calling out unethical behaviour:

1. Selflessness: School and college leaders should act solely in the interest of children and young people.
2. Integrity: School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.
3. Objectivity: School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.
4. Accountability: School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
5. Openness: School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.
6. Honesty: School and college leaders should be truthful.
7. Leadership: School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. Leaders should show leadership through the following personal characteristics or virtues:

- A. Trust: *Leaders are trustworthy* and reliable. We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.
- B. Wisdom: *Leaders use experience, knowledge and insight*. We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.
- C. Kindness: *Leaders demonstrate respect, generosity of spirit, understanding and good temper*. We give difficult messages humanely where conflict is unavoidable.
- D. Justice: *Leaders are fair and work for the good of all children*. We seek to enable all young people to lead useful, happy and fulfilling lives.
- E. Service: *Leaders are conscientious and dutiful*. We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.
- F. Courage: *Leaders work courageously in the best interests of children and young people*. We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.
- G. Optimism: *Leaders are positive and encouraging*. Despite difficulties and pressures, we are developing excellent education to change the world for the better.